2023 Annual Report to the School Community

School Name: Kurnai College (8716)

- 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 03:23 PM by Anthony Rodaughan (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 March 2024 at 12:07 PM by Jason Phillips (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

Kurnai College is a multi-campus secondary college in the Latrobe Valley in the Inner Gippsland network of the department's South-Eastern Region. We have 2 x 7-10 campuses located at Morwell and Churchill, a senior campus located on the grounds of Federation University in Churchill and a Flexible Learning Campus in Morwell that also hosts our college's Kurnai Young Parents Program (KYPPs). In 2023 the college had 1156.3 students enrolled at census and had a high SFOE index of .5984 which is slightly higher than 2022. The college defines itself as a learning community where: • Learning is our focus • We all accept responsibility for increasing our own learning • We all accept responsibility for helping others in their learning At Kurnai College we work to grow/develop our students to be the best learners and individuals they can be. We strive to develop their foundation skills to enable them to build their learning skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of Engagement, Work Ethic, Relationships and Excellence to be contributing and confident members of our college community and looking forward, in their own wider communities. We work with our students to support their pathway and assist them to achieve their goals and ambitions. We seek to provide them with a wide range of learning and growth opportunities that builds their cultural understanding and informs their global perspective. Kurnai College is driven by the core values of ENGAGEMENT, EXCELLENCE, WORK ETHIC and RELATIONSHIPS. The College's stated purpose is "To build a learning community where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement ". The College has established programs in Advanced Learning, Mentoring, English as a Second Language, International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways, and Music. Prompted by the Covid pandemic, the college has established a Blended Learning Program to provide a temporary learning program for students whose physical and/or mental circumstances prevent them from attending school in person. Teamwork is a central element in shaping and promoting improvement in the College with year level teams in years 7 to 10, and combined curriculum teams operate in years 11 and 12. Kurnai College continues to make Koorie inclusivity and intercultural learning a focus and an area for continued attention. Considerable emphasis and resources have been devoted to targeted professional learning for all staff. This has involved a suite of professional development activities with a focus on implementing the Kurnai Learning Architecture. SWPBS has continued to be a focus for developing practice across the College. Instructional Leadership has been a focus for the leadership team and in particular the ongoing work of the Learning Specialists who are an engine room for developing practice across the college. The Kurnai College workforce in 2023 was made up of a total of 175.5 EFT staff. Of these, 97.2 were teaching staff and 78.3 were education support staff. There are 3 members of our staff team who are Aboriginal or Torres Strait Islander. The college runs an international program which has shrunk dramatically since the pandemic and the worsening geopolitical situation with China. There are currently 15 international students enrolled at the college with most coming from China and Vietnam. There are promising signs that the program will pick up in the second half of the year with enquiries and pre-enrollment applications approaching double figures. The college faces a number of key challenges and barriers to overcome. The period of isolation due to the Covid pandemic has resulted in a significant percentage of students becoming disengaged from learning. For some 2020 and 2021 were lost years of learning. Since resuming 'normal' learning, students have continued to show signs of trauma and other negative impacts due to the isolation period. This situation continues to take a significant period of time to address. Staff too, have endured much during this time which has taken a toll on the entire Kurnai Learning Community. The college has set up a staff wellbeing team and engaged mental health supports for staff. The college has employed 2 mental health workers as part of the mental health reform initiative and these professionals are extremely busy supporting our students. Community culture around school attendance is a significant challenge. Student absence with family acceptance is a complex problem to overcome. Chronic absenteeism connected to family disintegration, mental illness and substance abuse is a significant cause of lack of student growth. The entire college team has been trained in trauma informed practice in the form of the Berry Street Educational Model and this learning will continue be a focus in the future. It is hoped that this learning will better equip our staff to deal with the ongoing affects of isolation and other trauma. Building teacher capacity in and understanding/confidence of the Learning Architecture framework is progressing well across the college. This complex work is a 'slow-burn' improvement strategy and requires constant attention and induction of new staff and at times progress has been hampered by our staffs' capacity to take on professional learning in the current climate. Low levels of literacy and numeracy is another challenge that impacts on student growth. Less than 30% of year 7s entering the college are at the expected level in literacy and numeracy. The college leadership team will also work to develop coherence and clarity to harness the power of our strong middle leadership team. Kurnai Leadership Team (KLT) has become the engine room for school improvement. Our college review took place in 2023 and a new strategic plan is now in place. KLT will be a key driver of the different elements of the Strategic Plan and the Annual Implementation Plans.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the Year 7 and 9 NAPLAN test was conducted entirely online and also a change in the way NAPLAN was reported with a move away from bands to Proficency levels. The levels students are reported against are now: Exceeding, Strong, Developing and Needs Additional Support. The change in NAPLAN descriptors didn't allow us to compare with previous years, however, it showed that we had 45% of our Year 9 students achieve Strong or Exceeding in Reading and 39% of our Year 9 students in Numeracy. We had more students identified in the Needs Additional support proficiency levels than our similar schools for Reading and Numeracy and we will continue to support them using the Tutor Learning Initiative, Classroom Aides and our Intervention reading programs.
The college continued to use PAT testing in both Reading and Numeracy In term 3 we PAT tested all of our Year 7-10 students as another means to measure growth.
Building on the success of fluid Numeracy groups in Year 10 across the college, a trial program in Year 7 was implemented at one of the junior campus.
Staff on the junior campuses continued their cross-campus collaboration with a focus on moderation of student assessments. This work has led to adjustments being made to the teaching and learning sequences, resources, and assessments. The work on continuous online assessment is now in place at all campuses with students and parents receiving regular feedback about student achievement and their next steps.
Outcomes in both VCE and VCE-VM continued to be stronger than our network schools in 2023. The mean study score dropped from 28.6 to 26.4 in 2023. There were 0.3% of VCE study scores achieve a 40 or above score. Of the 35 students who applied for an Australian Tertiary Admissions Rank (ATAR), 27 students received first round university offers and 4 additional students received a later offer with the other 4 starting Tafe or Apprenticeships.
We successfully rolled out the VCE-VM and VPC programs to or Year 11 cohort and continued the teach out of the VCAL program. 95% of the Year 12 VCE-VM/VCAL students successfully completed their certificate during the year.

Wellbeing

Over the course of 2023, Kurnai maintained a strong commitment to the Health and wellbeing of staff and students, with a strong focus on all students feeling safe and connected within all four campuses. As we move further away from the COVID era we have been able to shift our focus from re-engagement into exploring multiple pro-active ways to further enhance school engagement. Kurnai continues to strengthen our relationships with various agencies to support the wellbeing of students, including the Centre for Multicultural Youth, Headspace, and Youth Space. In 2023 the college made a commitment to the live for live partnership where we will engage in training staff and students to be better equipped to support our whole school community in the area of our youth mental health first aid. The college has continued to invest in providing additional resources into campus wellbeing and student advocacy teams. This has resulted in an increase in the human resourcing within the broader student support network including our Indigenous support crew, and mental health practitioners in order to find better ways to meet the diverse needs of our student cohort. Once again in 2023, we had outstanding Attitudes to School survey data that indicates strongly that our student body thinks we do a great job in the wellbeing space. Our data for many areas of the ATOS survey was above the state average which is something we work really hard at. Our commitment to the Berry Street Education Model has continued throughout 2023. This work is having a significant impact on how we better teach students from Trauma backgrounds but is a highly effective universal strategy that supports all students. 2023 was a really positive year in the wellbeing space.

Engagement

The College continues to focus on absence days and seeking ways to improve attendance. In 2023, strategies implemented included more frequent and automated communications with parents and carers regarding attendance at lateness at school. The percentage of students with 20 or more absence days was 52%, lower than similar schools and the network. This was consistent with 2022. Attitudes to attendance had a 72% positive endorsement, which is 5% higher than similar schools and 6% higher than network schools. 72% of parents positively endorse school communication, which the College sees as a key to successful outcomes. Positive communications continues to be a focus with the continued implementation of the Kurnai Positive Acknowledgement communications with home, as well as PBS postcards recognising positive engagement at school by students. A range of reengagement programs were used, including Kurnai College's Blended Learning Program, the hosting of a worker from OzChild under the Schools Focused Youth Services program and the continued training and implementation of the Berry Street Education Model. The Blended Learning Program aims to reengage students by assigning a mentor to help monitor learning both when the student is onsite and working from home. Whilst the Berry Street Education Model is primarily a wellbeing, whole school

approach to teaching and learning that is in its infancy at Kurnai College, we are beginning to see the potential for a positive impact on student engagement. Kurnai College remains committed to Latrobe Valley Flexible Learning Option (LVFLO) and the Kurnai Young Parent Programs. As a founder of both programs we see the value in engaging targeted students in these programs. LVFLO caters for the needs of students who find engagement with mainstream difficult and are at risk of dropping out. Attendance at LVFLO ensures that students remain positively connected to education and keeps the door open for reengagement with mainstream. 82% of students positively endorse a sense of inclusion, which is a 6% increase since 2022 and reflects the College's ongoing commitment to improve inclusion. The College was a Lighthouse School for Disability Inclusion in 2023.

Financial performance

During 2023 the College undertook some key infrastructure projects included the replacement of the college telephone system and continuing our laptop replacement cycle. Additional funds were allocated to maintenance projects in 2023, with a number of projects to maintain and improve our school buildings. We also benefited from a $1 million VSBA capital works program with the majority of works undertaken at our LVFLO and Churchill campuses.
Early in 2023 our Morwell Campus administration building was completed which was the final building project under the Morwell Campus master plan. Approximately $400,000 of school funds were allocated to the final building stage and provided additional infrastructure such as locker bays, landscaping and covered walkways.
The College committed substantial funds in providing Berry Street Education Model (BSEM) professional learning for all staff in 2022/23.
The 2023 budget once again included substantial resources allocated to the Targeted Reading at Kurnai (TR@K) program. Additional funds were also allocated to student wellbeing initiatives with additional staff employed to provide wellbeing support to students.
The College gratefully acknowledges the equity funding provided by DET. The additional resource has been crucial to the academic and welfare improvement agenda set by the College.

For more detailed information regarding our school please visit our website at https://kurnai.co/

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 1175 students were enrolled at this school in 2023, 566 female and 605 male.

5 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

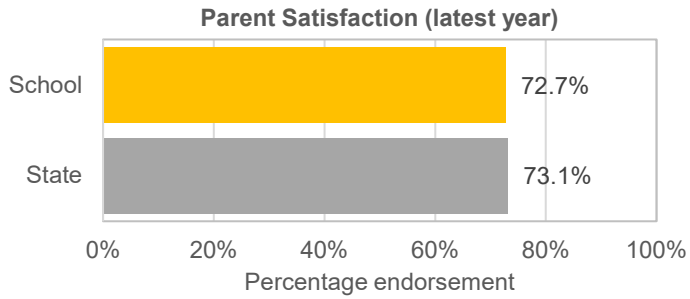
This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	72.7%
State average (secondary schools):	73.1%



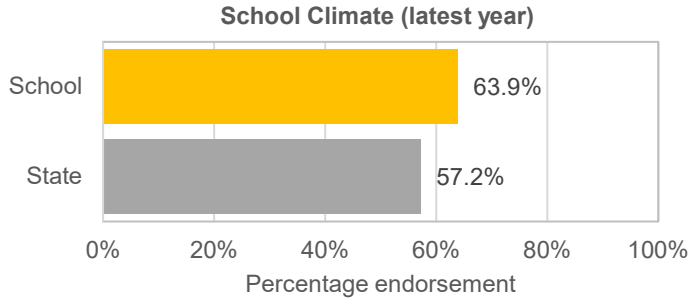
School Staff Survey

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:	63.9%
State average (secondary schools):	57.2%



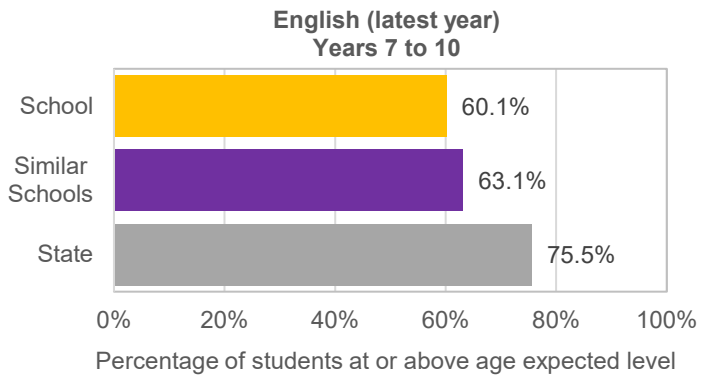
LEARNING

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.***

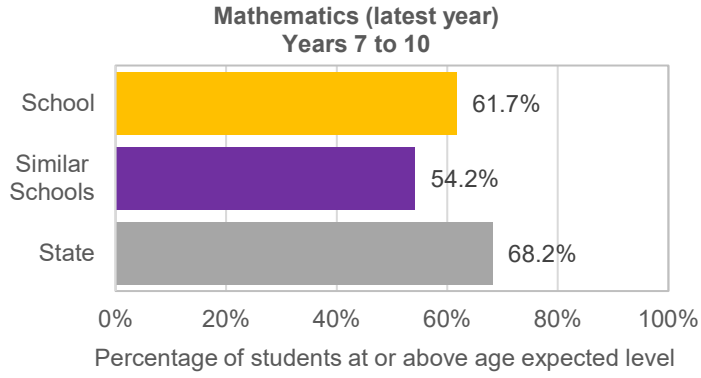
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years 7 to 10**	Latest year (2023)
School percentage of students at or above age expected standards:	60.1%
Similar Schools average:	63.1%
State average:	75.5%



Mathematics **Years 7 to 10**	Latest year (2023)
School percentage of students at or above age expected standards:	61.7%
Similar Schools average:	54.2%
State average:	68.2%



LEARNING (continued)

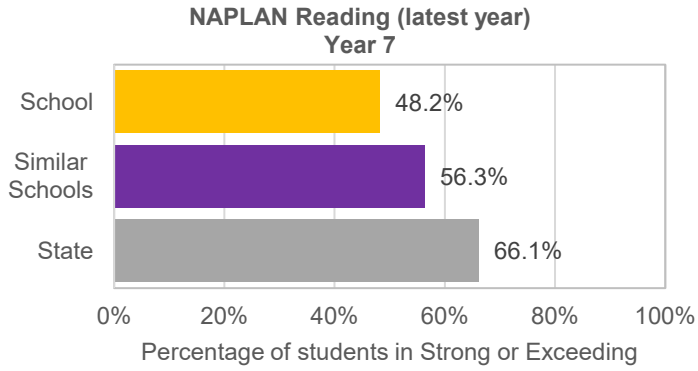
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

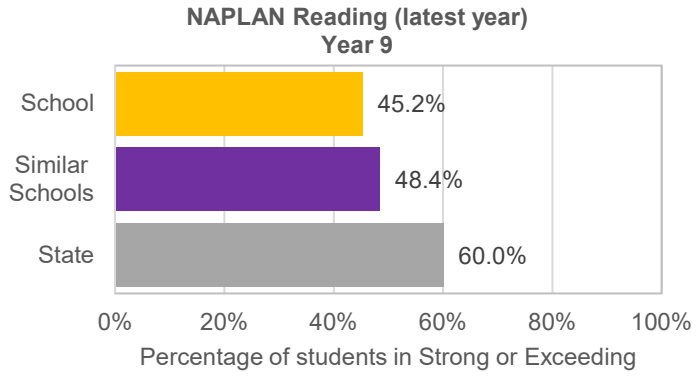
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

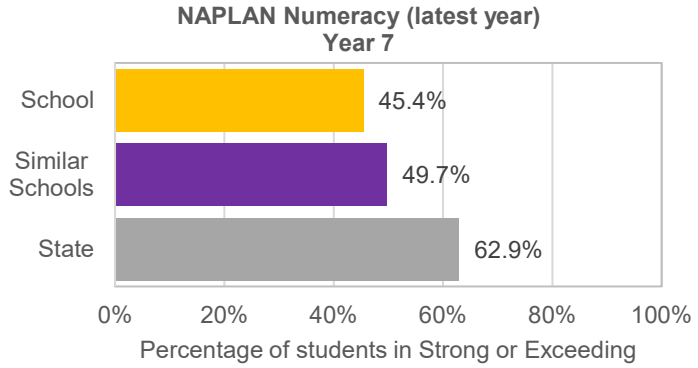
Reading Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	48.2%
Similar Schools average:	56.3%
State average:	66.1%



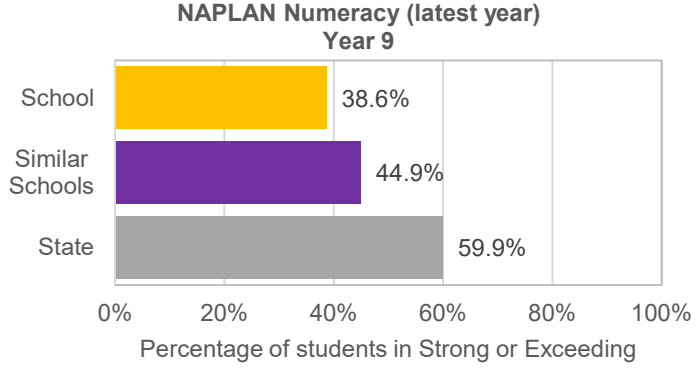
Reading Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	45.2%
Similar Schools average:	48.4%
State average:	60.0%



Numeracy Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	45.4%
Similar Schools average:	49.7%
State average:	62.9%



Numeracy Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	38.6%
Similar Schools average:	44.9%
State average:	59.9%



LEARNING (continued)

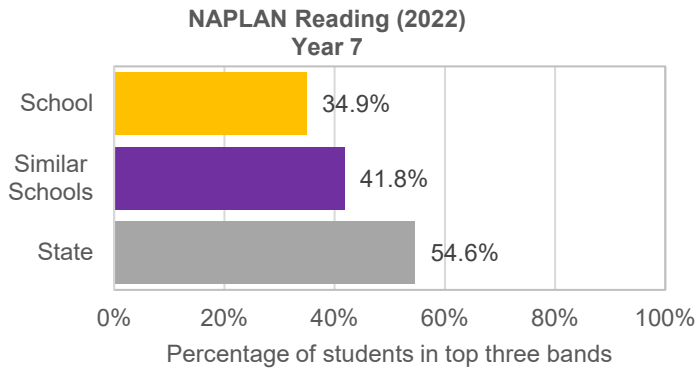
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

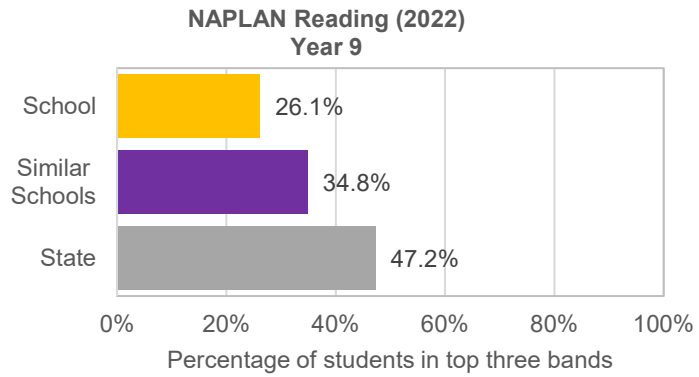
Percentage of students in the top three bands of testing in NAPLAN.

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

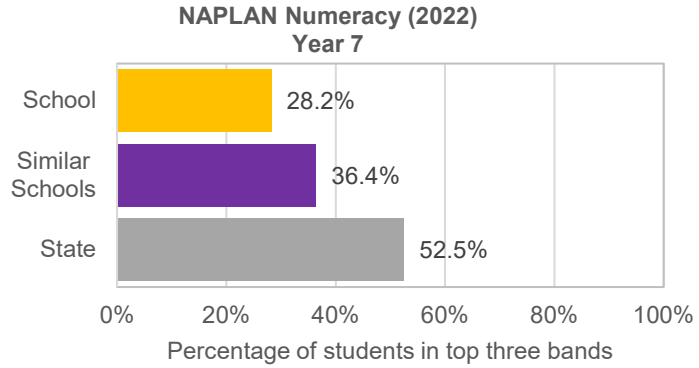
Reading Year 7	Latest year (2022)
School percentage of students in the top three bands:	34.9%
Similar Schools average:	41.8%
State average:	54.6%



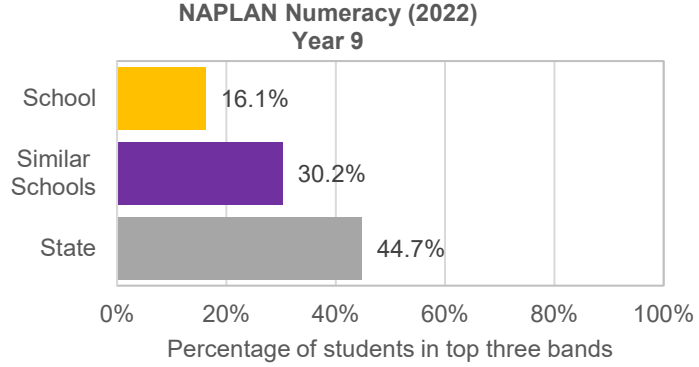
Reading Year 9	Latest year (2022)
School percentage of students in the top three bands:	26.1%
Similar Schools average:	34.8%
State average:	47.2%



Numeracy Year 7	Latest year (2022)
School percentage of students in the top three bands:	28.2%
Similar Schools average:	36.4%
State average:	52.5%



Numeracy Year 9	Latest year (2022)
School percentage of students in the top three bands:	16.1%
Similar Schools average:	30.2%
State average:	44.7%



LEARNING (continued)

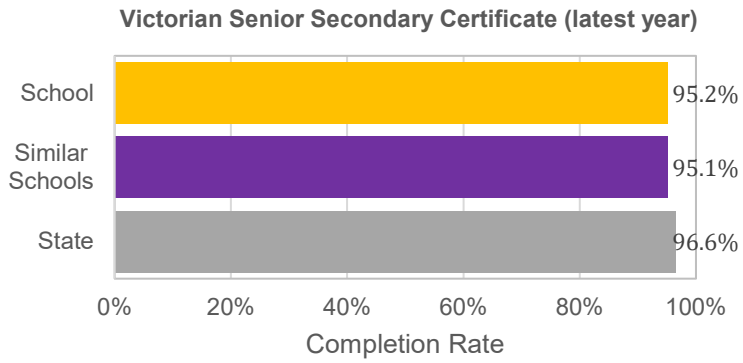
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2023)	4-year average
School completion rate:	95.2%	97.5%
Similar Schools completion rate:	95.1%	95.7%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:	26.4
Number of students awarded the VCE Vocational Major	11
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:	57%
Percentage VET units of competence satisfactorily completed in 2023:	74%

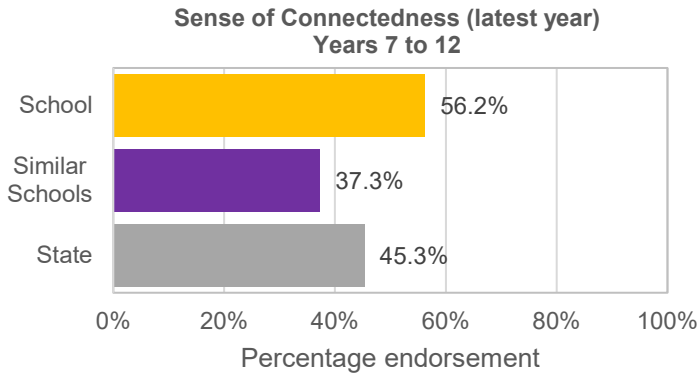
WELLBEING

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).

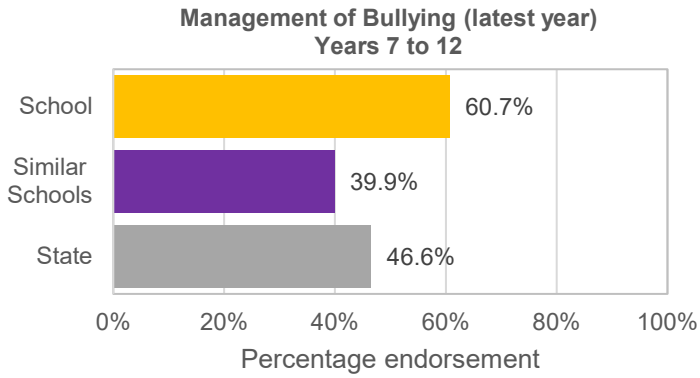
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	56.2%	54.2%
Similar Schools average:	37.3%	41.8%
State average:	45.3%	49.9%



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:	60.7%	60.0%
Similar Schools average:	39.9%	43.9%
State average:	46.6%	51.0%



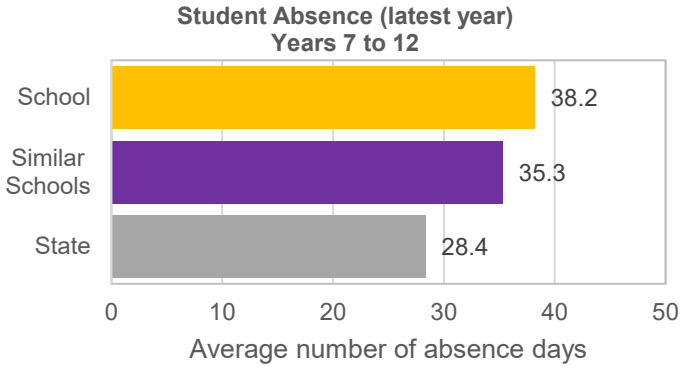
ENGAGEMENT

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:	38.2	33.0
Similar Schools average:	35.3	30.4
State average:	28.4	23.8



Attendance Rate (latest year)

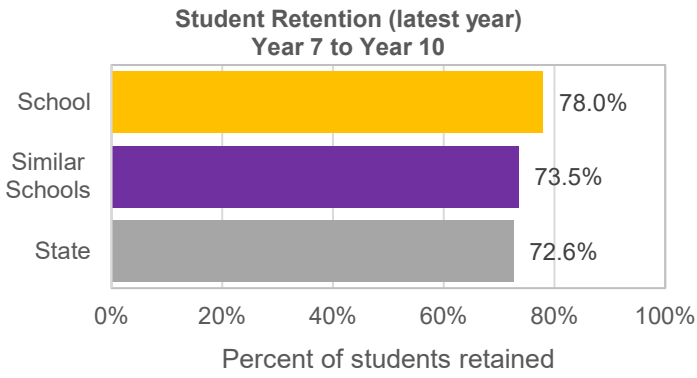
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	82%	80%	77%	76%	85%	89%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2023)	4-year average
School percent of students retained:	78.0%	74.8%
Similar Schools average:	73.5%	75.3%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

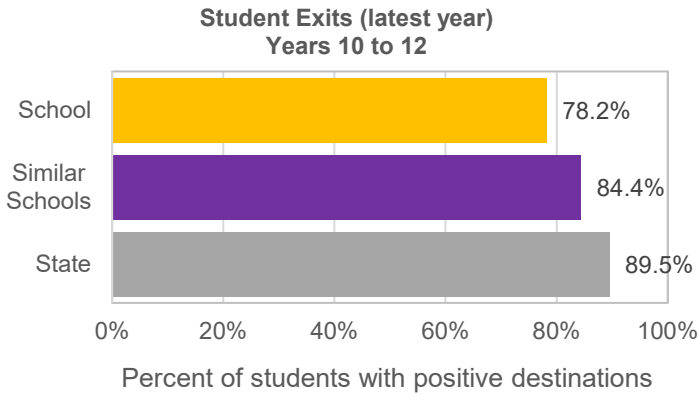
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	78.2%	74.2%
Similar Schools average:	84.4%	83.3%
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	$19,476,462
Government Provided DET Grants	$3,582,921
Government Grants Commonwealth	$8,045
Government Grants State	$13,800
Revenue Other	$189,417
Locally Raised Funds	$463,023
Capital Grants	$0
Total Operating Revenue	**$23,733,667**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,399,521
Equity (Catch Up)	$194,445
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$2,593,965**

Expenditure	Actual
Student Resource Package [2]	$19,609,374
Adjustments	$3,513
Books & Publications	$13,793
Camps/Excursions/Activities	$400,219
Communication Costs	$54,435
Consumables	$643,178
Miscellaneous Expense [3]	$110,131
Professional Development	$101,596
Equipment/Maintenance/Hire	$291,923
Property Services	$832,616
Salaries & Allowances [4]	$697,128
Support Services	$774,598
Trading & Fundraising	$213,529
Motor Vehicle Expenses	$43,864
Travel & Subsistence	$16,023
Utilities	$228,300
Total Operating Expenditure	**$24,034,220**
Net Operating Surplus/-Deficit	**($300,553)**
Asset Acquisitions	**$47,980**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	$2,816,114
Official Account	$46,352
Other Accounts	$37,424
Total Funds Available	**$2,899,890**

Financial Commitments	Actual
Operating Reserve	$671,010
Other Recurrent Expenditure	$29,037
Provision Accounts	$0
Funds Received in Advance	$475,900
School Based Programs	$706,532
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$350,000
Asset/Equipment Replacement < 12 months	$210,000
Capital - Buildings/Grounds < 12 months	$20,000
Maintenance - Buildings/Grounds < 12 months	$32,000
Asset/Equipment Replacement > 12 months	$500,000
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$37,200
Total Financial Commitments	**$3,031,678**

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.