

2023 Annual Report to the School Community

School Name: Essendon Keilor College (8806)



- 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 13 March 2024 at 12:28 PM by Adam Potter (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 18 April 2024 at 04:59 PM by Kemal Mustafa (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

Essendon Keilor College (EKC) is a vibrant three-campus school nestled in the heart of Moonee Valley, we've been committed to nurturing accomplished citizens who contribute, live meaningfully, and succeed since the school was established in 1993.

At Essendon Keilor College, our core values of excellence, diligence, integrity, community, and service guide everything we do. With our middle years campuses situated in East Keilor and Niddrie, catering to students from Years 7 to 9, we provide a seamless pathway for their transition to our senior campus nestled in the heart of Essendon. Each campus is equipped with state-of-the-art facilities, including specialist spaces for Music, Science, Technology, Engineering, and Mathematics (STEM), as well as sporting amenities. We provide an enriching environment for holistic learning and growth with distinct advantages linked to supporting educational opportunities in a multi-campus school.

In 2023, our student body comprised 598 local students, and 48 international students. Our dedicated team, led by a principal and five assistant principals, along with 59 teachers and 26 full-time equivalent (FTE) education support staff, ensures every student receives personalised attention and support.

At our two middle years campuses, we offer a wide range of opportunities for our students, including our High Achievers Program for accelerated learning and specialised Sporting Academies in AFL, Netball, and Basketball with dedicated coaching. Our curriculum is diverse and aligned with the Victorian Curriculum, offering a variety of elective programs for students in Years 7 to 9 including music, art, technology, languages, health and physical education and science.

Transition is a key focus for us as our students progress to our senior campus, where they experience an adult-like learning environment. Here, they have the freedom to choose from a range of subjects outside of the core curriculum, which helps them best prepare for the Victorian Certificate of Education (VCE) or Vocational Major (VM). Our goal is to ensure that all students find pathways that suit their needs beyond secondary school.

Our commitment to student learning and wellbeing is paramount, as we strive for all our students to achieve positive learning outcomes within a supportive and respectful environment. One of the distinct advantages of operating three campuses is that we can truly get to know each of our students well and address their individual learning and wellbeing needs effectively.

At Essendon Keilor College, we're dedicated to fostering a nurturing and inclusive learning community where every student can thrive and reach their full potential.

In 2023, our Year 9 NAPLAN results in reading and numeracy, aligned with the State Education targets, exceeded the state average. Remarkably, 8 out of 10 students demonstrated medium to high growth from Year 7 to Year 9 in both areas. Furthermore, our destination data linked to VCE completion indicated that 85% of students who successfully completed the VCE received a 1st or 2nd round offer to university.

Join us on this journey of learning, growth, and achievement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Essendon Keilor College placed a strong emphasis on fostering student learning growth for all students. This emphasis was directly aligned with the school's strategic plan, which prioritised enhancing student achievement across all subjects and year levels. As part of our commitment to professional learning, we adopted a collaborative approach across the school.

During 2023, our Professional Learning Community (PLC) shifted its focus to developing a shared understanding of the impact of formative assessment. We prioritised regularly assessing student understanding within their learning journey to effectively track and monitor their progress.

We also implemented parent information evenings across all year levels, where we worked with students and families to focus on increasing student aspirations. We highlighted the importance of effective homework, study, and revision habits to drive learning performance. Alongside this, we implemented a growth mindset model, emphasising the importance of learning from mistakes and approaching each learning challenge with a positive mindset.

The school also implemented a change to the leadership structure by introducing teaching and learning leaders across the college. This adjustment enabled the school to maintain a continuous focus on learning, including student learning data, our GANAG instructional model, peer observation, and integrating learning into our curriculum and professional learning days.

The school performance report indicated that Essendon Keilor College achieved exceptional results in NAPLAN reading and numeracy. In 2023, 87.1% of our Year 9 students demonstrated medium or high growth in reading from Year 7 to Year 9, with 61.4% of students performing in the strong or exceeding category for reading. Similarly, in numeracy, 80.9% of students achieved medium or high growth, and 61.2% of students were classified in the strong or exceeding category for numeracy.

Our VCE and VM outcomes indicated that 94% of students successfully completed their chosen certificate. 85% of our students were successful in gaining a 1st or 2nd round offer to university which highlights our ability to support students with their chosen pathway.

Wellbeing

Our strategic plan priorities enhancing student wellbeing to support their learning journey. We are dedicated to creating a safe, supportive, inclusive, and respectful learning environment where all students feel nurtured and valued. Positive connections are highly valued at our school, and we emphasise the importance of mutual care and support among our students and school community.

Aligned with our SWPBS framework, which focuses on respect, aspiration, engagement, and learning, we have clearly defined expectations that we explicitly teach our students, both within our school community and in the broader community. It's noteworthy that 90% of our students reported not experiencing bullying, exceeding the state benchmark of 86%. Additionally, 47% of students indicated that we managed bullying appropriately, which is 3% higher than other local network schools.

In 2023, we allocated additional time and resources to our wellbeing team across the school to further enhance our approach to student wellbeing. We conducted a comprehensive review of our student timetable to ensure dedicated teaching time for wellbeing, particularly through a pastoral program in Years 7 to 9. This initiative is directly linked to our mentoring program at the senior campus, where we explicitly teach the Respectful Relationships curriculum.

Furthermore, in 2023, we collaborated with external organisations such as Project Rockit and Elephant Education to provide learning opportunities for our students through incursions. These workshops focused on developing respectful and healthy relationships, enriching our students' understanding and skills in this critical area.

Engagement

Our strategic plan revolves around enhancing student engagement in learning, with attendance being a fundamental aspect of our approach. We consistently reinforce attendance expectations through various channels, including parent information evenings, the school website, and student and parent handbooks. Year Level Coordinators (YLCs) spearheaded initiatives such as positive attendance awards to recognise students who consistently attended school. Attendance was a regular topic in Student Engagement and Wellbeing Team (SEWT) meetings, where student attendance was monitored weekly, and strategies were devised in collaboration with YLCs. In 2023, our overall attendance rate increased to 87.1% from 86.8% in 2022.

In alignment with our strategic focus, Essendon Keilor College (EKC) conducted a comprehensive review of our curriculum offerings in 2023 to enhance student engagement, particularly in the middle years. This review incorporated feedback from students, teachers, and parents.

A notable outcome of this review was the introduction of our High Achiever's Program, designed to accelerate student learning in core subjects such as English, Mathematics, Science, and Humanities. The program aims to provide enrichment opportunities and challenge students academically, with the ultimate goal of enabling progression into VCE subjects as early as Year 10.

Furthermore, we revamped our extracurricular offerings, including the establishment of a sporting academy in the middle years. This initiative complements existing programs in performing arts, instrumental music, and STEM. By recruiting specialist coaches in AFL, Netball, and Basketball, we provide students with opportunities to develop skills that enhance their academic journey.

Additionally, we reviewed our elective offerings in the Year 9 elective area in 2023, aiming to further increase engagement within the Year 9 cohort. Implementation of new elective offerings is scheduled for 2024.

The school places significant emphasis on supporting students through transitions and guiding them along their chosen pathways. This support includes comprehensive course counseling, Morrisby testing, and various other measures aimed at assisting students in making informed subject choices and transitioning smoothly to the senior campus.

Other highlights from the school year

We are thrilled to announce that Essendon Keilor College has secured a significant commitment of \$2 million from the State Government. This funding marks the beginning of an exciting journey as we embark on a comprehensive master planning process for all three of our campuses.

A major highlight of this initiative is the planned upgrade of our East Keilor campus, which will see the development of a purpose-built facility tailored to the needs of our middle year's students. This focused approach underscores our commitment to providing an enriching and supportive learning environment that caters to the unique requirements of this crucial stage in students' academic journey. This will ensure our students have a similar experience to their peers who are based at the Niddrie campus which had a

significant upgrade in 2018.

With this investment, we are poised to revitalise our school infrastructure and enhance the overall educational experience for our students across all campuses. The master planning process will pave the way for innovative improvements and strategic developments that align with our vision for excellence in education.

We look forward to collaborating with all stakeholders as we embark on this exciting endeavor, ensuring that Essendon Keilor College continues to thrive as a hub of learning, growth, and achievement for our students and the broader community.

Financial performance

The school's budgeting and staffing processes ensure that resources are allocated to the identified FISO and strategic plan priorities of the school. The school has long operated with a staffing credit deficit, which is offset in cash by user-pays extra opportunities like instrumental music lessons and family contributions. At the end of the 2023 school year, the reconciliation reported a deficit of \$644,085 being offset by \$734,346 cash to credit.

The large locally raised funds figure is due to fees paid by students in the large International Student Program, although this is lower than pre COVID years due to the decline in international student enrolments. In 2023 earnings from hire of facilities increased. Whilst we have a net operating deficit, this is due to ensuring we continue to offer a range of curriculum offerings and programs across the school.

Equity funding was expended on Literacy and Numeracy support through the employment of teaching assistants and the implementation of a number of support programs, including teacher professional development.

2023's family contributions were dramatically affected (like many schools) by the change in the Parent Payment Policy. Specifically, not being able to issue statements to families and placing an emphasis on voluntary contributions. Given this was the second year changing how we raised revenue, it saw a drop in parent contributions, and this will be a continual focus of the school moving forward.

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 636 students were enrolled at this school in 2023, 283 female and 353 male.

17 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

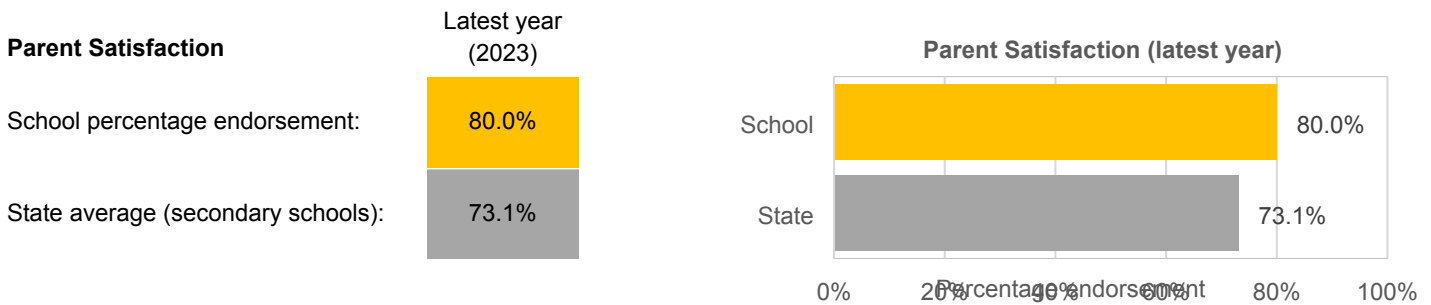
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

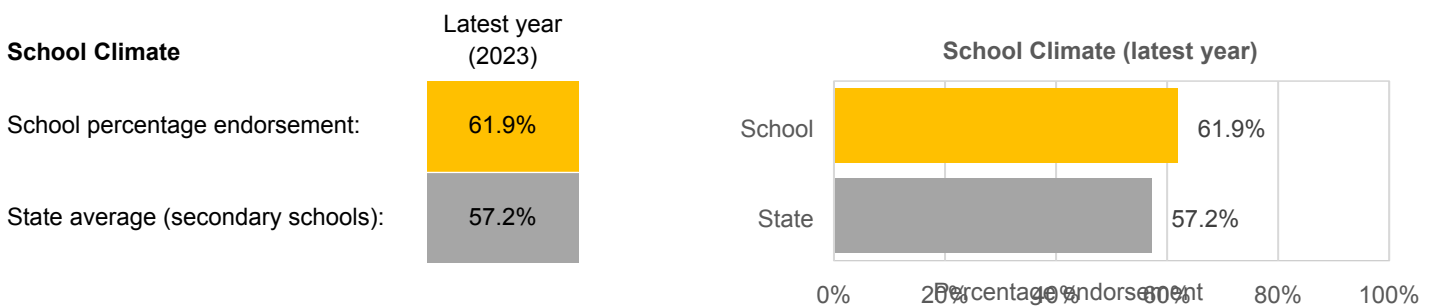


School Staff Survey

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

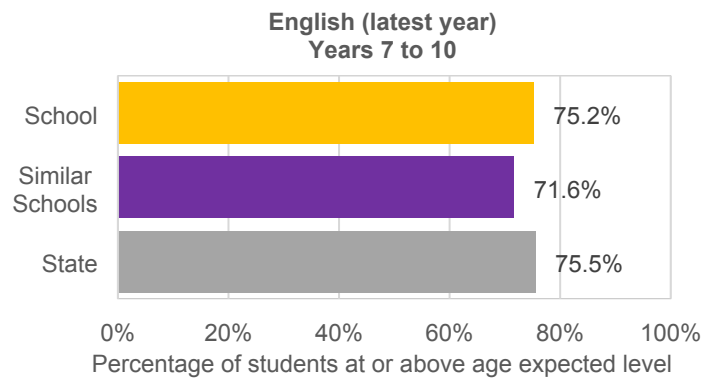
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

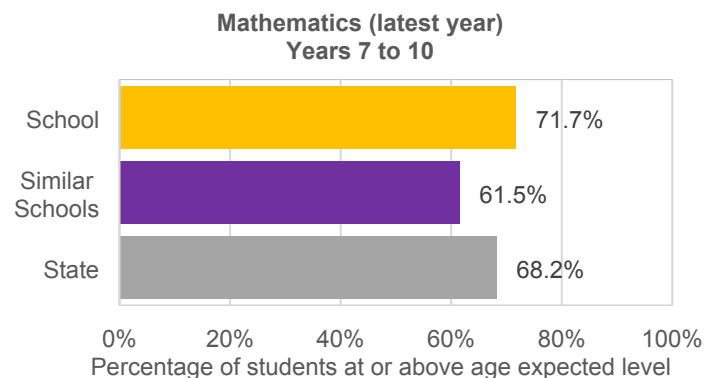
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	75.2%
Similar Schools average:	71.6%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	71.7%
Similar Schools average:	61.5%
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:

59.0%

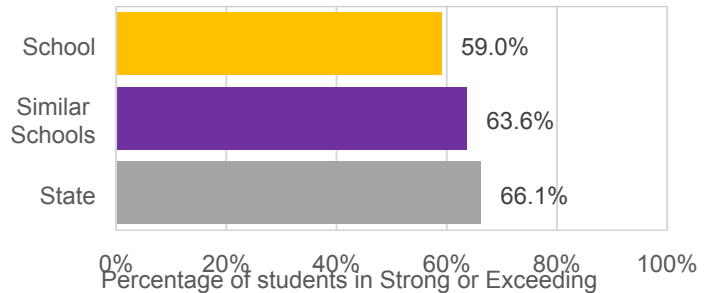
Similar Schools average:

63.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.4%

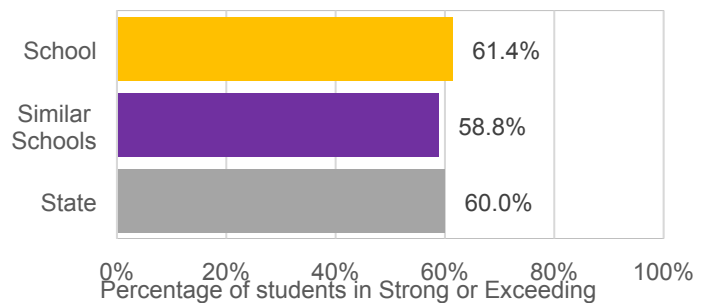
Similar Schools average:

58.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.0%

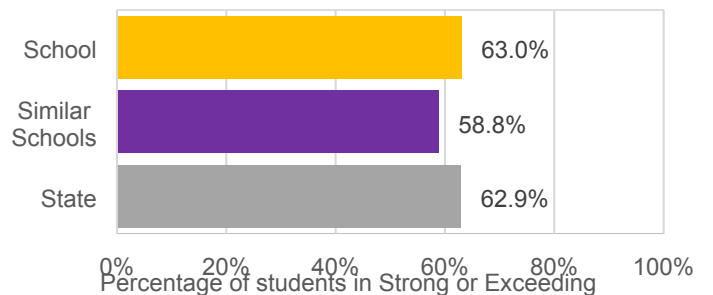
Similar Schools average:

58.8%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.2%

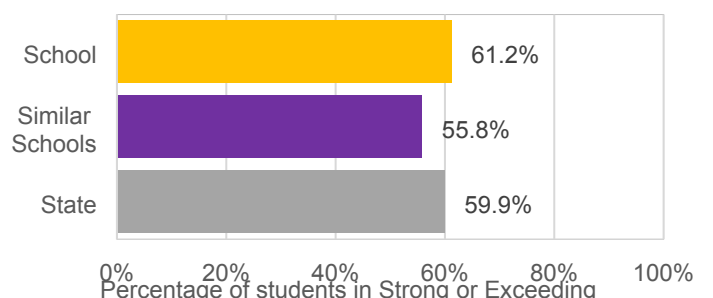
Similar Schools average:

55.8%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

36.2%

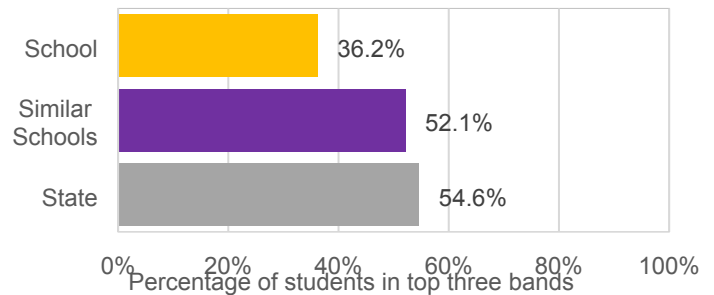
Similar Schools average:

52.1%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

34.4%

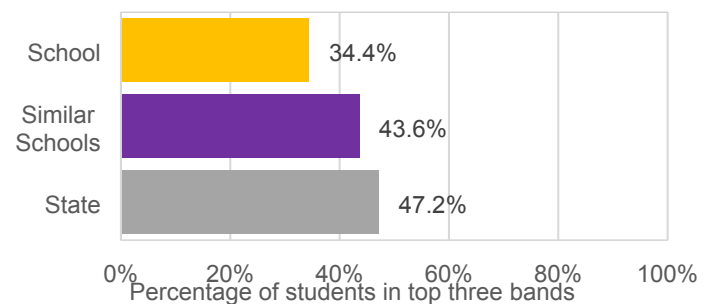
Similar Schools average:

43.6%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

37.4%

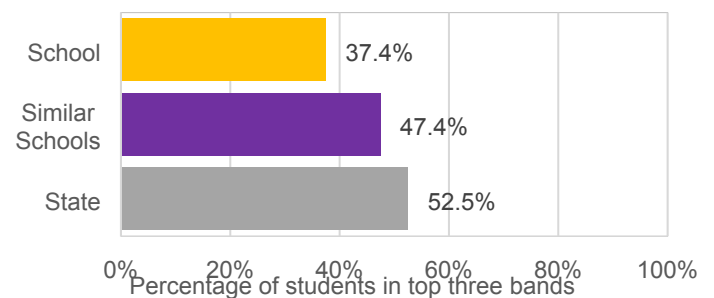
Similar Schools average:

47.4%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

26.0%

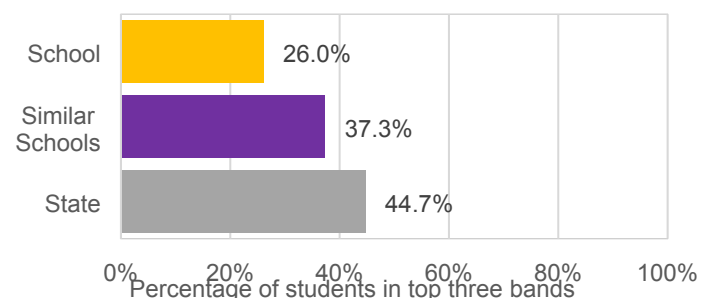
Similar Schools average:

37.3%

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

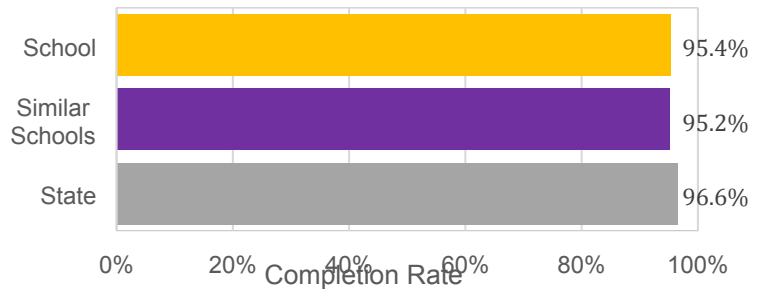
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.4%	97.1%
Similar Schools completion rate:	95.2%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.5

Number of students awarded the VCE Vocational Major

20

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:

44%

Percentage VET units of competence satisfactorily completed in 2023:

65%

WELLBEING

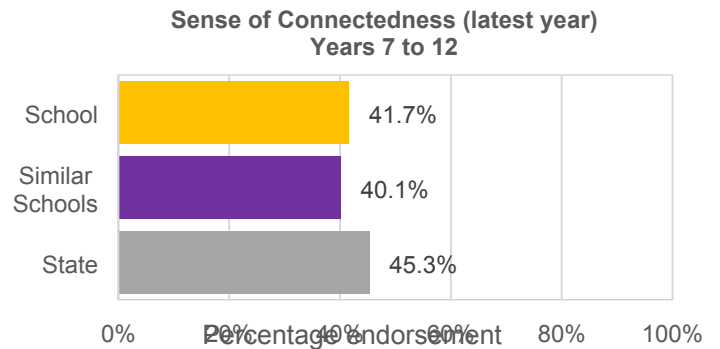
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	41.7%	40.7%
Similar Schools average:	40.1%	44.7%
State average:	45.3%	49.9%

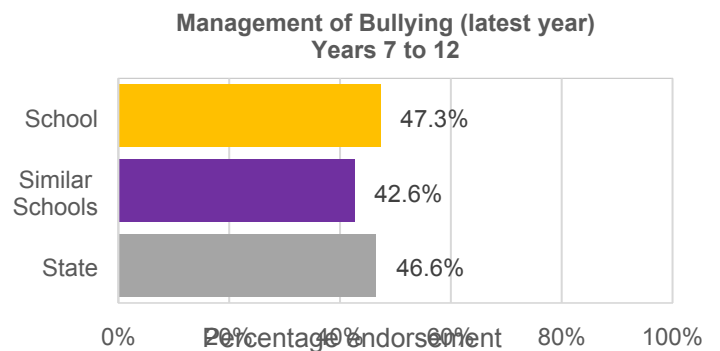


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	47.3%	44.4%
Similar Schools average:	42.6%	47.3%
State average:	46.6%	51.0%



ENGAGEMENT

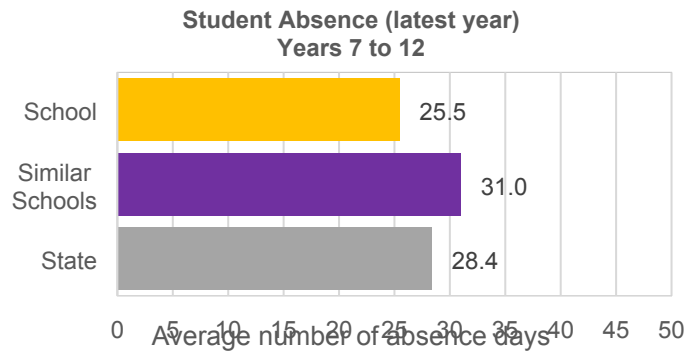
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	25.5	21.8
Similar Schools average:	31.0	25.9
State average:	28.4	23.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

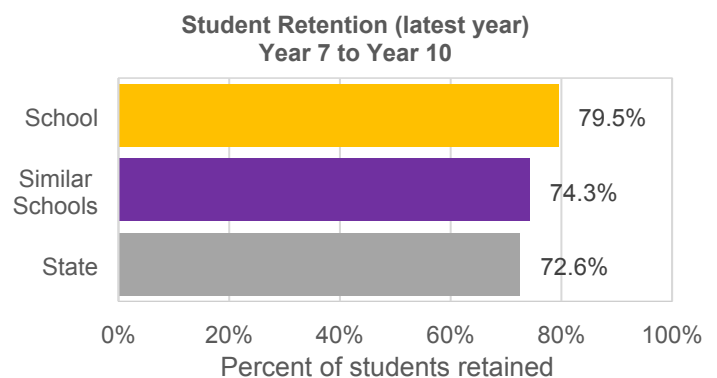
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	85%	85%	87%	89%	90%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	79.5%	70.5%
Similar Schools average:	74.3%	74.1%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

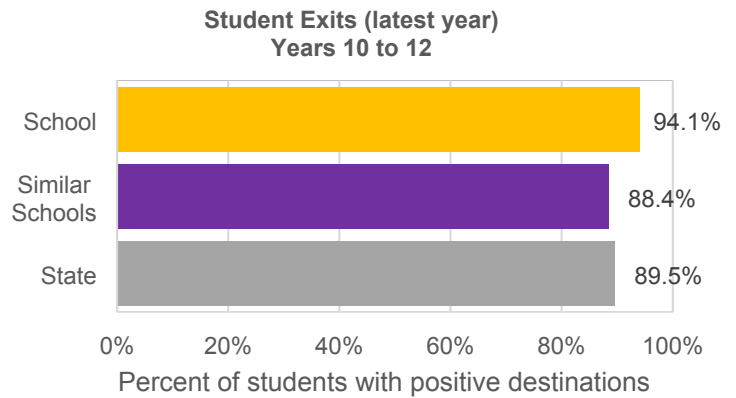
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	94.1%	93.8%
Similar Schools average:	88.4%	87.8%
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	\$9,686,597
Government Provided DET Grants	\$1,356,012
Government Grants Commonwealth	\$25,250
Government Grants State	\$12,125
Revenue Other	\$52,208
Locally Raised Funds	\$854,036
Capital Grants	\$0
Total Operating Revenue	\$11,986,227

Equity ¹	Actual
Equity (Social Disadvantage)	\$297,210
Equity (Catch Up)	\$36,947
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$334,156

Expenditure	Actual
Student Resource Package ²	\$10,255,197
Adjustments	\$0
Books & Publications	\$2,682
Camps/Excursions/Activities	\$461,115
Communication Costs	\$27,150
Consumables	\$181,379
Miscellaneous Expense ³	\$71,057
Professional Development	\$45,720
Equipment/Maintenance/Hire	\$227,081
Property Services	\$189,370
Salaries & Allowances ⁴	\$162,679
Support Services	\$416,213
Trading & Fundraising	\$36,952
Motor Vehicle Expenses	\$4,607
Travel & Subsistence	\$12,942
Utilities	\$134,559
Total Operating Expenditure	\$12,228,704
Net Operating Surplus/-Deficit	(\$242,477)
Asset Acquisitions	\$102,664

- (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	\$764,230
Official Account	\$75,787
Other Accounts	\$30,610
Total Funds Available	\$870,627

Financial Commitments	Actual
Operating Reserve	\$308,409
Other Recurrent Expenditure	\$108,837
Provision Accounts	\$0
Funds Received in Advance	\$19,434
School Based Programs	\$165,102
Beneficiary/Memorial Accounts	\$49,826
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,443
Repayable to the Department	\$16,195
Asset/Equipment Replacement < 12 months	\$24,655
Capital - Buildings/Grounds < 12 months	\$110,000
Maintenance - Buildings/Grounds < 12 months	\$31,306
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$839,206

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.