**2023 Annual Report to the School Community**

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 05 March 2024 at 04:45 PM by Peter Langham (Principal) |

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| * 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 16 April 2024 at 04:00 PM by Emma Boag (School Council President) |

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School Name: Monterey Secondary College (8809)

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](https://nap.edu.au/naplan/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** |
| Monterey Secondary College, along with the two government Primary Schools in Frankston North form the Frankston North Education Plan (FNEP). The FNEP is leading the transformation of opportunities for this community through an approach to education focusing on birth through to adulthood. The schools also act as the platform for the delivery of many health and welfare services and open their facilities for extensive community use. The vision of the Frankston North Education Plan is that “Every child and family is successful in learning and life.”  Across the schools, we embrace three expectations, Be Safe, Be Respectful and Be a Learner. These expectations are valued by our staff and students and have been pivotal in ensuring a calm and orderly learning environment.  In 2023 the College’s SFOE was 0.6419. The enrolment was 375 students. The staffing profile of Monterey SC included a Principal and five Assistant Principals, four learning specialists (3.6 EFT), four leading teachers, 17 Teachers, 11 Paraprofessionals (10.4 EFT) Paraprofessionals, 30 Education Support and Administration staff and 2 instrumental music teachers.   The school is now experiencing sustained enrolment growth enabling our educational programs to grow in depth and breadth. To manage the growth, the school is forward planning around the additions and improvements to a number of classroom and outdoor spaces. The enrolment growth supports the view that the community perception of Monterey Secondary College is rapidly improving.    |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The evidence (survey data and NAPLAN data) suggest that when we apply a strong focus in particular areas, positive results follow. Reading has been an unwavering focus from 2020 for us. Numeracy has had an increased focus during 2023, but the impact of that wasn't evident in NAPLAN due to the test occurring in Term 1. The culture and conditions are set for improved outcomes in the coming years.NAPLAN Year 9 Reading results for students attaining Strong or Exceeding were 52% of our cohort, exceeding similar schools (47%) and placing us inside the Top 10 of the 31 grouped Similar Schools.Our VCE Median Study Score of 25 was the fourth highest score across the previous 10 years, and was the equal second highest within the Northern Peninsula Network.100% of our VCE students completed at least one VET Unit of Competency, compared to 33.9% of the State. Our VCE program is now made up of 40.8% VET, compared to 6.3% of the State.96.3% of our students completed the VCE or VCE Vocational Major. |
| Wellbeing |
| The School Strategic Plan has targets of 65% Positive Endorsement for ‘Sense of Connectedness’ 75% Positive Endorsement for ‘Emotional Awareness and Regulation’ and 70% Positive Endorsement for ‘Teacher Concern’ in the Students' Attitude to School Survey by 2025.In 2023, the following results were achieved, ‘Sense of Connectedness’ 69%, 70% ‘Emotional Awareness and Regulation’, ‘Teacher Concern’ 67%.  Throughout 2023, we acknowledged that for our staff to support students well, we needed to support our staff well. We ran a series of surveys, staff forums and committees to learn more about ‘positive-staff-wellbeing’. Through this work, we’ve moved towards meeting the School Strategic Plan targets from the School Staff Survey.Targets are 60% Positive Endorsement for ‘Trust in Students and Parents’, 70% Positive Endorsement for ‘Parent and Community Engagement’ and 75% Positive Endorsement for ‘Teacher Collaboration’.In 2023 the following results were achieved, ‘Trust in Students and Parents’ 46% (Similar Schools Average 32%), 84% ‘Parent and Community Engagement (State Average 65%), 66% ‘Teacher Collaboration’ (49% State Average).  |
| Engagement |
| The School Strategic Plan 2021 - 2025 includes aims to build student engagement and ownership of their learning. Our view is that students will be most engaged when they value what they are learning and have a degree of autonomy within that learning.   Depending on each student's age, stage and engagement, the program they complete will fit their individual needs. For our most vulnerable students, this may be enrolment in one of our Engagement programs, including Outreach, Classroom Connect or Activate. Our most engaged and academically capable  students will typically complete a more ‘mainstream’ course with a range of choices embedded within it.  The School Strategic Plan has targets of 70% Positive Endorsement for ‘Stimulated Learning’ 65% Positive Endorsement for ‘Student Voice and Agency’, 70% Positive Endorsement for ‘Self-Regulation and Goal Setting’, 70% Positive Endorsement for ‘Sense of Confidence and 65% Positive Endorsement for Managing Bullying in the Students Attitude to School Survey by 2025.In 2023, the following results were achieved, ‘Stimulated Learning’ 76% (State average 50%), 63% ‘Student Voice and Agency’ (40% State Average), 65% ‘Self Regulation and Goal Setting’ (57% State Average), ‘Sense of Confidence’ 66% (State average 56%), and 70% ‘Managing Bullying (State average 47%)  In 2023, 52% of students missed more than 20 days of school and 40% of students missed more than 30. Whilst this number is shocking, it’s similar to the 2019 rates of absence which saw 48% of students miss more than 20 days of school and 35% of students miss more than 20 days of school. The school has become a leader in engagement, and is a part of numerous working parties to support vulnerable students.  |
| **Other highlights from the school year** |
| Noting the global teacher shortages, we were intentional in ensuring that our School Culture had a focus on staff retention; in other words, ensuring that our staff felt valued by the school, as such, we put our focus into supporting, connecting and celebrating with our staff.Particular highlights relating to school culture were:Eight of our teachers celebrated in the News Corp series on Australia's Best TeachersOne of our teachers being awarded with the Schools Plus Early Careers Teacher ScholarshipA whole-staff curriculum day at Willum Warrain Aboriginal Association in HastingsA whole-staff wellbeing day at The Ranch, focusing on connecting, reflecting and replenishingPleasingly, our retention of staff during 2023 was significantly higher than the typical school in 2023.Further, we were chosen by the Department of Education to be a part of a Regional Action Plan on Reducing Early Leavers, this Action Plan aligned with our priorities and we boosted the retention of our students from Year 9 to Year 12 from an average of 70% from 2020-2022, to 78% in 2023. More importantly, of those students who were early leavers, 81% went into further training or full time work, up from an average of 48% from 2020-2022. |
| **Financial performance** |
| In 2023, Monterey Secondary College saw a great improvement in its financial situation, ending the year with an SRP deficit of $84,466, a significant reduction from the projected $728,235. This positive change was partly due to increased Disability Inclusion Profile funding over the course of the year, the Teach Today, Teach Tomorrow initiative, and the college experiencing a boost in enrolments, increasing from the expected 350 to 375 students. Throughout the year, the college secured various grants and funding sources. $47,000.00 in cash was received from Active School Grants, earmarked for PE, sports, and extracurricular activities. Additionally, $305,714.29 in cash was allocated for the VET Delivery to School Students program, covering both program costs and staffing. Furthermore, $432,475.60 in cash was obtained for equity funding, specifically designated for essential curriculum resources and staffing requirements. |
| **For more detailed information regarding our school please visit our website at <https://monterey.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 376 students were enrolled at this school in 2023, 192 female and 184 male.

5 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 83.5% |
| State average (secondary schools): | 73.1% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 77.0% |
| State average (secondary schools): | 57.2% |

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.

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| **English****Years 7 to 10** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 64.2% |
| Similar Schools average: | 61.5% |
| State average: | 75.5% |

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| **Mathematics****Years 7 to 10** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 81.3% |
| Similar Schools average: | 53.0% |
| State average: | 68.2% |

LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

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| **Reading****Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 50.8% |
| Similar Schools average: | 53.4% |
| State average: | 66.1% |

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| **Reading****Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 51.5% |
| Similar Schools average: | 46.6% |
| State average: | 60.0% |

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| **Numeracy****Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 37.7% |
| Similar Schools average: | 48.7% |
| State average: | 62.9% |

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| **Numeracy****Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 33.9% |
| Similar Schools average: | 42.8% |
| State average: | 59.9% |

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.

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| **Reading****Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 29.9% |
| Similar Schools average: | 40.7% |
| State average: | 54.6% |

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| **Reading****Year 9** | Latest year (2022) |
| School percentage of students in the top three bands: | 21.6% |
| Similar Schools average: | 32.1% |
| State average: | 47.2% |

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| **Numeracy****Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 21.2% |
| Similar Schools average: | 34.1% |
| State average: | 52.5% |

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| **Numeracy****Year 9** | Latest year (2022) |
| School percentage of students in the top three bands: | 16.3% |
| Similar Schools average: | 26.6% |
| State average: | 44.7% |

LEARNING (continued)

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

 **Victorian Senior Secondary Certificate**

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

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

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| **Victorian Senior Secondary Certificate** | Latest year (2023) | 4-year average |
| School completion rate: | 96.3% | 98.4% |
| Similar Schools completion rate: | 94.8% | 95.4% |
| State completion rate: | 96.6% | 97.1% |

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| Mean study score from all VCE subjects: | 25.0 |
| Number of students awarded the VCE Vocational Major |  18 |
| 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: |  86% |
| Percentage VET units of competence satisfactorily completed in 2023: |  99% |

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).

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| **Sense of Connectedness****Years 7 to 12** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 68.8% | 66.1% |
| Similar Schools average: | 42.8% | 47.2% |
| 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).

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| **Management of Bullying****Years 7 to 12** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 70.3% | 69.3% |
| Similar Schools average: | 44.0% | 48.0% |
| 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.

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| **Student Absence****Years 7 to 12** | Latest year (2023) | 4-year average |
| School average number of absence days: | 34.3 | 27.5 |
| Similar Schools average: | 32.3 | 28.2 |
| 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.

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2023): | 82% | 79% | 81% | 83% | 86% | 91% |

Student Retention

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

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| **Student Retention****Year 7 to Year 10** | Latest year (2023) | 4-year average |
| School percent of students retained: | 75.0% | 63.6% |
| Similar Schools average: | 72.3% | 72.3% |
| 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'.

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| **Student Exits****Years 10 to 12** | Latest year (2022) | 4-year average |
| School percent of students to further studies or full-time employment: | 78.1% | 78.6% |
| Similar Schools average: | 86.7% | 85.7% |
| 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 | $6,695,820 |
| Government Provided DET Grants | $811,528 |
| Government Grants Commonwealth | $16,087 |
| Government Grants State | $10,720 |
| Revenue Other | $208,493 |
| Locally Raised Funds | $239,419 |
| Capital Grants | $0 |
| Total Operating Revenue | **$7,982,067** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $878,386 |
| Equity (Catch Up) | $42,104 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$920,490** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $6,736,732 |
| Adjustments | $0 |
| Books & Publications | $877 |
| Camps/Excursions/Activities | $41,997 |
| Communication Costs | $13,937 |
| Consumables | $175,114 |
| Miscellaneous Expense 3 | $30,101 |
| Professional Development | $26,398 |
| Equipment/Maintenance/Hire | $186,672 |
| Property Services | $134,909 |
| Salaries & Allowances 4 | $60,124 |
| Support Services | $341,506 |
| Trading & Fundraising | $54,649 |
| Motor Vehicle Expenses | $7,562 |
| Travel & Subsistence | $0 |
| Utilities | $81,018 |
| Total Operating Expenditure | **$7,891,596** |
| Net Operating Surplus/-Deficit | **$90,471** |
| Asset Acquisitions | **$251,587** |

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 | $1,687,173 |
| Official Account | $12,470 |
| Other Accounts | $0 |
| Total Funds Available | **$1,699,642** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $173,313 |
| Other Recurrent Expenditure | $2,854 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $4,235 |
| Beneficiary/Memorial Accounts | $130,195 |
| 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 | $0 |
| Maintenance - Buildings/Grounds < 12 months | $34,400 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$344,997** |

*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.*