

# 2023 Annual Report to the School Community

School Name: Brunswick Secondary College (8807)



- 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 27 March 2024 at 03:53 PM by Karen Harris (Principal)

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

Attested on 26 April 2024 at 03:00 PM by Shahab Kasmai (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

### Victorian Senior Secondary Certificate

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

# About Our School

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## School context

Brunswick Secondary College aims to be a school which honours its past whilst moving to the future, with a reputation for being at the forefront of evidence-based teaching practices. Alongside exemplary teaching, resulting in learner growth for every student, we aim to develop community minded citizens with a great emphasis on student agency. Our school fosters a culture that promotes the values of teamwork, persistence, responsibility, achievement and excellence founded on the core value of respect. We are committed to developing a strong and inclusive sense of community, celebrating and cultivating a deep respect for diversity of people, culture and opportunity. We are proud of our inclusive school community and diversity, with over 50 nationalities represented in an overall enrolment of 1090 students. The school has five members of the principal team, and an Equivalent Full Time Teacher equivalence of eighty three dedicated teachers and 20 dedicated education support staff. No current staff are of Aboriginal or Torres Strait Islander descent. We provide a nurturing and challenging learning environment that empowers students to aim for excellence, both academically and socially. This is supported with an extensive co-curricular program where students engage with academic, skill-based, physical, artistic and social clubs. Brunswick Secondary College offers an International Student Program.

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

### Learning

Over 80% of Year 7 students performed in the strong or exceeding proficiency levels in NAPLAN reading and numeracy. Our Year 9 students achieved improved performance in NAPLAN reading, writing and numeracy in 2023, consistently outperforming similar schools and the state. Reading improvements were achieved through strengthened continuing programs and approaches. The Four Levels of Reading approach to teaching reading is embedded at BSC and is consistently taught in junior English classes. Years 7-9 improvements in numeracy were the culmination of a range of implemented practices. The Numeracy Leader worked directly with students and teachers across junior classes. Unit rubrics were introduced, and maths teachers implemented professional learning which enhanced teaching practices in maths.

The VCE mean and median study scores increased to 30.7 and 31 respectively. 19% of students achieved a study score of 37 or above. The ATAR distribution showed a lift in the middle band with 33% of students achieving an ATAR of 80 or greater. 16 students obtained an ATAR of 90 or above. The dux of the school achieved an ATAR of 99.0. Our strong VCE data can be explained by the implementation of guidelines and programs that support students to achieve success. The subject selection process is comprehensive and involves the senior school and pathway teams supporting students to make informed decisions. Consistent implementation of VCE guidelines ensured clarity for students in relation to attendance and coursework requirements. The referral process enabled increased identification of students who need support in the form of special provisions for assessments. In 2023, the VCE Vocational Major commenced with phasing out of the VCAL program. Five students were awarded the VCE Vocational Major certificate. The percentage of year 12 students undertaking at least one Vocational Education and Training unit of competence increased from 9% (2022) to 12%.

### Wellbeing

Students reported lower positive endorsement in the Sense of Connectedness factor from the Attitudes towards Schools Student (AtoSS) survey when compared to similar schools, and when compared to their own responses in the years since Covid.

On closer analysis of the five survey questions that make up this factor, three questions have consistently higher positive endorsements than other schools in 2023 and previous years and demonstrate high student satisfaction with feeling like they belong at Brunswick Secondary College, liking the school, and being happy at this school. We are proud of how positively students feel about the school and the boost they get in happiness and wellbeing. We attribute this to the tremendous work of the classroom teachers, and the year level coordinator, sub school leaders, wellbeing officers and learning support coordinators who have strong positive relationships and consistently provide unconditional positive regard for all students.

The two questions that have lower endorsement than similar schools in 2023 and since Covid, indicate that students do not look

forward to going to school and do not feel proud about being a student at this school. Our ongoing work is to regain the lost ground with students in these areas in making school attendance appealing and building student pride in Brunswick.

To build student pride and help students look forward to going to school, the school needs to ensure we celebrate achievements in more regular year level assemblies as well as continuing to acknowledge achievements in school events like the Art Show and Bands Night, whole school assemblies and school communications. Importantly, we must build on ensuring authentic student voice and agency in student learning and in how the school runs as a key factor in building pride.

Student agency will be a focus in the 2025 AIP.

Over the last 5 years, less students are experiencing bullying at Brunswick, and this is to be celebrated. Students have reported increasing dissatisfaction with the factor Management of Bullying. This poses the question for the school – how do we support young people with increasing incidents of online bullying after school hours? The focus for the school has been on the processes in place to investigate and provide consequences for bullying and providing proactive student sessions on cyberbullying. Next steps are to identifying the people who use bullying behaviours and provide preventative measures to address the cause for this behaviour.

## Engagement

While the average days of absence of 23.8 days in 2023 was lower than the four-year average of 18.4 days, student attendance remained positive compared to the state average. Similar schools' average days of absence was marginally lower at 22.8 days, and the state average days of absence of 28.4 days was a lot higher than our average. The trend of increased absences in 2023 compared with the four-year average was also observed across the state. The attendance rate was pleasing in 2023, particularly in year 7 (90%) and year 11 (91%), with a small dip at year 9 (85%). More targeted work such as attendance plans, meetings with families and students, and individual case management is being done by sub schools and the broader wellbeing team to lift attendance across all year levels.

The Years 7 to 10 student retention rate remained stable in 2023. The four-year average retention rate was 82.8%, which is very similar to 2023 data with 82.2% of students remaining at BSC from Years 7 to 10. Similar schools' Years 7 to 10 retention rate was 78% in 2023 so our data is pleasing in comparison, we continue to outperform the state in retaining students from Years 7 to 10, as the state average in 2023 was 72.6%.

This success could be attributed to the work of the sub school and wellbeing teams, the homegroup program and teachers within this program, the co-curricular programs and the increase in individual education plans developed.

2023 student exit data was creditable, with 98% of exiting students in years 10 to 12 leaving to go on to further studies or full-time employment. This is an improvement on the four-year average at 97.1% and is also higher than 2023 similar schools at 94.2% and the states average of 89.5%. This positive data could be due to the structure of VET programs and the increasing number of students engaging in VET, and the support of our pathways program and pathways coordinator. The careers programs such as Morrisby in homegroup and work experience has helped to engage students in their career and pathway options. This requires students to identify their strengths, passions, skills and interests so they are better informed to make career and pathway choices.

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## Other highlights from the school year

A large number of students engaged with our co-curricular program which included the production, sports teams, music and our wide array of clubs. It is pleasing to see that our senior students are still involved in these co-curricular programs, acting as positive role models for younger students.

The efforts of our parent and carer community in raising funds throughout 2023 needs to be recognised. Between the Parents' Association Trivia Night and the Grants and Fundraising Committee's efforts with an End of Financial Year campaign, over \$40 000 was raised. Grounds renewal will be targeted with these funds in 2024.

In 2024 the school committed to building intercultural understanding, with the particular aim of improving engagement with and by our students and families of Middle Eastern background. Our collaboration and funding through an ICUP grant, supported staff to undertake cultural understanding training, students to participate in a cooking program and our parents to attend a morning tea and follow-up discussion about school engagement with key staff.

Another new collaboration in 2023 was to have Smile Squad on site.

## Financial performance

In 2023 the school managed its finances in line with Department of Education (DE) processes and guidelines. By keeping in line with internal control the school effectively kept within objectives and safeguarded assets and aligned compliance with applicable regulations. There was a clear segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting, and expenditure funds. The School Council whilst responsible for overseeing the program and provision of timely reports, has been supported by the Principal and Business Manager to provide financial leadership.

There was a significant increase in staffing expenditure due to replacement of teaching and support staff in 2023. This along with major expenses, due to the impact of the new EBA in regards to Time in-Lieu and the continued effect of the COVID pandemic, have influenced budgetary decisions in 2023.

The college has maintained DE recommendations and, during 2023, funds were expended in accordance with the budget approved by Council. Asset acquisition in 2023 included a Projection system for the College's theatre. Locally raised funds account for more than 8% of income. This continued support allows the school to offer the best facilities, resources, and programs to its students. Appropriate amounts have been expended on student learning with pleasing student achievement noted across the college. Staff development has been supported to a high level in the firm belief that improved teaching will directly lead to improved student achievement.

**For more detailed information regarding our school please visit our website at**  
[www.brunswick.vic.edu.au](http://www.brunswick.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 1074 students were enrolled at this school in 2023, 516 female and 551 male.

13 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

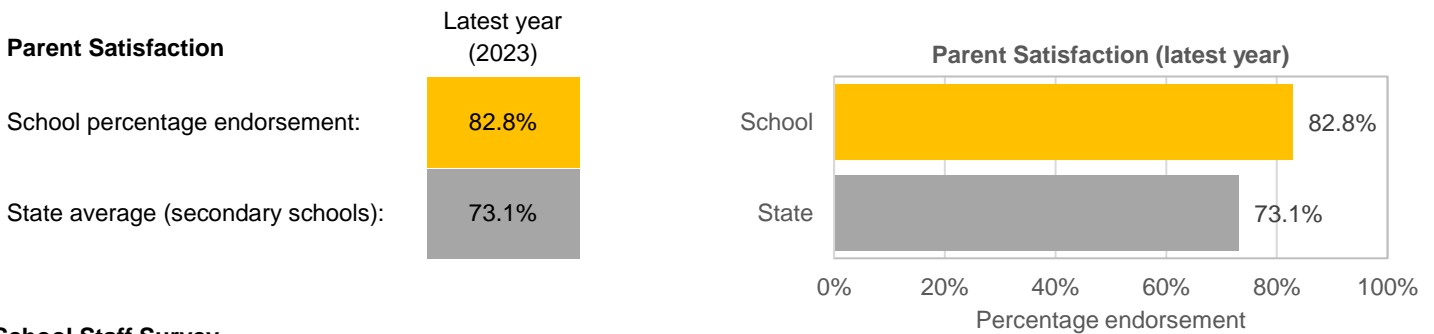
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

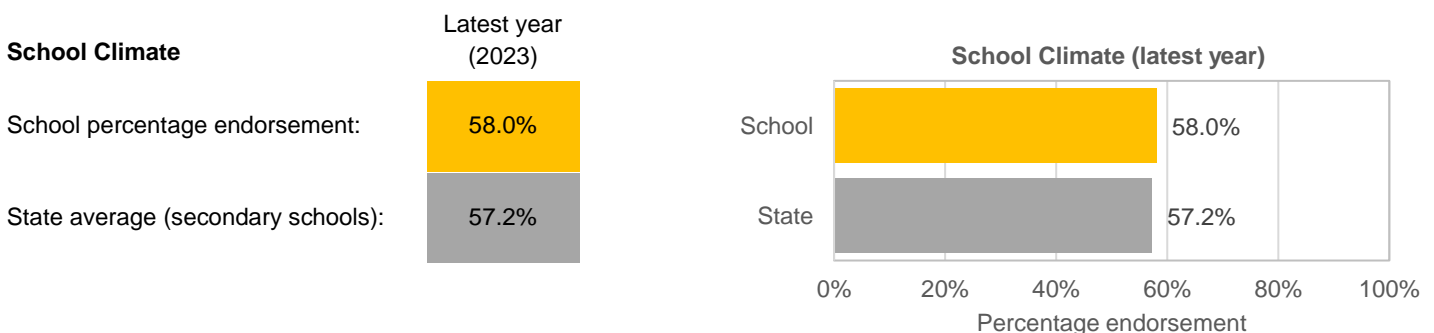


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

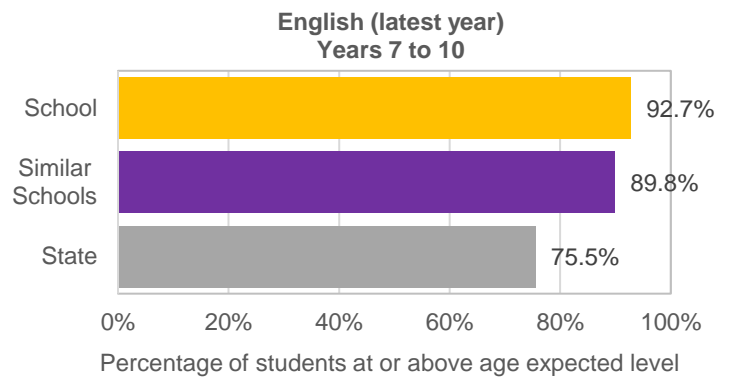
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

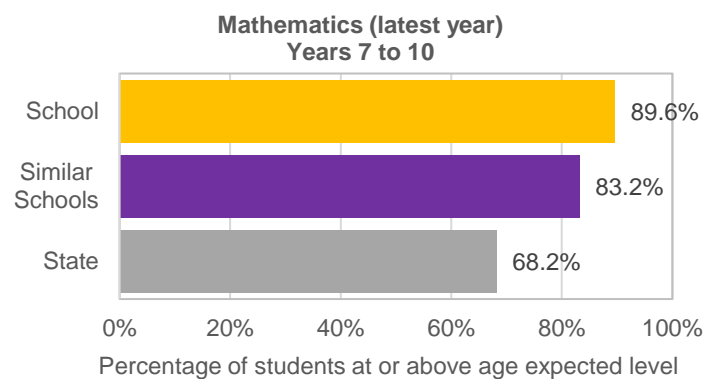
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	92.7%
Similar Schools average:	89.8%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	89.6%
Similar Schools average:	83.2%
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:

85.5%

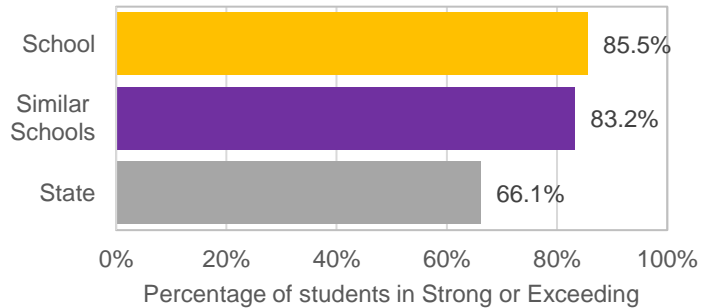
Similar Schools average:

83.2%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

81.9%

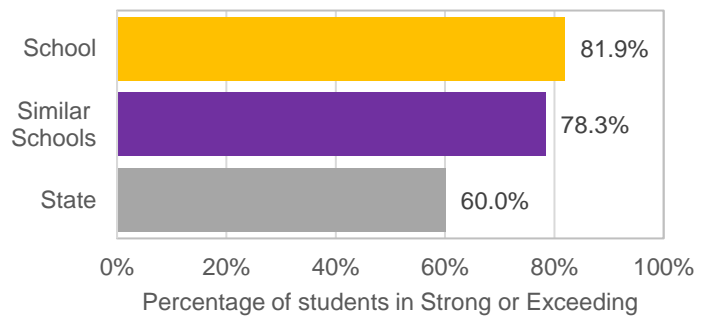
Similar Schools average:

78.3%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

83.1%

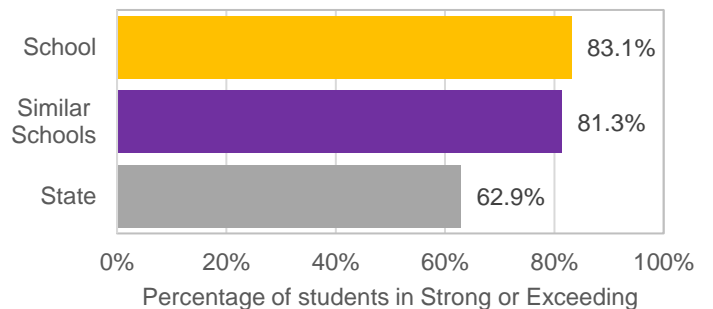
Similar Schools average:

81.3%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

78.5%

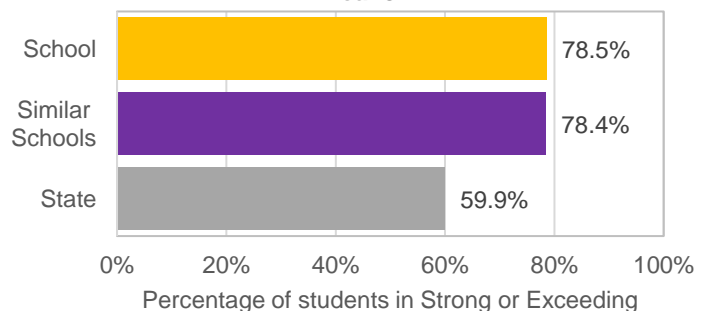
Similar Schools average:

78.4%

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:

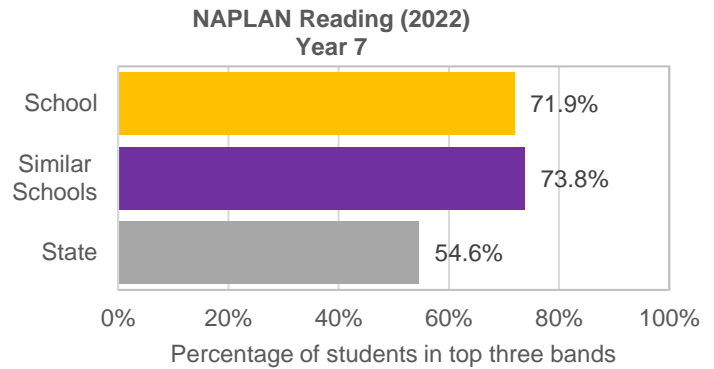
71.9%

Similar Schools average:

73.8%

State average:

54.6%



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

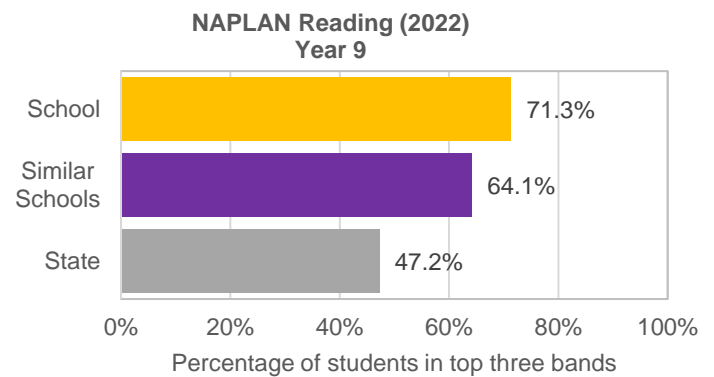
71.3%

Similar Schools average:

64.1%

State average:

47.2%



#### Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

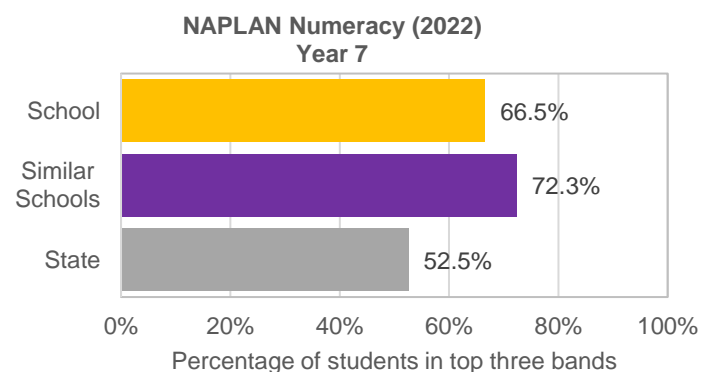
66.5%

Similar Schools average:

72.3%

State average:

52.5%



#### Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

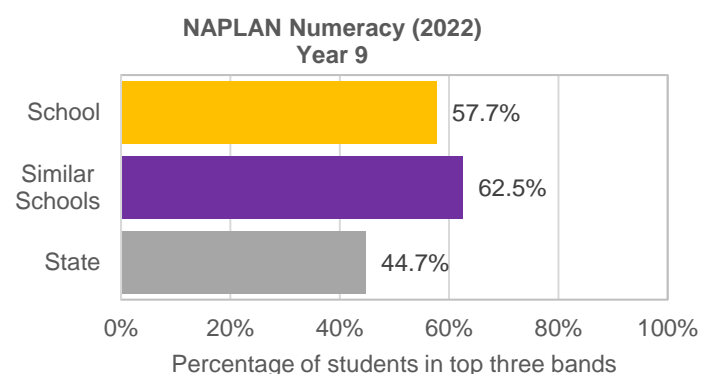
57.7%

Similar Schools average:

62.5%

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

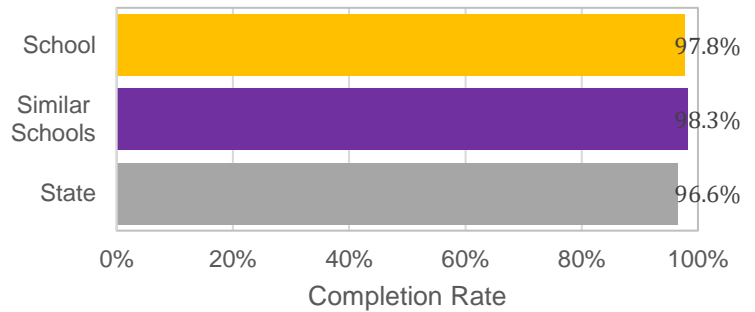
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.8%	98.1%
Similar Schools completion rate:	98.3%	98.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.7

Number of students awarded the VCE Vocational Major

5

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:

12%

Percentage VET units of competence satisfactorily completed in 2023:

73%

## WELLBEING

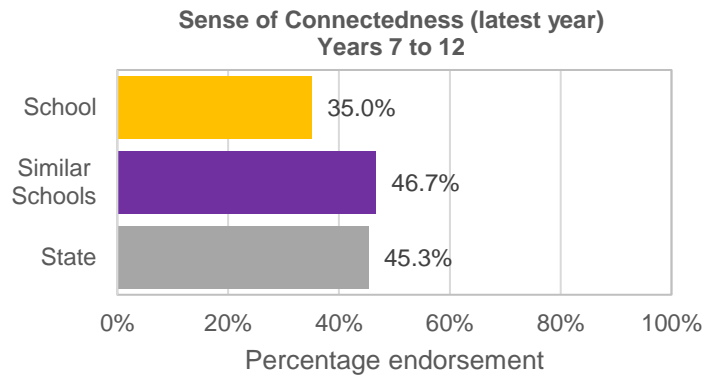
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	35.0%	47.1%
Similar Schools average:	46.7%	51.3%
State average:	45.3%	49.9%

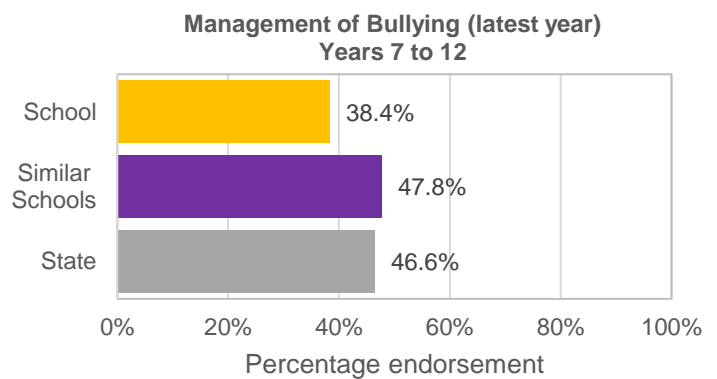


### Student Attitudes to School – Management of Bullying

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:	38.4%	47.2%
Similar Schools average:	47.8%	52.2%
State average:	46.6%	51.0%



## ENGAGEMENT

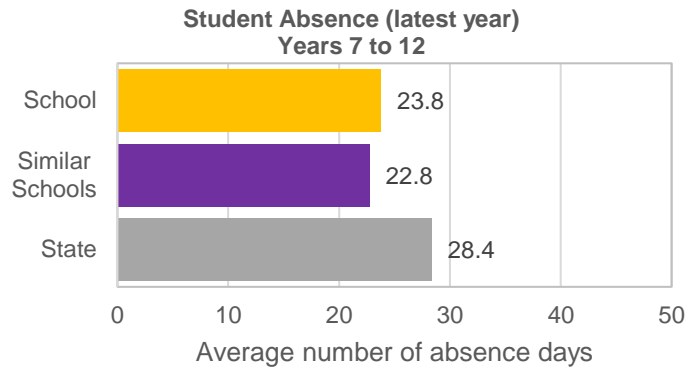
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.8	18.4
Similar Schools average:	22.8	18.4
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.

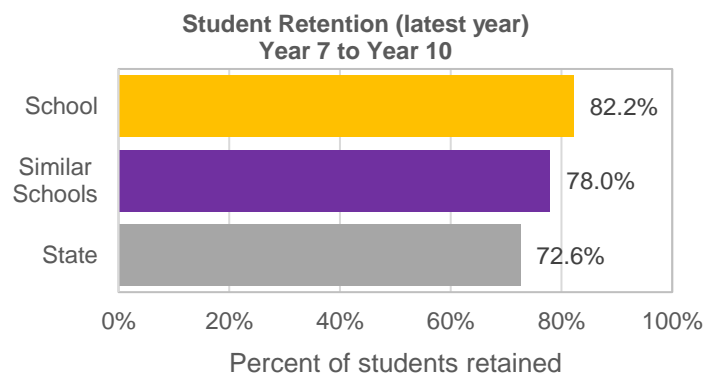
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	90%	87%	85%	87%	91%	89%

### 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:	82.2%	82.8%
Similar Schools average:	78.0%	79.8%
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.

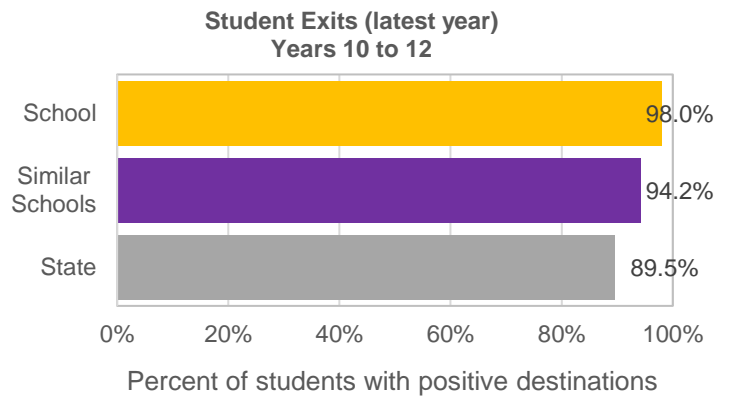
### Students exiting to further studies or full-time employment

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:	98.0%	97.1%
Similar Schools average:	94.2%	95.2%
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	\$11,423,300
Government Provided DET Grants	\$884,850
Government Grants Commonwealth	\$39,095
Government Grants State	\$20,903
Revenue Other	\$85,016
Locally Raised Funds	\$1,157,950
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,611,112</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$76,860
Equity (Catch Up)	\$38,624
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$115,484</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,735,686
Adjustments	\$0
Books & Publications	\$5,419
Camps/Excursions/Activities	\$389,612
Communication Costs	\$16,379
Consumables	\$203,997
Miscellaneous Expense <sup>3</sup>	\$783,291
Professional Development	\$41,161
Equipment/Maintenance/Hire	\$212,332
Property Services	\$91,305
Salaries & Allowances <sup>4</sup>	\$469,906
Support Services	\$296,999
Trading & Fundraising	\$19,252
Motor Vehicle Expenses	\$1,757
Travel & Subsistence	\$5,771
Utilities	\$102,372
<b>Total Operating Expenditure</b>	<b>\$15,375,238</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,764,125)</b>
<b>Asset Acquisitions</b>	<b>\$38,942</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$936,225
Official Account	\$50,279
Other Accounts	\$44,007
<b>Total Funds Available</b>	<b>\$1,030,511</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$438,025
Other Recurrent Expenditure	\$15,836
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$576,650
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,030,512</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*