

# 2023 Annual Report to the School Community

School Name: Victorian College Of The Arts Secondary  
School (7384)



- 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 26 April 2024 at 10:25 AM by Hilary Bland (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 30 April 2024 at 03:30 PM by Helen Cadzow (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

The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians, theatre and visual artists. Integral to this program is the provision of a high quality academic education that is also offered to other exceptional students and training organisations including the Australian Ballet School.

Within our school community, students are encouraged to develop a passion for learning and a sense of respect for themselves and others. The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and wellbeing needs of students.

Students entering the school come to understand that a serious study of music, dance, theatre and visual arts requires: a thorough technical training which begins at an early age, daily classes and many hours of practice, the nurturing of creativity, specialist teaching by highly skilled and experienced staff and high quality performance and exhibition opportunities.

In 2023, a total of 340 students were enrolled.

VCASS had 56.02 equivalent full time staff. This comprised 3 Principal Class, 3 Leading Teachers, 33 teaching staff (including ParaProfessional) and 18.42 ES staff.

The school's location in Melbourne's Southbank Arts Precinct provides opportunities for Masterclasses with visiting artists and partnerships with Arts organisations. The school continues to run classes in Theatre Arts at NIDA and The Lawler at the MTC. Major season performance events and exhibitions are held within the Arts Precinct, including The Melbourne Recital Centre, Lawler Theatre, Malthouse Theatre and VCA Artspace.

The Victorian College of the Arts Secondary School Strategic Plan 2022-2026 was in its first year in 2023 and had one goal aligned with the Framework for Improving Student Outcomes (FISO):

In 2023 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

Our goals are enacted each year through the Key Improvement Strategies that are set out in the school's Annual Implementation Plan (AIP).

In 2023, these Key Improvement Strategies were a continuation of the Department's KIS for all schools:

- KIS 1A: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
- KIS 1B: Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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

### Learning

The school continued to improve its whole school curriculum with the aim that all students will have access to a guaranteed and viable curriculum that challenges all students. The work continued in documenting all Victorian Curriculum programs in Years 7-10 and VCE Units 1-4 programs. Students were supported through the Middle Years Literacy and Numeracy Support (MYLNS) program, PAT-adaptive testing in numeracy, reading and eWrite and the Tutor Learning Initiative (TLI) to target catch-up in Music, Dance, EAL, English and Mathematics. In particular, the PAT-adaptive testing regime delivered at the beginning of the school year continues to form a strategic part of the formative assessment for all students in Year 7 - 10 and new students in Year 11.

Teacher Judgement of student achievement against the Victorian Curriculum showed student outcomes in English and Mathematics to be above similar schools and well above that state for age-expected levels. Teacher judgments indicated that 98.7% of students were working above or at the standard for English and 98.4% in mathematics

NAPLAN 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.

The percentage of Year 7 and Year 9 students in the top three bands of Reading and Numeracy was higher than the average of similar schools. In 2023 97.6% of Year 9 students demonstrated levels of reading that were Strong or Exceeding. In 2022 86.4% of Year 9 students demonstrated levels of reading that were in the top three bands. (The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology). The similar school average for Year 9 in 2023 was 67.4%. In Numeracy 95.1% of Year 9 students demonstrated levels that were Strong or Exceeding. In similar schools this number was at 82.%.

Results in the VCE remain consistently high with a mean study score of 32 and 100% completion rate for all students. 19% of students received an ATAR above 90. Similar to 2022 the percentage of study scores of 40 and above was 13.24%. Our students regularly feature in the VCAA Season of Excellence with 2023 being no exception. Students from the 2023 cohort were invited to participate, perform or exhibit in the VCAA Season of Excellence for 2023.

The high number of students exiting to further studies and full-time employment remains consistent over a number of years and continues to be a very good outcome for our students. Our student pathways are predominantly in the arts stream that they have studied, although some students continue into tertiary study fields other than the arts.

Students at VCASS continue to undertake a range of diverse training, education and employment pathways within Australia and internationally. Post-school destinations for the 2023 Year 12 cohort are similar to other years. Among others, Pathways included:

Fine Arts (Theatre or Visual Arts); Music; Psychology; Law; Film and Screen Media; Arts; Science; International Studies; Music Production; Production Design; Music Theatre; WAAPA; NZ School of Dance; Business; Primary Education; Media Communication; Animation and Interactive Media and others.

Over 82% of the 2023 cohort went on to further study.

## Wellbeing

The school continues to update its approach to student wellbeing. Students participated in a variety of programs across the year including the SHAW Program, Junior School Camp, Wear It Purple and Body Kindness Days, Driver Education and Kerrupon Program. In addition to this students participated in Arts Intensive and Creative Seasons and End of Year Activities Week for Junior students. The Year 12 Formal and Junior Formal continued to be well supported and remain highlights in the student calendar. The Student Services, Well-being team and Mentors continued to work with the student body to provide support throughout the year.

Our student leadership programs remain strong. This was evidenced in the successful student-led assemblies, performances and activities. Specialist Programs provided their students with many opportunities to engage with a range of alumni and arts professionals from within the broader arts community.

## Engagement

Student engagement data continues to suggest that students feel a high degree of connectedness to the school. Positive student endorsement of this was reported through the Annual Attitude to School's Survey (AToSS) at 74.9% compared to 47.1% in like schools. This was up slightly from 2022 at 73.8%.

Attendance at the school remained strong; we continued to enjoy low levels of student absenteeism throughout 2023. That said, the Student Service Team worked across the school to improve attendance and lateness with positive results. Student attendance data improved across the Year 12 cohort. Attendance was up from 89% in 2022 to 91% in 2023. Attendance for Year 9 was 88%.

Entry to the Victorian College of the Arts Secondary School is by competitive audition/interview. In this context our retention rate is above the state average at 97% in 2023. A small number of students may exit our school to take up educational opportunities elsewhere.

In relation to parent engagement, general satisfaction with the school as reported in the 2023 Parent Survey was high with an endorsement of 75%.

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## Other highlights from the school year

In 2023, VCASS continued its partnership with the Melbourne Theatre Company (MTC), with Year 11 and 12 Theatre Arts students and staff accessing and using the Lawler Theatre. Moreover, the Year 11 Theatre Arts students were involved in the MTC On Stage course, delivered by the Theatre Arts professionals at the MTC. The Year 12 Theatre Arts students mounted a production of Thornton Wilder's *Our Town* and *Fight the Musical*. The Year 11 work included *Insert Authentic Title Here* and student devised work *A New Lens*.

In Dance, students in Year 7 - 12 presented *Intersect* as their major work in the first semester and *Luminous* at the Malthouse Theatre as their major season. Coaching classes and exams provided preparation for the performance of solos in Years 10-12. Repertoire studies continued across all year levels, providing experience to a variety of works by leading industry choreographers. The Jazz elective at Year 10 continued providing agency and advancement in various jazz styles and the Contemporary elective for all Senior students was continued in 2023.

In Music, students presented a wide range of work across their performance calendar including Celebration Concert, Spring and

Winter Jazz and Music's major season Whether Pigs Have Wings by Holly Harrison alongside Mendelssohn's 4th Symphony the Italian The students continued to benefit from our community ties with a host of guest artists delivering incursions in performances, masterclasses, presentations and rehearsals including Georgia Wilkinson (soprano) alumni.

Visual Arts students participated in a range of visiting artist workshops, gallery excursions and other opportunities in making and presenting including internal and external exhibitions. Their major exhibitions included The Mid Year Art Show at the VCA Artspace, New Lens a collaborative work with Theatre Artists and Exhibition of Year 12 work

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## Financial performance

The Victorian College of the Arts secondary school aims to use resources to ensure that expenditure links to and enhances the student experience. Throughout 2023, VCASS continued to focus on the maintenance and improvement of school spaces. In 2023, the school will have been in the current premises for 15 years and funding has been put aside to ensure our facilities are kept up to date and fit for purpose.

The school has savings for current and future upgrades to the school facilities and our commitment to our shared building project, the Victorian Youth Arts Precinct located in Gasworks Arts Park.

Facilities work on solar panels continued and planning commenced for the refurbishment of the upstairs and downstairs staff rooms. The IT infrastructure of the school continued to be improved with the planned replacement of the library laptops. In 2023 the School Council approved the hiring of VCASS studios and facilities on an individual basis. This proved successful and will continue in 2024.

**For more detailed information regarding our school please visit our website at**  
<https://vcass.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 347 students were enrolled at this school in 2023, 225 female and 118 male.

16 percent of students had English as an additional language and 0 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).

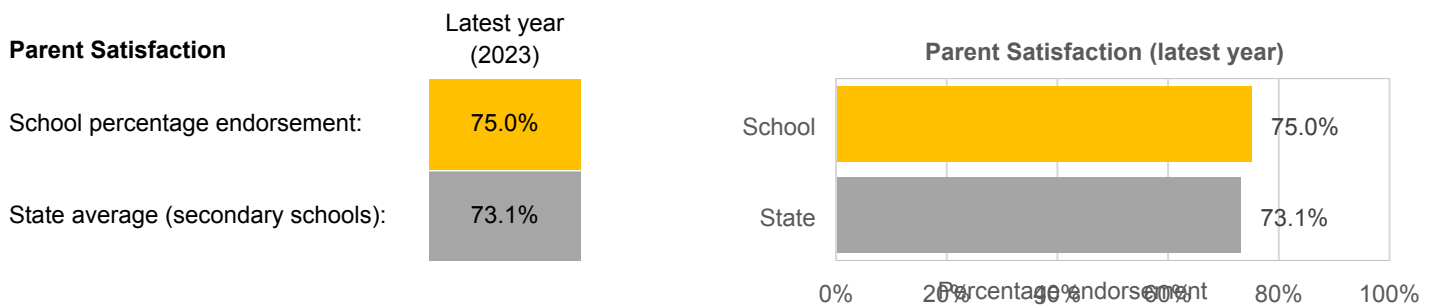
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

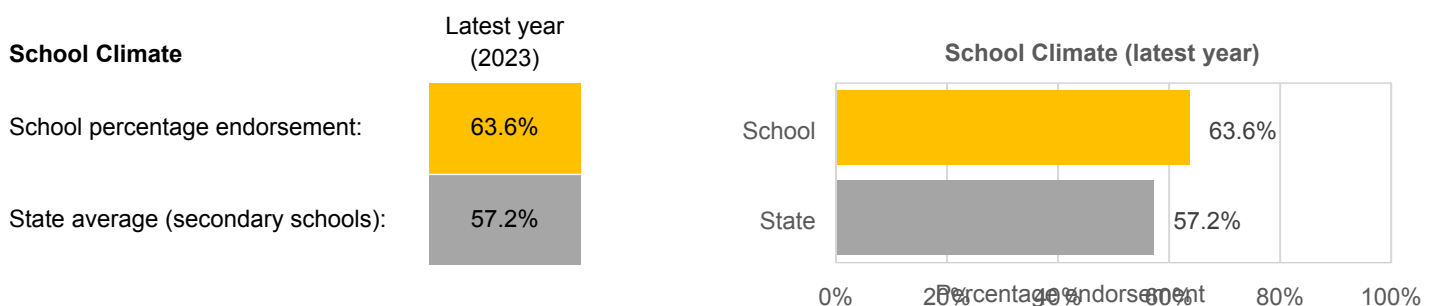


### School Staff Survey

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

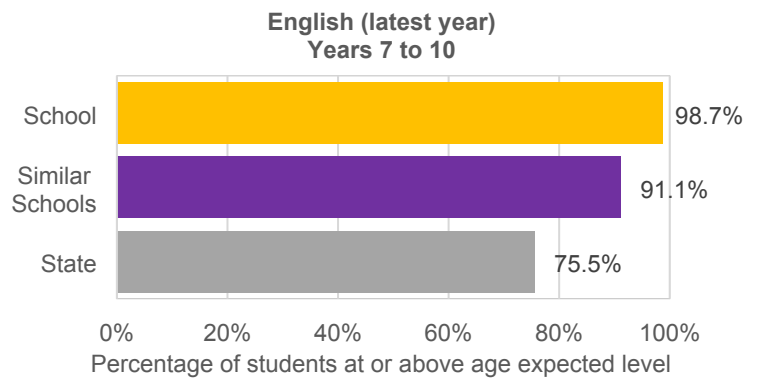
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

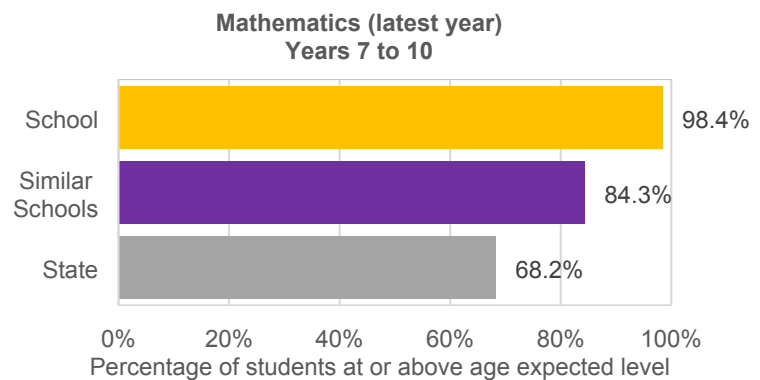
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	98.7%
Similar Schools average:	91.1%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	98.4%
Similar Schools average:	84.3%
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:

100.0%

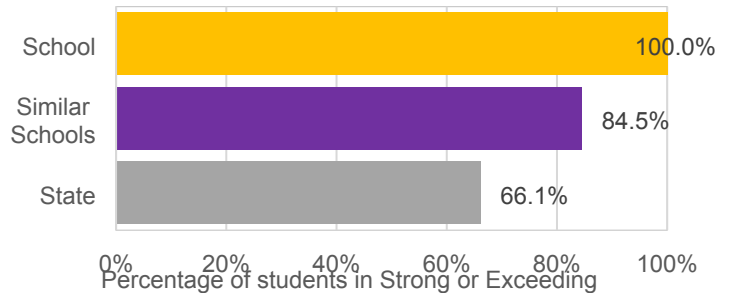
Similar Schools average:

84.5%

State average:

66.1%

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



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

97.6%

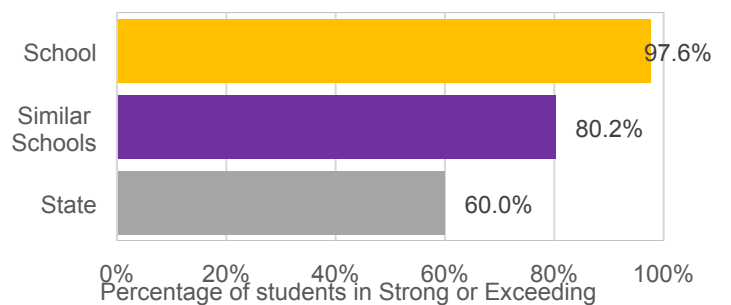
Similar Schools average:

80.2%

State average:

60.0%

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



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.3%

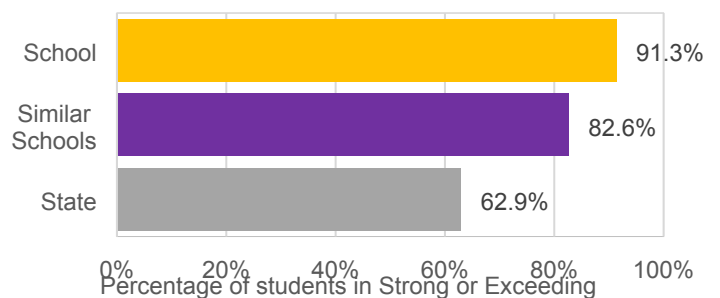
Similar Schools average:

82.6%

State average:

62.9%

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



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.1%

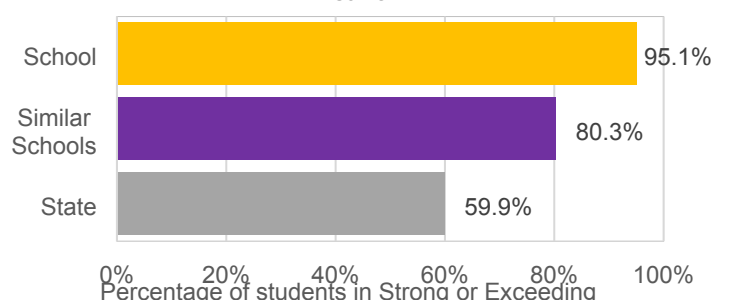
Similar Schools average:

80.3%

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:

92.9%

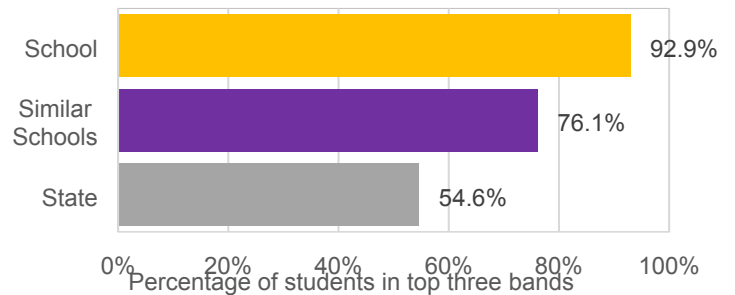
Similar Schools average:

76.1%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

86.4%

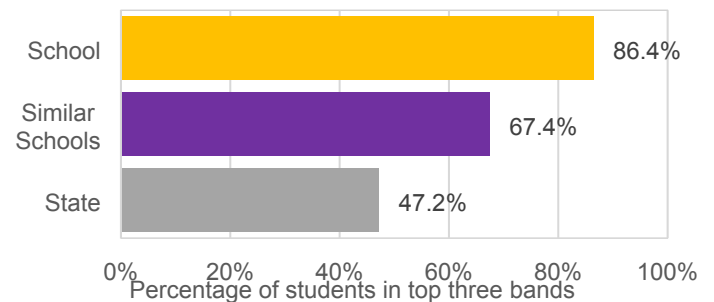
Similar Schools average:

67.4%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

78.6%

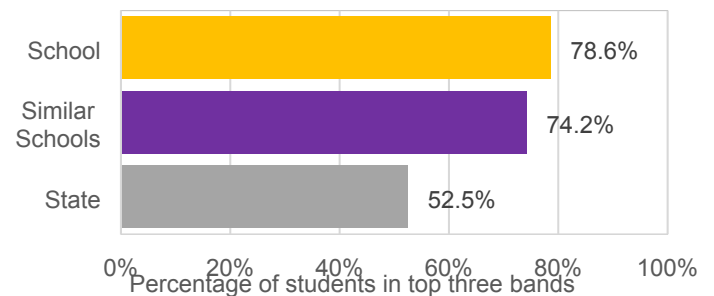
Similar Schools average:

74.2%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

79.1%

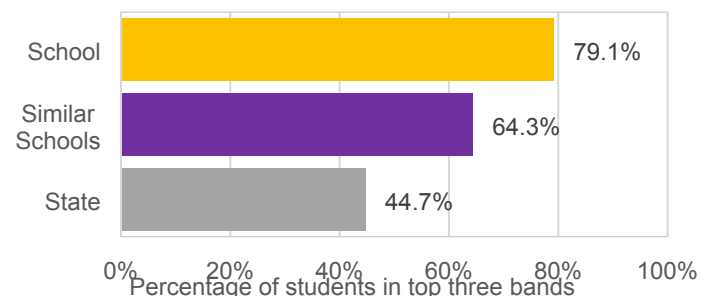
Similar Schools average:

64.3%

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

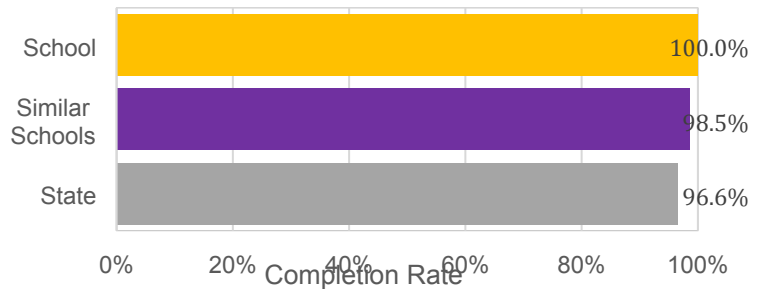
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	100.0%	98.7%
Similar Schools completion rate:	98.5%	98.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

32.0

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:

8%

Percentage VET units of competence satisfactorily completed in 2023:

100%

## WELLBEING

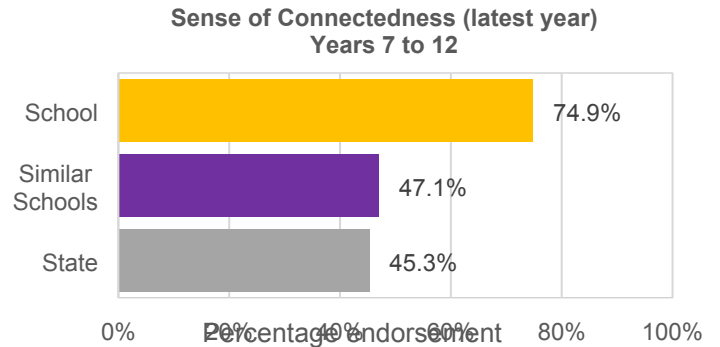
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	74.9%	74.4%
Similar Schools average:	47.1%	51.9%
State average:	45.3%	49.9%

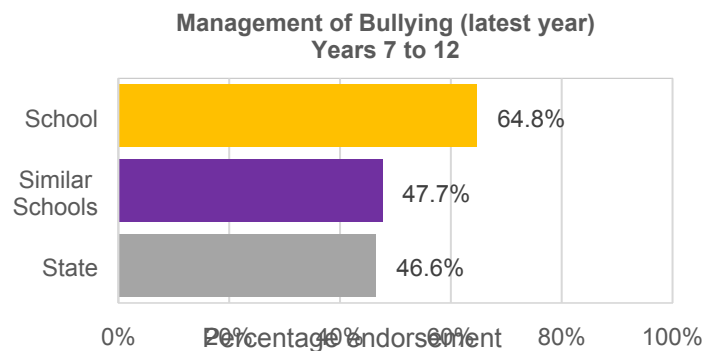


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	64.8%	66.4%
Similar Schools average:	47.7%	52.4%
State average:	46.6%	51.0%



## ENGAGEMENT

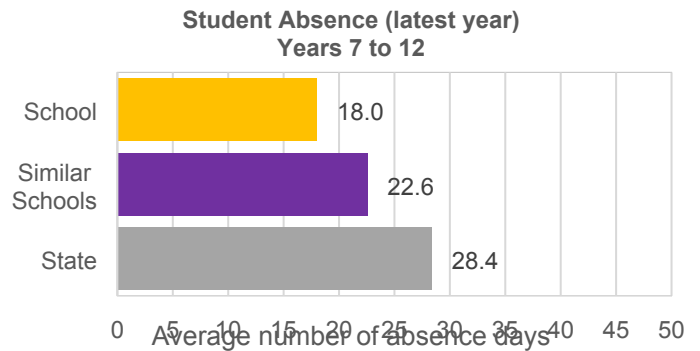
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.0	13.6
Similar Schools average:	22.6	18.1
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.

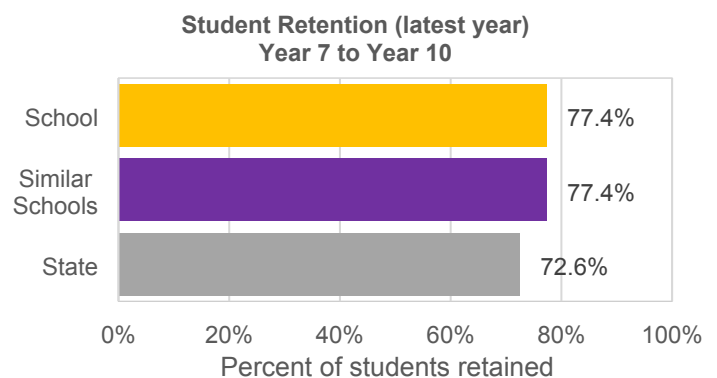
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	93%	94%	88%	92%	91%	91%

### 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:	77.4%	79.5%
Similar Schools average:	77.4%	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.

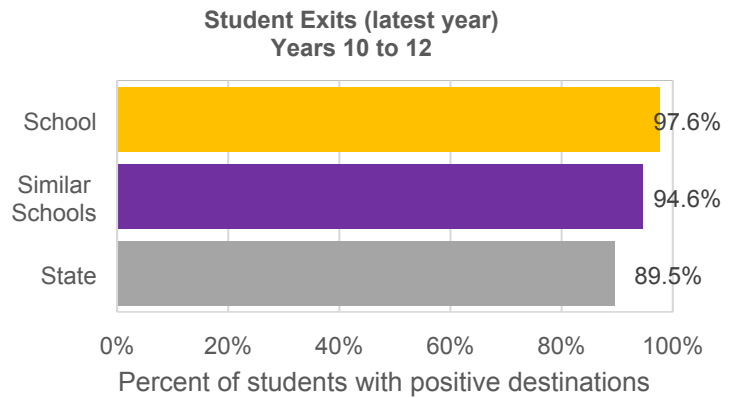
### Students exiting to further studies or full-time employment

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:	97.6%	98.8%
Similar Schools average:	94.6%	95.4%
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	\$7,137,306
Government Provided DET Grants	\$1,055,486
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$145,061
Locally Raised Funds	\$791,524
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,129,377</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,308
Equity (Catch Up)	\$2,399
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,707</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,465,576
Adjustments	\$0
Books & Publications	\$36,085
Camps/Excursions/Activities	\$94,797
Communication Costs	\$25,005
Consumables	\$125,275
Miscellaneous Expense <sup>3</sup>	\$224,794
Professional Development	\$29,300
Equipment/Maintenance/Hire	\$327,384
Property Services	\$101,880
Salaries & Allowances <sup>4</sup>	\$768,678
Support Services	\$213,676
Trading & Fundraising	\$14,268
Motor Vehicle Expenses	\$1,471
Travel & Subsistence	\$968
Utilities	\$145,203
<b>Total Operating Expenditure</b>	<b>\$8,574,360</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$555,017</b>
<b>Asset Acquisitions</b>	<b>\$38,950</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 19 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	\$2,094,487
Official Account	\$102,267
Other Accounts	\$59,227
<b>Total Funds Available</b>	<b>\$2,255,982</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$340,040
Other Recurrent Expenditure	\$0
Provision Accounts	\$10,000
Funds Received in Advance	\$173,616
School Based Programs	\$127,741
Beneficiary/Memorial Accounts	\$40,877
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$74,732
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,364,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,221,306</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.*