

# 2023 Annual Report to the School Community

School Name: Melbourne High School (8025)



- 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 June 2024 at 05:31 PM by Paul Drew (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 26 June 2024 at 05:35 PM by Dilum De Silva (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

Melbourne High School (MHS) is located in South Yarra within the City of Stonnington.

Melbourne High School traces its history back to 1854 and the establishment of the National Model School. In 1905, Melbourne High School became the Continuation School and was proclaimed the first state secondary school in Victoria.

The school grounds include four main buildings. The Twenties Building includes classrooms, staff rooms and a multipurpose hall. The Nineties Building includes the school gym, pool, music department and classrooms. The Round Building comprises classrooms, staff offices and the Facilities Manager's office. The Arts Building consists of specialty arts studios, including a darkroom and theatre performance space.

Additionally, the school has sporting grounds including an oval, basketball court, two netball/tennis courts, a hockey field (with attached stands and kiosk).

The school had 1371 students in 2023. The Student Family Occupation (SFO) category was identified as LOW indicating a low level of socio-economic disadvantage.

The 2022 MHS staffing profile included a Principal, four Assistant Principals, eight Leading Teachers and five Learning Specialists, 107 Teaching Staff (EFT) and 16.6 Educational Support Staff (including a school nurse, and Mental Health Practitioner). Additionally, the School employs coaches and instrumental music teachers who support MHS's extensive co-curricular and extracurricular program.

Melbourne High School provides an approved curriculum for selective-entry, high-ability students. The School has developed several programs to enhance wellbeing and provides a rich extracurricular program to support the diversity of its student cohort.

MHS also has an outdoor education facility at Millgrove (63km east of Melbourne) that includes a dormitory, kitchen, ropes course and ovals.

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

### Learning

The School has a goal to maximise student learning growth. This has been front of mind as the School has begun to introduce Professional Learning Communities (PLC's) as a mechanism to examine student learning data and design interventions aimed at address issues and meeting students at their point of need. The PLC's have proven to be a good way to engage in a collaborative process and a way of encouraging staff to see that improving student outcomes is a corporate effort. Looking at interventions is subsequently encouraged through dialogue amongst peers with reference to student achievement data.

To assist staff, the School has also engaged services from Dr. Steve Mason an experienced data analyst. Steve is working with members of the Leadership Team to design a digital dashboard and a predictive analytics tool to assist staff identify learning gaps and growth.

Overall academic achievement has been excellent with the achieving some of the highest NAPLAN and VCE results in the state.

### Wellbeing

The Department of Education has put wellbeing alongside learning at the heart of the second version of the Framework for Improving Student Outcomes (FISO 2.0). This recognises the essential role of wellbeing in the development of every student. MHS has articulated student wellbeing as a focus in one of its Strategic Plan goals - To strengthen the connectedness, resilience and wellbeing of all students and has framed a number of strategies around this goal to ensure it is achieved.

In 2023 the Student Wellbeing Team grew to include two full time and two part time staff. Ms. Jennifer Mill retired after taking long service leave in term one, and in term two the Student Wellbeing Coordinator role was taken over by Ms. Cecilia Martin (Psychologist). In term three Mr. Sam Dachs (Social Worker) joined the team as the full time Mental Health Practitioner. Ms. Irma Liando (Counsellor) continued in her 0.7EFT role and Ms. Louise Nugara, who was initially employed casually to cover Ms. Mill, took on a 0.6EFT permanent counselling role.

The team surveyed each year level using the Population Health Questionnaire and the Generalised Anxiety Disorder scale to evaluate student Wellbeing and to identify students requiring follow up conversations to offer information, referral, and support. Over 50% of students responded to the survey, and many were invited in for wellbeing conversations. Most of these did not require further

follow up but many were offered more supports. History also shows that students given information in this way are also more likely to return in the future when they have need.

Tiredness and worry were the biggest concerns for all year levels, impacting more than half of the respondents. In year 12, 69% of students identified feeling anxious or on edge some or most of the time. The year 12's were highest on most concerns, however, the year 9s were the most likely to feel like failures or as though they were letting people down, with 37% saying they felt like this some or most of the time.

This information was used to inform school programs and many targeted initiatives were provided in 2023. The Toolbox organisation presented to Year 9 students and their parents on Thinking Traps to encourage healthier self-talk habits, and to Year 10 students and their parents on Overcoming Procrastination to reduce stress and worry. The GameAware program also ran again for students and parents, as well as the ever-popular Mother-Son and Father-Son nights. The Wellbeing Team trained Yr11 mentors to have difficult conversations and presented to all Year 11s at the transition program about sleep and stress, in preparation for their final year.

## Engagement

The school continues to have high attendance (over 90% in each year level) and engagement rates. As a selective entry high school, students are generally very motivated, they want to be at school and they want to do well. Their active participation extends well and truly beyond the classroom with over 40 student-led groups such as a Political Interest Group, Chinese Culture Club, a Robotics Club, a Chess Club and an Entrepreneurs Club. There are over 40 music ensembles, army and air force cadets, and over a dozen different sports options through State Schools Victoria competitions, and state and national competitions. The school prides itself on achieving strong results in these competitions. In 2023, MHS students competed in chess, cricket and rowing at the national level, and water polo internationally.

The school has a strong arts program producing a play and musical each year with its sister school the MacRobertson Girls' High School. The two schools also participate in several other joint arts activities including a Winter Concert, and annual Jazz Night. Students are encouraged to participate in co-curricular and extra curricular activities and it is very evident by the sheer number of students who are at school each morning before school or remain after school to participate in these activities. A positive flow on effect is established with academic engagement, health outcomes and general mental health that comes from high levels of physical and creative activity.

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## Other highlights from the school year

As noted, the school offers an amazing enrichment program. In addition to what has already been mentioned the school has a strong languages program. Four languages are taught through to Year 12 - French, German, Indonesian and Japanese. Cultural exchange programs exist with each country.

An environmental sustainability group works in conjunction with grounds staff to support activities that ensure the gardens and recreational spaces are not only beautiful but also sustainable. The students were successful in obtaining a small \$5,000 grant in 2022 which extended into 2023. This money was used to design and create a native garden.

Camps are an integral part of the Junior School experience. Each class spends a week at the School's Outdoor Education Centre. The students engage in a range of physical and personal development activities aimed at building connection with their peers, confidence and social skills.

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## Financial performance

The school has performed well considering the challenging financial and political climate. Securing parent contributions has been difficult but overall satisfactory. With the assistance of the wider community, alumni and the MHS Foundation Ltd the School has been able to undertake the renovation of some classrooms and other improvements to the facilities. A considerable focus has been on improving the school's security. This has become a focus because of the increasing issues with trespassers, criminal damage and theft of school property.

The school posted a considerable operating surplus, however, some of those funds are committed to pending repair and infrastructure work. The school has been prudent and wise to ensure funds are put aside for much needed building works. Additional revenue has been acquired through the School's ability to hire out facilities. These include contracts, arrangements and agreements with MCC Hockey Division, MHSOBA Football Club, Chinese Culture School, and Melbourne Surge Water Polo.

The Parents and Friends and other parent groups including the Friends of Music (FOM) and the MHS Rowing Fraternity are a vital part of the school community and raise funds for students engaging in these activities. The FOM for example, have raised money for new musical instruments and the Rowing Fraternity have contributed significantly to the hire of boats.

**For more detailed information regarding our school please visit our website at**  
<https://mhs.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 1371 students were enrolled at this school in 2023, 0 female and 1371 male.

66 percent of students had English as an additional language and 0 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).

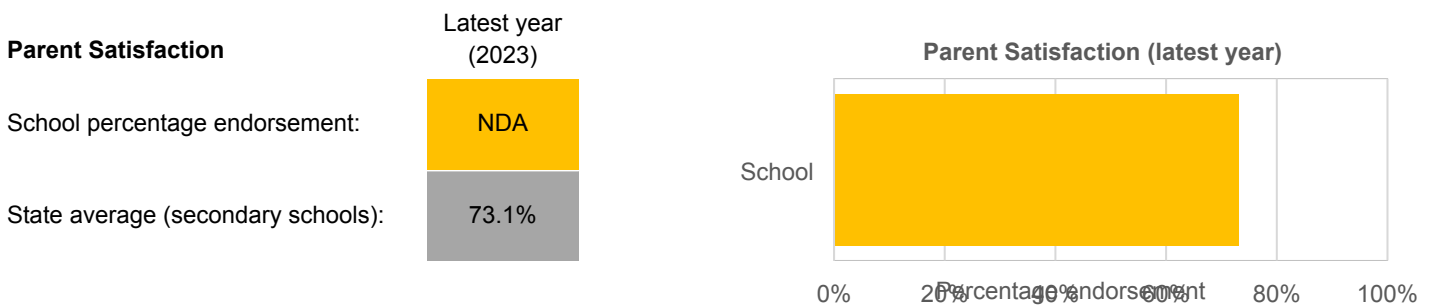
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

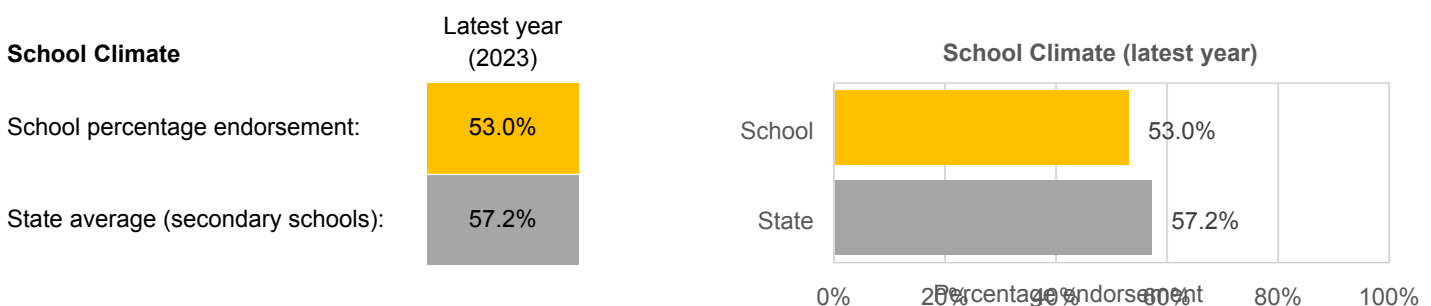


### School Staff Survey

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)

100.0%

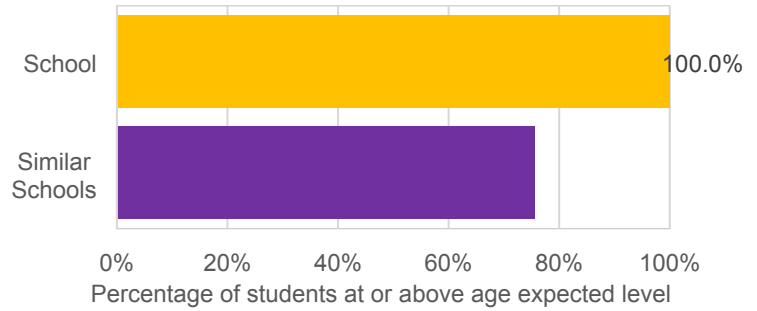
Similar Schools average:

NDA

State average:

75.5%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

100.0%

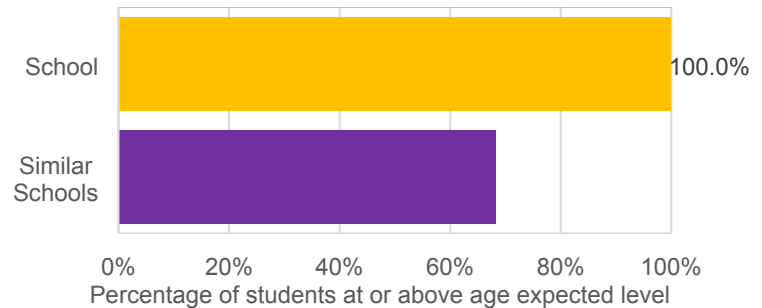
Similar Schools average:

NDA

State average:

68.2%

#### Mathematics (latest year) Years 7 to 10





**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:

NDA

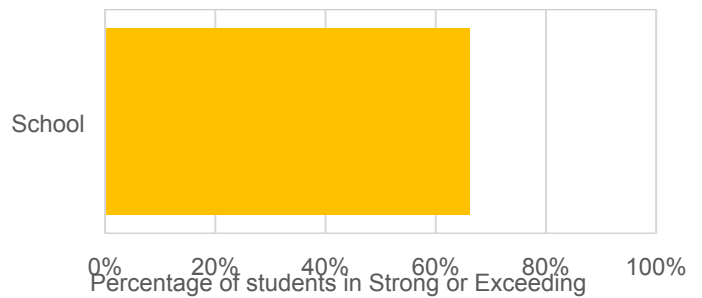
Similar Schools average:

NDA

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

100.0%

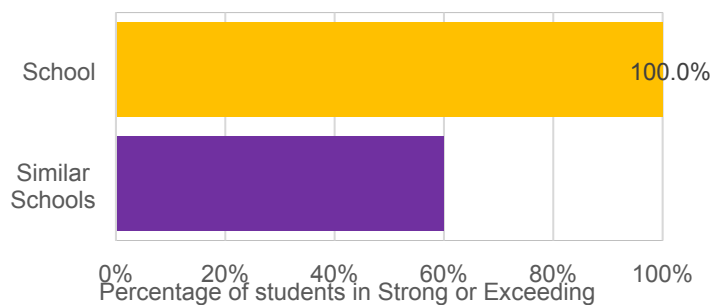
Similar Schools average:

NDA

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

NDA

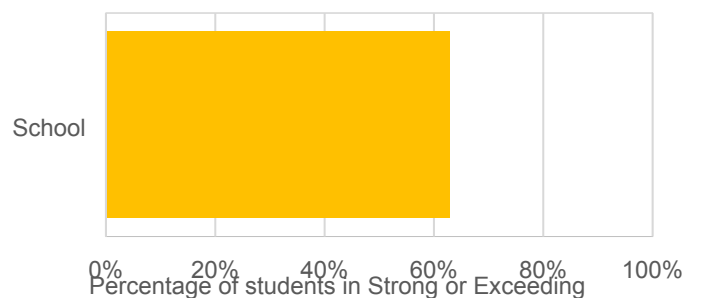
Similar Schools average:

NDA

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

100.0%

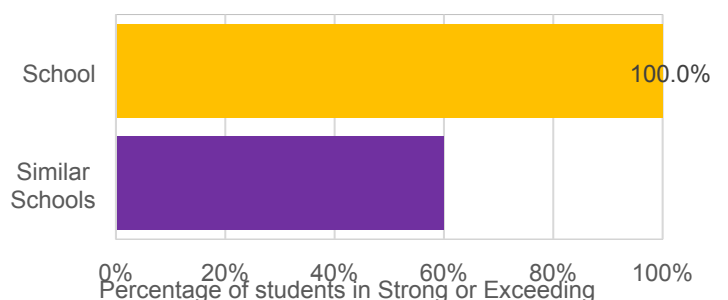
Similar Schools average:

NDA

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)

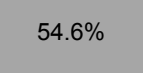
School percentage of students in the top three bands:



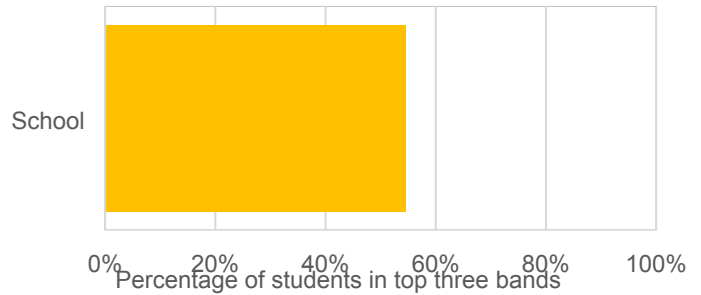
Similar Schools average:



State average:



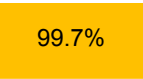
**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

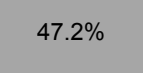
School percentage of students in the top three bands:



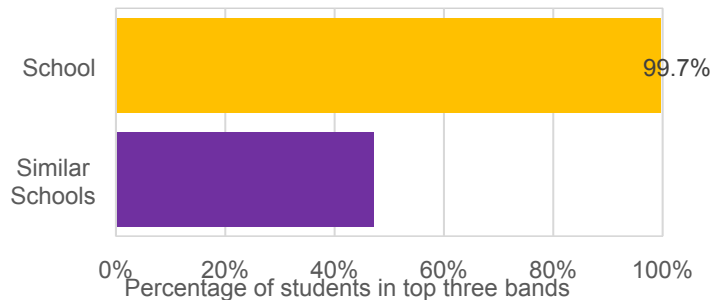
Similar Schools average:



State average:



**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

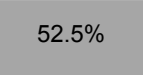
School percentage of students in the top three bands:



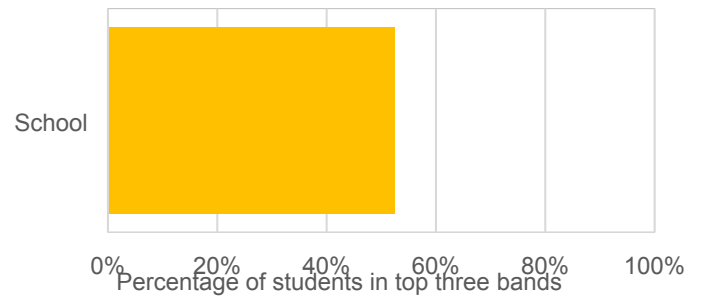
Similar Schools average:



State average:



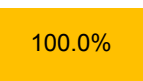
**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

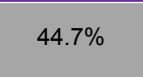
School percentage of students in the top three bands:



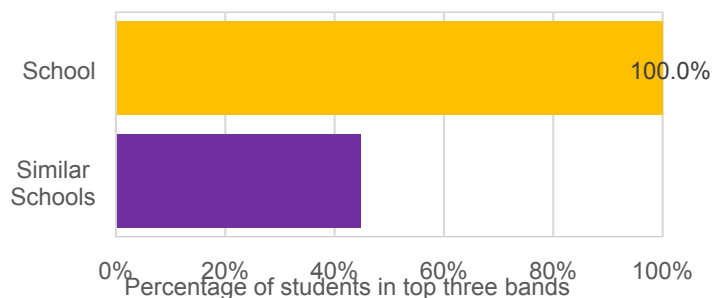
Similar Schools average:



State average:



**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

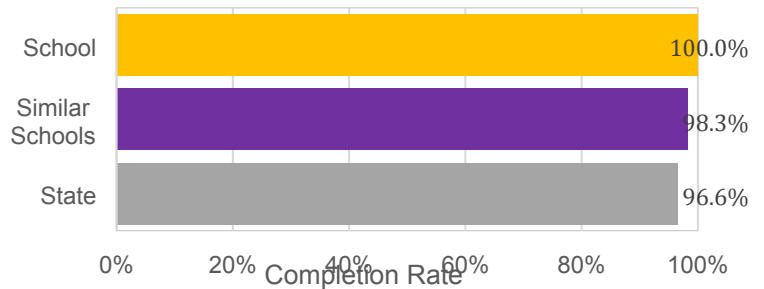
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:          | 100.0%             | 99.7%          |
| Similar Schools completion rate: | 98.3%              | 98.2%          |
| State completion rate:           | 96.6%              | 97.1%          |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

35.5

Number of students awarded the VCE Vocational Major

NDA

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:

0%

Percentage VET units of competence satisfactorily completed in 2023:

65%

## WELLBEING

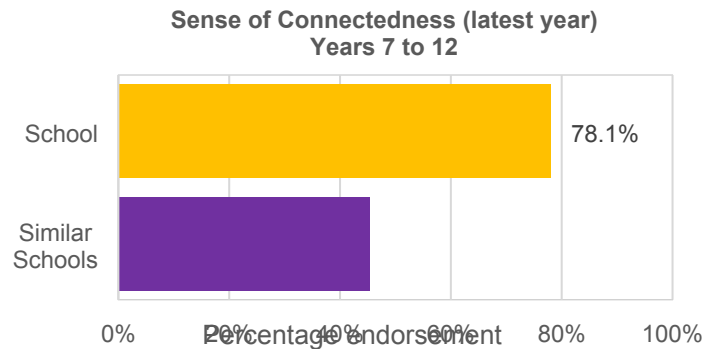
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

|                                | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 78.1%              | 77.6%          |
| Similar Schools average:       | NDA                | NDA            |
| State average:                 | 45.3%              | 49.9%          |

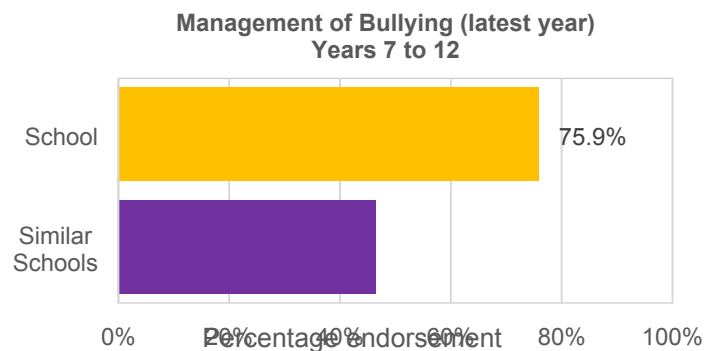


### Student Attitudes to School – Management of Bullying

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: | 75.9%              | 75.4%          |
| Similar Schools average:       | NDA                | NDA            |
| State average:                 | 46.6%              | 51.0%          |



## ENGAGEMENT

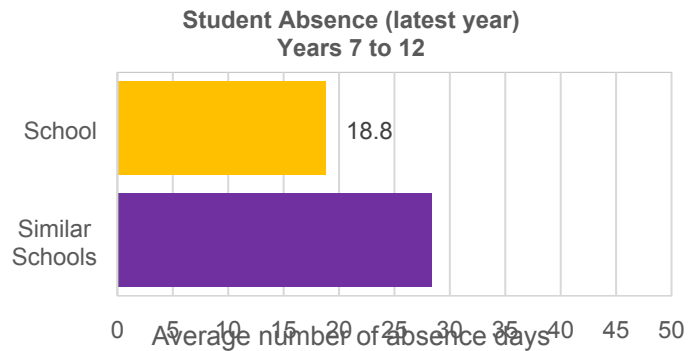
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 18.8               | 12.6           |
| Similar Schools average:               | NDA                | NDA            |
| 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.

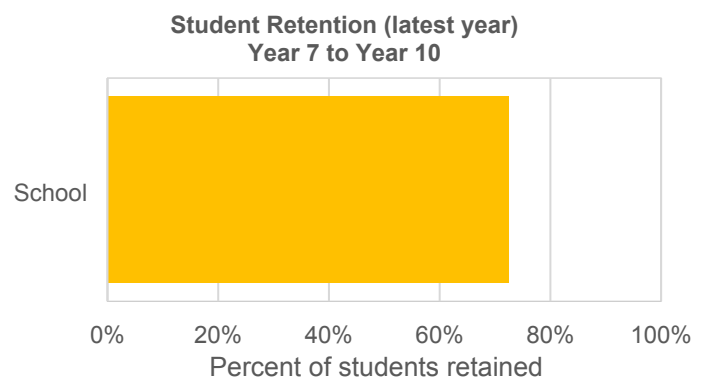
|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | NDA    | NDA    | 93%    | 92%     | 89%     | 88%     |

### 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: | NDA                | NDA            |
| Similar Schools average:             | NDA                | NDA            |
| 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.

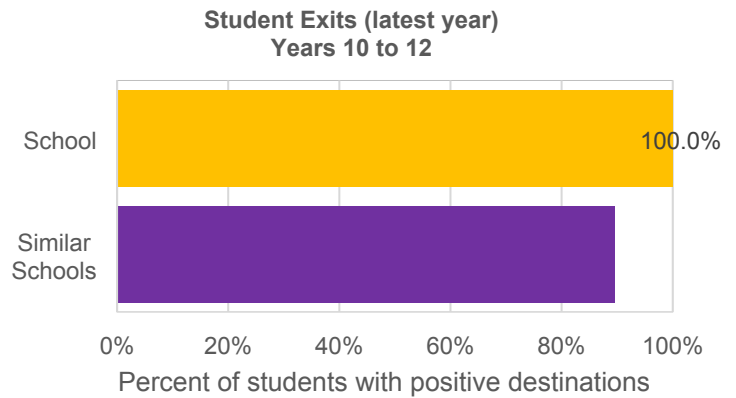
### Students exiting to further studies or full-time employment

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<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 100.0%                | 99.9%             |
| Similar Schools average:   | NDA                   | NDA               |
| 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       | \$14,959,693        |
| Government Provided DET Grants | \$1,604,538         |
| Government Grants Commonwealth | \$11,870            |
| Government Grants State        | \$0                 |
| Revenue Other                  | \$475,064           |
| Locally Raised Funds           | \$6,641,901         |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$23,693,067</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$54,942        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$54,942</b> |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Student Resource Package <sup>2</sup> | \$14,451,777        |
| Adjustments                           | \$0                 |
| Books & Publications                  | \$16,064            |
| Camps/Excursions/Activities           | \$1,823,590         |
| Communication Costs                   | \$33,108            |
| Consumables                           | \$399,476           |
| Miscellaneous Expense <sup>3</sup>    | \$285,654           |
| Professional Development              | \$107,807           |
| Equipment/Maintenance/Hire            | \$943,654           |
| Property Services                     | \$1,003,556         |
| Salaries & Allowances <sup>4</sup>    | \$931,461           |
| Support Services                      | \$546,993           |
| Trading & Fundraising                 | \$62,684            |
| Motor Vehicle Expenses                | \$48,170            |
| Travel & Subsistence                  | \$0                 |
| Utilities                             | \$384,222           |
| <b>Total Operating Expenditure</b>    | <b>\$21,038,216</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$2,654,851</b>  |
| <b>Asset Acquisitions</b>             | <b>\$1,028,421</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 | \$1,620,047        |
| Official Account              | \$419,909          |
| Other Accounts                | \$1,495,236        |
| <b>Total Funds Available</b>  | <b>\$3,535,191</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$963,060          |
| Other Recurrent Expenditure                 | \$0                |
| Provision Accounts                          | \$50,000           |
| Funds Received in Advance                   | \$133,055          |
| School Based Programs                       | \$172,864          |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$680,986          |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$0                |
| Capital - Buildings/Grounds < 12 months     | \$765,241          |
| Maintenance - Buildings/Grounds < 12 months | \$770,368          |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$3,535,574</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.*