

2023 Annual Report to the School Community

School Name: Melba Secondary College (8912)



- 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 07:35 PM by Matthew Lee (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 08 April 2024 at 07:14 PM by Zach Wilson (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

Melba Secondary College is a Year 7 to 12 Government Secondary School located in Croydon, in the council of Maroondah. The school has a total student population of 658 students and 101 staff, equivalent to 79 full time. This includes 3 principal staff members, 62 teaching staff members and 36 education support staff members. Our enrolment numbers have been increasing steadily over the past few years, from 550 in 2019 to 658 in 2023. This increase in enrolments is expected to continue, due to our improved academic & wellbeing outcomes and the exciting opportunities presented by our new facilities. Melba is a dynamic learning community, with a diverse range of learners, passionate teachers and a leadership team that aspires to get the best for everyone.

It is the goal of Melba College to work with students and families to provide a high quality education based on a culture of high expectations that also acknowledge students both as individuals and contributors to our collective future. Melba College strives to develop young people so they can become fulfilled, positive members and leaders of our society. By recognising and celebrating diversity, having high expectations and aspirations and maintaining positive relations, we create a harmonious school that has a positive sense of purpose and a commitment to each and every person. In 2023, Melba College celebrated its 10 year anniversary and we are delighted to report that this year had the highest results to date, including our best VCE median study score and attitude to school survey results.

The school's ethos is reflected in its values, represented by the acronym STRIVE. The values are; Success, Teamwork, Resilience, Integrity, Valuing Excellence and Engagement. Students and staff are encouraged to live these values, as we believe they not only encapsulate the essence of a good learner, but also of good citizens of the greater world.

In 2022, funding for the third and final stage of the school rebuild was secured which will include a new college oval, Performing Arts building, car parking and periphery works. Background work has been progressing in this area over 2023 and we look forward to the new learning spaces and opportunities these will create in the near future.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Melba achieved some excellent results, particularly in the senior school. This includes a median study score of 29 for VCE students and a 100% vocational major completion rate. These results are a testament to both the dedication of our cohort of 23' and the staff that supported them to achieve this goal. Similarly, our NAPLAN results were higher than similar schools in almost all areas. These results are due to a consistent focus on literacy and numeracy across the school, with professional learning provided to all teachers to support the teaching of literacy/numeracy in all learning areas.

A focus on exploring the impact on our teaching by building our professional learning community (PLC) teams process was a key focus for 2023. Staff worked in teams to develop inquiry questions to explore the impact of their teaching, gathered evidence in classes and reflected in teams on the progress of students to see the impact of their work. This led to robust discussions on teacher practice, reflections on what worked or what didn't and considerations for adjustments for future learning. A success indicator is the improvement in our School Staff Survey data that has had an increase in the positive endorsement from teachers for the following areas; discuss problems of practice from 60% to 85%, use evidence to inform teaching practice from 67% to 80% and instructional leadership 57% to 67%.

To continue our work in the implementation of our Teaching and Learning Framework, the focus for 2023 was to embed strong explicit teaching as the core of every classroom. Teachers were provided with professional learning in this area, including a gradual release model of teaching new content. This involved a process of teaching where teachers model the new content directly (I do), students are then lead in practicing the concept as a group/class (we do) and then students practice individually (you do). This gradual release model - "I do, we do, you do" - was supportive of this focus on explicit teaching and improving overall endorsement of teaching and learning at the college by staff and students in key metrics, such as Attitudes to School data. An example of this being our endorsement in the Attitudes to School data for effective teaching time, sitting at 74% - consistently higher than similar schools and state school averages.

Wellbeing

Melba College prides itself on the high level of support we offer our students. In 2023, we continued to focus on supporting student wellbeing by working to mobilise available resources to support students wellbeing and mental health, especially the most vulnerable, in line with the state-wide goals set by the department. This included the provision of targeted proactive and reactive supports provided by our wellbeing team and usage of our 'Notice, Inquire, Provide' (NIP) approach used by staff to identify and support students that may need support.

Student wellbeing via staff consistency continued to be a core focus for Melba and in 2023, with key areas of work including the development of our School-Wide Positive Behaviour Support (SWPBS) and orderly learning environment processes and procedures. This body of work looked at developing a consistent approach to building effective classroom cultures and acknowledging students displaying the school values. Posters highlighting our orderly learning environment structures, acknowledgement of school values via positive Compass chronicles and professional development/dialogue in meetings to strengthen shared approach led to high outcomes being maintained in the wellbeing sphere. This includes Attitudes to School data remaining significantly higher than similar school and state averages, including sense of connectedness (61.5%) and effective classroom behaviour (68%).

School leaders also used 'Supporting Students At Melba' (SSAM) meetings to monitor student wellbeing, attendance and engagement. These fortnightly meetings provided ongoing opportunities for Year Level Leaders and the wellbeing team to workshop wellbeing approaches and priorities, student needs at a cohort and individual level and also to discuss pathways/destinations for senior students. This resulted in mental health menu funding being used effectively to support students in key areas of need, as supported by the data unpacked within these meetings. An example being the 'Wired' live performance by Brainstorm for the Year 8 cohort that explored cyberbullying and mental health, whilst providing strategies for resilience, help-seeking and positive relationships. Feedback from these type of activities being largely positive and providing support to the overall wellbeing provision for the school.

Engagement

Melba College placed great emphasis on continuity of learning and attendance throughout the 2023 school year. We employed a whole-school approach to monitoring absences, with year level leaders and administration team members checking in with students and contacting home if there were concerns. Year level leaders also promoted best practice for improving attendance in team meetings, including working to improve connectedness via building connections with students. As a result, our school's average attendance rates remained high. Student attendance and engagement has improved over a 5 year period and student attendance rates are above both similar schools and the state school average. There was, however, a slight uptick in several year levels in average absence days in 2023. Every year level averaged 89% or better with attending school. The table below outlines average absence days for each year level over the past 5 years.

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 7-12
2019	20.8	21.2	32.6	32.6	17.7	7.9	20.2
2020	10.5	13.4	12.9	14.2	10.1	9.6	11.8
2021	12.8	18.8	20.5	17.1	15.6	9.7	16.2
2022	13.3	15.2	21.2	15.8	16.7	14.8	16.2
2023	17.8	19.8	21.7	18.3	16.0	14.5	18.6

We continued our focus on student transitions in 2023. The Year 7 school transition program, Turbo Time, supported students as they entered secondary school. The careers and pathways team worked closely with students across Years 9-12, providing relevant and consistent advice and information about pathways, tertiary courses and careers tailored to the individual interests and needs of students.

To further promote student engagement, Melba prioritised the running of engagement programs at Year 8 and 9 to support students at risk. These programs worked to engage students in making positive connections through engaging in hands-on experiences, including activities such as an excursion to an animal shelter and contributing to works around the school. Both programs received positive feedback and typically resulted in improved attendance for students involved.

Other highlights from the school year

The year of 2023 holds some special significance to Melba College, being the 10-year anniversary of the amalgamation of Croydon and Maroondah Secondary into our Melba College. During Melba Week this year, we celebrated our shared vision for the College and the works of those that came before to make it what it now is. It is with joy that we celebrated those staff that have served honourably over the past decade and the indelible mark they have made on Melba College.

Our annual production, The Addam's Family, showcased the many talents we have at Melba College. The cast performed splendidly and the overwhelmingly positive response from the whole Melba community is a credit to the whole team. At Melba, we acknowledge that extracurricular activities such as the production enrich the school experience for many students and we are proud of all those that contributed to and supported with this keynote event for the College.

Financial performance

In 2023, Melba finished the year with a small operational surplus due to close monitoring of expenditure to resource allocation. While the school continues to pay down previous deficits, Melba has worked hard in 2023 to maximise funding and consolidate to ensure that the deficit does not increase. This included consolidation of school budgets, undertaking grant applications for additional school improvement projects, targeting school staff recruitment for a growing student population and maximising timetables to ensure equitable distribution of human resources.

We were fortunate enough to receive funding through a state government 'Inclusive Schools Fund' initiative last year. This was dedicated to automation of doors and modification of facilities to ensure they were accessible to all students.

Melba continued to see a decrease in its equity funding in 2023, while at the same time a slight increase in terms of overall student numbers. The equity funding we received was largely used to fund teaching and support staff to provide targeted programs as part of the Student Resource Package.

We expect to see an overall increase of the Student Resource Package by increased enrolments in 2024 and beyond. With continued focus on financial management, we anticipate the repayment of previous years' deficits over the coming years whilst maintaining staffing/programs to provide the quality outcomes seen in 2023.

For more detailed information regarding our school please visit our website at
<https://www.melba.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 658 students were enrolled at this school in 2023, 334 female and 320 male.

17 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).

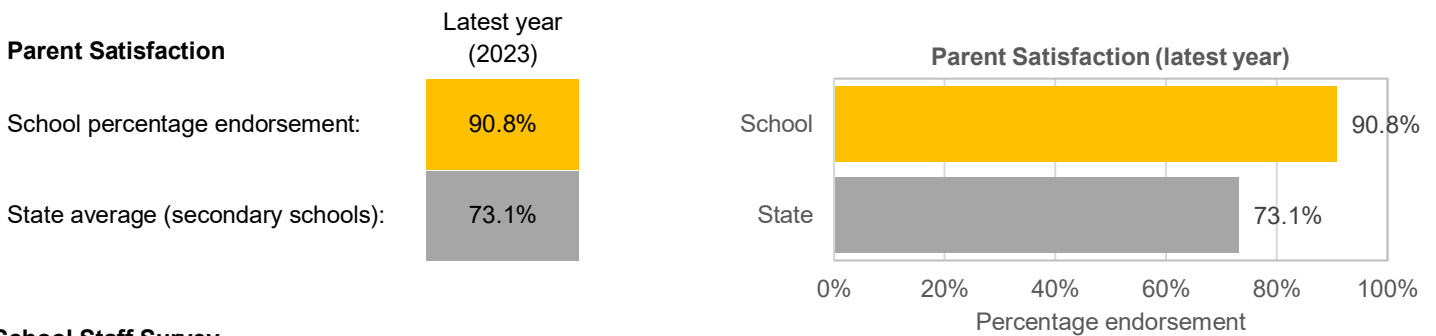
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

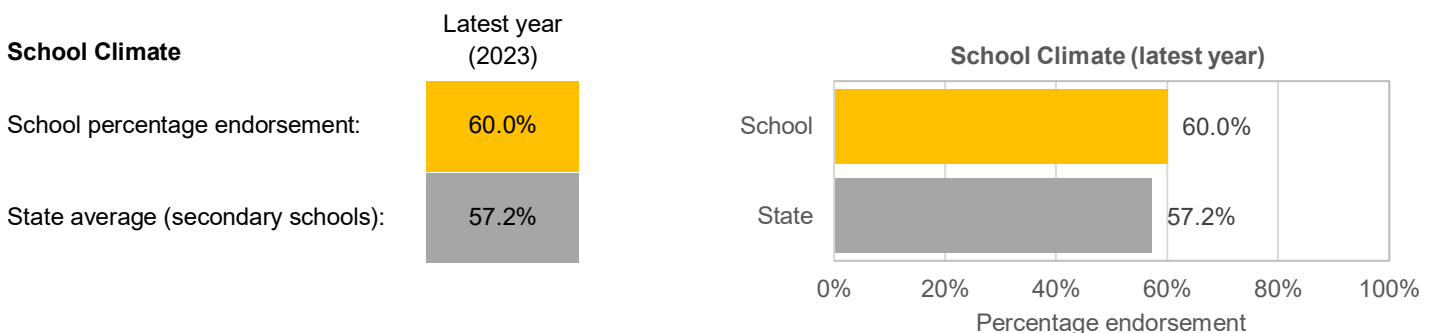


School Staff Survey

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

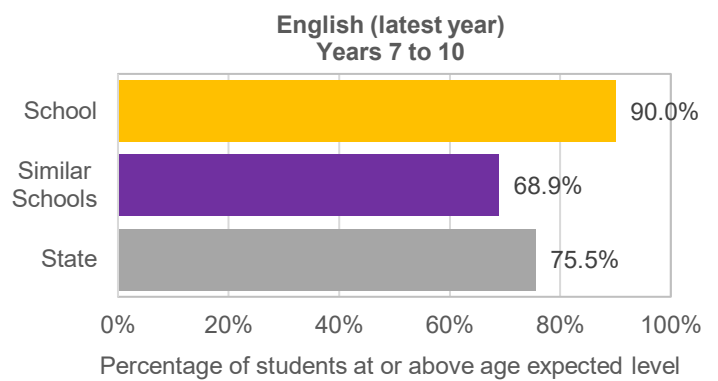
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

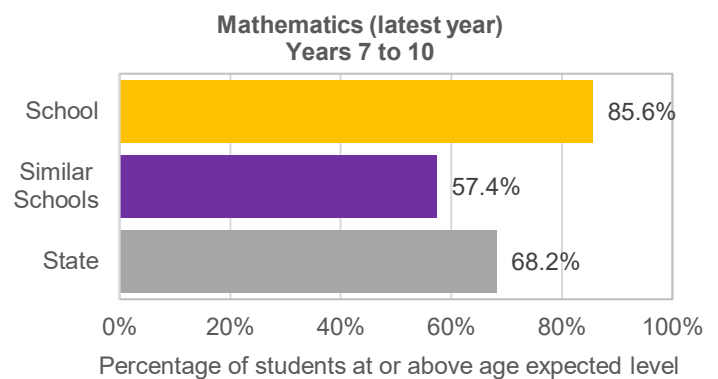
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	90.0%
Similar Schools average:	68.9%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	85.6%
Similar Schools average:	57.4%
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:

63.2%

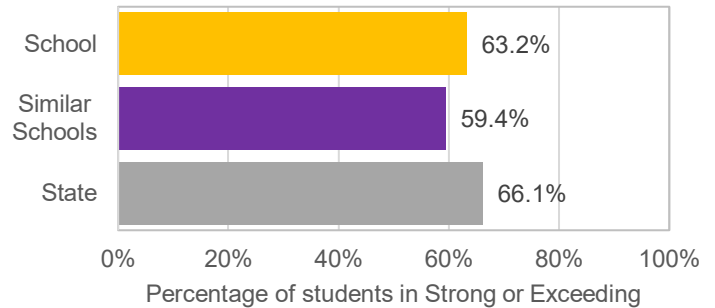
Similar Schools average:

59.4%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.5%

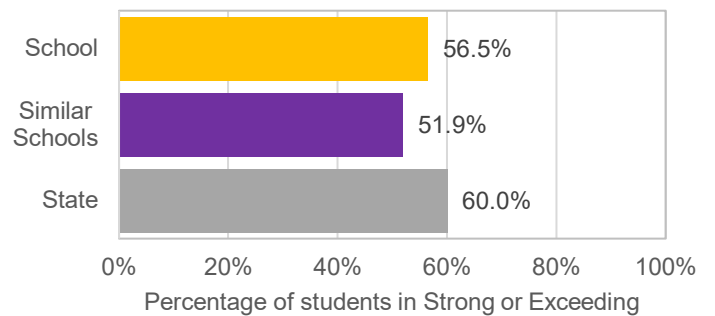
Similar Schools average:

51.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

57.9%

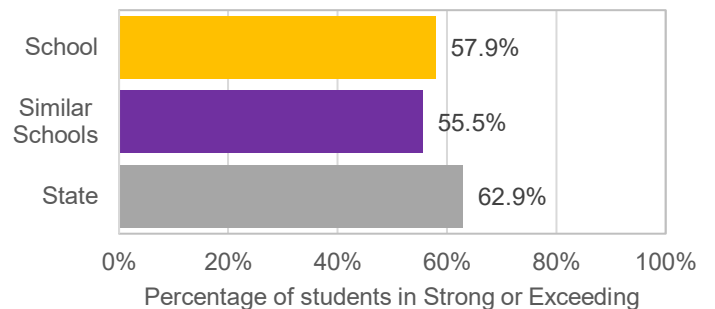
Similar Schools average:

55.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

60.2%

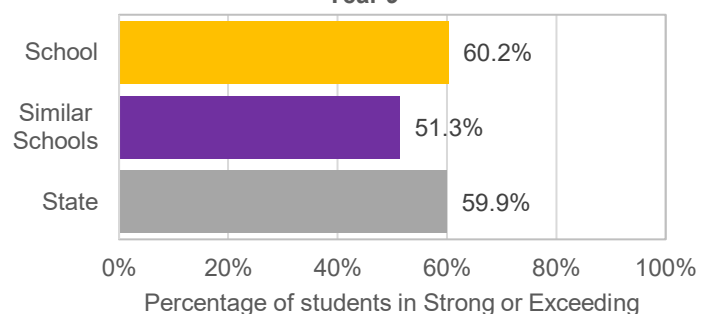
Similar Schools average:

51.3%

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:

59.3%

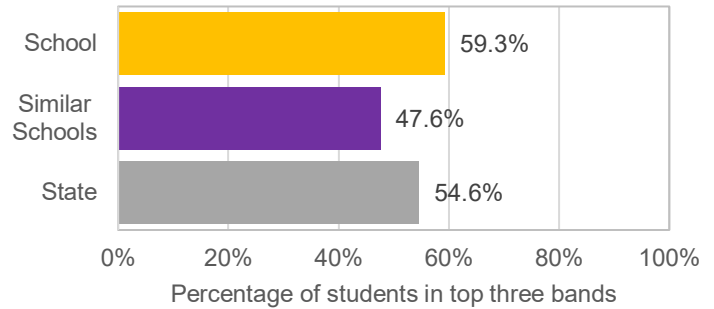
Similar Schools average:

47.6%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

46.7%

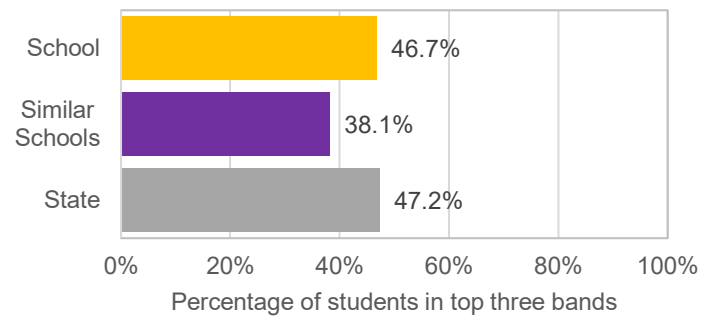
Similar Schools average:

38.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

55.0%

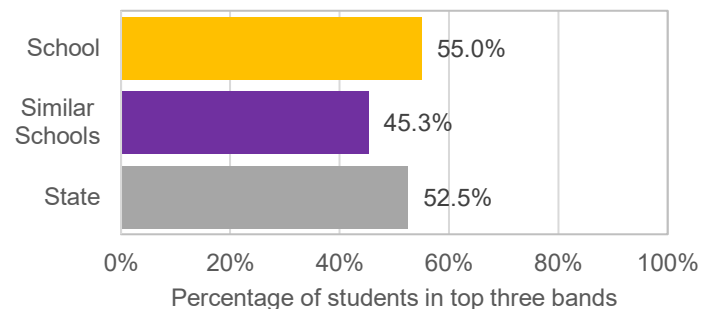
Similar Schools average:

45.3%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

36.2%

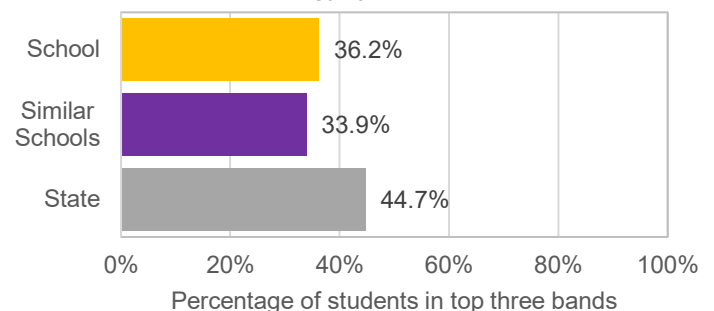
Similar Schools average:

33.9%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

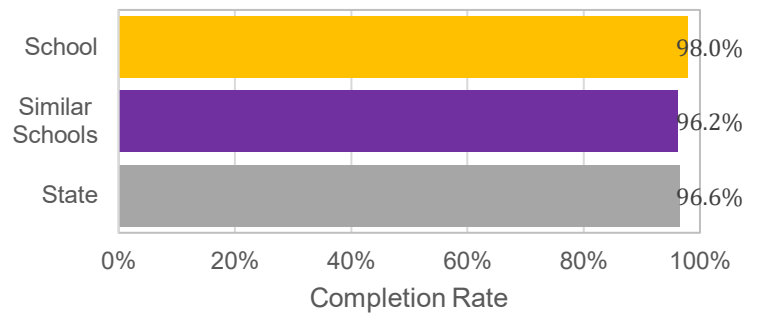
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.0%	98.1%
Similar Schools completion rate:	96.2%	96.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.0

Number of students awarded the VCE Vocational Major

19

Number of students awarded the Victorian Pathways Certificate

NDP

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

62%

Percentage VET units of competence satisfactorily completed in 2023:

62%

WELLBEING

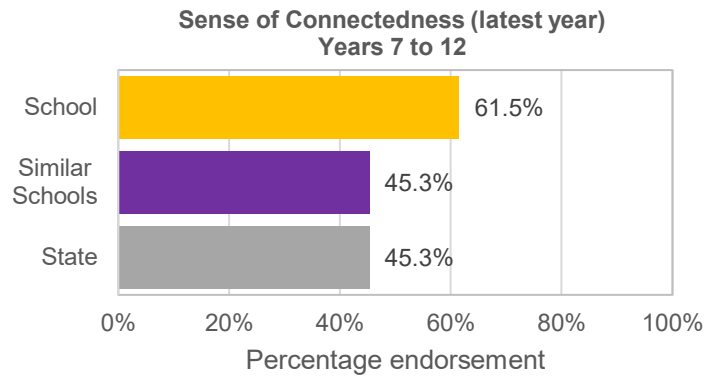
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	61.5%	60.9%
Similar Schools average:	45.3%	48.8%
State average:	45.3%	49.9%

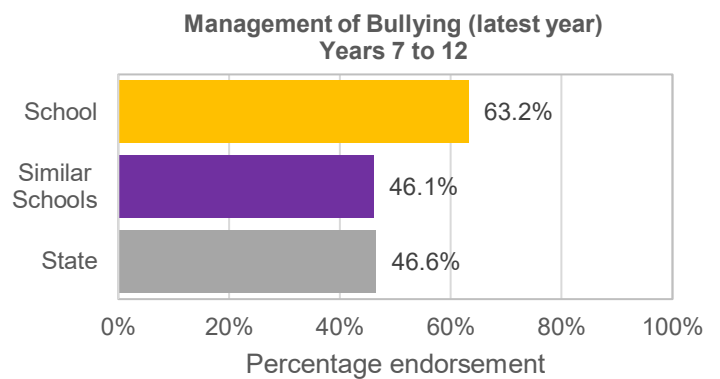


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	63.2%	63.9%
Similar Schools average:	46.1%	49.3%
State average:	46.6%	51.0%



ENGAGEMENT

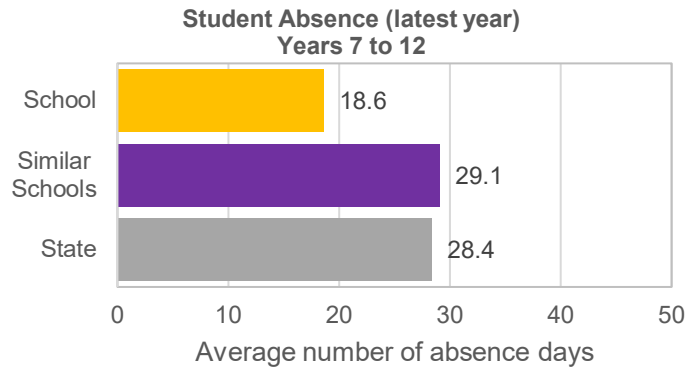
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.6	15.8
Similar Schools average:	29.1	25.1
State average:	28.4	23.8



Attendance Rate (latest year)

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

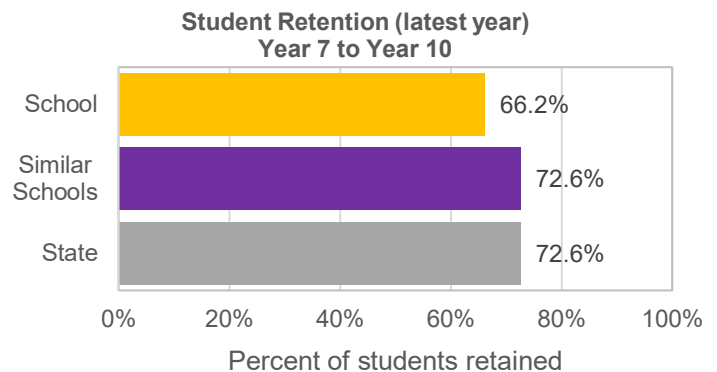
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	91%	90%	89%	91%	92%	93%

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:	66.2%	67.1%
Similar Schools average:	72.6%	72.8%
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.

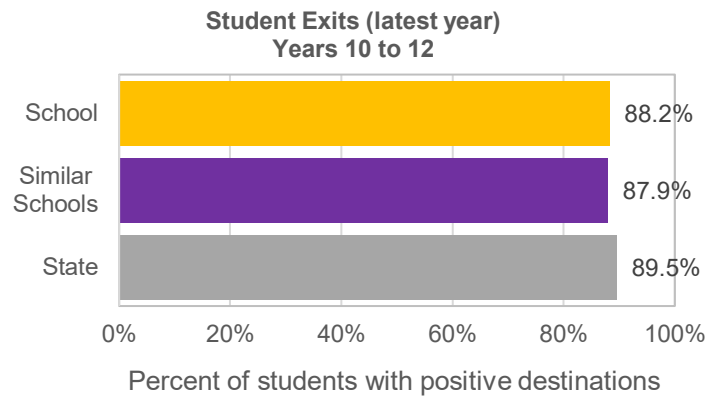
Students exiting to further studies or full-time employment

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:	88.2%	86.0%
Similar Schools average:	87.9%	88.6%
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	\$8,944,618
Government Provided DET Grants	\$1,132,407
Government Grants Commonwealth	\$38,296
Government Grants State	\$0
Revenue Other	\$184,684
Locally Raised Funds	\$377,358
Capital Grants	\$0
Total Operating Revenue	\$10,677,363

Equity ¹	Actual
Equity (Social Disadvantage)	\$503,719
Equity (Catch Up)	\$53,259
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$556,978

Expenditure	Actual
Student Resource Package ²	\$8,985,118
Adjustments	\$0
Books & Publications	\$2,137
Camps/Excursions/Activities	\$182,983
Communication Costs	\$20,079
Consumables	\$270,574
Miscellaneous Expense ³	\$32,880
Professional Development	\$19,004
Equipment/Maintenance/Hire	\$138,577
Property Services	\$102,874
Salaries & Allowances ⁴	\$207,253
Support Services	\$460,202
Trading & Fundraising	\$5,108
Motor Vehicle Expenses	\$3,077
Travel & Subsistence	\$291
Utilities	\$126,216
Total Operating Expenditure	\$10,556,372
Net Operating Surplus/-Deficit	\$120,991
Asset Acquisitions	\$0

- (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	\$612,002
Official Account	\$27,122
Other Accounts	\$0
Total Funds Available	\$639,124

Financial Commitments	Actual
Operating Reserve	\$249,309
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$74,860
School Based Programs	\$3,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$10,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$427,170

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.