

# 2023 Annual Report to the School Community

School Name: University High School (8405)



- 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 13 May 2024 at 10:30 PM by Ciar Foster (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 22 May 2024 at 10:52 AM by Ben Jensen (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

University High School is a diverse inner-city school, with an enrolment of over 1850 students in 2023. Our catchment area includes North Melbourne, Parkville and the CBD, and reflects the range of communities that reside in these areas. The school enrolls a small number of locally-based International Students on a needs basis but does not have an extensive International Student Program. In 2023, UHS implemented new school values of Curiosity, Kindness, Connection and Excellence. These are demonstrated through a broad range of high-quality curriculum offerings, including an explicit focus on inquiry learning and critical, creative and ethical thinking; a broad co-curricular program; and a school community that values the range of cultural, life and learning experiences represented.

University High School caters to its local community, enrolling students who reside within the school zone and who are siblings of existing students, in line with Department of Education Enrolment Policy. A limited select-entry program does, however, operate at Year 11 and 12 for the Elizabeth Blackburn Sciences Program specialising in Science and Maths, which enrolls 75 students at Year 11 each year. The school is also home to the Gene Technology Access Centre (GTAC) which delivers online and on-site biological science education to students throughout Victoria.

The school continues to have a high demand for enrolments. Enrolment numbers grew throughout 2023, from 1758 to 1857 students by December. As such, the school continued to operate on an Enrolment Management Plan. In 2023, 700 students (38%) had some level of English as an Additional Language (EAL) background, with 176 of these having learned English for 5 years or less; 148 students (8%) received equity funding; 12 students received funding through the Program for Students with Disabilities and 114 students (6%) received additional supports and adjustment in relation to an identified disability. The school's Student Family Occupation and Education index (SFOE) in 2023 was 0.1806, which is classified as 'low', indicating relative socio-economic advantage (lower numbers indicate lower levels of disadvantage).

In 2023, UHS had **197** Full Time Equivalent (FTE) teaching staff, including 5 members of the Principal class, and **35** FTE Education Support staff. In 2023, the school was in our second year of the Strategic Plan, focussed on making structural and cultural changes to support the Strategic Plan goals. Facilities continued to be a challenge for our growing school, with the refurbishment of Level 2 of the South Building (damaged by fire in 2021) undertaken during Terms 1-3. As such, the Year 9 Galileo classes operated from Carlton Primary School, as they had in 2021 and 2022. Despite these challenges, UHS recorded strong learning outcomes in the VCE, NAPLAN and the Victorian Curriculum.

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

### Learning

The UHS Strategic Plan Goal 1 is that *'Every student in every class maximises their learning growth'*. The Key Improvement strategy that was a focus in relation to this goal in 2023 was to *'Develop and implement collaborative, evidence-based professional learning culture and practices'*. Indicators of progress towards this goal include NAPLAN results, teacher judgement against the Victorian Curriculum, VCE results; and staff survey data. The school's annual targets for NAPLAN cannot be compared to previous years as the reporting structure of NAPLAN changed in 2023. However, UHS recorded strong outcomes for Year 7 and 9 students in the 2023 NAPLAN tests, with the percentage of students assessed as 'Strong' or 'Exceeding' in both Numeracy (84% at Year 9) and Reading (80% at Year 9) well above the State average, and at or above Similar Schools averages. Interim relative growth data for 2023 indicates that 33% of Year 9 students experienced 'high' growth in Reading from Year 7, above the State average of 24% and Similar Schools average of 29%. In Numeracy, 31% of Year 9s experienced 'high' growth, above the State average (24%) but below Similar Schools average (33%). Teacher judgement against the Victorian Curriculum at Years 7-10 indicated that 93.3% of students were at or above expected standards in English; and 92.4% at or above expected levels in Mathematics. Again, this was well above State averages and also above Similar Schools averages.

In the VCE, the 2023 UHS cohort also achieved strong outcomes. The Mean Study Score was 31.2 and the Median ATAR was 83.7. The percentage of Study Scores over 37 was 24.6%, an increase from 2022; and the percentage of Study Scores over 40 was 13.6%, the highest since 2018 for the school. Whilst the percentage of students scoring in the top two score ranges (37+ and 29-36) in VCE English (the only compulsory study) remained steady from previous years, the percentage of students scoring in the lowest range reduced from 8% in 2022 (24 students) to 5% in 2023 (15 students). Since 2022, the school has introduced additional English and Literacy supports for Year 10-12 students, including support classes and tutoring, which has had an impact on these students'

outcomes. In total, 292 students (97%) successfully completed their VCE in 2023. 91% (280 students) continued to further education.

UHS continued a focus on staff collaboration in curriculum planning teams and Professional Learning Communities, with targeted professional learning to support the use of Responsive Teaching Strategies, data collection and moderation of student learning. School staff survey data had over 60% of respondents provide positive endorsement of factors including 'collaborate to scaffold student learning'; 'moderate assessment tasks together'; 'collaborate to plan curriculum'; and 'plan differentiated learning activities'.

## Wellbeing

The UHS Strategic Plan Goal 3 is that *'Every student feels known, safe and valued at University High School'*. In 2023, the Key Improvement Strategy in relation to this goal was to *'Strengthen consistent school-wide structures and processes to ensure a positive learning environment'*. UHS implemented a number of important initiatives to support this, including:

- the introduction of a school-wide social and emotional learning program ('Connect')
- the strengthening of systems to identify and support students with individual learning and social needs through the use of Individual Education Plans and Student Learning Profiles
- professional learning and implementation of the first year of the Disability Inclusion reforms
- the first year of implementation of School Wide Positive Behaviours (SWPBS)
- introducing renewed school values.

With the Student Attitudes to School Survey conducted in May and many of these changes in their early stages of implementation, the impact of these reforms may not yet be reflected in the 2023 school data. However, students 'Sense of Connectedness' was above both State and Similar Schools averages for 2023. Student positive endorsement of 'Management of Bullying' was a little below both State and Similar Schools measures, and UHS continues to work with students on their experiences and understanding of school responses to such behaviours. 88% of students reported that they were 'not experiencing bullying', which was above State averages and comparable to Similar Schools averages. Students reporting 'normal' or 'high' levels of Resilience increased in 2023, from 68% in 2022 to 74% in 2023, which was above State levels and the same as Similar Schools.

## Engagement

The UHS Strategic Plan Goal 2 is that *'Every student feels engaged and connected to the school and the broader school community'*. In 2023, the Key Improvement Strategy focus for this goal was to *'Improve effective transitions and pathways (into, through and beyond the school) for all students'*. The focus of this in 2023 was on Senior Pathways (Years 10-12). This meant the introduction of the first year of the VCE-Vocational Major, the first time that UHS has offered an applied learning program. The school also undertook a review and reform of its Year 10 curriculum, planning a new structure and subjects to enhance student choice and breadth from 2024. Revised Course Counselling processes were also implemented to assist students in making informed choices about their Year 10-12 studies. In the Attitudes to School Survey, 'School Stage Transitions' for Year 10-12 students received 57% positive endorsement, above State (55%) and Similar Schools (56%) averages.

Student retention from Years 7 to 10 in 2023 (79.3%) was higher than State and Similar Schools averages, as was the percentage of students exiting to further studies or full-time employment. Student attendance rates in 2023 were strongest at Year 7 on 90%, with a dip at Years 9,10 and 11 to 87%. Whilst the average number of absence days was below the State average, it was above that of Similar Schools. The average number of unapproved absence days was highest at Year 11 (13.8 days) and lowest at Year 7 (7.1 days). In general, from Years 7-12, the percentage of students with over 20 days of absence increased from 2022. This was higher than in Similar Schools, but lower than State averages. The top reasons by number of days for absences were: Medical/illness; Family Holiday; and Parent Choice.

Student voice and agency continued to be an area of priority for UHS, with vibrant clubs, leadership and co-curricular programs. New student leadership positions in the Middle and Senior Schools were introduced, and elections were held for the first time for year-level Student Representative Council members. Positive endorsement of the 'Student Voice and Agency' factors in the Attitudes to School survey held steady with 2022, and were just above State and Similar Schools Measures.

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## Other highlights from the school year

In 2023, the refurbishment of Level 2 of the South Building, destroyed by fire in 2021, was completed. This was funded both by the insurance on the space and by the UHS Building Fund, thanks to the generous contributions of families. Three new Senior Science laboratories, 3 general purpose classrooms, collaborative breakout spaces, student lockers and a Science domain staffroom were opened. In addition, a new toilet block was installed on the ground floor. This complements the refurbishment, completed in 2021, of

the Library and Level 1 in the same building. The previous aging classroom spaces have been replaced with light, contemporary and purpose-built learning environments which encourage collaboration but also provide for discrete individual classrooms.

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## Financial performance

The school's main source of income is through the Student Resource Package, with the remainder collected in locally raised funds including family voluntary contributions and donations, and funds raised through the out-of-hours hire of facilities. Donations from alumni are also held in long-term funds which provide prizes, 'scholarships' and financial assistance for students. In 2023, UHS operated in a net deficit due mostly to an overspend in staffing compared to funding provided in the Student Resource Package. Some of this staffing expenditure was offset by a historical staffing budget surplus, however the deficit will be required to be repaid in subsequent years. There is no single source of the staffing overspend, however contributing factors include some structural inefficiencies, the need to respond to rapid growth in student enrolments and changing student needs, adjustments to teacher work hours and the overall salary stage profile of the school. These factors are being analysed and addressed for the future. The school's overall cash budget position was also affected by outstanding insurance claims which were expected to be settled in 2023. This report shows an inaccurate representation of the school's end-of-year financial commitments due to a technical system error: an updated statement will be published separately.

**For more detailed information regarding our school please visit our website at [www.unihigh.vic.edu.au](http://www.unihigh.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 1825 students were enrolled at this school in 2023, 837 female and 984 male.

37 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).

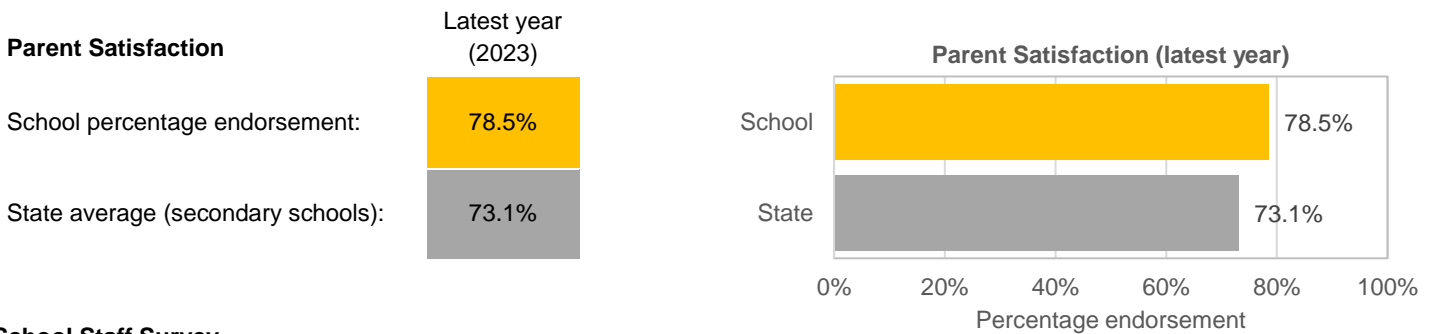
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

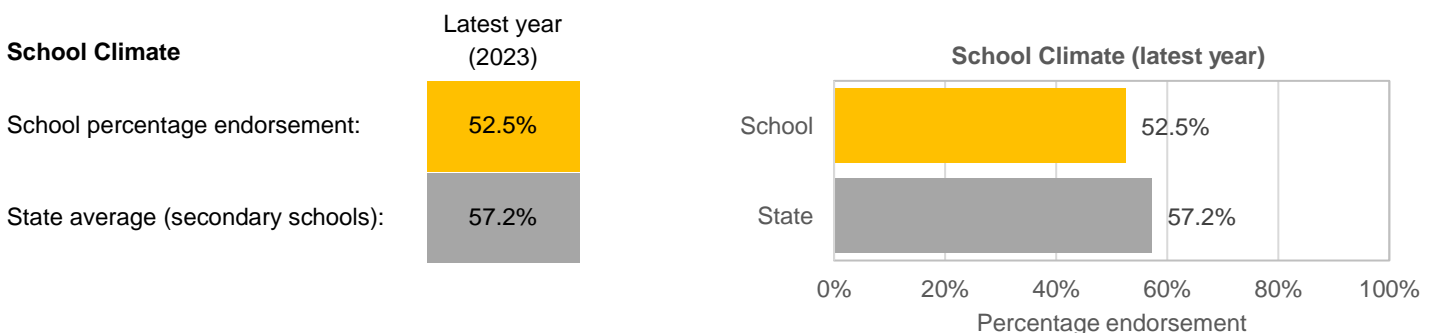


### School Staff Survey

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

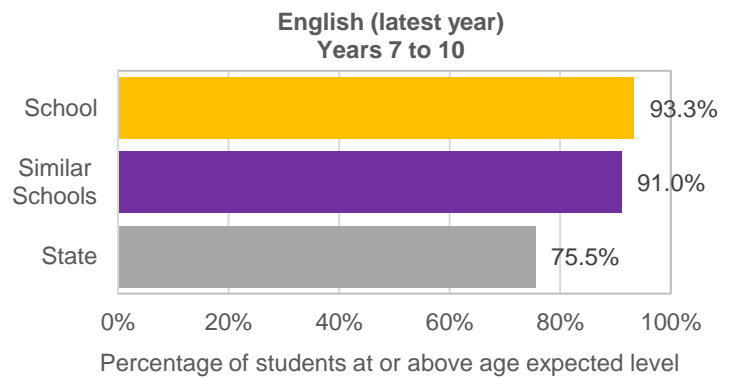
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

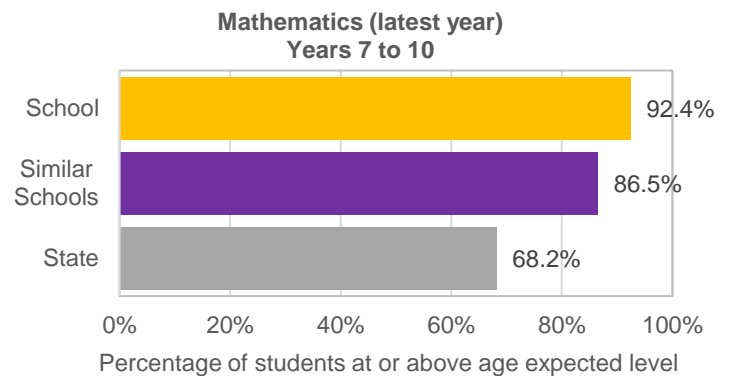
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	93.3%
Similar Schools average:	91.0%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	92.4%
Similar Schools average:	86.5%
State average:	68.2%





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.3%

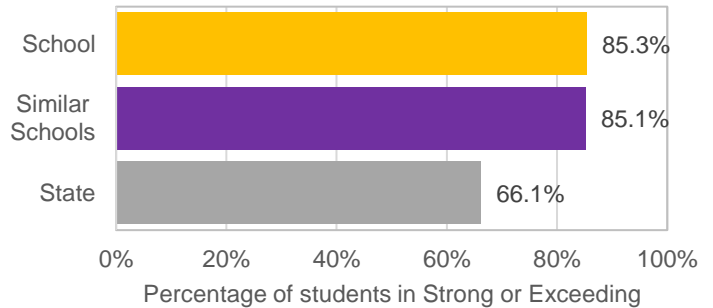
Similar Schools average:

85.1%

State average:

66.1%

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



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.6%

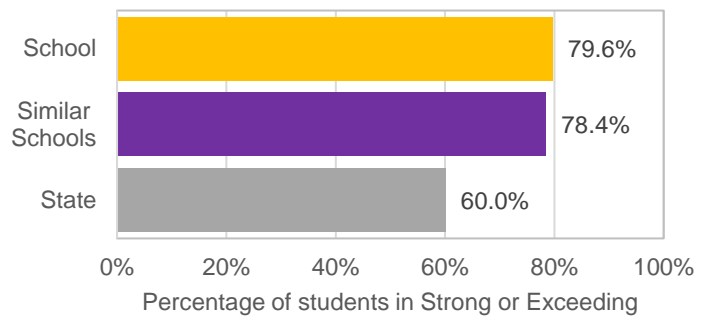
Similar Schools average:

78.4%

State average:

60.0%

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



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.6%

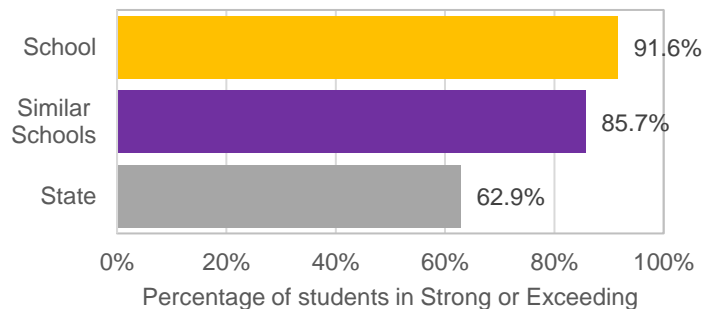
Similar Schools average:

85.7%

State average:

62.9%

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



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.5%

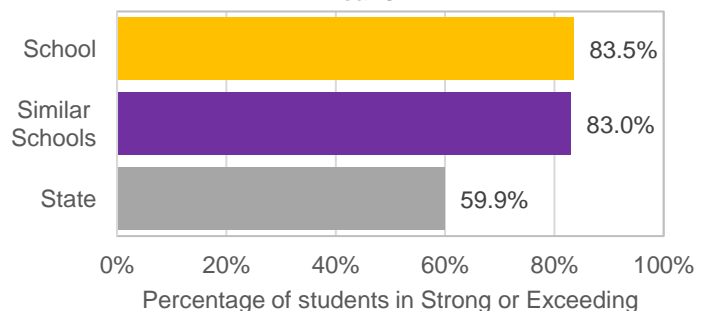
Similar Schools average:

83.0%

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:

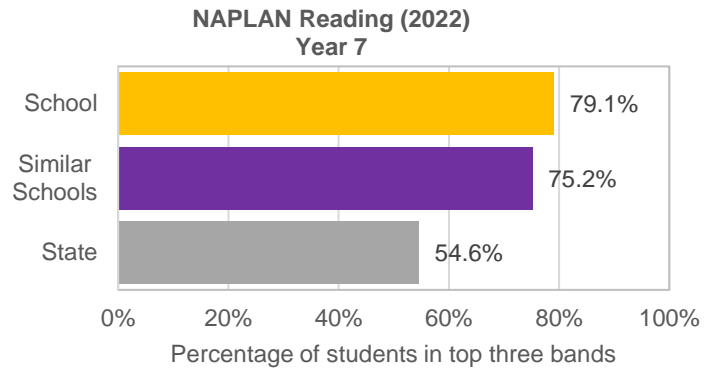
79.1%

Similar Schools average:

75.2%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

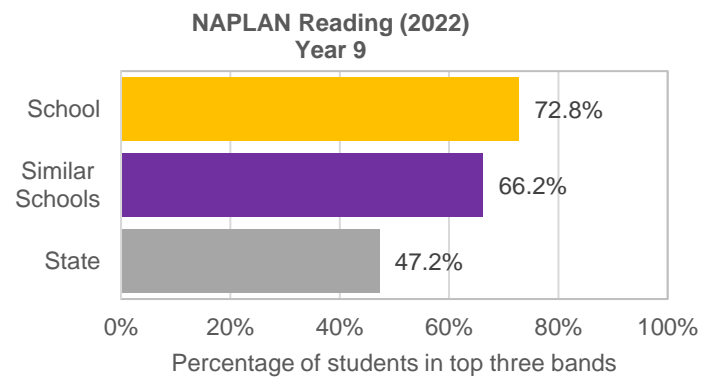
72.8%

Similar Schools average:

66.2%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

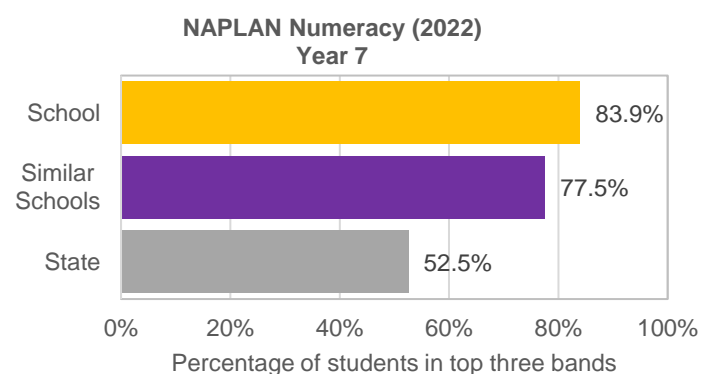
83.9%

Similar Schools average:

77.5%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

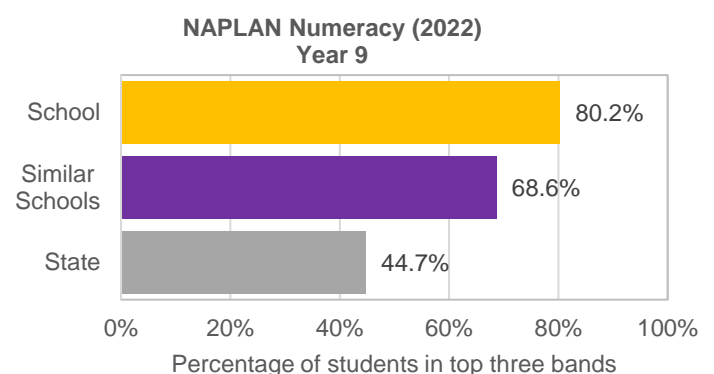
80.2%

Similar Schools average:

68.6%

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

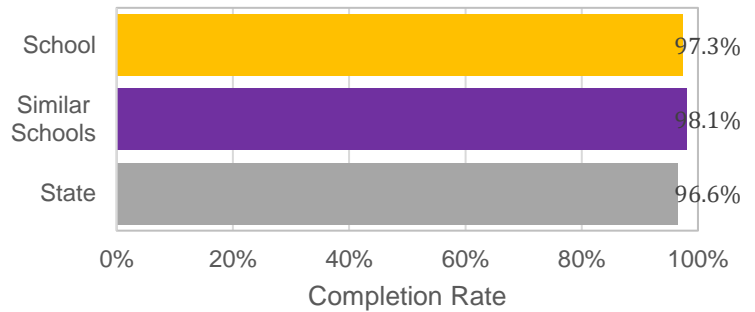
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.3%	96.8%
Similar Schools completion rate:	98.1%	98.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

31.2

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

2%

Percentage VET units of competence satisfactorily completed in 2023:

49%

## WELLBEING

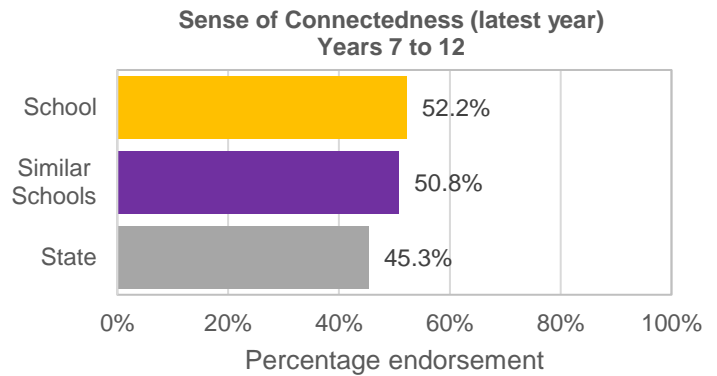
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	52.2%	59.1%
Similar Schools average:	50.8%	54.6%
State average:	45.3%	49.9%

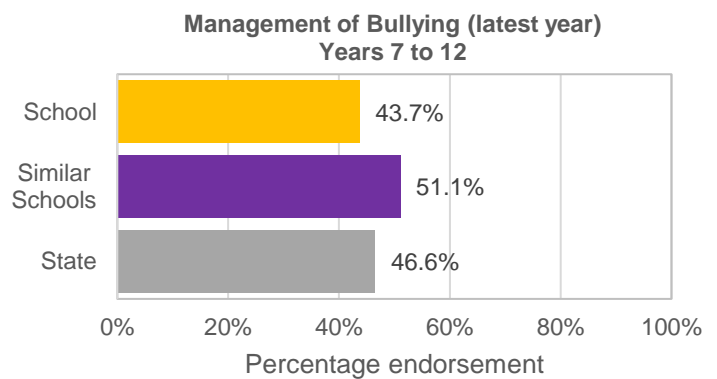


### Student Attitudes to School – Management of Bullying

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:	43.7%	49.1%
Similar Schools average:	51.1%	55.1%
State average:	46.6%	51.0%



## ENGAGEMENT

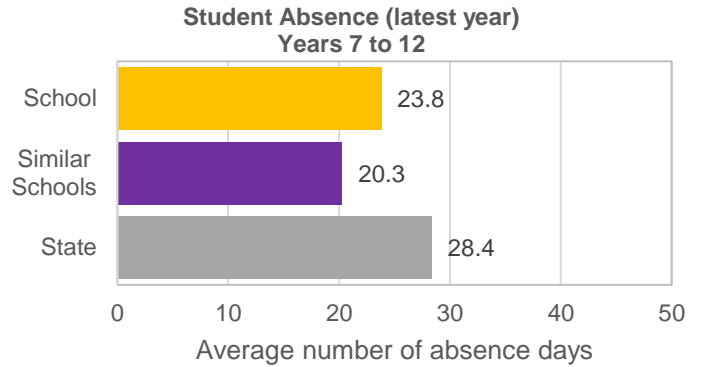
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	18.2
Similar Schools average:	20.3	16.6
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.

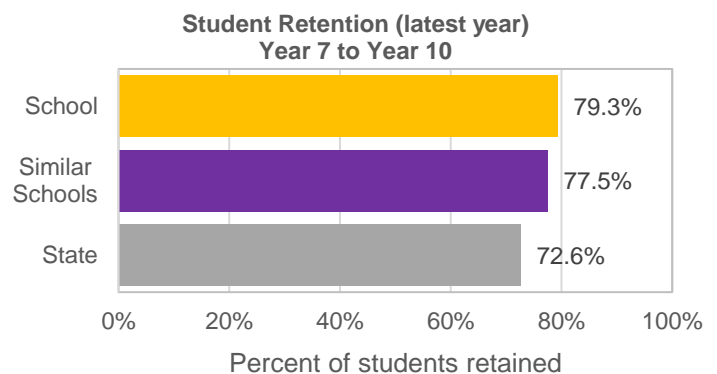
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	90%	89%	87%	87%	87%	89%

### 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:	79.3%	77.0%
Similar Schools average:	77.5%	78.8%
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.

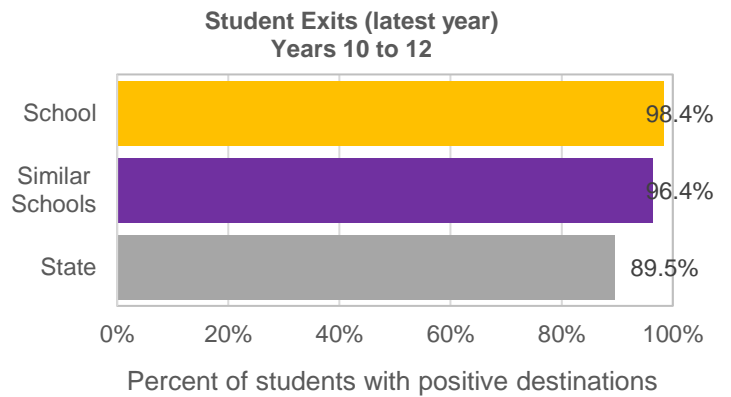
### Students exiting to further studies or full-time employment

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:	98.4%	98.5%
Similar Schools average:	96.4%	96.9%
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	\$21,893,991
Government Provided DET Grants	\$2,805,004
Government Grants Commonwealth	\$0
Government Grants State	\$22,706
Revenue Other	\$682,175
Locally Raised Funds	\$1,739,311
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$27,143,186</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$130,253
Equity (Catch Up)	\$32,148
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$162,400</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$23,900,670
Adjustments	\$0
Books & Publications	\$35,529
Camps/Excursions/Activities	\$657,776
Communication Costs	\$64,015
Consumables	\$901,846
Miscellaneous Expense <sup>3</sup>	\$1,978,511
Professional Development	\$220,952
Equipment/Maintenance/Hire	\$663,976
Property Services	\$573,677
Salaries & Allowances <sup>4</sup>	\$832,435
Support Services	\$671,238
Trading & Fundraising	\$73,128
Motor Vehicle Expenses	\$6,107
Travel & Subsistence	\$6,126
Utilities	\$175,330
<b>Total Operating Expenditure</b>	<b>\$30,761,315</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$3,618,129)</b>
<b>Asset Acquisitions</b>	<b>\$276,428</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,900,091
Official Account	\$507,404
Other Accounts	\$3,931,990
<b>Total Funds Available</b>	<b>\$6,339,485</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$1,069,691
Other Recurrent Expenditure	\$0
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	\$0
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>\$1,069,691</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.*