

2023 Annual Report to the School Community

School Name: Upwey High School (8415)



- 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 28 March 2024 at 01:46 PM by Thomas Daly (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 28 March 2024 at 03:48 PM by Kel Verwey (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

We are a medium-sized comprehensive secondary school, located in the Dandenong Ranges, 40 kilometres east of Melbourne. The school is sited on a terraced mountain setting amongst the slopes and mountain ash on the edge of the Sherbrooke Forest. There are beautiful views of the surrounding Dandenongs and the site integrates well with the adjoining Upwey-Tecoma Recreation Reserve and facilities.

Vision Statement

We aim to develop students who will be resilient and responsible, highly motivated, lifelong learners.

Through the establishment of positive relationships and high expectations, students will be encouraged to reach their full potential.

Values

Aspiration – Respect - Kindness

Established in 1937, our school has a strong sense of community and a history in the provision of education in the Dandenong Ranges. We are a school where successive generations of families have been educated and a school to which they proudly return. Upwey High School provides educational pathways for students in VCE, VET and VCE Vocational Major programs, ensuring that the needs of all students attending this school are met.

Infrastructure includes 9 core buildings. Facilities include: Years 7, 8, 9 Learning Commons, Library, 250 seat Drama Theatre, Later Years Centre, Music Centre and Recording Studio, Four court stadium, 4 Science Laboratories, Media Centre, Photo Darkroom, Ceramics kiln, Community Hub and Canteen. Sports facilities also include an AFL Oval, Netball Court and Cricket Nets. There are also 2 outside basketball half courts.

Student and community demographics

Our planned enrolment for Year 7 annually is up to 150 places, and this is being achieved through the large proportions of our Year 7 enrolments who reside in our school neighborhood.

Year	2019	2020	2021	2022	2023
FTE	820 (+7.5%)	829 (+.3%)	848 (+2%)	860 (+2%)	851 (-0.01%)
Year 7	182	151	143	166	141

There is also a steady slight downward trend in our Student Family Occupation and Education Index (SFOE), but the school level band remains as Low-Medium.

Special programs include our challenging camps and tours, Inquiry focuses, Instrumental Music, School Production, the Music Industry program, Volleyball program, the Student Talents program and the Surf Life Saving (delivered in partnership with the Woolamai SLSC).

Other partners include the Yarra Ranges Technical School and our sister school in Japan, Mito Eiko JHS. We also have a 20 year partnership with Woolamai Beach Surf Life Saving Club. We are also proud to be a member of the Upwey District Educational Community (UDEC) and the Dandenong Ranges Network of government schools. In later years provision we are active members of the Mullum Vet Cluster and the Outer East Headstart (VCE SBATs) Cluster.

There are 81.1 equivalent full time staff (64.6 teachers) at the school: 3 Principal class, 5 Leading Teachers and 5 Learning Specialists.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School Improvement Team continues to actively monitor progress in student learning. Staff undertook an inquiry in Writing during Semester 1 and participated in professional learning around successful writing traits. In numeracy teachers worked in a Community of Practice with feeder primary schools focusing on how to better support student learning across the middle years (5-8). Our Disability Inclusion area subsumed our previous Learning Support and Intervention Programs, incorporating both MYLNS and the Tutor Learning Initiative. UHS also implemented a new version of learning goal-setting, which will lead to a change in parent-

student-teacher conferencing formats.

Teacher judgements for English in Years 7-10 was similar to previous years. Our percent of students at or above age expected standards increased to 80.5%, compared to the Similar Schools average of 82.0% and the State average of 75.5%. In NAPLAN the student percentage in strong or exceeding levels in Reading at Year 7 exceeded the state average but below similar schools. At Year 9 the school percentage was below both markers.

Teacher judgements in Mathematics in Years 7-10 show 71.0% of students at or above age expected standards. This was an improvement of 13% over the previous year. It is above the State average of 68.2% but below the Similar Schools average of 71.1%, but is on the improve.

NAPLAN Numeracy scores at Year 7 show the percentage of students in strong or exceeding levels at 70.5%, above similar schools at 69.6% and statewide at 62.9%. Year 9 NAPLAN shows 56.7% of students in these levels, below both similar schools at 65.5% and statewide average at 59.9%.

Our students in Year 7 have often present with low numeracy skills and low learner confidence in mathematics; we have started a transition (Years 5-7) project with feeder primary schools with the goal of better supporting students in numeracy as they progress towards high school.

96.1% of students passed VCE in 2023, just below similar schools and the state average. The mean VCE study score was 27.2, a rise of 0.9 from 2022. In applied learning, 9 Vocational Major students successfully completed their courses and 28% of Year 12 students undertook at least one VET unit, with a 99% completion rate.

Wellbeing

Health and wellbeing support continued to be prioritised for staff, students and their families in 2023.

We have appointed a new Mental Health Practitioner. The alterations in the Community Hub have been completed. We now have a small conference room, a meeting room and a group meeting room available in the complex.

Staff started the year with a some wellbeing professional learning in their reinduction. This has been followed up with the implementation of the Respectful Relations Program.

Planning for staff training in 2024 in the High Impact Wellbeing Strategies progressed late in the year.

In 2023 the Attitudes to School survey data for the 'Sense of Connectedness' and 'Management of Bullying' subscales were both below state and like-school comparisons. However, the 'Management of Bullying' score has improved, helped somewhat by a more stable physical environment.

Pre Covid Lockdowns we had annually trained all new staff in the Tribes strategies (4 day training). This program had been our mainstay in delivering inclusion based programs across all year levels. However, we no longer have the resources to deliver such a program and have begun the task of creating a new training program for our staff which will be delivered to new staff from 2024.

General student feedback over the last two years (coming off lock-downs and the long building program) has highlighted a lack of connection and activities at lunchtime. We have been focusing on offering more lunchtime student clubs and more music and sport competitions, to both build connections and interest.

Our last School Review identified 'Learner Resilience' as a strong focus. The school implemented the 'Upwey Cup' in 2023; based on rewarding behaviours aligned to the school values. Students can also gain house points for being part of lunchtime activities (such as clubs) and for efforts and achievements at House Sports Carnivals. We have continued to reinforce aspects of positive psychology, through classroom activities and cocurricular activities such as camps. The work in making our values and classroom agreements more tangible and visible through active norming continues.

Engagement

In 2023 the average absent days was 27.1, above the four year average of 21.1. All year levels had an attendance rate between 83% and 93%. Our data was just better than state average (28.4) but not as good as similar schools (26.6).

Since the pandemic and lockdown years we have seen consistently greater absenteeism. In fact on average an increase of about 10 extra days per student. This challenge is wider than just our school and we will continue to work at supporting students to maximise the benefits of their education, by attending.

We have continued with two strategies that previously proved helpful in promoting student engagement: (1) Our Attendance Officer continues to have telephone contact as a priority after two days of absence, and (2) our Daymap Learning Management System allows teachers to track student non-attendance through automatic alerts, which supports teachers to make direct family contact; conversations can be more directed and supportive of student learning.

Enhancing student voice and agency are key elements in our Strategic Plan. In 2023 the school joined a Quaglia Community of

Practice focusing on differentiated strategies to build student agency in their learning. Further work will be undertaken in this area in 2024.

Student retention through Year 7 to 10 remains above the state median and is higher than like schools. Students find that the range of curriculum pathways at UHS continue to suit their pathways aspirations.

The percentage of students in 2022 from Years 10 to 12 going on to further studies or full-time employment (92.9%) is above the state median (90.0%), but below like schools (93.5%). We have implemented new processes in the school administration to more effectively track destinations data, in particular to reduce our 'unknown' destination. Thus we are now seeing this data more truly reflect student pathway outcomes.

Other highlights from the school year

The 2023 academic year continued to be a time for further reconsolidation.

1. The Building Program finally completed and areas of the school reopened for students to access.

2. We successfully continued offering our camps programs; camps at every year level.

- Year 10 Central Australia Tour

- Specialist camps in Music Camp, Volleyball New Zealand Tour and Surf Camp all ran successfully.

3. School Production, successfully reclaimed and delivered the 7 show appearance time during August.

4. Other Cocurricular activities in Volleyball Program and Surf Program were both able to offer a full range of experiences for students.

Financial performance

Financial performance Upwey High School maintained a very sound financial position throughout 2023. The 2023-2026 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$1,669,308. This surplus has occurred due to several financial commitments:

UHS collected \$345,402 revenue in advance.

School based programs of \$154,561 are included.

Minor projects of \$466,750 to be undertaken in 2024.

Assets purchases – Furniture and Equipment of \$40,000 required in 2024.

Funds for Committees/Shared Arrangements – \$45,169 - Stadium Capital Reserve, Schools Sports Victoria – Knox Division funds.

Funds repayable to the Department of \$150,443.

A health operating reserve of \$465,485.

For more detailed information regarding our school please visit our website at

www.upweyhs.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 851 students were enrolled at this school in 2023, 408 female and 436 male.

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

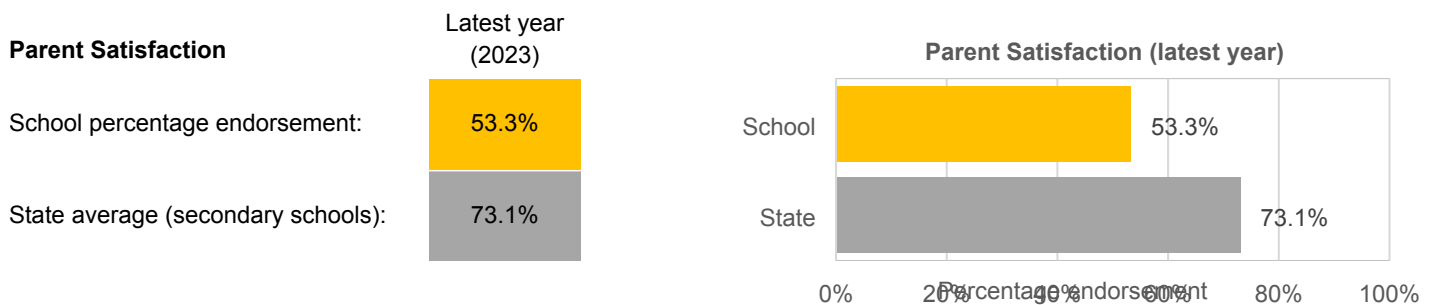
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

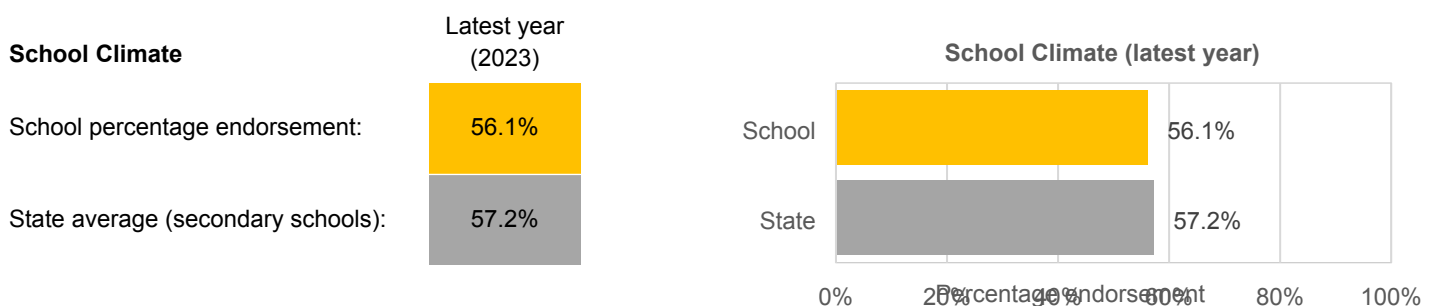


School Staff Survey

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

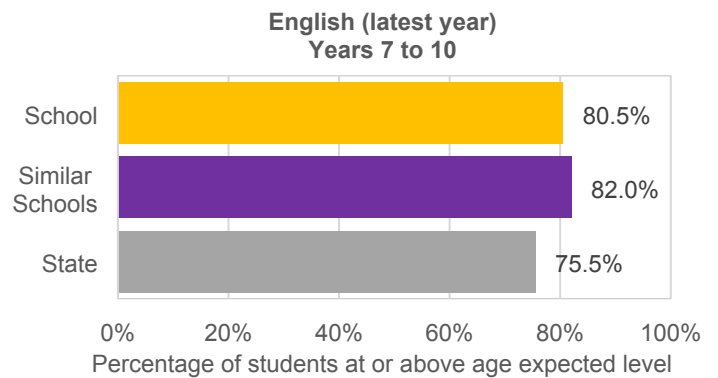
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

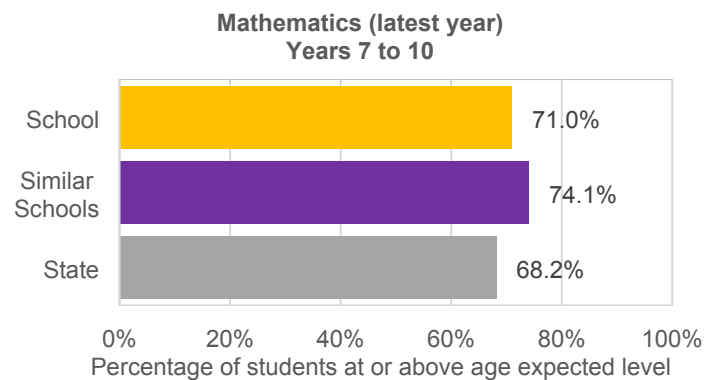
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	80.5%
Similar Schools average:	82.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	71.0%
Similar Schools average:	74.1%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.8%

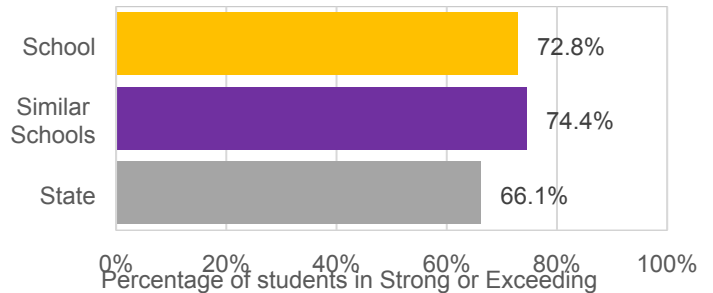
Similar Schools average:

74.4%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.7%

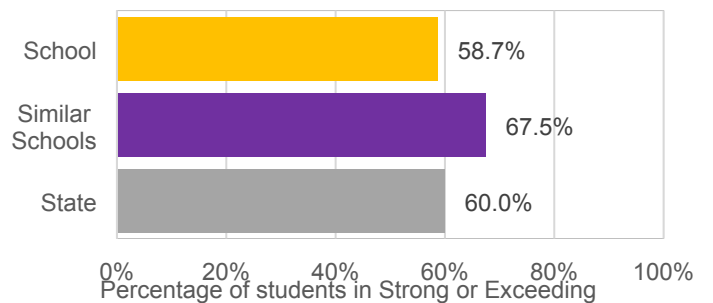
Similar Schools average:

67.5%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.5%

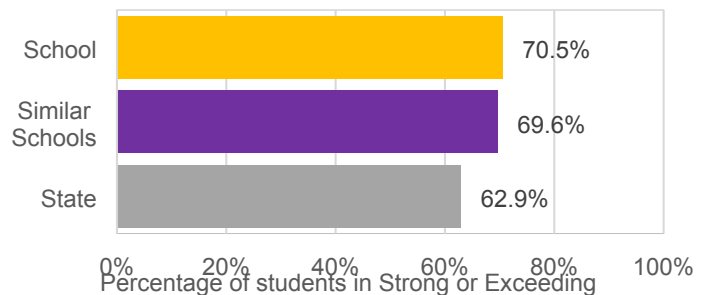
Similar Schools average:

69.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.7%

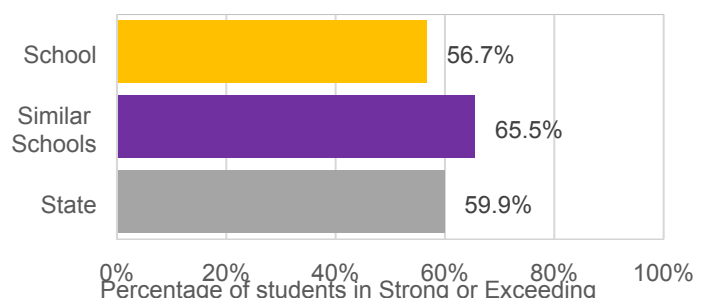
Similar Schools average:

65.5%

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:

64.3%

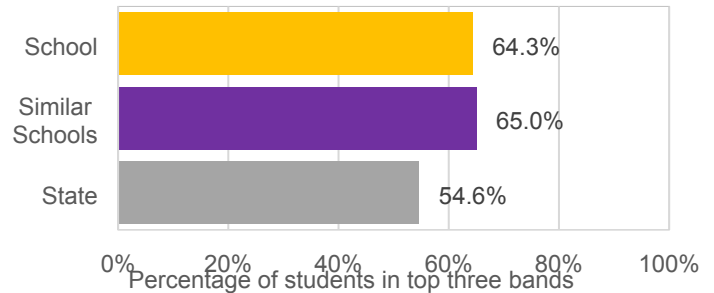
Similar Schools average:

65.0%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

51.3%

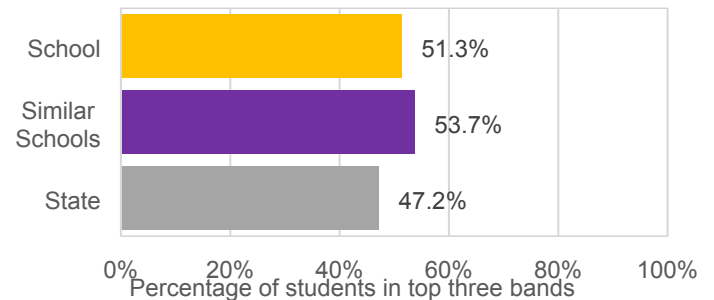
Similar Schools average:

53.7%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

51.5%

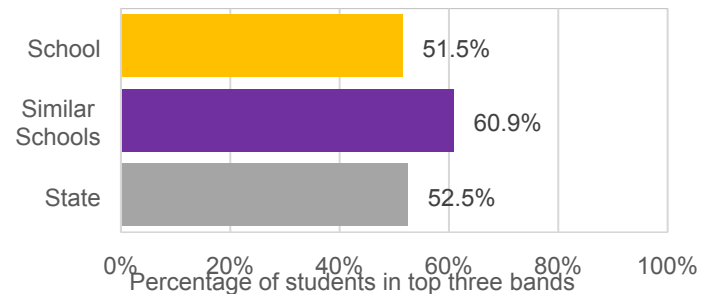
Similar Schools average:

60.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

39.1%

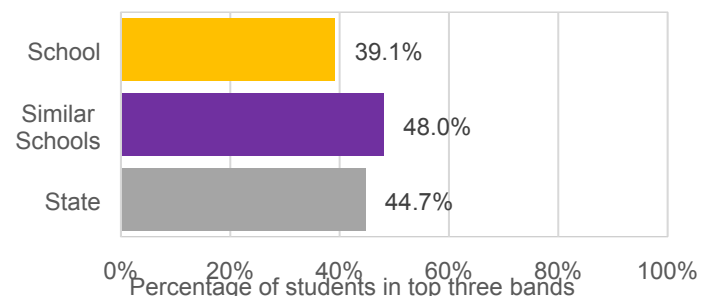
Similar Schools average:

48.0%

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

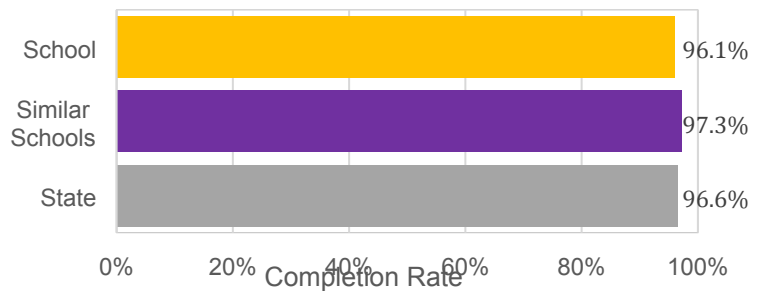
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	96.1%	94.0%
Similar Schools completion rate:	97.3%	97.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.2

Number of students awarded the VCE Vocational Major

9

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:

28%

Percentage VET units of competence satisfactorily completed in 2023:

99%

WELLBEING

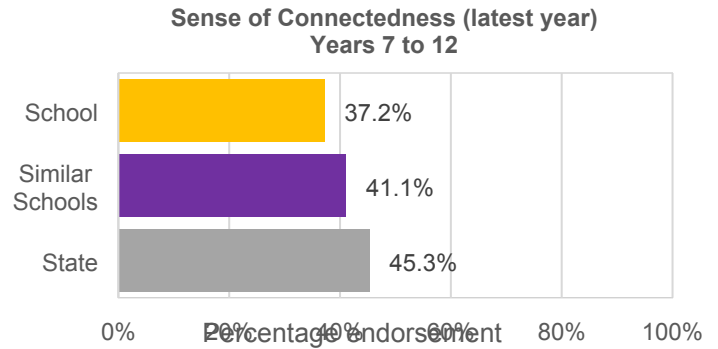
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	37.2%	39.2%
Similar Schools average:	41.1%	46.9%
State average:	45.3%	49.9%

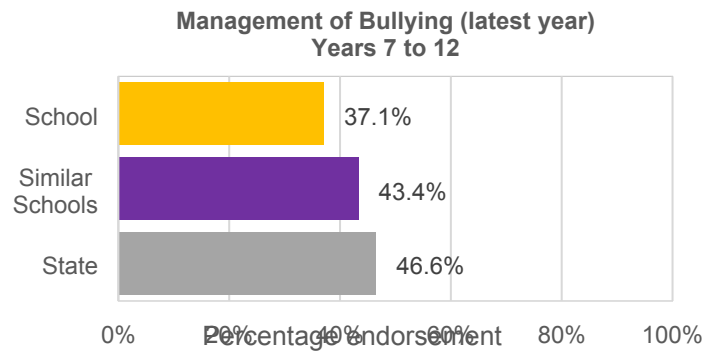


Student Attitudes to School – Management of Bullying

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:	37.1%	36.0%
Similar Schools average:	43.4%	48.8%
State average:	46.6%	51.0%



ENGAGEMENT

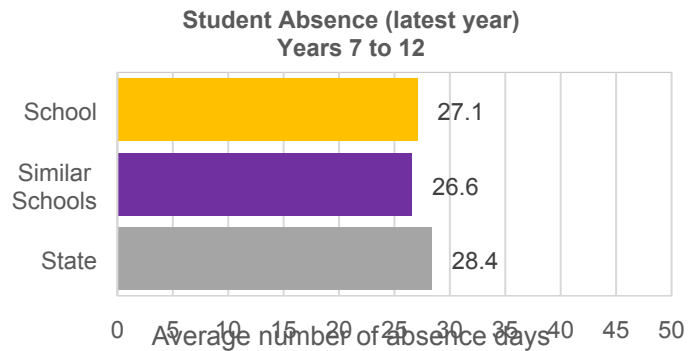
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.1	21.1
Similar Schools average:	26.6	21.8
State average:	28.4	23.8



Attendance Rate (latest year)

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

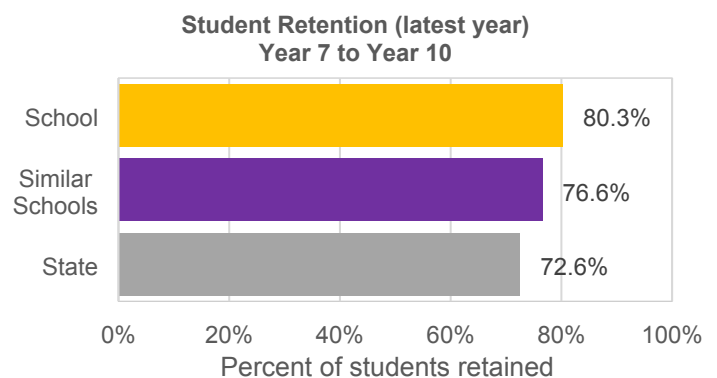
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	83%	83%	87%	88%	93%

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:	80.3%	82.1%
Similar Schools average:	76.6%	78.0%
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.

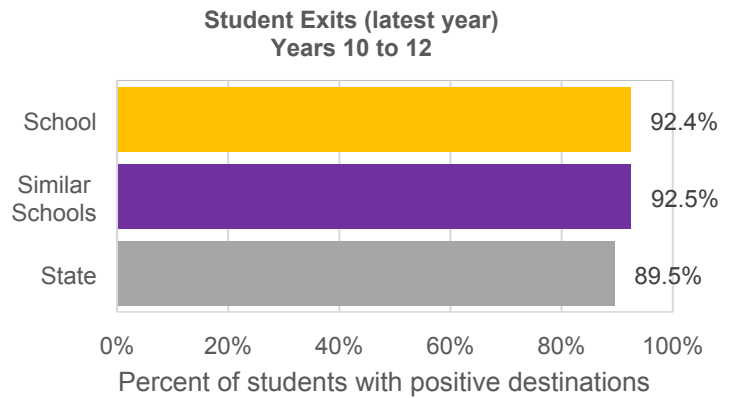
Students exiting to further studies or full-time employment

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:	92.4%	90.5%
Similar Schools average:	92.5%	93.1%
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	\$9,701,876
Government Provided DET Grants	\$1,113,354
Government Grants Commonwealth	\$11,441
Government Grants State	\$38,673
Revenue Other	\$284,473
Locally Raised Funds	\$1,073,003
Capital Grants	\$0
Total Operating Revenue	\$12,222,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$70,626
Equity (Catch Up)	\$32,387
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$103,013

Expenditure	Actual
Student Resource Package ²	\$9,809,142
Adjustments	\$0
Books & Publications	\$2,547
Camps/Excursions/Activities	\$636,756
Communication Costs	\$16,387
Consumables	\$160,268
Miscellaneous Expense ³	\$798,236
Professional Development	\$27,078
Equipment/Maintenance/Hire	\$159,357
Property Services	\$348,117
Salaries & Allowances ⁴	\$350,505
Support Services	\$472,276
Trading & Fundraising	\$11,918
Motor Vehicle Expenses	\$2,270
Travel & Subsistence	\$0
Utilities	\$133,681
Total Operating Expenditure	\$12,928,537
Net Operating Surplus/-Deficit	(\$705,717)
Asset Acquisitions	\$81,110

- (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	\$1,464,014
Official Account	\$204,974
Other Accounts	\$321
Total Funds Available	\$1,669,308

Financial Commitments	Actual
Operating Reserve	\$466,485
Other Recurrent Expenditure	\$496
Provision Accounts	\$0
Funds Received in Advance	\$345,403
School Based Programs	\$154,562
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,170
Repayable to the Department	\$150,443
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$466,750
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,669,308

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.