

2023 Annual Report to the School Community

School Name: Carrum Downs Secondary College (8423)



- 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 26 April 2024 at 02:36 PM by Michael Melfi (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 10:03 AM by Jeremy Dart (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

The vision of Carrum Downs Secondary College is to empower our community to build a successful future, and we encourage all students to set high expectations for themselves. A student's journey through our college starts in year 7 with a comprehensive transition plan to support students as they enter Secondary School. Students undertake a strong core program whilst gaining exposure to a range of specialist subjects across the arts and technologies to help students explore interests and discover passions. By year 9, students are able to select their own electives to study and by year 10, students are able to customise most aspects of their journey as they begin to specialise their studies towards their chosen pathway. Students participate in extensive pathways education and counselling and are supported to pursue their chosen pathway through either the VCE general certificate or the VCE Vocational Major.

Staff and Students belong to one of four houses from Year 7 -12, providing a framework for developing positive relationships to optimise learning outcomes, well-being and pathways. Our college values are Respect, Effort and Integrity and we have developed our School Wide Positive Behaviour Support Framework to teach our college values and set high expectations of our students for behaviour and learning in our community. The House System is also the basis of our college event, the House Cup, which celebrates and acknowledges participation in a range of pursuits including sports and the arts as well as academic performance or extra-curricular areas as well.

Ours is a vibrant community situated 42km southeast of Melbourne, with the college in 2023 having an enrolment of 886 students whilst employing 77 teachers and 38 ES staff. Students are encouraged to have a voice and identity, and the college boasts an extensive Student Leadership Program. All students are encouraged to take ownership over their learning and to set themselves goals to work towards are achieve. Students have access to many clubs as well as the House Cup and extra-curricular activities such as the production, music and sports programs.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the college worked towards the specific goal of improving Literacy in our community with a particular emphasis on writing. Our writing results have been below expectation, with only 51% of students in year 7 and 45% of students in year 9 for 2023 achieving either Exceeding or Strong in NAPLAN, both results below state averages. In 2023, all students were taught specific writing strategies across all subject areas to help them develop their vocabulary and structure better sentences and paragraphs. Our teachers worked in Professional Learning Communities to undertake Professional Development and then implement these strategies across all learning areas. Overall, we saw some great pieces of writing in our classes and students achieved higher Victorian Curriculum ratings as a result, but we are anxious to see our NAPLAN results this year to see just how much we have improved.

Our school achieved some fantastic results in Numeracy last year, with 56% of year 9 students achieving exceeding or strong for NAPLAN and 80% of students recording high or medium growth, both values outperforming similar schools. Our Numeracy team has worked for many years to develop a consistent and challenging curriculum for all students based around our targeted teaching program. Through this program we have created small class sizes or approximately 10 for students who need extra support and assistance, and we have also challenged our high achievers to extend themselves and excel.

In Senior School, more than 95% of students successfully complete their senior certificate, and we achieved an average study score across the college of 25. We are particularly proud of our pathways data that shows how well prepared our students are for further training or employment. We saw 32% of our students completing year 12 progressing towards university, with a further 39% undertaking TAFE or apprenticeships, 28% into employment making up a total of 99% of students moving onto to further training or the workforce. This is an outstanding result, the culmination of our community's hard work in nurturing our students through their journey, and it represents the outstanding outcomes we support our students to achieve at Carrum Downs Secondary College.

Wellbeing

In 2023, the college continued to deliver strong wellbeing outcomes for students through the many services we offer through our Wellbeing team that students can access such as counselling, group activities and specialist mental health support from our Mental

Health Practitioner, psychologist, and Doctors in Schools. In addition, our Pastoral Care and Health programs continued to focus on resilience and Respectful Relationships.

The college worked towards improving student wellbeing in significant ways. The college commenced teacher professional learning and implementation of the Berry Street Educational Model (BSEM) as part of our teaching practices with the aim of improving student self-regulation and connectedness to school. Our Student Attitudes to school data collected in term 2 showed 36% of our students were positive about their connectedness to school, a lower value than we would have liked to see. The college implemented several BSEM strategies such as brain breaks and ready to learn scales and has committed to funding the training of all staff in the Berry Street model using our mental health menu funding in 2024.

The school climate for students was improved in 2023, with nearly all factors from the Attitudes to School Survey improving from the previous year, with the particular factors of High Expectations of Success, Stimulated Learning and Advocate at School showing the biggest improvement. One area however that did not improve was the management of bullying, with only 37% of students responding positively about this factor. This was surprising as our House system responds to effectively to all issues brought to them, however, we reflected that a lack of publicity and communication of these policies may mean that what happens in this space is not visible to everyone. The college worked in 2023 to re-develop and communicate our college anti-bullying policies through lessons in Pastoral Care, assemblies and through regular messaging to students and the community. Feedback from students in our school review in early 2024 has demonstrated that this work has had a positive impact for students in our college, with students reporting across many student forums that they have appreciated the college response to the issue of bullying and that on the whole students feel safe and proud of our college.

Engagement

The college has developed many programs to improving student engagement in our college. Our students are supported by their House Leadership Team, who are responsible for working in partnership with families to improve learning. The House Leaders will oversee student engagement and are very active in running Student Support Group meeting with students and their families to create support plans for students about learning, behaviour, health and attendance as required. Each House has a House Support Officer to follow up on student attendance. Despite this the college recorded an average per student of 29.5 days absent which sounds high but is in fact lower than similar schools and close to state averages, indicating the school attendance is statewide issue that is impacting our college similarly to other schools. One very pleasing statistic is that our retention from year 7 to 10 was 81%, much higher than the state average for retention, indicating that once students start with our college, they remain engaged and continue with the college throughout their studies.

The college has an active student leadership team comprising of 48 students across a range of leadership roles overseeing the areas of Learning, Community, Arts, Sports, Inclusion and House. Our leaders have implemented a range of clubs across the school with the goals of improving student engagement, and they plan events to celebrate a wide variety of campaigns and causes promoting inclusion and acceptance of others. Of particular note was our celebration of Harmony Day where all students dressed up in cultural dress, and the college was treated to more than 15 different displays of dance and performance by students from different diverse backgrounds.

The House Cup which was previously mentioned in this report is another of our programs that is designed to promote participation and engagement in our community.

Other highlights from the school year

Our college saw some fantastic developments and achievements in 2023. We finished construction of our new building - the STEAM Centre, a facility to support our STEAM program, designed to promote and teach creative design thinking and encourage students to use emerging technologies such as 3D printing and laser cutting to build and test prototypes to solve real life problems.

We also received 2 grants, one from the Marrung Education Plan and one from South East Water that were jointly used to support our Koorie students to engage in the Koorie Education Leaders in Schools program (KELIS), and to construct and cultural meeting space and bush tucker garden.

Our college sent out many sports teams but there was a particularly notable achievement last year; our year 10 boys volleyball team won first their division championship before progressing on to the Victorian Schools Volleyball Cup where they won their division. Following this they travelled to Queensland to compete in a national competition, the Australian School Volleyball Cup where they again, won their division. It was an outstanding achievement from some great representatives of our college, who demonstrated hard work in commitment towards achieving their goals, whilst also demonstrating our college values of respect, integrity and effort to a high standard.

Financial performance

The college ended the year in a healthy financial position with surpluses in both our cash and staffing budget. The surplus in our staffing budget was due to money being carried over from the previous year and difficulties staffing certain teaching and support positions which were otherwise budgeted for. The college was able to staff the majority of Tutor Learning Positions that we received funding for ensuring that students received extra support in their learning as needed. We have been constantly looking to employ more inclusion support ES staff with our surplus funding to provide more support for students, and this search continues into 2024. The college continued to support student learning by heavily subsidising several learning programs including Education Perfect and Edrolo, and families experiencing financial hardship were supported to access computers, textbooks and uniform. Some other large expenditure items included school contributions towards the construction and resourcing for our new STEAM building as well as maintenance and repairs to our school sprinkler systems.

Our students undertook charity fundraising for several causes at large school wide activities for events such as MND Ice Bucket Challenge and the Greatest Shave for a cure, the latter being well supported by several local businesses who donated their time and hair shaving/cutting skills. In addition, our Year 10 volleyball team undertook fundraising to support them competing in the Australian Schools Volleyball Cup, in which they won their division. The college also received grants from South East Water and the Marrung Education Plan to construct a cultural meeting space and bush tucker garden.

For more detailed information regarding our school please visit our website at
<https://www.cdsc.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 886 students were enrolled at this school in 2023, 401 female and 485 male.

12 percent of students had English as an additional language and 3 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).

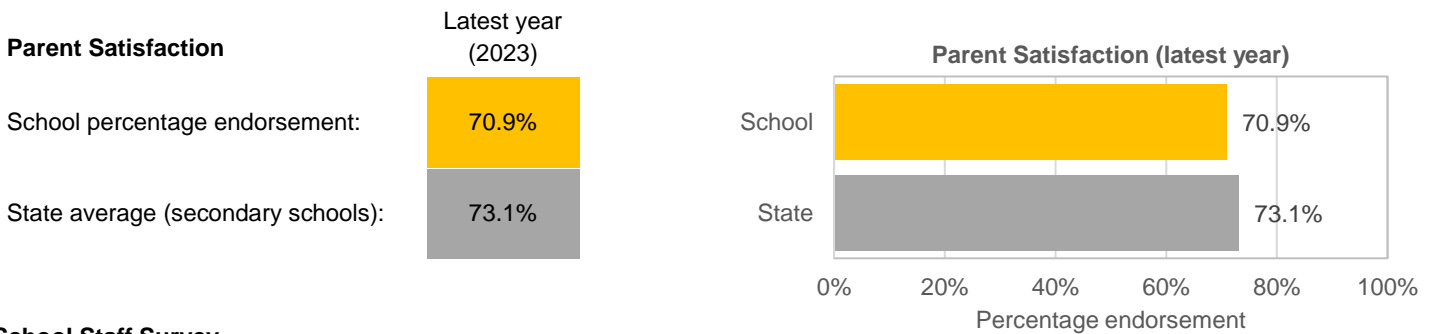
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

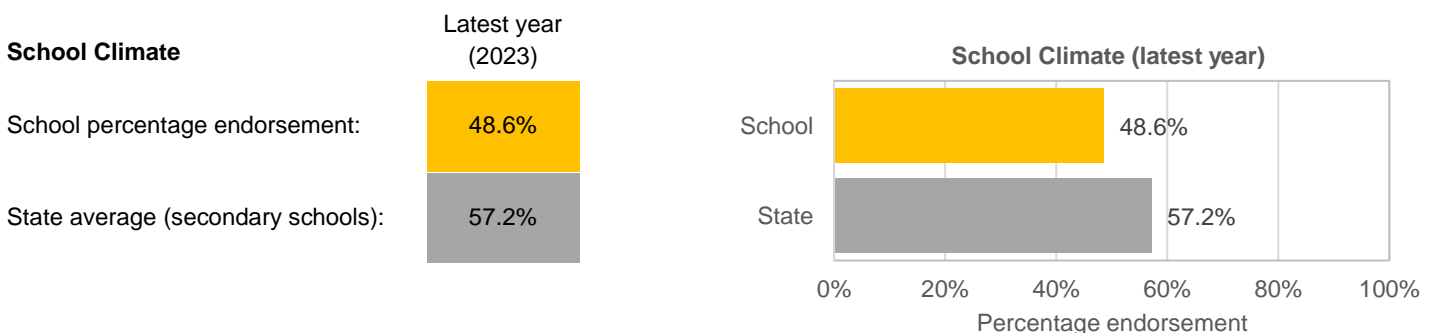


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2023)

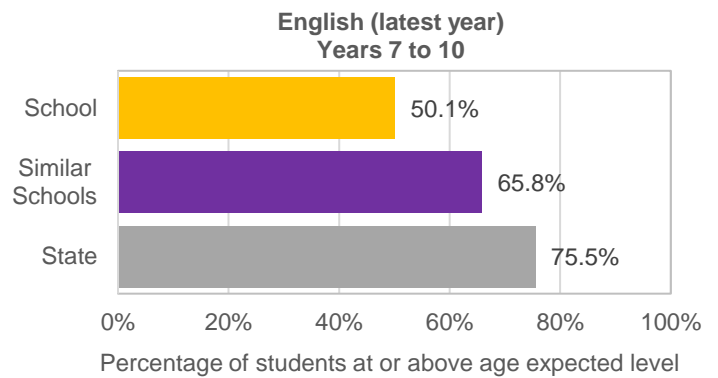
50.1%

Similar Schools average:

65.8%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

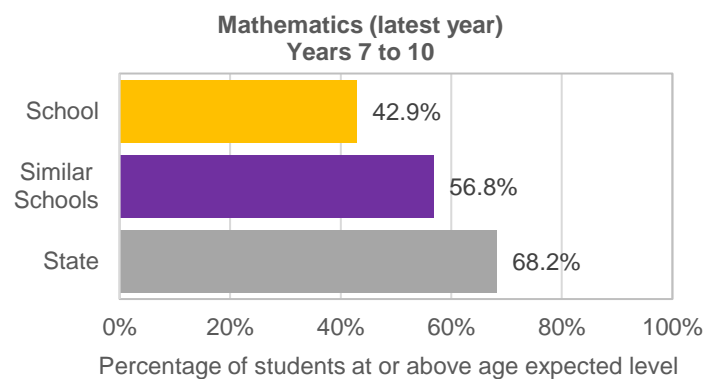
42.9%

Similar Schools average:

56.8%

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:

64.2%

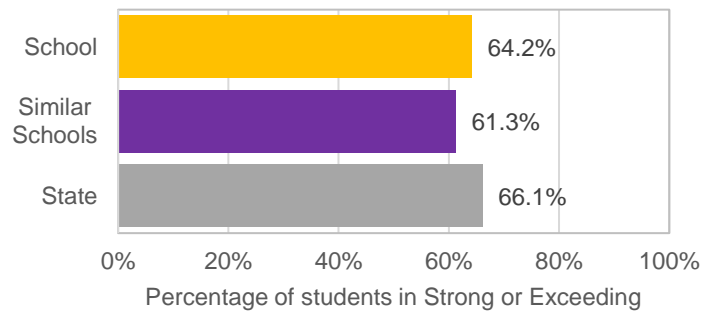
Similar Schools average:

61.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.6%

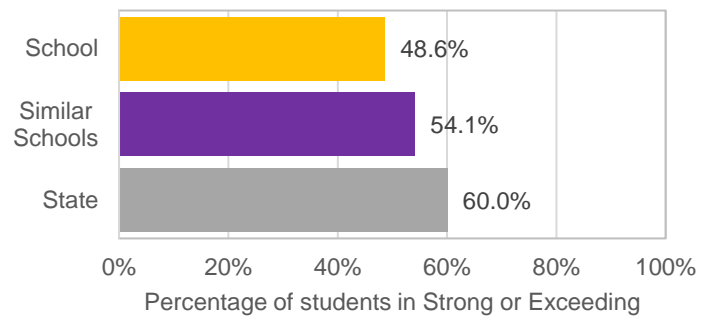
Similar Schools average:

54.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.2%

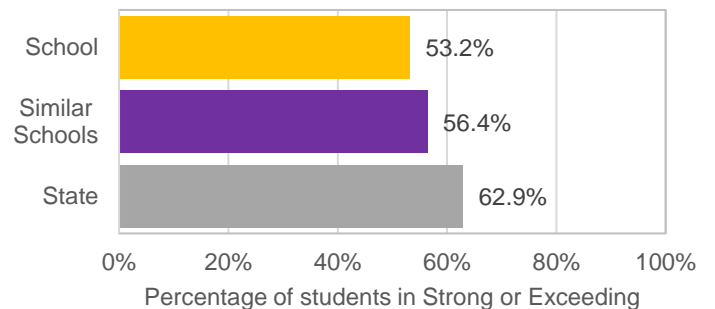
Similar Schools average:

56.4%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.3%

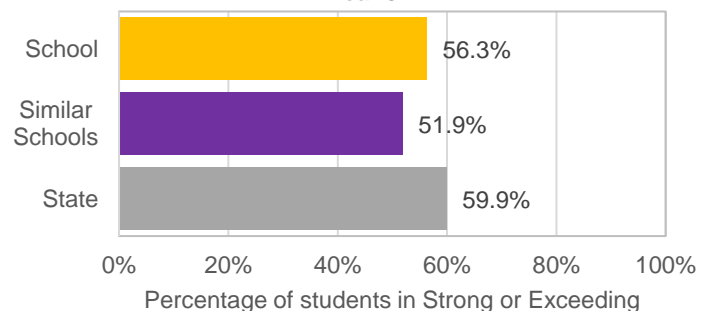
Similar Schools average:

51.9%

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:

34.4%

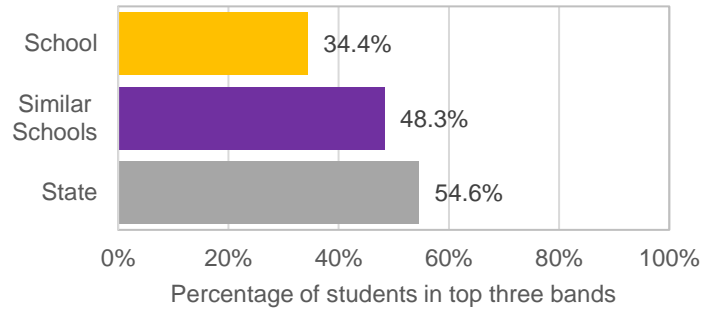
Similar Schools average:

48.3%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

28.5%

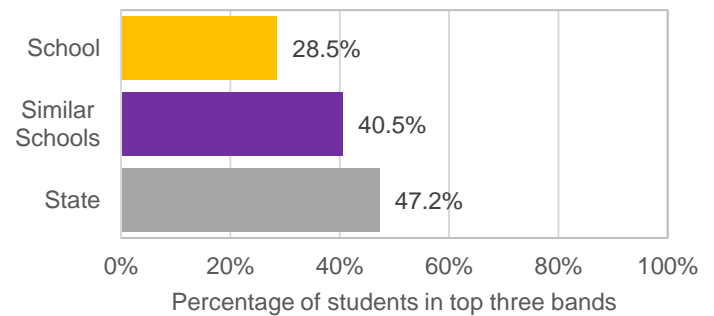
Similar Schools average:

40.5%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

34.2%

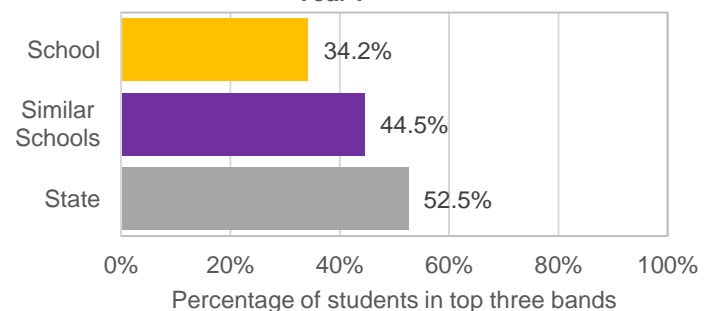
Similar Schools average:

44.5%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

22.8%

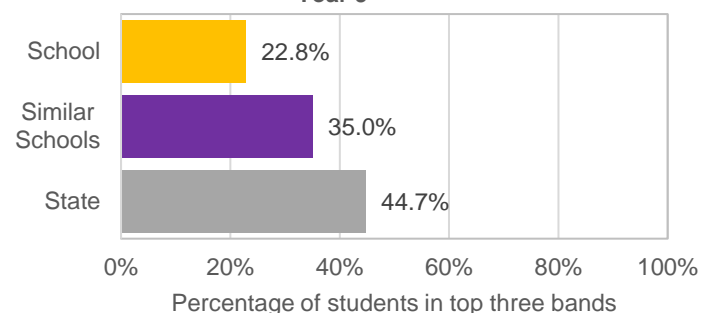
Similar Schools average:

35.0%

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

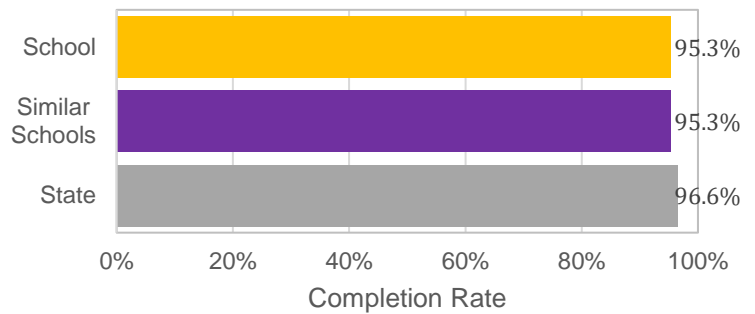
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.3%	95.2%
Similar Schools completion rate:	95.3%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.9

Number of students awarded the VCE Vocational Major

22

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:

22%

Percentage VET units of competence satisfactorily completed in 2023:

86%

WELLBEING

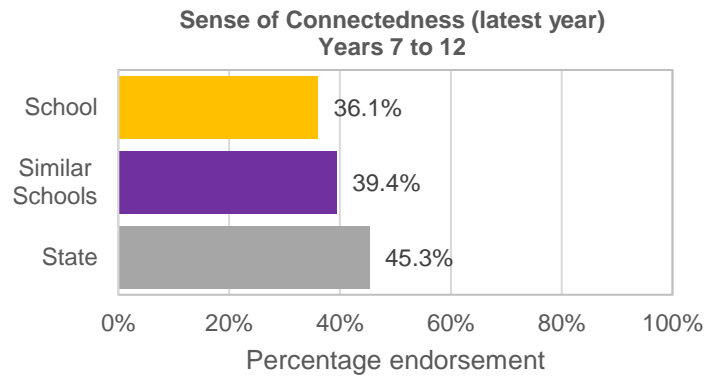
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	36.1%	41.1%
Similar Schools average:	39.4%	44.2%
State average:	45.3%	49.9%

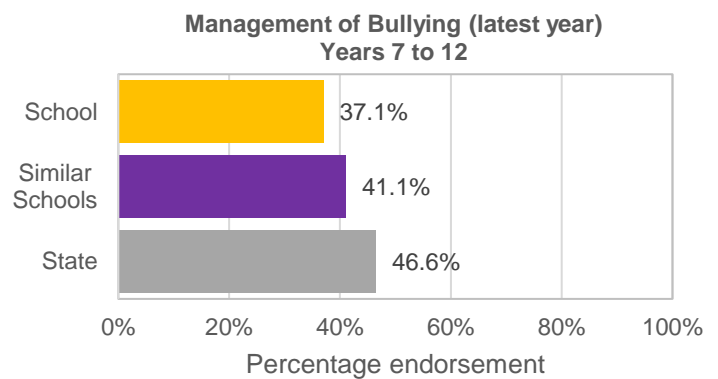


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	37.1%	42.9%
Similar Schools average:	41.1%	46.3%
State average:	46.6%	51.0%



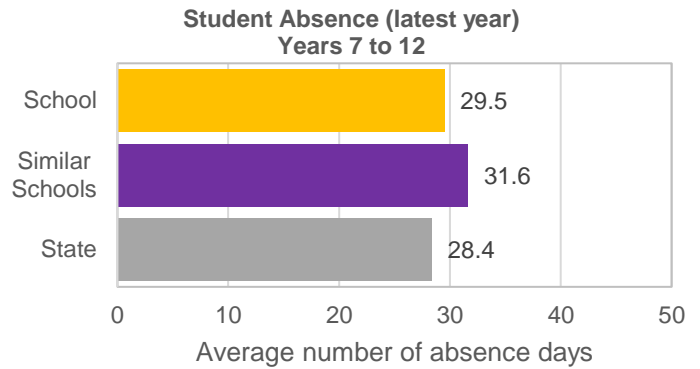
ENGAGEMENT

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:	29.5	26.4
Similar Schools average:	31.6	26.0
State average:	28.4	23.8



Attendance Rate (latest year)

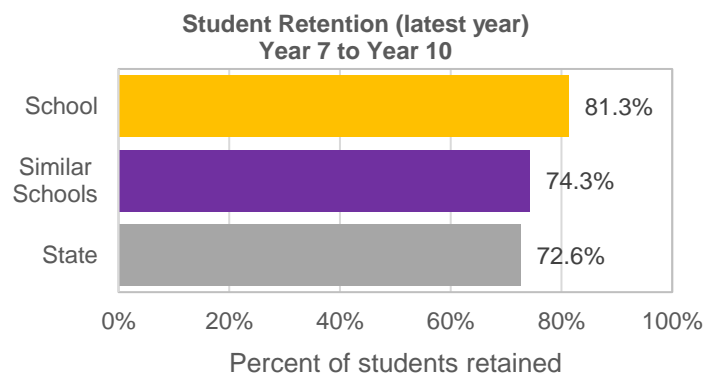
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	84%	82%	85%	83%	89%

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:	81.3%	74.0%
Similar Schools average:	74.3%	75.2%
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.

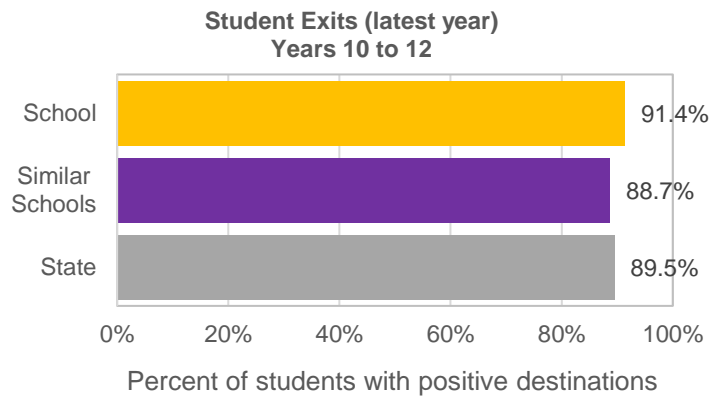
Students exiting to further studies or full-time employment

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:	91.4%	89.5%
Similar Schools average:	88.7%	87.2%
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	\$11,228,123
Government Provided DET Grants	\$1,651,147
Government Grants Commonwealth	\$8,288
Government Grants State	\$11,479
Revenue Other	\$42,760
Locally Raised Funds	\$802,881
Capital Grants	\$0
Total Operating Revenue	\$13,744,677

Equity ¹	Actual
Equity (Social Disadvantage)	\$592,079
Equity (Catch Up)	\$87,085
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$679,164

Expenditure	Actual
Student Resource Package ²	\$10,845,318
Adjustments	\$0
Books & Publications	\$311
Camps/Excursions/Activities	\$346,792
Communication Costs	\$17,591
Consumables	\$289,610
Miscellaneous Expense ³	\$95,950
Professional Development	\$44,215
Equipment/Maintenance/Hire	\$164,238
Property Services	\$236,035
Salaries & Allowances ⁴	\$186,375
Support Services	\$629,538
Trading & Fundraising	\$140,446
Motor Vehicle Expenses	\$127
Travel & Subsistence	\$0
Utilities	\$93,347
Total Operating Expenditure	\$13,089,894
Net Operating Surplus/-Deficit	\$654,783
Asset Acquisitions	\$10,195

- (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	\$178,319
Official Account	\$77,277
Other Accounts	\$82,777
Total Funds Available	\$338,373

Financial Commitments	Actual
Operating Reserve	\$338,736
Other Recurrent Expenditure	(\$46)
Provision Accounts	\$22,000
Funds Received in Advance	\$66,039
School Based Programs	\$71,368
Beneficiary/Memorial Accounts	\$82,777
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$580,874

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.