

2023 Annual Report to the School Community

School Name: Benalla P-12 College (8915)



- 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 19 March 2024 at 04:15 PM by Kylie Cotter (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 21 March 2024 at 08:46 AM by Ben Anderson (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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

Benalla P-12 College's vision is to ensure that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment. Our school values of Respect, Responsibility, Integrity and High Expectations are vital to our work and drive the things we do every day.

Our purpose is to ensure that all students are literate and numerate and are able to complete school successfully and become valuable and productive community members.

Benalla is a town of approximately 10000 people situated 200km from Melbourne in North-East Victoria. The SFOE band of the school is high, indicating a level of social disadvantage in the town and the school.

The College is made up of 4 different campuses - Avon Street (P-4 165 students), Waller Street (P-4 159 students), Clarke Street (5-6 119 students) and Faithfull Street (7-12 330 students). In 2024 we have a current enrolment across the College of 773 students which is similar to 2023.

There are 5 Principal class, 58 teaching staff and 40 non-teaching staff across the whole College.

There are no overseas students to offer programs to.

Progress towards strategic goals, student outcomes and student engagement

Learning

Benalla P-12 College has continued to focus on the Key Improvement Strategy of consistent high impact instruction in all classes. There has been a particular focus on primary literacy and we have introduced a number of whole school approaches to evidence based instruction, particularly in the early years. Systematic Phonics, Heggerty Phonemic Awareness and Daily Reviews are embedded in all early years classrooms.

The College Teaching Cycle is widely evident in teacher planning documents and in lessons around the College. The use of Learning Intentions and Success Criteria is clearly evident in lessons at all year levels and there is consistent use of planning templates to document lessons.

There has also been a focus on high expectations for all students and ensuring they are 'ready to learn' for all classes. At secondary school, staff have implemented specific approaches to support students being 'ready to learn' and have seen success.

We continue with PLCs, utilising the inquiry cycle has led to improved practices and improved student outcomes.

Wellbeing

The College has 4 full-time wellbeing staff, 0.5 Mental Health Practitioner (Secondary) and a full-time Mental Health and Wellbeing Leader (Primary), a school nurse two days per week, and the Doctors in Schools Program a day per week. These staff work together to support students and implement a range of programs across all year levels. There are numerous wellbeing supports embedded across the College, breakfast programs, lunchtime groups such as Us Mob and Us Pride and 'Cool Rooms' for students to have space to play quietly. Our MHP also continues to provide support for secondary students with high level mental health needs. The school also has a student wellbeing dog Poppy, who supports students throughout the day at the Faithfull and Clarke Campus.

Engagement

The College continues to have a strong focus on attendance and works hard to engage students and support them to attend school. We have a Collegewide attendance officer who oversees attendance processes across the school. Campus based staff call parents on the day of an absence and follow up with referrals to region as required. There are a number of students who are highly disengaged. Our wellbeing staff work closely with families and campus leaders to support them to attend regularly.

The school uses positive strategies to reward and encourage attendance including weekly awards and termly parties.

While attendance was poor in 2023, and there was a large number of students with over 20 days absent for the whole year, it had improved from 2022. This was more pronounced in 7-12 compared to P-6.

In 2024 we will continue to work hard to re-engage students across all year levels and develop strategies to improve attendance for targeted students

Financial performance

At the end of the school year in 2023 the SRP showed a credit surplus of \$296,302. The surplus occurred due to being short staffed and unable to fill advertised positions. This in turn required us to use cash reserves to hire CRTs through Agencies at a cost of \$713k for the year. There are also other strategic priorities funded through Equity funding also received that contribute to a credit surplus. In 2023 the SRP Cash Budget of \$2,854,987 was supplemented by \$972,029 received from other sources and was fully utilised with an overall expenditure of \$3,844,961.

Funding received included Equity Funding (\$627,705 Credit & \$608,022 Cash), Student Wellbeing Boost \$28,545, Teaching Excellence Program \$18,000, Bushfire Preparedness Grant \$21,458, Advance Funding \$9,800, OSHC Sustainability Grants \$40,000, Shade Sail Grant \$28,618, Safe Tree Program \$60,035, MADEC Funding \$36,000, FRRR Uniform Subsidy \$24,000, Tomorrow Today Foundation supporting Hands On Learning Program \$23,000

Contracts entered into during the year included the Cleaning Contract of \$224,954 per annum, Mowing Contract of \$12,000 per annum, and a Lease of \$60,395.20 for 60 x IT Devices over 2 years.

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 773 students were enrolled at this school in 2023, 383 female and 390 male.

2 percent of students had English as an additional language and 7 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.

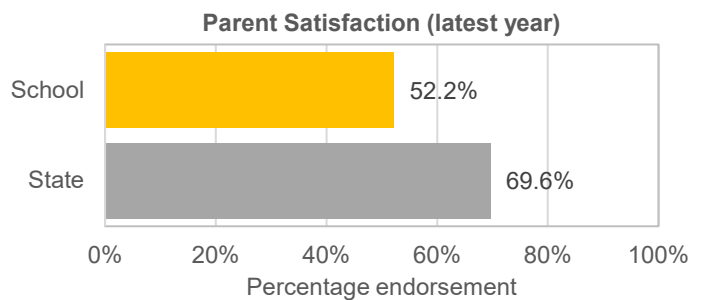
This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	52.2%
State average (P-12 schools):	69.6%



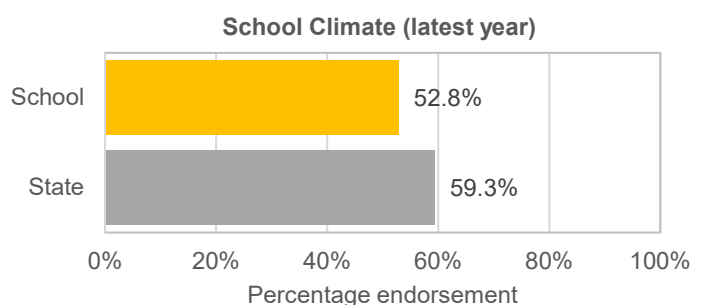
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	52.8%
State average (P-12 schools):	59.3%



LEARNING

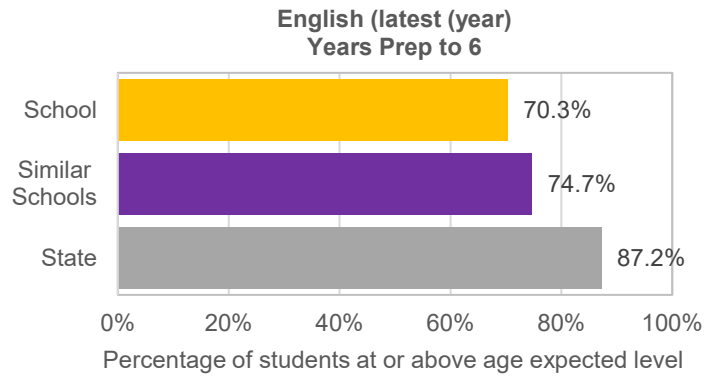
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

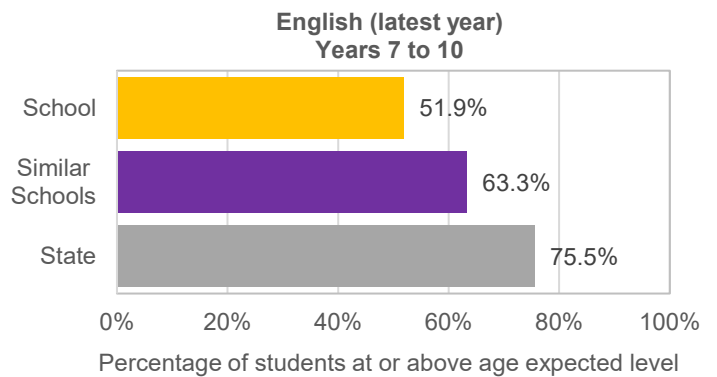
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	70.3%
Similar Schools average:	74.7%
State average:	87.2%



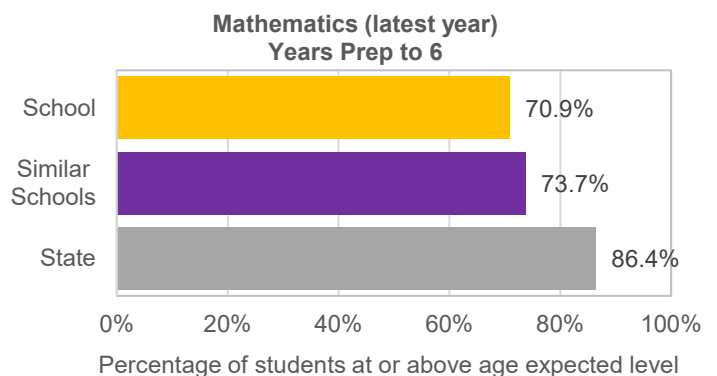
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	51.9%
Similar Schools average:	63.3%
State average:	75.5%



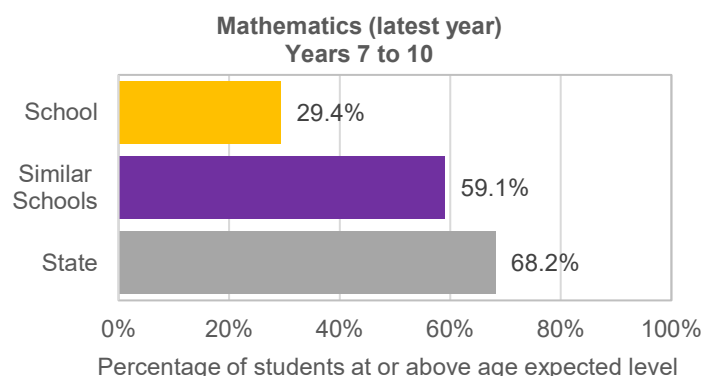
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	70.9%
Similar Schools average:	73.7%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	29.4%
Similar Schools average:	59.1%
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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.1%

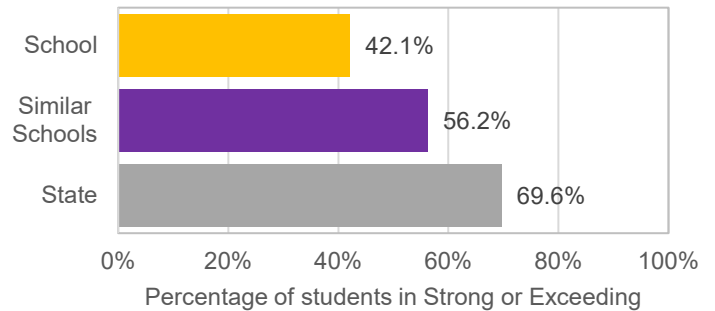
Similar Schools average:

56.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.4%

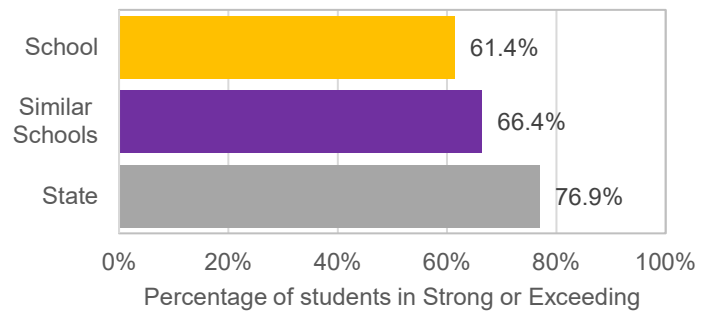
Similar Schools average:

66.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.9%

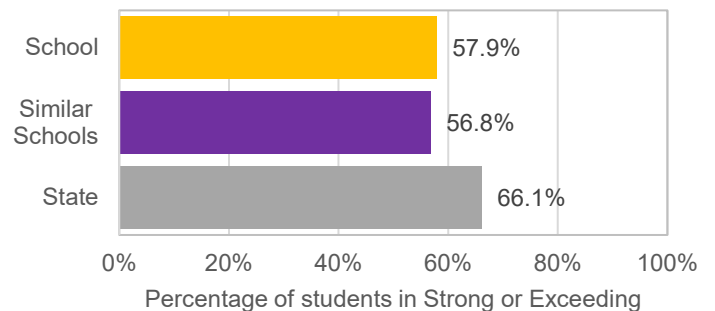
Similar Schools average:

56.8%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

34.5%

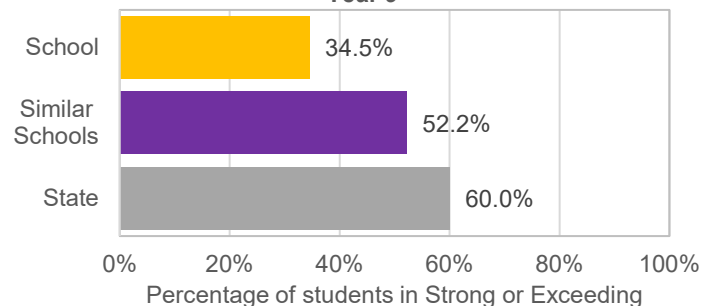
Similar Schools average:

52.2%

State average:

60.0%

NAPLAN Reading (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 (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

53.9%

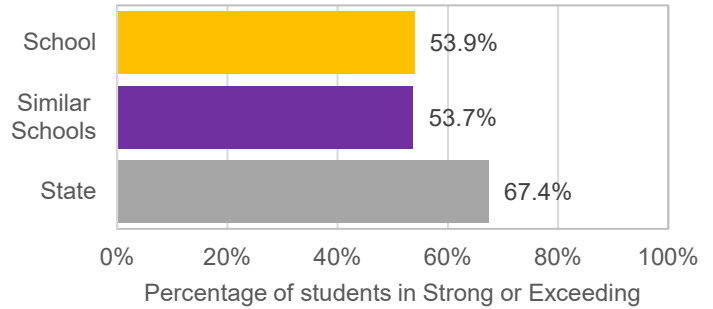
Similar Schools average:

53.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

61.0%

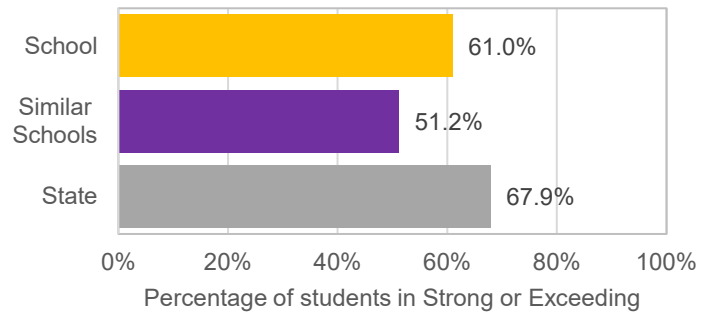
Similar Schools average:

51.2%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.4%

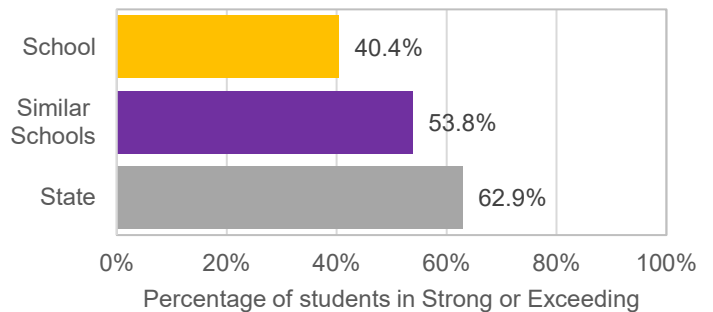
Similar Schools average:

53.8%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

35.1%

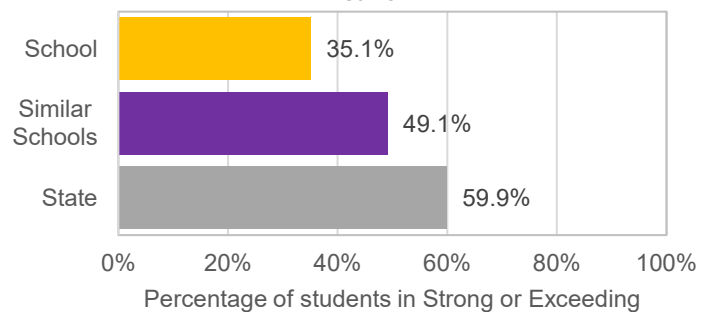
Similar Schools average:

49.1%

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 3

Latest year (2022)

School percentage of students in the top three bands:

47.4%

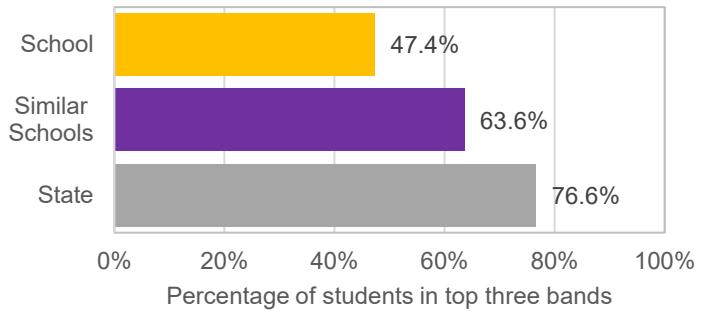
Similar Schools average:

63.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.9%

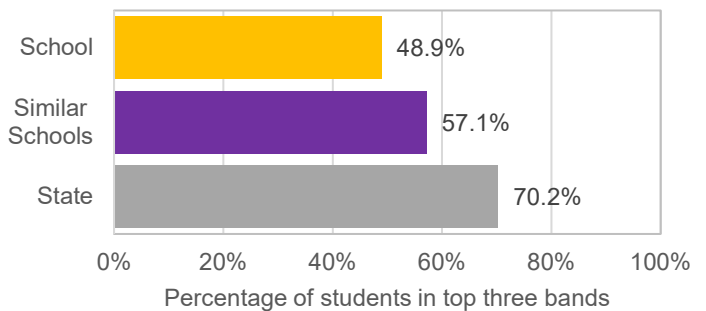
Similar Schools average:

57.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

33.8%

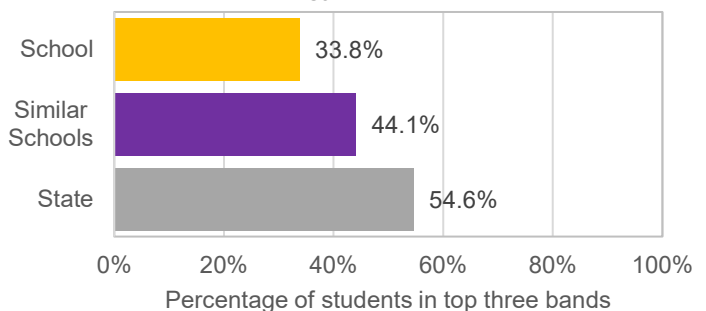
Similar Schools average:

44.1%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

38.6%

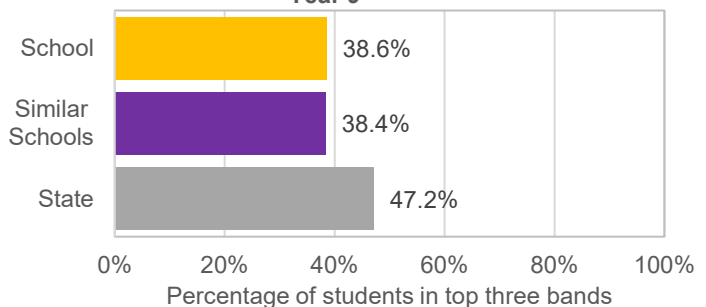
Similar Schools average:

38.4%

State average:

47.2%

NAPLAN Reading (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.

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

33.3%

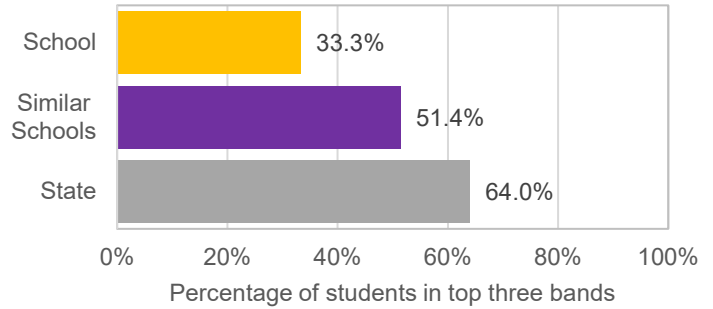
Similar Schools average:

51.4%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

29.8%

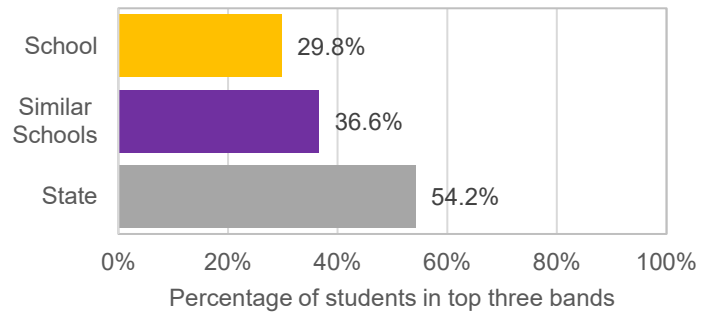
Similar Schools average:

36.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

26.5%

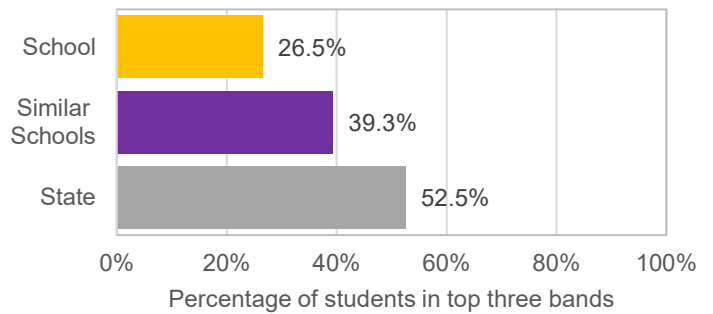
Similar Schools average:

39.3%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

39.2%

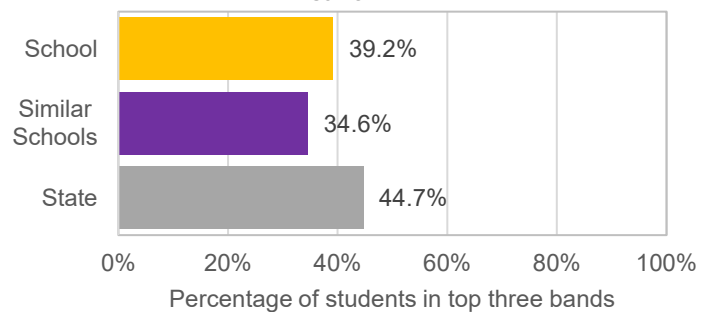
Similar Schools average:

34.6%

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.*

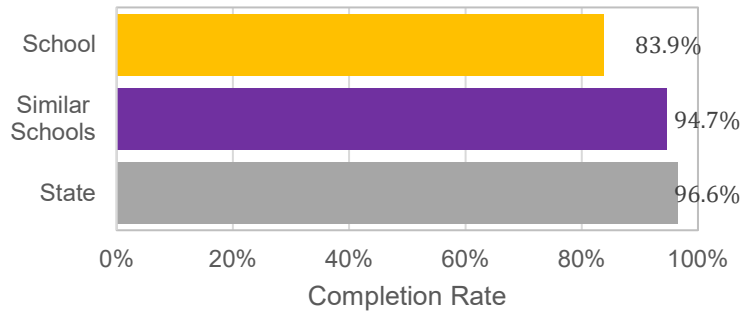
Victorian Senior Secondary Certificate

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:	83.9%	93.2%
Similar Schools completion rate:	94.7%	95.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

23.9

Number of students awarded the VCE Vocational Major

7

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:

73%

Percentage VET units of competence satisfactorily completed in 2023:

66%

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 4 to 6

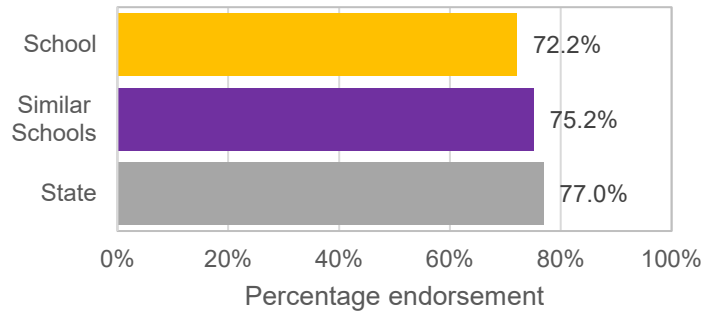
School percentage endorsement:

Latest year (2023)	4-year average
72.2%	71.2%
75.2%	76.5%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

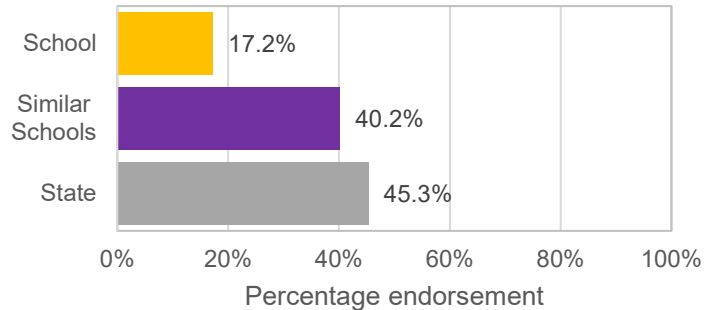
School percentage endorsement:

Latest year (2023)	4-year average
17.2%	29.5%
40.2%	44.0%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

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 4 to 6**

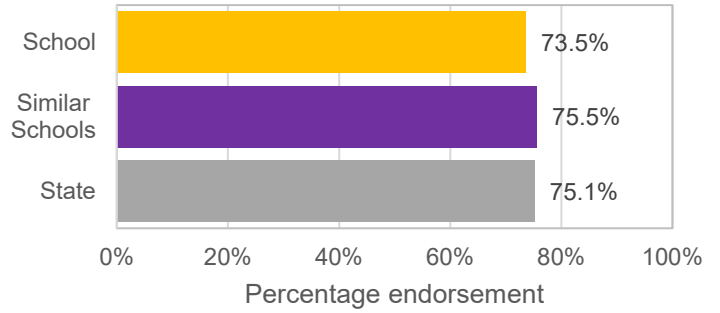
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
73.5%	72.8%
75.5%	77.2%
75.1%	76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

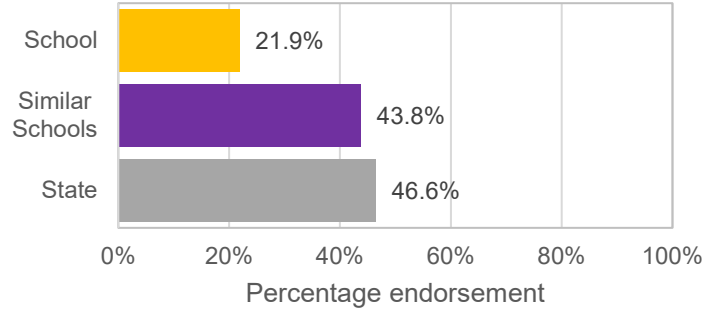
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
21.9%	33.2%
43.8%	46.6%
46.6%	51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

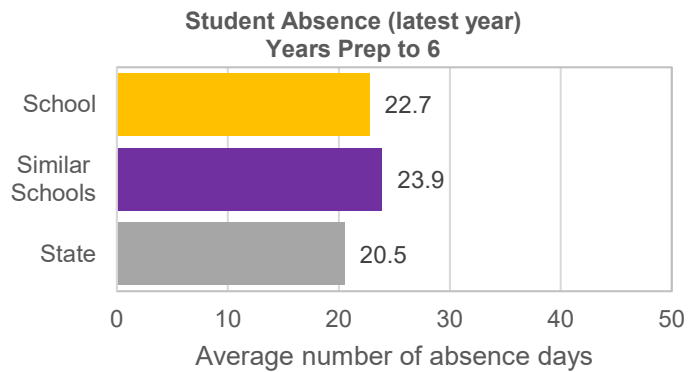
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

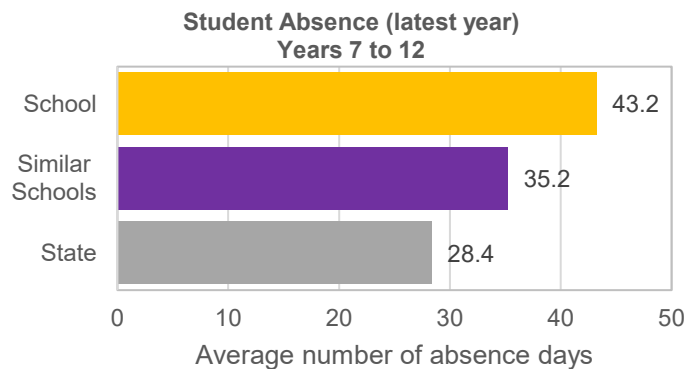
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.7	25.0
Similar Schools average:	23.9	21.6
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	43.2	42.1
Similar Schools average:	35.2	31.1
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	91%	90%	89%	88%	87%	84%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	86%	78%	72%	77%	77%	79%	

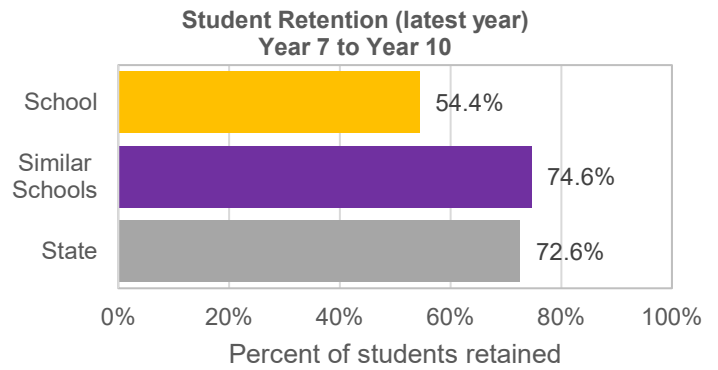
ENGAGEMENT (continued)

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:	54.4%	67.2%
Similar Schools average:	74.6%	75.9%
State average:	72.6%	73.8%



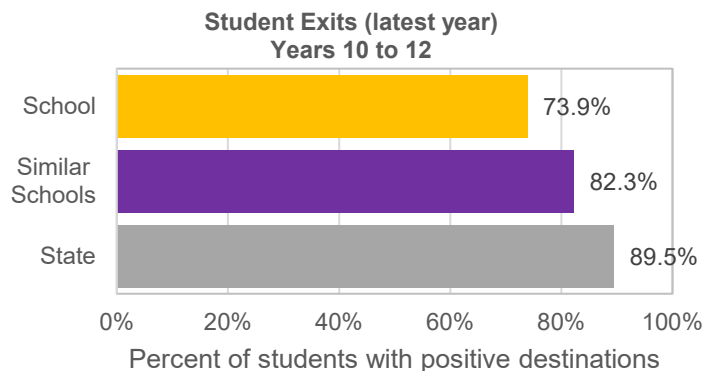
Students exiting to further studies or full-time employment

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:	73.9%	82.7%
Similar Schools average:	82.3%	82.8%
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	\$10,632,631
Government Provided DET Grants	\$2,830,353
Government Grants Commonwealth	\$210,808
Government Grants State	\$131,121
Revenue Other	\$21,313
Locally Raised Funds	\$608,786
Capital Grants	\$0
Total Operating Revenue	\$14,435,013

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,196,023
Equity (Catch Up)	\$39,704
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,235,727

Expenditure	Actual
Student Resource Package ²	\$10,333,537
Adjustments	\$0
Books & Publications	\$19,261
Camps/Excursions/Activities	\$223,392
Communication Costs	\$37,273
Consumables	\$433,183
Miscellaneous Expense ³	\$100,347
Professional Development	\$36,370
Equipment/Maintenance/Hire	\$396,943
Property Services	\$606,430
Salaries & Allowances ⁴	\$749,599
Support Services	\$835,194
Trading & Fundraising	\$173,698
Motor Vehicle Expenses	\$4,304
Travel & Subsistence	\$0
Utilities	\$228,965
Total Operating Expenditure	\$14,178,497
Net Operating Surplus/-Deficit	\$256,515
Asset Acquisitions	\$0

- (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 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,840,990
Official Account	\$76,120
Other Accounts	\$41,562
Total Funds Available	\$1,958,672

Financial Commitments	Actual
Operating Reserve	\$590,329
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$981,686
Beneficiary/Memorial Accounts	\$41,562
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,042
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$274,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,908,619

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.