

2023 Annual Report to the School Community

School Name: Macleod College (6242)



- 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 24 April 2024 at 01:47 PM by Mario Panaccio (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

To be attested by 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

Macleod College is a government co-educational P-12 school in the Northern Suburbs of Melbourne. The College is situated near the Macleod village, is adjacent to a mix of shops, sporting facilities and the Macleod railway station. In 2023, the school's enrolment was 517 students coming from diverse backgrounds including 21 international students. The Student Family Occupational index (SFO) was 0.3287. The College offers a dynamic, committed and engaging learning environment that acknowledges our diverse community and provides a wide range of educational experiences for local and international students. It provides comprehensive educational and wellbeing programs along with vibrant social and extracurricular activities that enable students to fully engage in their learning and accomplish far more than they thought possible. The College continued to embed its new values (Achieve, Respect, Connect) into its Positive School-Wide behaviour framework. The staffing profile of Macleod College is made up of a Principal and an Assistant Principal, 3 Leading teachers, 1 Learning Specialist, 38.5 teachers, 17 education support staff, and a business manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Years 3, 7 and 9 NAPLAN data indicates that our students are performing above state and like schools benchmarks for Reading and Numeracy. The students involved in our iLEAP program from Year 7 to 9 (Maths and English) have demonstrated significant growth that are well above state and federal expectations. The 2023 VCE results continue to reflect a consistent positive trend over the past 8 years. The highest ATAR (Australian Tertiary Admission Rank) achieved was 96.8 with 4.8% of students achieving an ATAR of 90 or above, 9.8 percent of students achieved an ATAR of 80 or above, 34.1 percent earned an ATAR of 70 or above. The median ATAR was 63.3 which was higher than our 2022 median by 3 points. Most pleasingly, all of the year 12 cohort of 2023 went onto fulltime studies/work in 2024. All staff were provided with professional learning on how to use all the school data (NAPLAN, On Demand, and PAT). They analysed local achievement data and identified the learning need of students which were then taken into consideration through lesson planning and the modification of assessment tasks. Students were guided and encouraged to self-assess and peer-assess using assessment rubrics. They were able to identify what they knew, what they needed to learn and how to achieve this. Students were also guided to set SMART learning goals at the end of each assessment that were then placed on compass learning tasks.

Wellbeing

The mental health framework at Macleod College consists of a three-tiered approach to supporting wellbeing. The focus of this approach throughout 2023, targeted the development of resilient students and staff who display growth mindsets and behaviours and attitudes that reflect the school values. Tier 1: Positive mental health has been promoted via curriculum embedded within the new Hold Fast Mentoring Program and via health promotion events including: Harmony Day, Wear it Purple Day, RUOK Day and Mental Health Month. Throughout the year, Police Youth Resource Officers attended to deliver e-safety programs, Banyule Youth Services attended the school to promote their services to many year levels and the local YMCA facilitated physical health activities whilst Headspace delivered a healthy headspace program. Staff engaged in professional learning throughout 2023 to further support the wellbeing and learning of students within their classrooms. Staff during 2023 took part in Berry Street Educational Model for 2 days. Tier 2: Early intervention and cohort specific support included participation within a research study run by Orygen and Melbourne University. Year ten students attended a Safe Talk workshop, gaining valuable skills and resources to support friends struggling with their mental health. Throughout semester two, a group of neuro-divergent students attended weekly group mentoring sessions run by the I CAN Network. The twelve sessions concluded with an excursion to the AWETism expo where students showcased their culminating presentations. Macleod College secured funding which facilitated students to engage with the Open House Youth Mentoring Program which supports young people to stay connected, in a safe space. A selected cohort of students participated in Pet Therapy, encouraging young people to engage positively with their world, supporting their emotional and intellectual growth, enabling them to confidently socialise, collaborate and learn. Tier 3: Targeted support. Students identified as requiring additional support were able to access individualised assistance on campus and where appropriate were referred to external agencies for higher level intervention.

Engagement

We work together to encourage high expectations of behaviour and create an environment which promotes individual academic and social growth. Through our Positive Behaviour Support (PBS) strategies we foster our College values (Achieve, Respect and Connect) that the students demonstrate in the learning spaces and within the College community. Through PBS the College aims to encourage students to have a positive attitude to school. In 2023 the Attitudes to School Data shows that students generally enjoyed coming to school with 77% responding positively to attending school. The average number of absence days in 2023 for students in the primary cohort was still slightly higher than that of “similar schools” and state benchmarks. We hope to see this improve in 2023 through the implementation of strategies that target poor attendance/engagement - introduction of our new school Values, regular weekly assemblies, providing work that is engaging and by creating a respectful and positive learning environment. The average number of absence days in 2023 for students in years 7 to 12 has improved this year and is the same as “similar schools”. From the Attitudes to school data, students are feeling a greater connection to school. In 2023, Macleod College retained 73.6% of students of Year 7 students through to Year 10 which is similar to the four year average and slightly higher than all state schools. Macleod College had 100% of exiting Year 10 to 12 students going on to full time employment or further study which is above the state average (90%) and similar schools average (92.8%). This is due to our rigorous approach to pathways planning, knowing our students and additional support provided to our students from the Careers team, VCE/VCAL staff and Year Level Student Managers.

Other highlights from the school year

- Production - Adams family
- State champions - Softball (girls)
- Year 12 end of year celebrations - retreat, assembly and validictory dinner
- Remembrance day
- \$75,000 theatre upgrade
- Berry Street PD
- Indigenous garden opening
- City experience week
- Visit to the Holicost museum
- EnlighTEN program - planning

Financial performance

The College continued to vigorously manage the cash budget, however ongoing staffing pressures resulted in a managed deficit of \$486,675 with provisions being made in the 2024 budget to repay this amount. 2023 was a successful year for our students who have been provided with all the necessary resources, equipment and experiences to support their educational programs. In addition, Macleod College was successful in obtaining two small government grants that will contribute towards improvements in school facilities such as the refurbishment of the College theatre and other student-centric based projects. The College finance committee will continue to closely monitor its 2024 budget to ensure that it maintains a managed deficit.

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 547 students were enrolled at this school in 2023, 286 female and 257 male.

18 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

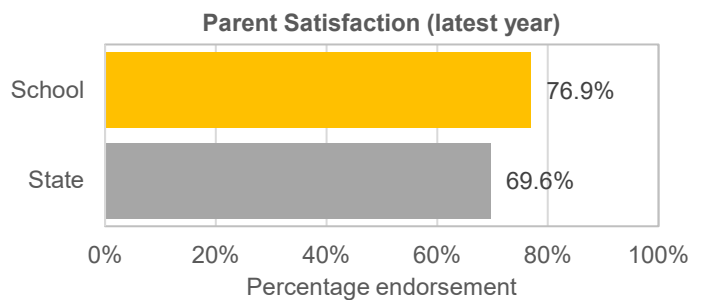
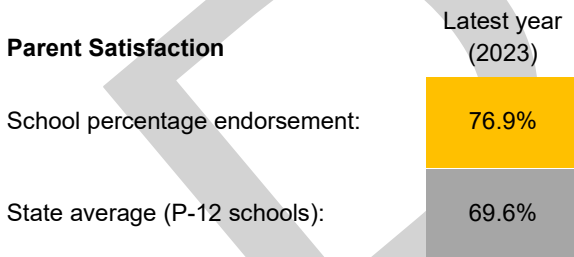
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

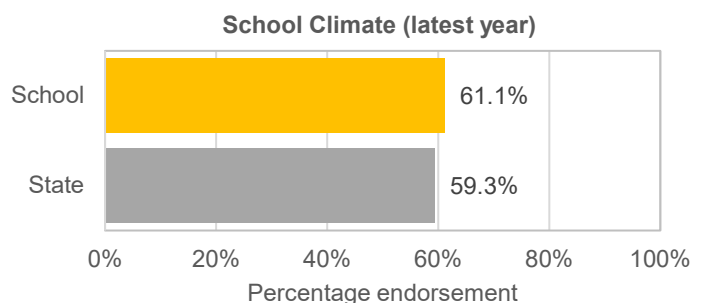
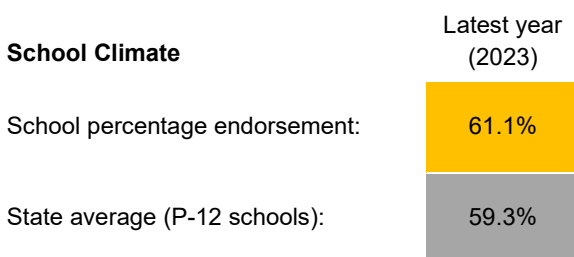


School Staff Survey

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

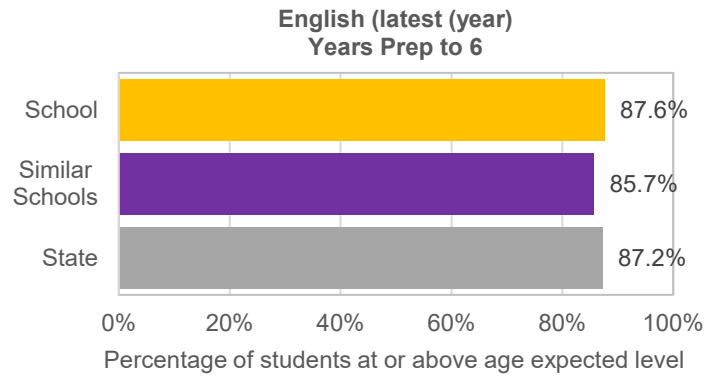
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

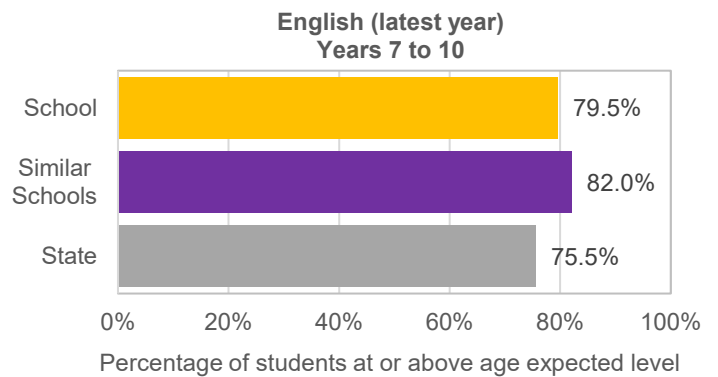
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	87.6%
Similar Schools average:	85.7%
State average:	87.2%



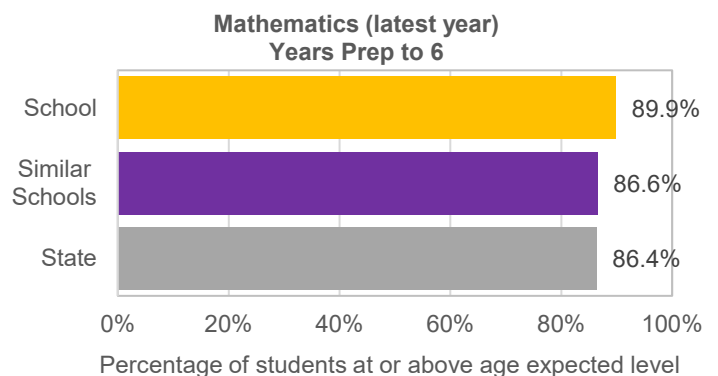
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	79.5%
Similar Schools average:	82.0%
State average:	75.5%



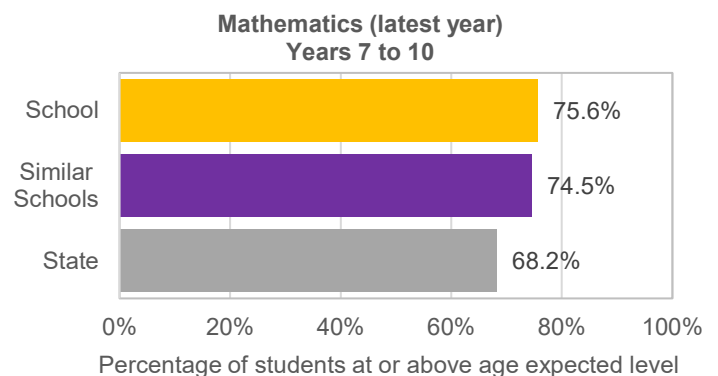
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	89.9%
Similar Schools average:	86.6%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	75.6%
Similar Schools average:	74.5%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.7%

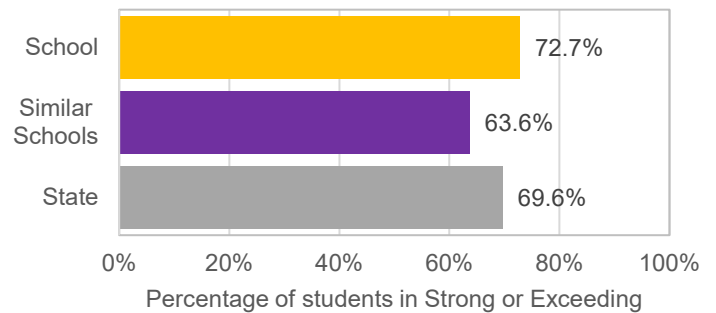
Similar Schools average:

63.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

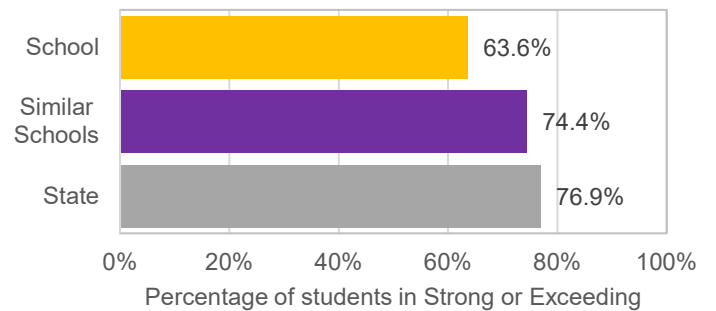
Similar Schools average:

74.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.3%

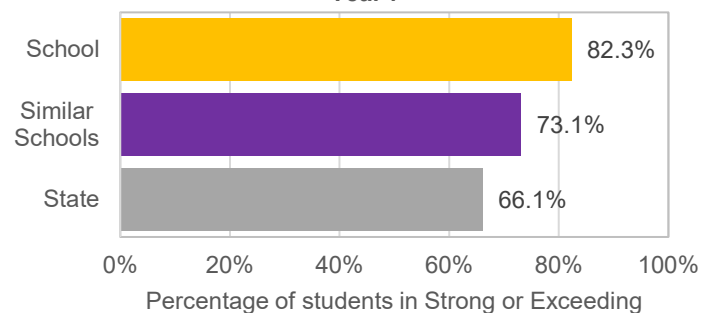
Similar Schools average:

73.1%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.7%

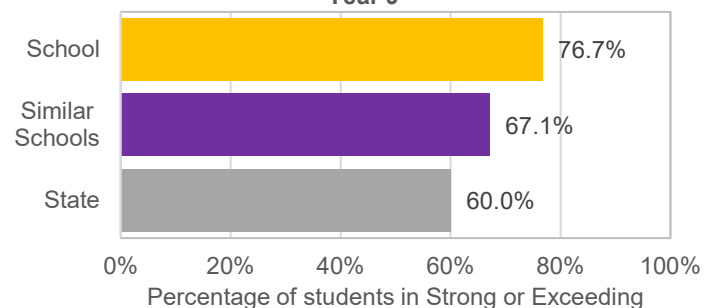
Similar Schools average:

67.1%

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:

72.7%

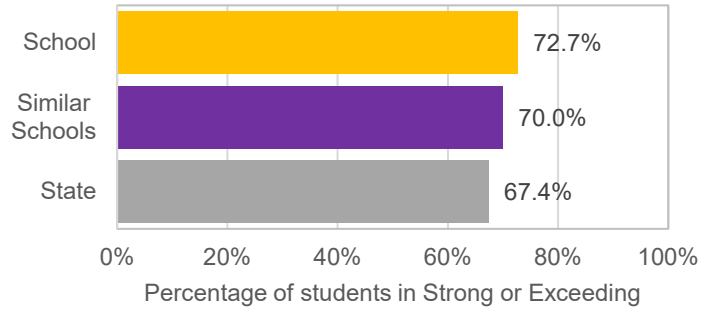
Similar Schools average:

70.0%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.6%

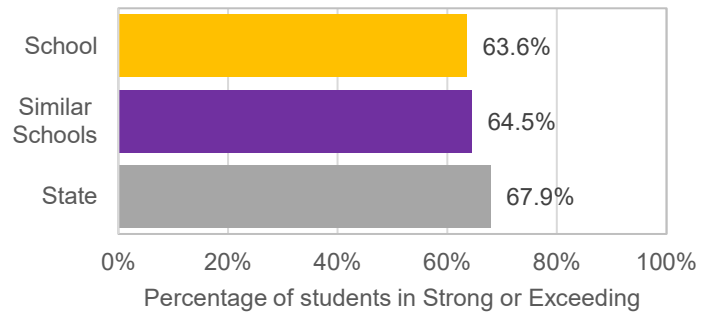
Similar Schools average:

64.5%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

79.7%

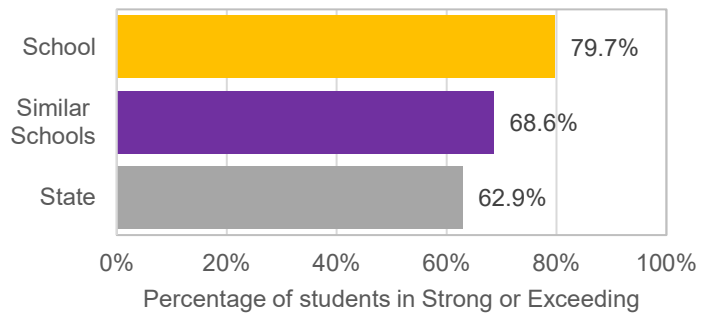
Similar Schools average:

68.6%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

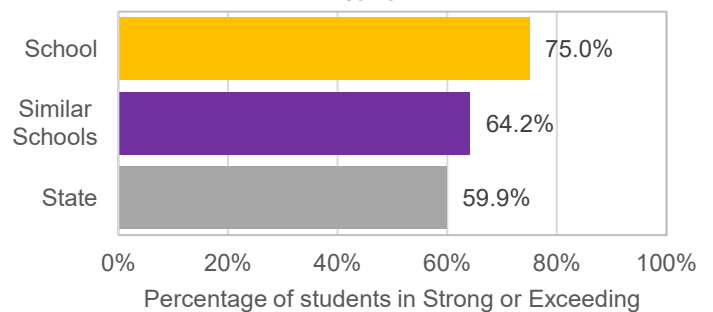
Similar Schools average:

64.2%

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:

84.6%

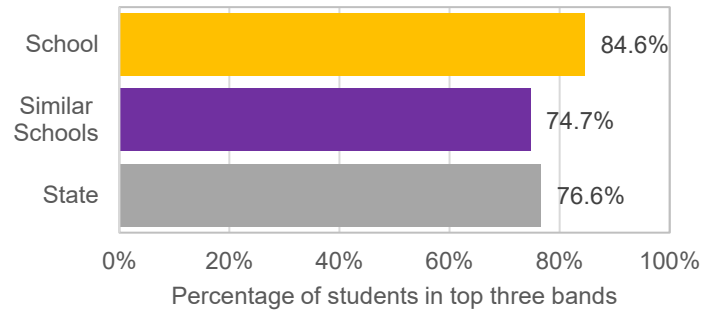
Similar Schools average:

74.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.4%

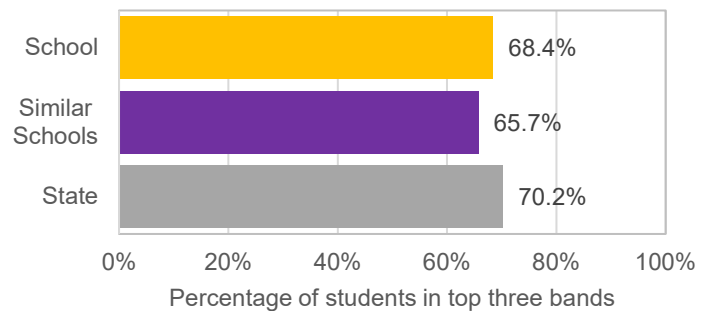
Similar Schools average:

65.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

66.2%

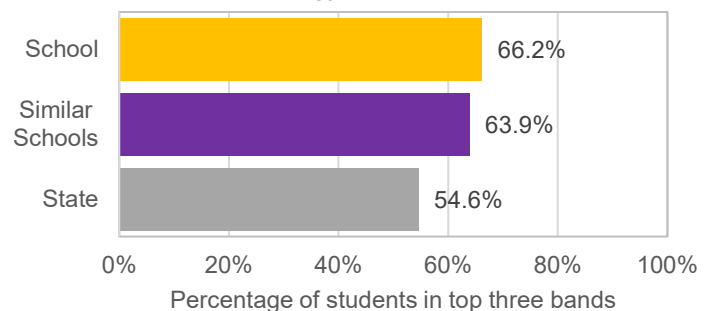
Similar Schools average:

63.9%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

55.0%

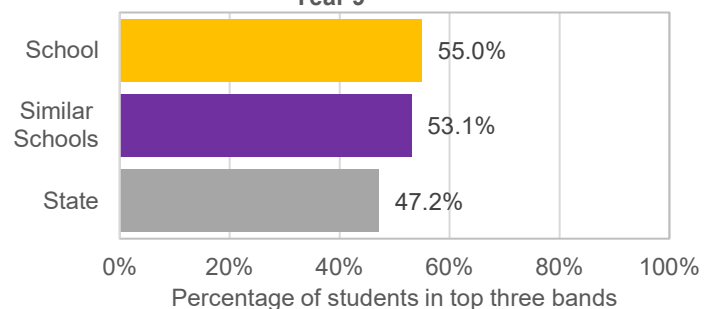
Similar Schools average:

53.1%

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:

53.8%

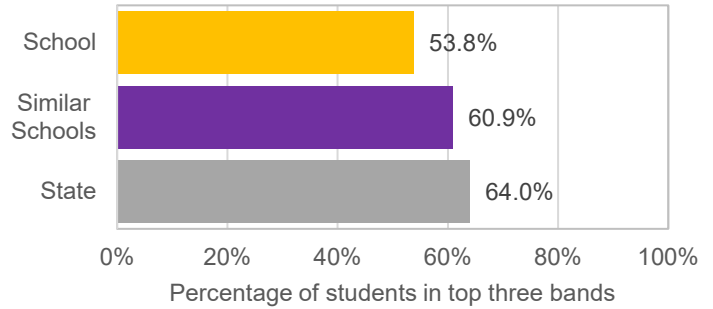
Similar Schools average:

60.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

36.8%

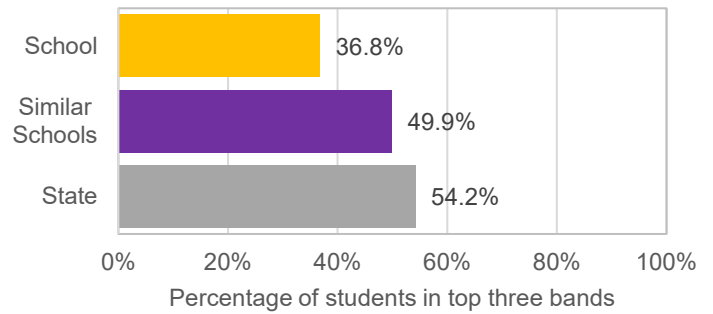
Similar Schools average:

49.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

58.6%

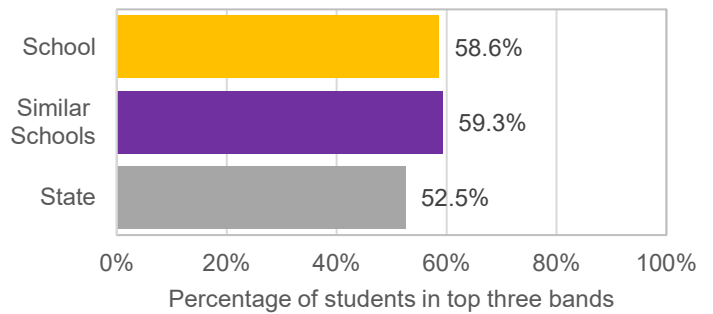
Similar Schools average:

59.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

46.6%

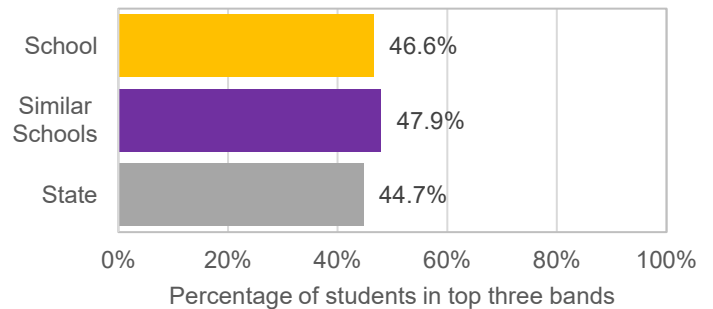
Similar Schools average:

47.9%

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

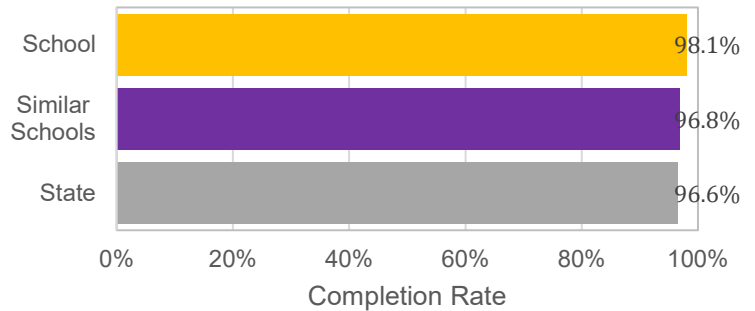
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.1%	99.5%
Similar Schools completion rate:	96.8%	97.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.0

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:

19%

Percentage VET units of competence satisfactorily completed in 2023:

59%

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

54.4% 62.4%

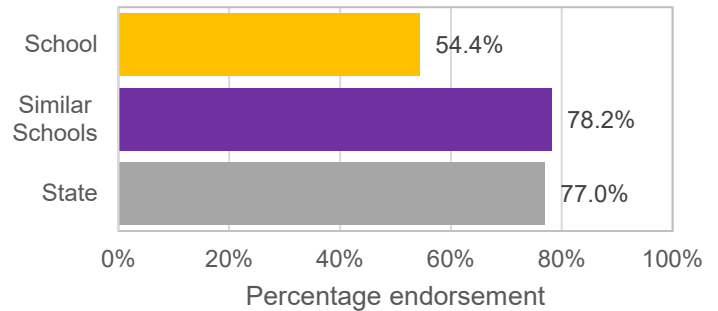
Similar Schools average:

78.2% 79.3%

State average:

77.0% 78.5%

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

44.0% 49.1%

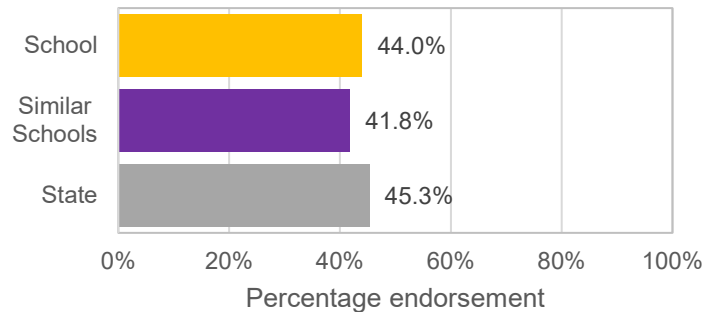
Similar Schools average:

41.8% 47.0%

State average:

45.3% 49.9%

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:

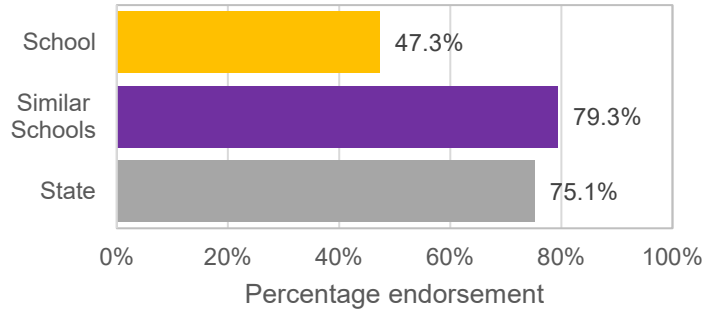
Latest year
(2023) 4-year
average

Similar Schools average:

State average:

47.3%	49.4%
79.3%	80.9%
75.1%	76.9%

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



**Management of Bullying
Years 7 to 12**

School percentage
endorsement:

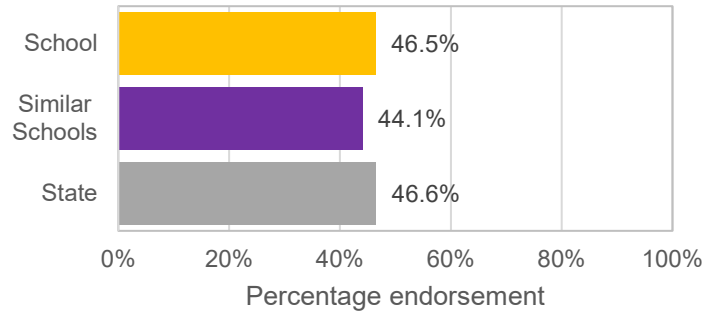
Latest year
(2023) 4-year
average

Similar Schools average:

State average:

46.5%	52.1%
44.1%	49.0%
46.6%	51.0%

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



ENGAGEMENT

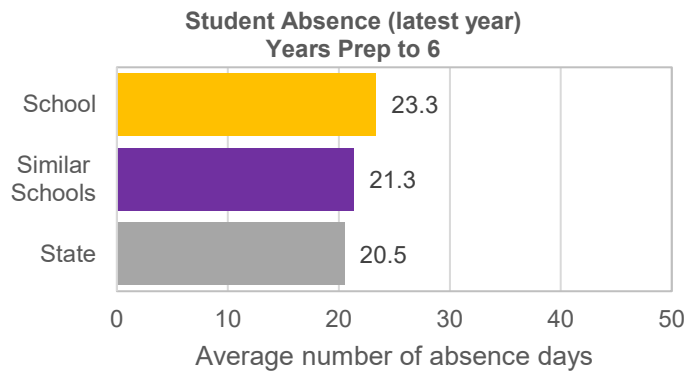
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

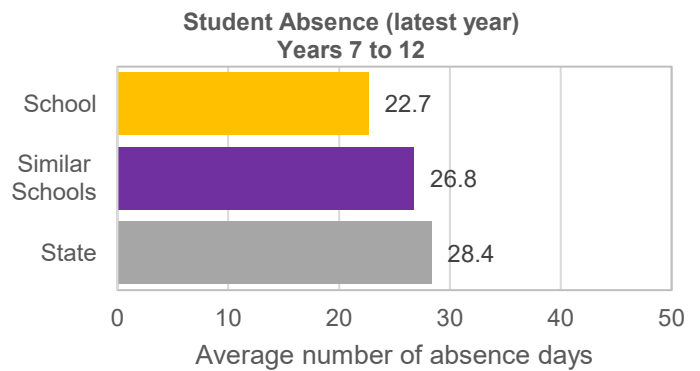
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.3	23.8
Similar Schools average:	21.3	19.5
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	22.7	22.0
Similar Schools average:	26.8	22.1
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):	85%	86%	87%	90%	92%	91%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	90%	87%	88%	89%	87%	92%	

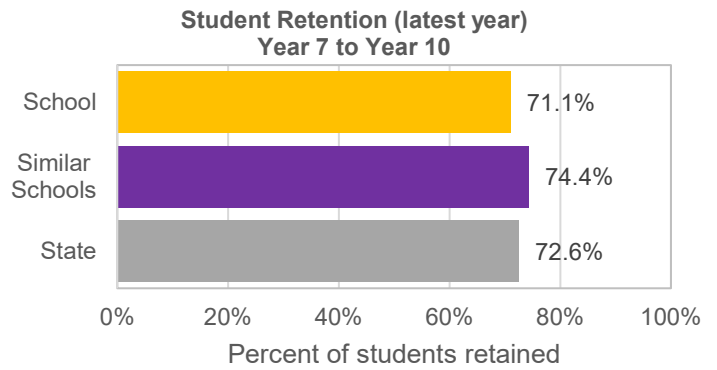
ENGAGEMENT (continued)

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:	71.1%	72.2%
Similar Schools average:	74.4%	75.8%
State average:	72.6%	73.8%



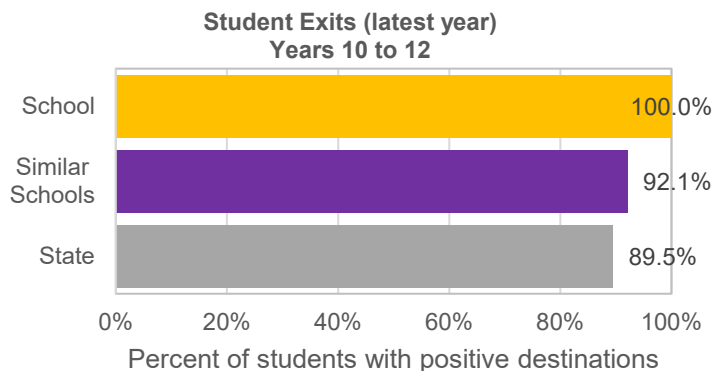
Students exiting to further studies or full-time employment

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:	100.0%	98.5%
Similar Schools average:	92.1%	92.7%
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	\$6,645,733
Government Provided DET Grants	\$796,280
Government Grants Commonwealth	\$115
Government Grants State	\$40,000
Revenue Other	\$358,695
Locally Raised Funds	\$503,375
Capital Grants	\$0
Total Operating Revenue	\$8,344,199

Equity ¹	Actual
Equity (Social Disadvantage)	\$77,237
Equity (Catch Up)	\$19,192
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$96,429

Expenditure	Actual
Student Resource Package ²	\$7,104,590
Adjustments	\$0
Books & Publications	\$6,817
Camps/Excursions/Activities	\$252,414
Communication Costs	\$8,360
Consumables	\$194,431
Miscellaneous Expense ³	\$240,696
Professional Development	\$36,402
Equipment/Maintenance/Hire	\$77,804
Property Services	\$110,639
Salaries & Allowances ⁴	\$250,111
Support Services	\$119,675
Trading & Fundraising	\$55,209
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$15
Utilities	\$77,602
Total Operating Expenditure	\$8,534,765
Net Operating Surplus/-Deficit	(\$190,566)
Asset Acquisitions	\$127,775

- (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	\$1,426,908
Official Account	\$98,994
Other Accounts	\$0
Total Funds Available	\$1,525,902

Financial Commitments	Actual
Operating Reserve	\$223,956
Other Recurrent Expenditure	\$0
Provision Accounts	\$511
Funds Received in Advance	\$58,412
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,351
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$338,000
Maintenance - Buildings/Grounds < 12 months	\$278,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$924,229

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.