

# 2023 Annual Report to the School Community

School Name: Ararat Secondary College (8753)



- 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 18 March 2024 at 10:31 AM by Ellie McDougall (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 25 March 2024 at 09:49 AM by Janine Adams (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

### Victorian Senior Secondary Certificate

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

# About Our School

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## School context

Ararat College is a rural 7-12 co-educational College of just over 340 students located in the Central Highlands Region of Victoria approximately 100 kilometres west of Ballarat. The College was established in 1913 as one of the state's earliest secondary schools. The staff profile has changed significantly over the last four years. The College's Leadership Team has grown and includes the Principal, two Assistant Principals, three Leading Teachers and three Learning Specialists. Approximately 18% of the teaching staff are part-time. There are currently no identified Aboriginal and Torres Strait Islander staff. The College has a diverse and multi-skilled staff who work hard to provide an engaging and challenging program for all students. The College also employs a large number of Education Support staff to support our students funded through disability Inclusion and equity, as well as student mental health and wellbeing needs. Staff succession planning, middle leadership development and capacity building continue to remain a high priority.

Enrolment numbers have steadily increased more recently. Students come from a predominantly English-speaking background, with 2% of students having English as an additional language. Aboriginal and Torres Strait Islander students make up approximately 7% of the College enrolment. Approximately 45% of our students are from low socio-economic family backgrounds. The school currently has an SFOE of 0.5224. The College works extremely closely with the local government primary schools to ensure a supported and effective transition for students into the secondary school setting. These strong relationships also assist with continuity of learning within the curriculum.

Ararat College's mission is 'to provide an education that empowers young people to find their voice and thrive in any endeavour with respect, responsibility and excellence'. Supporting this mission statement are three core values:

- Respect - We are inclusive of all and celebrate diversity, we take pride in ourselves and our physical and social community, we show kindness to each other.
- Responsibility - We are accountable for our own actions, we resolve differences in constructive ways, we contribute positively to our community.
- Excellence - We aspire to exceed our potential, we challenge ourselves to be continuously improving, we embrace opportunities.

Ararat College buildings are situated in attractive, spacious, and well-kept grounds with areas of landscaping. The buildings include an Open Learning Centre with adjacent outdoor classroom, Gymnasium, Library, Technology Wing, Technology Skills Centre, Arts Centre, Senior School Centre, Science and Language Centre, a VET Hospitality/Commercial Cooking Trade Training Centre, synthetic surface Multi-Sport Facility and a School Farm with onsite classroom. Significant maintenance and refurbishment work has been undertaken and continues to be a priority to ensure that the College's many old buildings remain functional and attractive and provide a high-quality learning environment for our students. A highlight of 2023 was receiving \$4.6million to upgrade and modernise our school as part of the Victorian Government state budget.

A comprehensive range of co-curricular activities continues to be offered to students, focusing on the holistic development of students as individuals. This includes instrumental music, media programs, camps, numerous Student Leadership opportunities, State School Spectacular, school band, annual theatre/musical production and sport programs. No formal programs are offered for overseas students.

Ararat College is a school focused on both the learning and wellbeing outcomes of all students. In a caring, well-disciplined atmosphere, the college sets high standards in all aspects of student endeavour and behaviour, with our dedicated and talented teaching and support staff delivering engaging educational opportunities to all students, whilst also focusing on reflection and continuous improvement practices. The College makes a feature of encouraging, recognising and celebrating academic excellence, student leadership and co-curricular participation. Working with local community organisations and key stakeholders has been a priority as the College continues to support students to raise their aspirations and therefore motivation towards their education.

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

### Learning

In 2023 Ararat College focused on 'Improving student learning, with a particular focus on Numeracy' in line with a state-wide goal set by the department.

We continued with our commitment to our Professional Learning Communities throughout the school. These PLC cycles continue to be embedded into our school's meeting calendar, with a focus on an inquiry mindset and evidence-based practice that supports maximising the learning growth of all our students. Our annual Staff Survey data is evidence of the impact these PLCs are having on our adult learning culture, with a large proportion of the factors measured being above both state and similar schools.

Throughout 2023 staff spent a significant amount of time reviewing and refining our STAR Teaching and Learning model. Importantly, this was completed collaboratively with all staff having input and ownership over the areas that were improved. This provides a great base for the development of the student facing STAR Teaching and Learning model which will commence this year.

The change in NAPLAN reporting in 2023 has made comparisons to previous years difficult and has also resulted in the absence of learning gain data for this period. The percentage of students in Year 9 measured as Strong or Exceeding in both Reading and Numeracy is closer to the state and similar schools average. A highlight of our Year 9 NAPLAN data was seen in Writing where 52% of students were measured as either Strong or Exceeding, which was above the similar schools average.

The 2023 Senior School results have been a significant cause for celebration throughout the school. The VCE mean study score has continued to steadily increase and is the highest it has been in over a decade. In addition to this the mean study for VCE English increased from 28 (in 2022) to 30, whilst the VCE completion rate has remained steady.

## Wellbeing

Ararat College prides itself on the high level of pastoral care we offer our students. In 2023 we continued to offer an extensive number of programs to manage the often complex wellbeing needs of students so that they are ready and able to learn when they are in their classes. All staff have now completed the Berry Street Education Model training and our school Mentor Group program has been embedded into the timetable with a focus on the Resilience, Rights and Respectful Relationships (RRRR) program and The Resilience Project.

Our Wellbeing team, and their associated response to wellbeing needs, continues to operate very well, despite the needs of students continuing to increase. We continue to be part of the Doctors in Schools Program, make constant use of the State Schools Relief foundation, and run a School Breakfast Program daily as well as utilising the Foodbank program. As part of the Mental Health Fund Initiative, we continued our partnership with a local organisation to employ a provisional Psychologist two days a week. This complements the work of our Youth Welfare Officers, School Counsellor and School Nurse. We were also lucky enough to have a therapy dog working across our school with one of our Education Support Staff.

A key highlight of 2023 was our First Nations mural project which resulted in the development and completion of four pieces of artwork with a theme of 'Inclusion.' All students were invited into the project and the resulting artworks are now displayed throughout the school. The Student Attitude to School Survey measure for 'not experiencing racism' was above both the state and similar school measures.

It has been important to work closely with a number of stakeholders in our local area, including Vic Police, Navigator, Berry St, SFYS and CGLLEN. There is continual analysis and reflection on the wellbeing needs of our students and families through multiple data collection sources so that we can ensure, where possible, that work is happening in a proactive manner. This also included the use of a daily check in tool for students.

## Engagement

Ararat College continued to place a strong emphasis on continuity of learning and attendance throughout the 2023 school year. Despite this the average number of absence days has continued to increase. Our Flexible Learning Option (FLO) program (now named FLeX) continued as part of our school program, and ran out of our secondary campus. This program is aimed at chronic non-attenders as well as students who were showing signs of early disengagement, providing them with more options for early intervention within our local community. A small number of chronic non-attenders continue to impact student attendance data.

The sharp increase in 'Student retention from Year 7-10' was a highlight for the school, previously being 68.8% (in 2022). This measure now sits above both state and similar school averages.

'Student exits Year 10-12' has also continued to increase from 71.7% (in 2021) which is positive, highlighting that more students are exiting our school to further studies or full-time employment. There has been a significant shift in how we conduct our student pathways counselling and career education from Year 7 all the way through to Year 12. This is a more formalised process that also engages families early on. It is an important focus of the school that students are building aspirations and have agency in developing their own successful pathway.

Our Parent Opinion Survey data has continued to be strong, 2023 maintained this trend with the measure for 'general school satisfaction' indicating very positive feedback from our families and remaining above the state average.

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## Financial performance

Whilst the school recorded a deficit in 2023, Ararat College continues to be financially secure.

The school continued to invest heavily in infrastructure development and maintenance. This included flooring replacement, installation of cabinetry, upgrade to security system, further installation of air conditioning units and the refurbishment of the school counsellor's office.

Ararat College saw a slight decrease in equity funding for 2023, whilst at the same time seeing an increase in student numbers. Equity funding continues to be used to fund teaching and support staff who focus on student wellbeing, and the implementation of the disability inclusion tiered funding model.

The overall staffing FTE has increased slightly, to staff tutors and increase the percentage of leadership positions within the school. Additional education support staff have also been utilised to support student learning in the classroom.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects. This will include a contribution to the \$4.6 million in Government funding which will aim to upgrade and modernise the E-Wing, commencing in 2024.

**For more detailed information regarding our school please visit our website at**  
<https://www.araratcc.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 312 students were enrolled at this school in 2023, 150 female and 160 male.

1 percent of students had English as an additional language and 4 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).

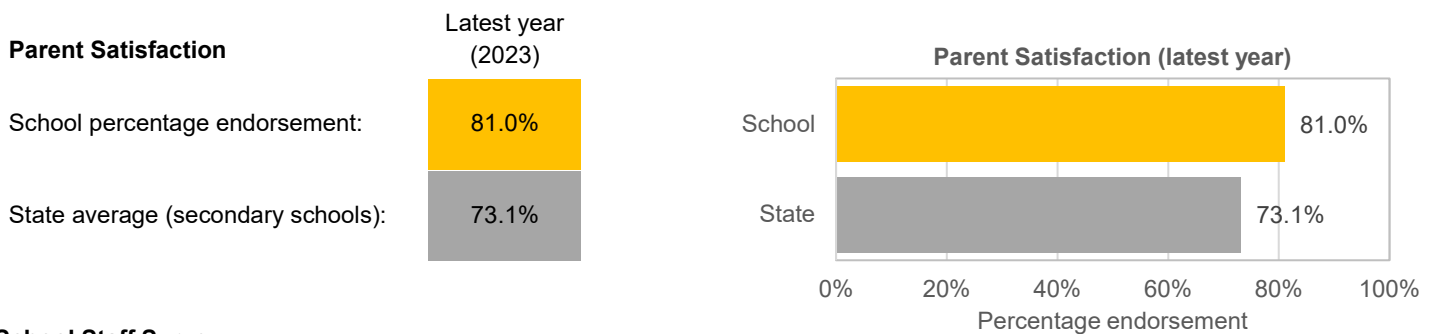
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

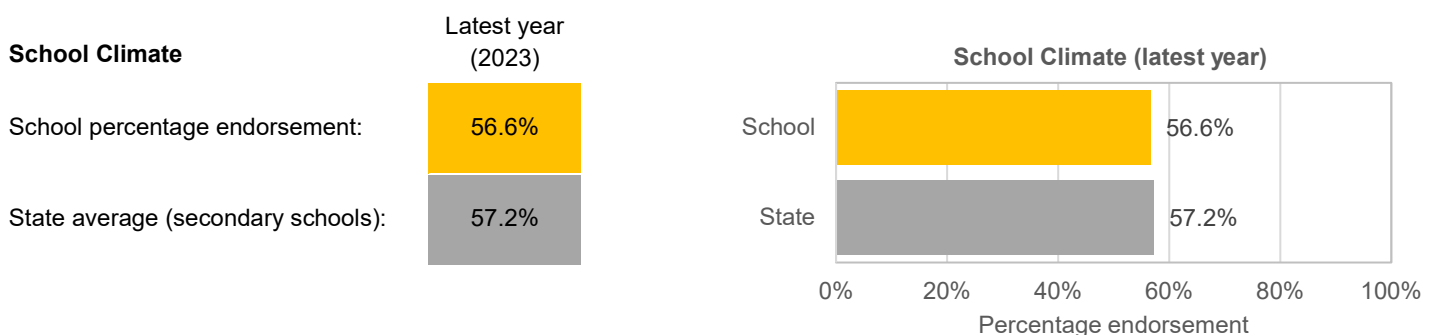


### School Staff Survey

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:

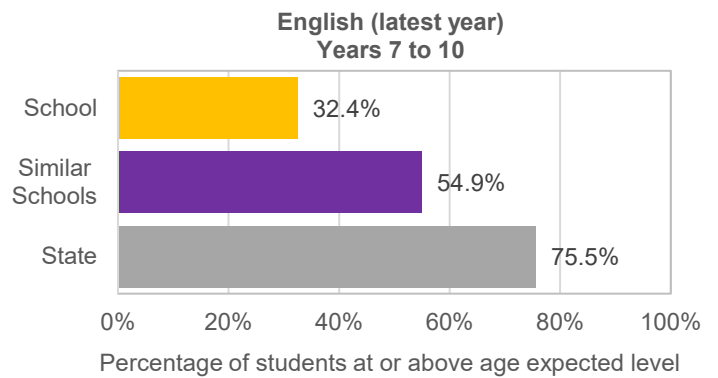
Latest year  
(2023)  
32.4%

Similar Schools average:

54.9%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

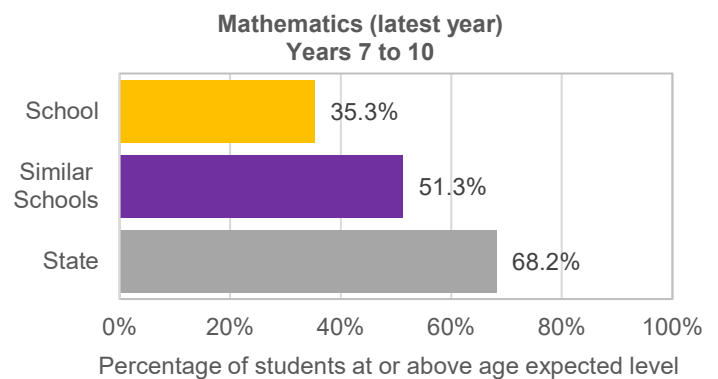
Latest year  
(2023)  
35.3%

Similar Schools average:

51.3%

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:

58.5%

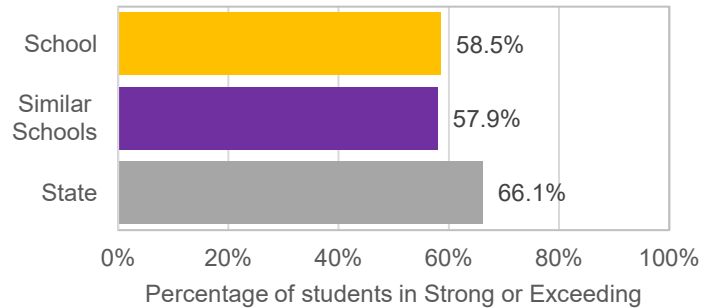
Similar Schools average:

57.9%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

44.4%

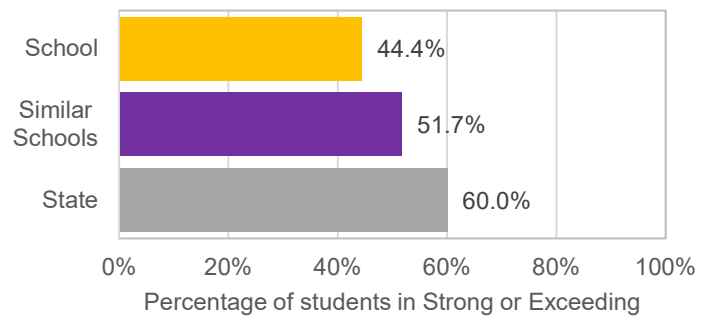
Similar Schools average:

51.7%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

39.0%

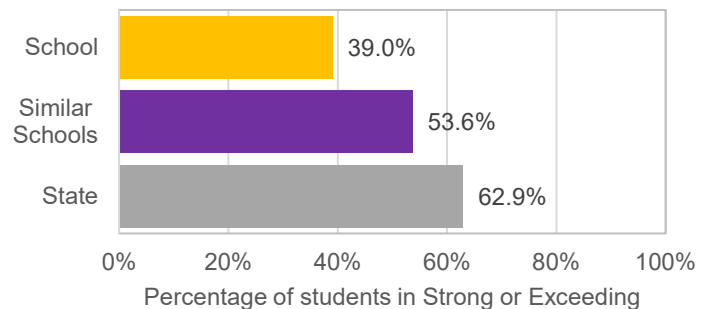
Similar Schools average:

53.6%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

44.2%

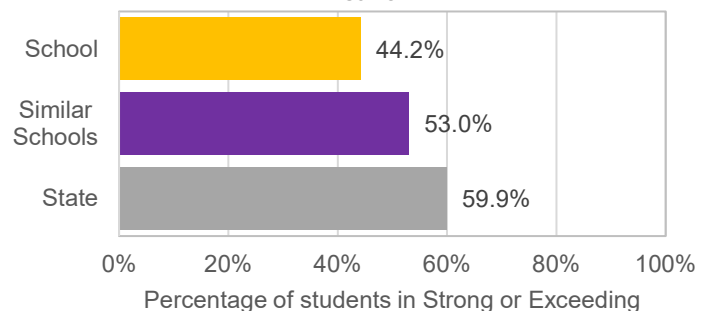
Similar Schools average:

53.0%

State average:

59.9%

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



**LEARNING (continued)**

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

**NAPLAN**

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

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

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

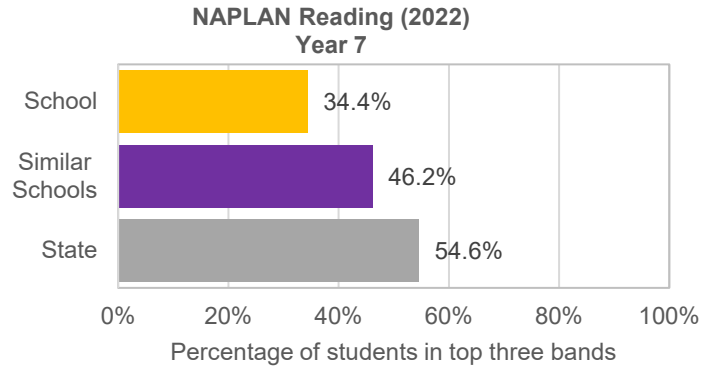
34.4%

Similar Schools average:

46.2%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

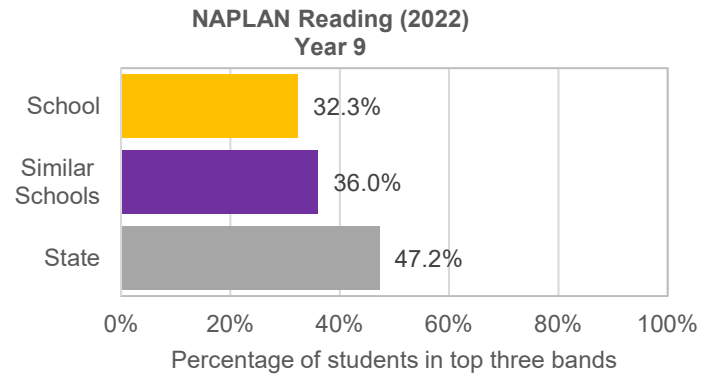
32.3%

Similar Schools average:

36.0%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

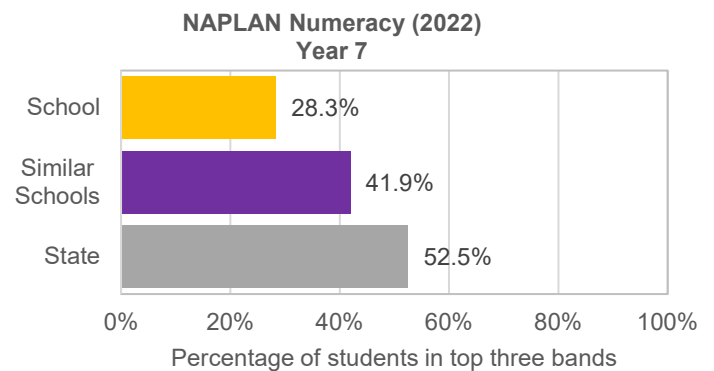
28.3%

Similar Schools average:

41.9%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

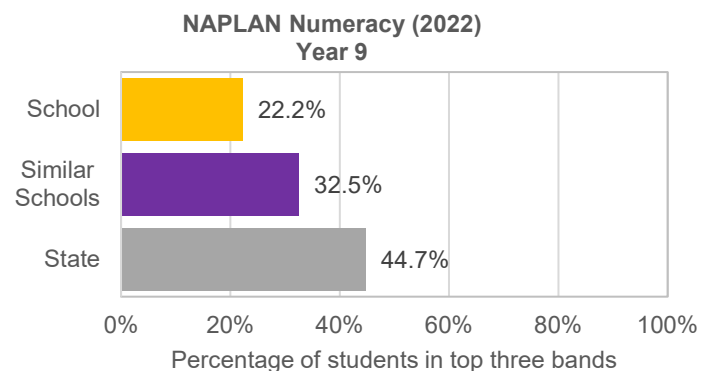
22.2%

Similar Schools average:

32.5%

State average:

44.7%



## LEARNING (continued)

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

### Victorian Senior Secondary Certificate

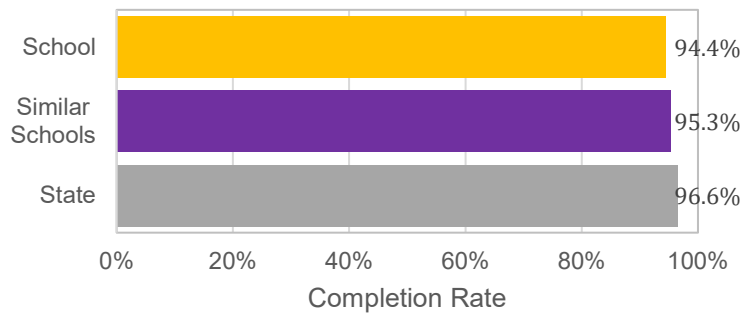
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.4%	94.0%
Similar Schools completion rate:	95.3%	96.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.5

Number of students awarded the VCE Vocational Major

NDP

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:

47%

Percentage VET units of competence satisfactorily completed in 2023:

100%

## WELLBEING

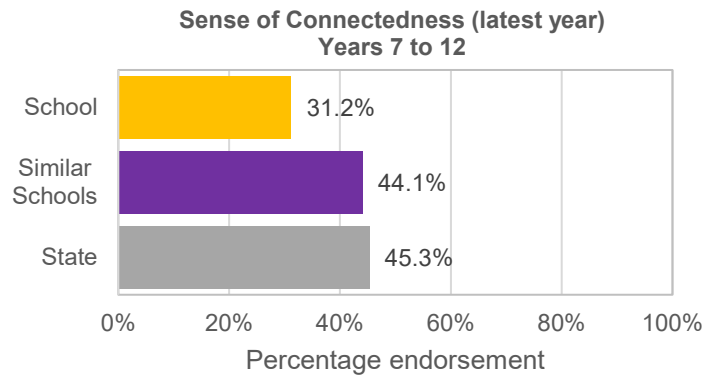
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	31.2%	46.7%
Similar Schools average:	44.1%	47.7%
State average:	45.3%	49.9%

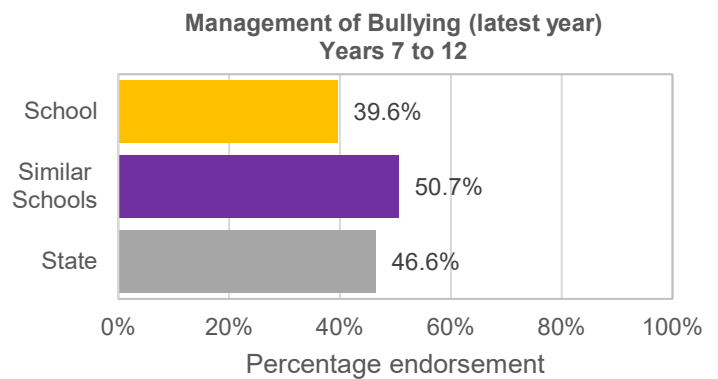


### Student Attitudes to School – Management of Bullying

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:	39.6%	50.0%
Similar Schools average:	50.7%	53.4%
State average:	46.6%	51.0%



## ENGAGEMENT

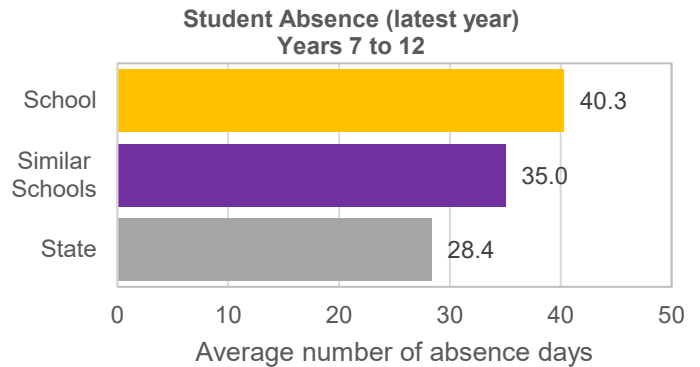
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	40.3	31.4
Similar Schools average:	35.0	29.8
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.

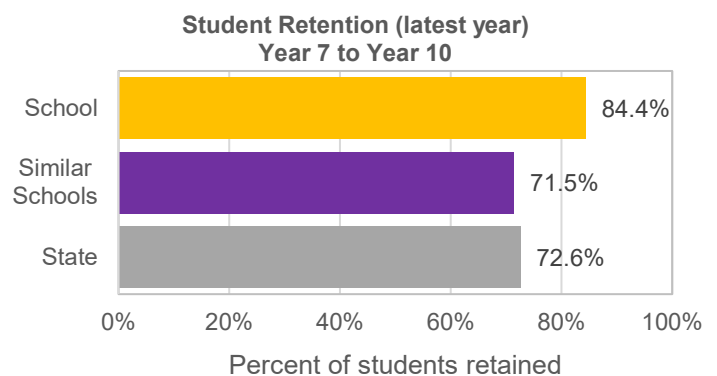
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	81%	76%	74%	81%	88%	82%

### 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:	84.4%	71.6%
Similar Schools average:	71.5%	70.5%
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.

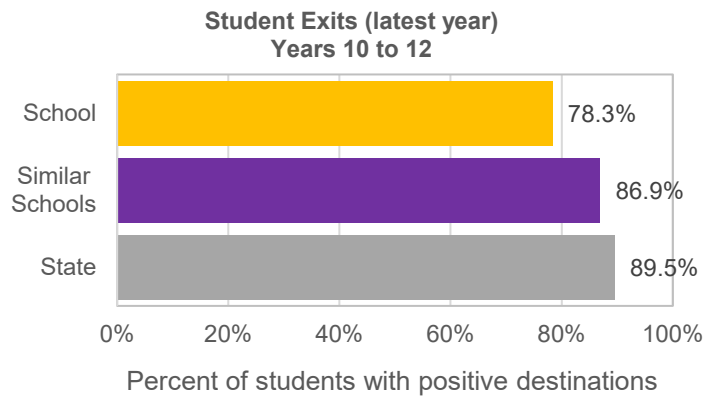
### Students exiting to further studies or full-time employment

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:	78.3%	70.3%
Similar Schools average:	86.9%	85.5%
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	\$5,216,760
Government Provided DET Grants	\$994,802
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$295,696
Locally Raised Funds	\$358,805
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,866,062</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$419,568
Equity (Catch Up)	\$54,699
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$474,267</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,540,038
Adjustments	\$0
Books & Publications	\$3,847
Camps/Excursions/Activities	\$174,719
Communication Costs	\$20,306
Consumables	\$153,584
Miscellaneous Expense <sup>3</sup>	\$77,718
Professional Development	\$115,672
Equipment/Maintenance/Hire	\$213,825
Property Services	\$401,210
Salaries & Allowances <sup>4</sup>	\$251,611
Support Services	\$36,648
Trading & Fundraising	\$153,746
Motor Vehicle Expenses	\$9,326
Travel & Subsistence	\$7,857
Utilities	\$89,175
<b>Total Operating Expenditure</b>	<b>\$7,249,282</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$383,220)</b>
<b>Asset Acquisitions</b>	<b>\$37,733</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,689,976
Official Account	\$41,942
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,731,918</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$238,880
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$1,074,047
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$345,630
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$900,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,558,557</b>

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