

# 2023 Annual Report to the School Community

School Name: Sunshine College (8790)



- 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 12 March 2024 at 02:15 PM by Tim Blunt (Principal)

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

Attested on 26 March 2024 at 01:13 PM by Robert Ward (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

In 2020 Sunshine College, in the West of Melbourne was a four facility multi campus operating two facilities catering for students in years 7 to 10, a year 11&12 facility for senior students and the Harvester Technical College (HTC) catering for a year 10-12 cohort. During 2020 the school was re-registered through the VRQA to operate in 2021 as two 7-12 campuses. Throughout the COVID effected years 2020 / 2021 and in the similarly disrupted 2022 the school focused heavily on the well-being of students, staff and the community, the impact of this disruption has impacted on student learning and continued to do so in 2023 alongside a teacher shortage.

In 2023 the school employed in excess of 12 tutors to work with students alongside classroom teachers to make sure their learning was brought back on track.

The Grattan Institute published a Report: Turning Around Schools: it can be done, where Sunshine College was highlighted as one of five schools nationally that had achieved exceptional 'value add' outcomes for students in VCE, Mathematics and Literacy. This growth in Mathematics and Literacy, could not be measured in 2023 as it had been done in the past, due to the disruption in NAPLAN testing in 2021.

Sunshine College was also mentioned as a case study in a Grattan Institute's Report, titled "Targeted Teaching: How better use of data can improve student learning". Sunshine College was one of three Australian schools showcased nationally.

The College Leadership Team includes 6 principal class personnel, 145 teaching staff and 46 non-teaching staff. We are categorized as having a HIGH Socio-Economic profile of disadvantage, with approximately 50% of students from English as an Additional Language background, with approx. 2% of students from Aboriginal or Torres Strait background.

Sunshine College runs extensive programs to support "at risk students" including the operation of a Deaf Unit. The school is registered to accept International Students, which mainly come from Vietnam and had approximately 50 enrolled in 2023 and is now capped at 65 for 2024.

The Harvester Technical College(HTC) facility of Sunshine College provides our local community with a curriculum to enhance pathways for students wanting to be excellent trades-persons. All HTC students undertake a pathway to obtain the new VCE certificate that includes the Vocational Major.

Each year our students achieve high ATAR scores and we have produced Premier Award winners and a Victorian VCE Achiever of the Year, placing them among the top elite students in Victoria.

The school has exhibited student work in the VCE Top Design awards. Duxes of the College in the last few years are presently undertaking courses in Arts, Engineering, Commerce and Law.

Sunshine College takes pride in 'Creating Futures' for all students; we are a strongly multicultural community and offer programs accordingly.

We aim to accelerate the learning and development of all students. Our school community values: LEARNING, GROWTH, WELL-BEING and RELATIONSHIPS within a teaching & learning culture of Collaboration, Inclusiveness and Aspiration.

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

### Learning

The school underwent its 4th yearly review in 2022, which has led to the reframing of our purpose. The College has used this process to initiate a review of the school's Vision, Values, Culture and Expectations, with a document developed that clearly articulates these. In 2023 the school initiated an alignment with the "Real Schools" program which will lead into 2024, looking at providing staff with professional development in restorative practices and strategies to further enhance student engagement.

The school has spent the last couple of years developing 'excellence in teaching and learning' by focusing on curriculum planning and assessment and building practice excellence. An exemplar on how teachers in each Focus Group (Key Learning Area) should undertake teaching and learning was developed and is continually revised and based around the five phases of the Sunshine College Instructional Model, namely:

Learning Intention-clearly defined, Determine Readiness for Learning-explored, Activities Targeting Individual success- delivered, Feedback-provided and Reflection-undertaken.

A review of English units has led to work by teachers in developing engaging curriculum with an emphasis on improving student writing skills.

The Schools Performance Report shows that the school works with students to improve their skill sets, where NAPLAN data shows that in Numeracy and Reading at year 9 students have better than state Medium to High relative growth. HTC students left us in

2023, with 73% going onto apprenticeships, 17% being meaningfully employed and 3% going onto TAFE courses. The school's mean VCE study score has remained static at the 26/27 mark, and has been identified as an area to target for improvement in the 2024 AIP. Whether it was studying VCE or a VET pathway, our students and staff across the College are rightfully proud of how they managed their teaching & learning during another disrupted year involving staffing shortage and disrupted learning.

## Wellbeing

Sunshine College has been commended in a Victorian Auditors' General report tabled in the Victorian parliament on our Pastoral Care approach.

A number of programs operated throughout 2023 aimed at improving well-being for students, these included RAISE and Side Kicks. Support from the Ardoch Foundation and other local community groups also supported improved well-being outcomes.

The CONNECT / PATHWAYS core subject supports Pastoral Care initiatives and career counselling and is where we deliver the Respectful Relationships curriculum. In 2023 the College wellbeing team was further strengthened through additional employment of Mental Health Practitioners, to work alongside our psychologists, department Nurse and student welfare coordinators.

The College is proactive in making students feel happy and safe via numerous strategies and programs. As an eSmart school, students are taught about cyber safety.

During 2023 the 'connect/Pathways' core subject at 7-10 complemented our pastoral care system and links well to the governments Respectful Relationships and Safe Schools programs.

With a strong pastoral care focus and emphasis on student well-being mixed with aspiration for success we have maintained the school's mean VCE study score at the 26/27 mark.

With improved literacy and numeracy levels, we expect students to continue to improve their engagement with the school and their studies, which will lead to improved attendance and learning & well-being outcomes for all students.

## Engagement

Our 'SunLit' literacy program dedicates 4 periods of literacy support across the College in years 7 to 11 and was recognized by the DoE by its inclusion on the online video platform FUSE. 'SunLit' supports all students in improving reading comprehension skill and provides strategies to cope with VCE English for those working in the highest stream. Throughout 2023 SunLit and our Math's Futures program, which was recognized with the award for 'Outstanding School Advancement' at the Victorian Education Excellence Awards, supported individualized growth in these areas of the curriculum. Both programs rely heavily on student and teacher collaboration. With a focus on targeted teaching and growth we are hopeful that this will lead to increased attendance to school, where students feel the teaching and learning supports them as individuals. In 2023 our absence data showed we were slightly behind the state average for attendance and is an area of improvement that we will focus on through 2024.

Our funded PSD students (approx. 38), including the hearing impaired (22 in total) along with a number of identified high risk students were targeted for additional support. In 2023 our VCE completion rate was higher than the state average, an increase on previous years. Exit data includes a number of students from the HTC who are offered apprenticeships throughout the year while undertaking Structured Work Place Learning.

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## Other highlights from the school year

The community should note that we offer a broad curriculum at Sunshine College; it is not a school that focusses entirely on students entering University. Harvester Technical College (HTC) offers a 'specialised pathway' for students who want to be first class trades persons. It provides innovative applied learning opportunities through a project-based curriculum. The facilities are fantastic, supporting the delivery of studies in engineering, carpentry, plumbing, electro-technology and ICT and where students use quality equipment under the instruction of skilled and dedicated teachers. HTC students left us in 2023, with 73% going onto apprenticeships, 17% being meaningfully employed and 3% going onto TAFE courses. Sunshine College is one of a small number of government secondary schools that is a Registered Training Organisation (RTO). The academic rigor of the College is blended with exciting and engaging activities and programs, which include, various camps and excursions, the City Centre project, the Advance program, the College's Performance & Art Showcase (MADD), sports of all sorts, first aid training, blood bank donations and plenty of BBQs and fund raisers for charity and lots more. Thanks to the coaching and guidance of a number of staff and the skill and endeavour of our students we have had some great sporting outcomes. In 2023 our Rugby Sports Academy with links to the Melbourne Rebels began accepting students, who will undertake a Cert II in Sport & Recreation while developing their skills. In

recent years music has become a growth area within the curriculum, where dedicated staff have introduced and supported the development of Senior and Junior College bands and vocal ensembles.

The Sunshine College and Harvester Technical College Facebook pages show engaged happy students participating in a variety of activities.

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## Financial performance

The school net operating deficit in 2023 of \$388,011 reflects an investment in additional staffing to run programs and small class sizes in certain subjects, in particular at the senior end of the school, including VET. Note financial commitments include a repayable payment to the DoE of \$500,000 is a result of this staffing salary deficit in 2022 caused by a number of factors already mentioned and as a result of an ageing (more expensive) workforce and a SRP formula around 'average salary costs in against real cost out'. The school is likely to remain in a staffing deficit that will need to be self-managed, in 2024, if current successful programs around literacy & numeracy and upper secondary courses are to be maintained. The financial commitments are aligned to school self-funded expenditure for replacement furniture, new equipment and grounds work associated with the building of the new facilities in Lachlan Road and expected additional resourcing spends at the North campus and Harvester Technical College. The school council is currently working with the Brimbank Council through a JUA and the VSBA to improve community access to grounds and in the construction of new buildings at the North campus where in excess of 3 million dollars of school funds have been allocated.

**For more detailed information regarding our school please visit our website at**  
**<http://www.sunshine.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 1175 students were enrolled at this school in 2023, 466 female and 708 male.

41 percent of students had English as an additional language and 2 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).

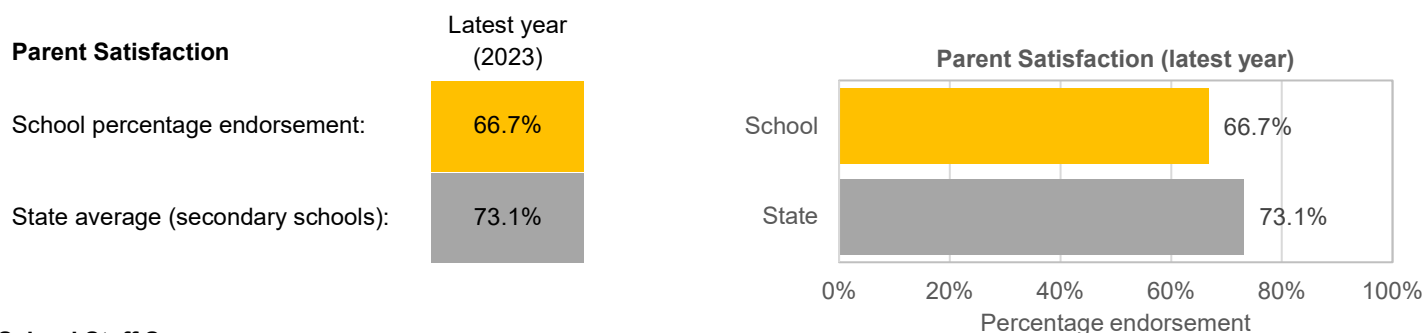
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

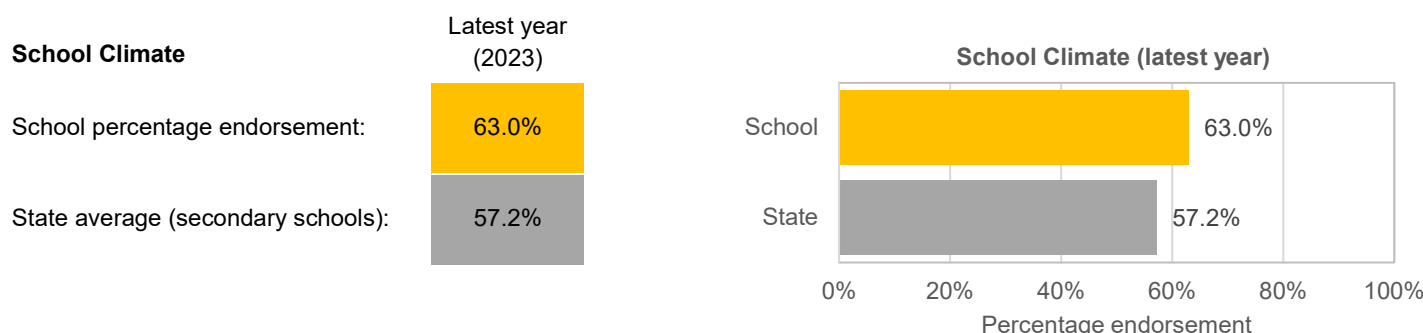


### School Staff Survey

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:

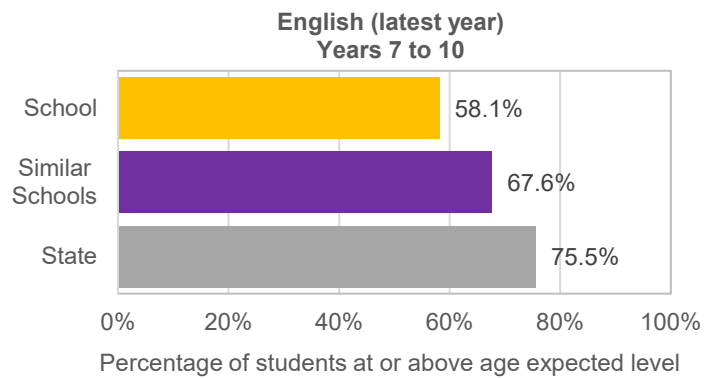
58.1%

Similar Schools average:

67.6%

State average:

75.5%



#### Mathematics Years 7 to 10

Latest year  
(2023)

School percentage of students at or above age expected standards:

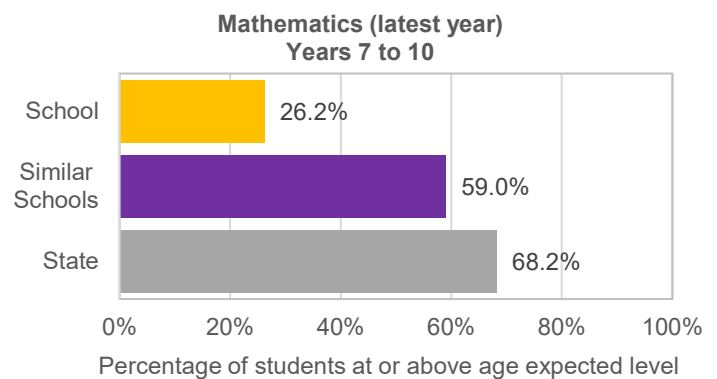
26.2%

Similar Schools average:

59.0%

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:

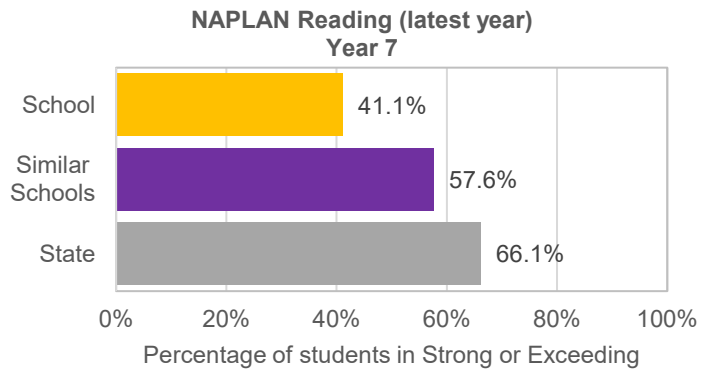
41.1%

Similar Schools average:

57.6%

State average:

66.1%



#### Reading Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

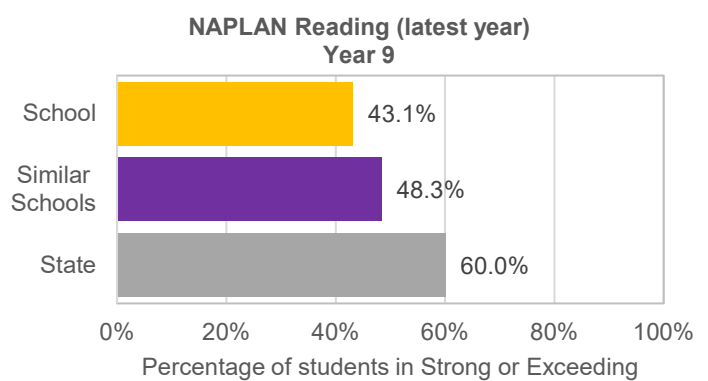
43.1%

Similar Schools average:

48.3%

State average:

60.0%



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

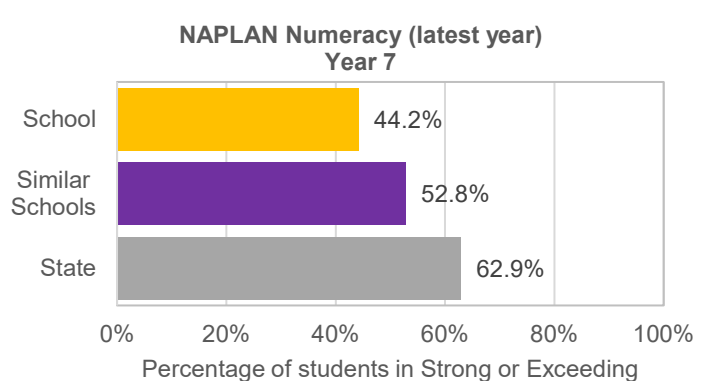
44.2%

Similar Schools average:

52.8%

State average:

62.9%



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

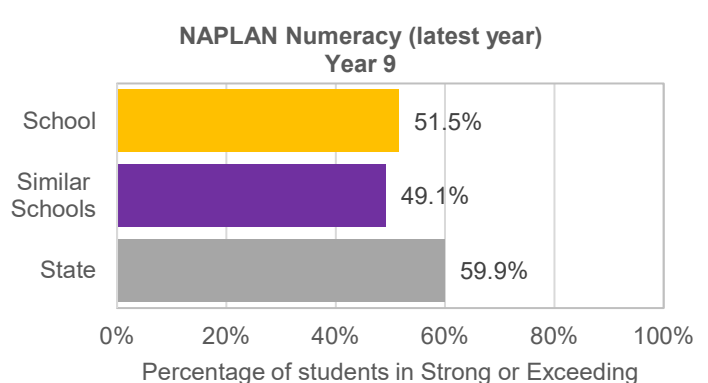
51.5%

Similar Schools average:

49.1%

State average:

59.9%



## 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:

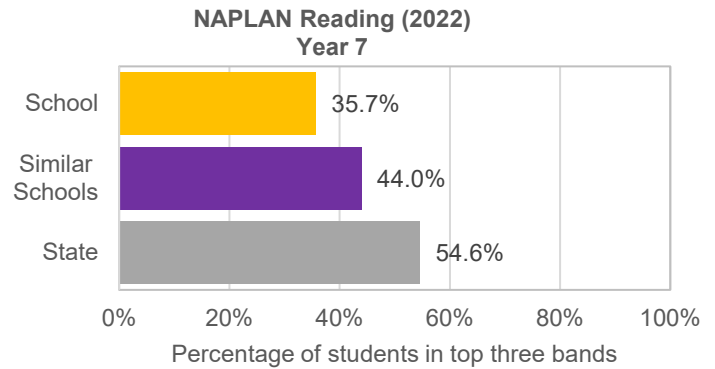
35.7%

Similar Schools average:

44.0%

State average:

54.6%



#### Reading Year 9

Latest year  
(2022)

School percentage of students  
in the top three bands:

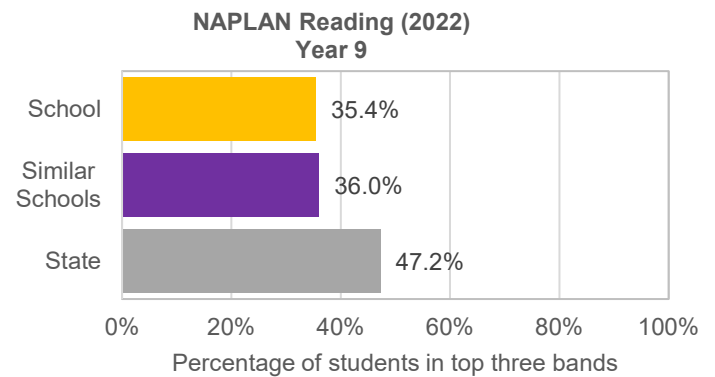
35.4%

Similar Schools average:

36.0%

State average:

47.2%



#### Numeracy Year 7

Latest year  
(2022)

School percentage of students  
in the top three bands:

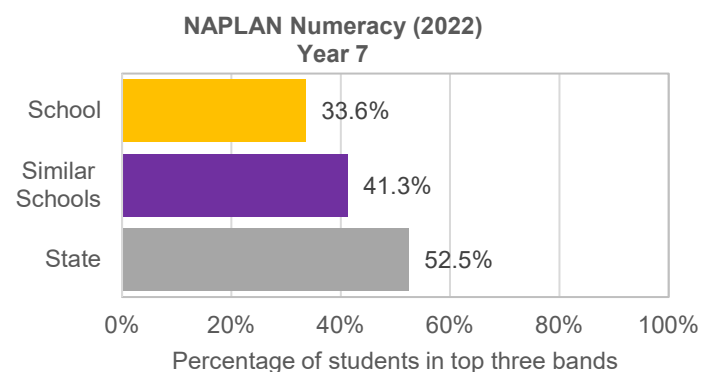
33.6%

Similar Schools average:

41.3%

State average:

52.5%



#### Numeracy Year 9

Latest year  
(2022)

School percentage of students  
in the top three bands:

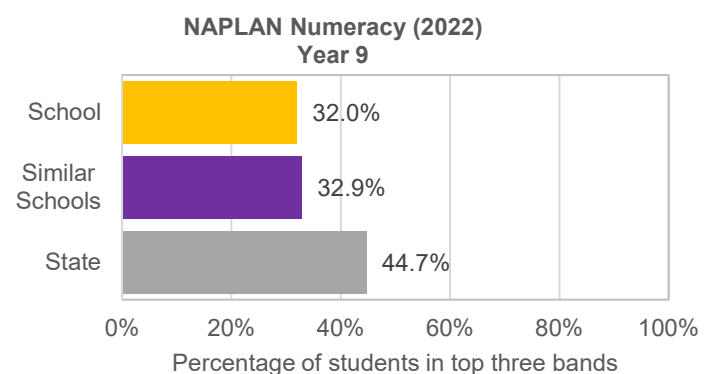
32.0%

Similar Schools average:

32.9%

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

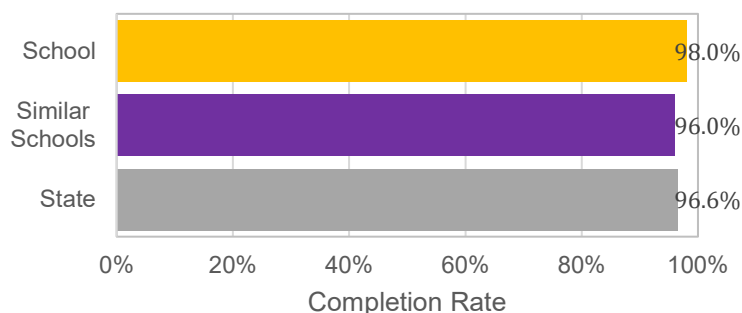
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.0%	95.3%
Similar Schools completion rate:	96.0%	96.4%
State completion rate:	96.6%	97.1%

#### Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.0

Number of students awarded the VCE Vocational Major

27

Number of students awarded the Victorian Pathways Certificate

6

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

29%

Percentage VET units of competence satisfactorily completed in 2023:

92%

## WELLBEING

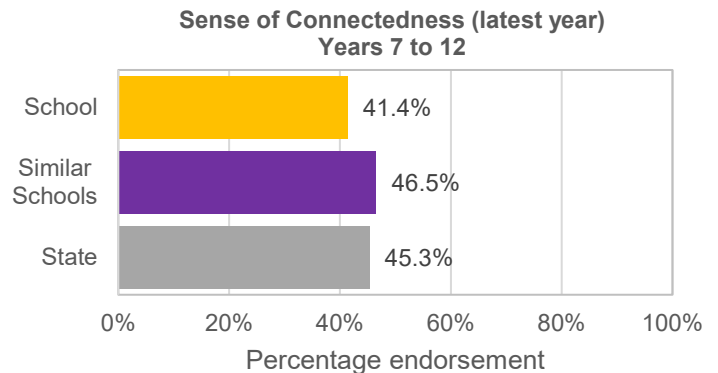
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	41.4%	45.4%
Similar Schools average:	46.5%	51.2%
State average:	45.3%	49.9%

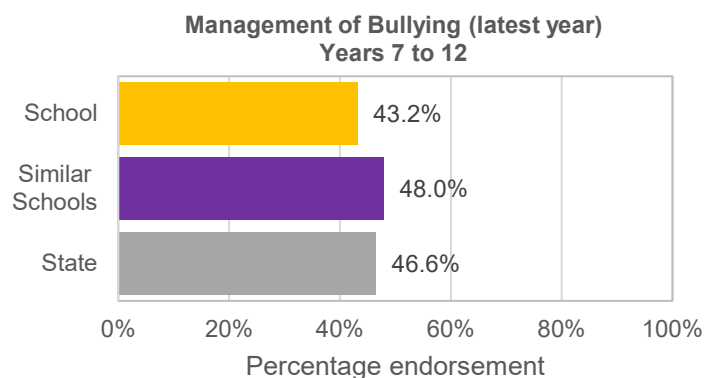


### Student Attitudes to School – Management of Bullying

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:	43.2%	47.8%
Similar Schools average:	48.0%	52.1%
State average:	46.6%	51.0%



## ENGAGEMENT

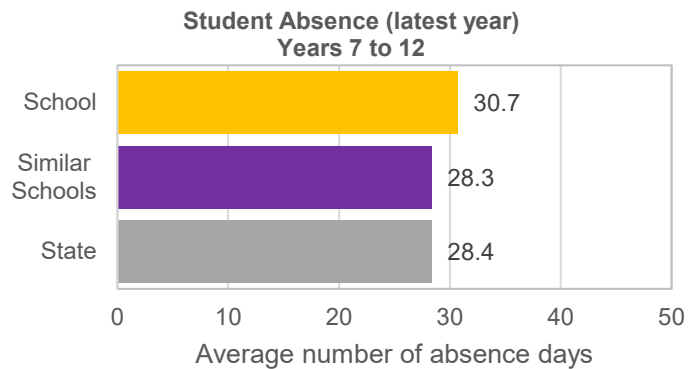
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	30.7	22.3
Similar Schools average:	28.3	23.8
State average:	28.4	23.8



### Attendance Rate (latest year)

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

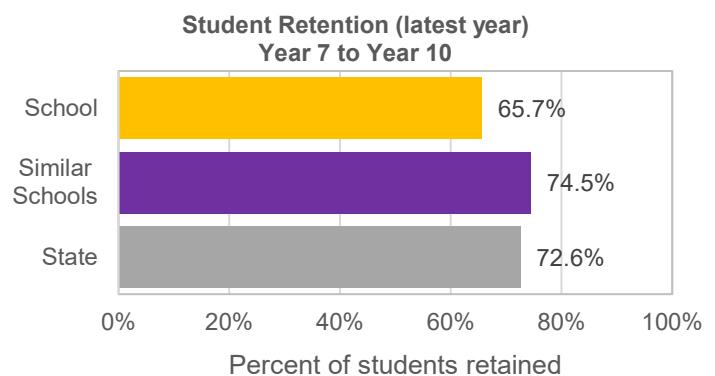
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	83%	81%	86%	86%	85%

### 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:	65.7%	68.1%
Similar Schools average:	74.5%	75.2%
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:

72.7%

83.7%

Similar Schools average:

90.1%

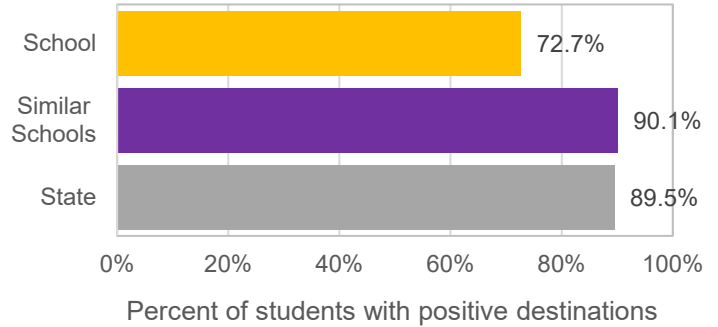
90.8%

State average:

89.5%

89.5%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$16,354,758
Government Provided DET Grants	\$2,405,900
Government Grants Commonwealth	\$0
Government Grants State	\$1,130
Revenue Other	\$417,799
Locally Raised Funds	\$453,486
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$19,633,073</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,941,516
Equity (Catch Up)	\$163,494
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,105,010</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,836,758
Adjustments	\$0
Books & Publications	\$4,123
Camps/Excursions/Activities	\$111,352
Communication Costs	\$30,889
Consumables	\$406,357
Miscellaneous Expense <sup>3</sup>	\$116,382
Professional Development	\$56,067
Equipment/Maintenance/Hire	\$402,088
Property Services	\$551,435
Salaries & Allowances <sup>4</sup>	\$519,450
Support Services	\$578,067
Trading & Fundraising	\$23,754
Motor Vehicle Expenses	\$219,577
Travel & Subsistence	\$0
Utilities	\$164,784
<b>Total Operating Expenditure</b>	<b>\$20,021,084</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$388,011)</b>
<b>Asset Acquisitions</b>	<b>\$12,880</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	\$5,867,648
Official Account	\$138,413
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$6,006,061</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$469,909
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$709,622
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$500,000
Asset/Equipment Replacement < 12 months	\$228,900
Capital - Buildings/Grounds < 12 months	\$1,722,200
Maintenance - Buildings/Grounds < 12 months	\$256,054
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$1,578,397
Maintenance - Buildings/Grounds > 12 months	\$930,917
<b>Total Financial Commitments</b>	<b>\$6,475,999</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.*