

2023 Annual Report to the School Community

School Name: Williamstown High School (8475)



- 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 08:02 AM by Giorgio Catalano (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 28 March 2024 at 09:28 AM by Kane Harnden (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

The Yalukit-willam clan of the Kulin nation were the first people to live where Williamstown High School's two campuses are situated, and they called the area "koort-boork-boork", meaning "She-oak, She-oak, many", referencing the abundance of She-oak trees across the Hobson's Bay municipality. The school first opened under local council as a grammar school in 1867, and came under the auspices of the state education department in late 1914, after which it adopted the red, black and yellow colours of Belgium, then besieged by German troops. The old seafaring term 'Hold Fast' became the school's motto to encourage students' commitment to their education. To honour this history, the school creates a dynamic learning culture that promotes integrity, innovation and the individual, and that values:

- excellence and creativity in our achievements and ambitions
- integrity and honesty in our actions and relationships
- diversity in our curriculum, in each other and in our community
- strong and open communication between our school and our homes, and between our teachers, our students and our families
- a commitment to social justice and a passion to protect and improve our environment and our community

Our 125 teachers and 30 ES staff support our approximately 1500 students to "Be Respectful, Be a Learner and Be Safe" - a message we have carefully crafted as a lead school in School Wide Positive Behaviours Support (SWPBS), and which is visible throughout the school environment. The school has a low level of social-educational disadvantage in the student population.

We offer Accelerated Learning and Sports programs, dynamic instrumental music, visual and performing arts programs, and French and Indonesian programs with sister-school arrangements. At Year 9, students engage in the Immersion Program for 40% of their class time over one term where they have the agency and ownership to set the direction of their learning in their 'Make a Difference' ('MAD') projects. A wide range of VCE, VET and VCAL studies are also offered, with study scores and destination data reflecting continual success and improvement. The flexible curriculum also allows students to begin VCE/VET studies in Year 10 and Year 11 students ready to meet the challenge of VCE are encouraged to undertake a Unit 3/4 study.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2023 goal to "extend the achievement and learning growth of every student across the school" continued to be supported by a range of improvement strategies, not least by our efforts to enhance the 'wellbeing of learning' by strengthening our Year Level Coordinator pairings with relevant teams, resulting in a more orderly learning environment. We maintained a figure above the 'Similar Schools' average for our Teacher Judgment data for *School percentage of students at or above age expected standard* for Years 7-10 in English and Mathematics. Our ability to maintain figures above similar schools and the state is assisted by our moderation processes and consistent use of developmental rubrics. The Tutor Learning Initiative (TLI) also supported an individual and small group student focus.

The NAPLAN 2022 and 2023 tests are not comparable due to changes made in the test. Year 9 Reading for *School percentage of students in Strong or Exceeding* at WHS reached 74.8%, appearing strong against a State Average of 60%, however was a little below Similar Schools. Similar results were evident for Year 9 Numeracy with WHS at 74.8%, the State Average at 59.9% and Similar Schools at 78.6%. Maths staff engaged in network professional development with Dr Margarita Breed with a focus on identifying gaps and differentiation to continue to build and improve on results. Year 7 and 9 2023 NAPLAN data-identified students needing additional support were tutored by experienced teachers. Year 8 Students (identified from PAT data as no NAPLAN in Year 8) were targeted for the TLI in Term 4 in preparation for 2024 NAPLAN.

Literacy initiatives were implemented including:

- competition prizes being awarded and announced at school assemblies
- an anthology of student work was published and distributed to winners
- at each campus library, writer's workshops and student celebrations were also held for participants
- after school tutoring with Alumni Mentors was shared between English and Maths staff for weekly student support

At VCE level, we saw a 98.7% VCE completion rate, which was higher than Similar Schools (98.1%) and the State Average (96.6%). As of 2023, the Victorian Senior Secondary Certificate completion rate includes VCE and also VCE Vocational Major figures, so while considering this as a factor in affecting the figures, we gained 0.1% compared to 2022 (98%). Our Mean Study Score remained steady at 32.0, and we set a WHS record with 12 percent of our students' study scores being over 40. An ATAR of over 90 was achieved by 28 students, and 65 percent received an ATAR over 70. We had perfect study scores of 50 in English

Literature, Media, Outdoor & Environmental Studies, and Creative & Digital Media (VCE VET). Our dux had an ATAR of 99.15. Our continued support of senior school students and their preparation for VCE is supported well by our Alumni Tutoring Program, the TLI and MYLNS progress class, VCE revision lectures, trial exams and the VCE VASS Data Reflection process.

Wellbeing

The WHS *Sense of Connectedness* figure was at 48.5% for 2023, and remains above the Similar Schools Average (47.3%) and State Average (45.3%). Strategies implemented across the school to strengthen student pride such as the following help to elevate student voice:

- end of term awards (academic and citizenship)
- SRC representatives reports in our W-files newsletter twice a term to celebrate student achievement
- providing badges to student leaders so they are identifiable and promote student voice
- fortnightly student acknowledgement for positive posts
- promoting student voice in staff PL via recordings
- student-led themed days (IDAHOBIT, Harmony day, International Women's Day)

There was a decrease in *Management of Bullying* data across schools statewide, also for Similar Schools for years 7-12, and also reflected at WHS with 43.4%. In response, the school has introduced and continued several initiatives like:

- developing an anti-bullying flowchart in consultation with various stakeholders including parents, students and staff
- building the capacity of all staff to respond to bullying incidents through a whole school curriculum day focus
- years 7-12 Homegroup Curriculum Mapping and refinement (with anti-bullying lessons added)
- regular timetabled Tier 3 meetings
- coordinator handover for all year levels
- continued opportunities during staff breakout to discuss students of concern/need
- planning to increase YLC time in 2024
- plan to employ full time Youth Worker in 2024

Focus groups of students ran with Leading Teachers and Principals visiting every homegroup to get feedback on the bullying flowchart to improve it. The importance of building positive relationships with students was also highlighted in year level team meetings and through communication with homegroup teachers. An SWPBS induction program occurred for new staff to the school and there was strong emphasis on the revised class behaviour trackers with a focus on SWPBS expectations.

Engagement

The *School average number of absence days* is 19.6 - pleasingly below Similar Schools (22.6) and well below the State Average (28.4). It is also lower than our 2022 average of 19.9 indicating that we have remained steady or have improved in attendance percentages from years 7-12 when compared to previous years' data. *Student Retention from years 7-10* has also increased for 2023 with 85.8% retention, this being higher than Similar Schools (79.6%), the State average (72.6%), our 2022 retention figure (82.3%) and our four year average (85.2%). *School percent of students to further studies or full-time employment* was at 92.7% for 2022 compared to 88.3% for 2021, and this was also higher than the State average (89.5%) and just below Similar Schools (93.7%).

Strategies that assisted engagement included:

- building the capacity of staff to form strong, positive relationships with their homegroup students and parents
- attendance awards at assemblies
- YLC tracking sheets
- Alumni Mentor program supported by YLC discussions with parents and students encouraging attendance to these after school library sessions
- staff tracking student attendance and supportive discussions at college meetings
- tracking sheets at each year level
- Attendance officer role has been redefined for greater role clarity
- Office staff making phone calls home during early morning if students are absent and recording this on Compass
- Positive posts from staff for students

Other highlights from the school year

Our Alumni Mentors program has been a particular highlight, with Mentors working across Mondays and Wednesdays at the Pasco Campus, and Wednesdays at the Bayview Campus. Attendance to both the program and the extended library hours saw 23

students on average in each session across Term 1 & 2 at the Pasco Campus. Attendee figures varied depending on term timing (ie - beginning or end), particularly if a particular cohort was away and if a major assessment was running when the session is on (e.g General Mathematics After School SAC). Successes have included helping the Year 12 English students for their English Oral presentations, creating study groups where an Alumni Mentor helps a group of students towards a particular goal such as in Year 10 Mathematics, Year 12 Media, Year 11 Specialist Mathematics and Year 12 Outdoor Education. Linking the Alumni Mentors with the VCE Masterclass program so they presented to the Year 12 English Language, Year 12 Accounting and Year 12 Maths Methods students worked very well. Alumni Mentors also had a role in assisting the school to supervise for Year 10 Camp and Outdoor Education camps.

Another pleasing highlight was that our efforts to create a more inclusive culture are being recognised, with data on *Respect for diversity* and *Perceptions of LGBTIQ* improved from 2022 - something we are looking to continue via our ongoing efforts in these areas. New toilet facilities for senior students to the value of \$50000 were also installed with DET funding. Our new Performing Arts and Study Centre projects progressed, with a projected completion date of end of Term 1, 2024. At the Bayview Campus, new Instrumental Music Pods have been established in response to growing numbers of students interested in the program. Room 13 at the Bayview Campus is to become our new "STEAM Education Centre" with refurbishment works taking place so the room can begin to operate with a Virtual Reality focus in Year 8 English and Year 7 Humanities in 2024.

Financial performance

Williamstown High School maintained a sound financial position throughout 2023. The school continued to manage both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. The SSP and AIP continue to provide the framework for efficient and effective resource allocation to support the school and achieve student outcomes.

The annual result for 2023 is a Net Operating Surplus of \$263,102 which is only 1.305% of the Total Operating Revenue. The surplus only relates to the Total Operating Revenue less the Recurrent Expenditure for the school and does not include the Asset Acquisitions of \$632,060.

Our locally raised funds increased from 2022 by \$210,5097, and our community continued to support the parent contribution structure as we reached a collection rate of 76.95%. The community were also involved in our fundraising events run throughout the year, supporting the Families and Friends Association and School events such as the School Production and music concerts.

The school continued to invest in upgrading facilities, grounds and assets. The cost of maintaining the buildings and sites has been a significant factor for us in terms of distribution of funds and spending. Equity Funding of \$101,276 for 2023 continued to be used for staffing and resources in extensive literacy, mathematics support and programs for all students.

Overall, it was another successful year, and we are looking forward to continuing strengthening our budgets and financial processes.

For more detailed information regarding our school please visit our website at

<https://www.willihigh.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 1494 students were enrolled at this school in 2023, 690 female and 791 male.

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

Overall Socio-Economic Profile

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

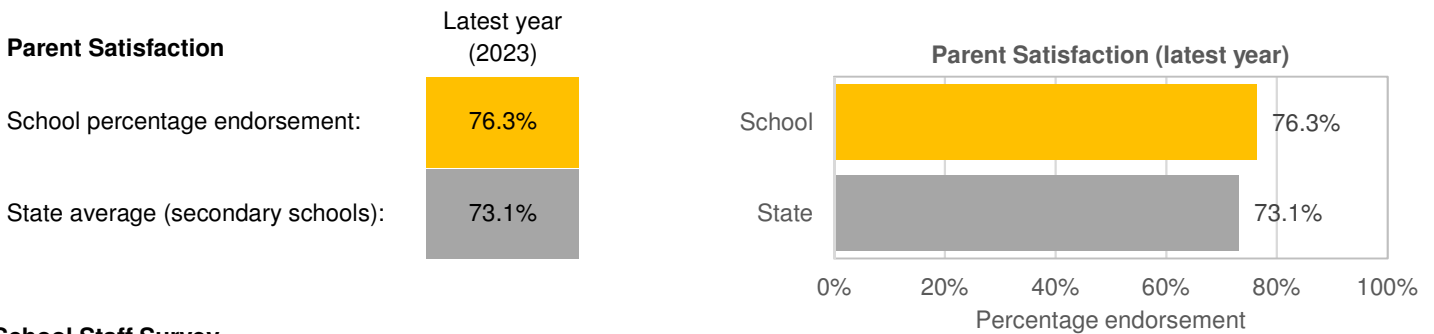
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

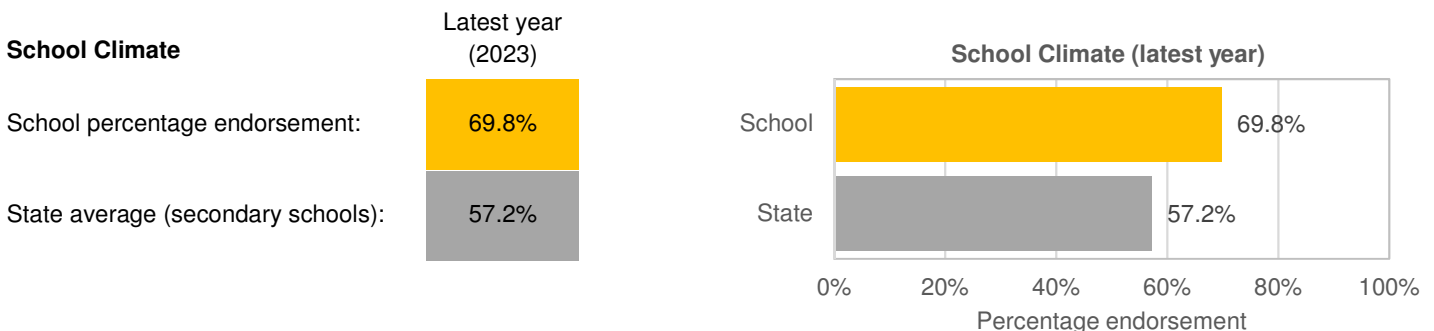


School Staff Survey

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

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

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



LEARNING

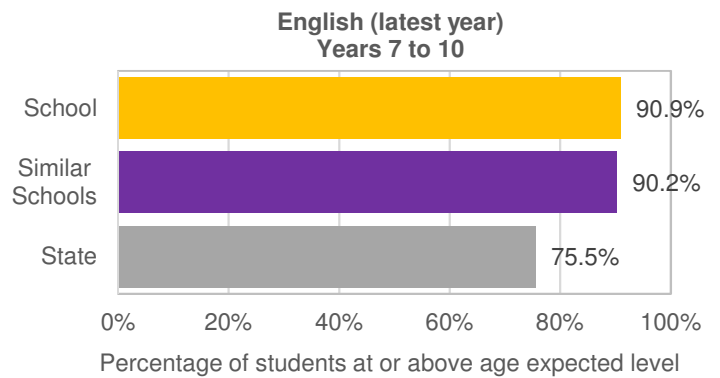
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

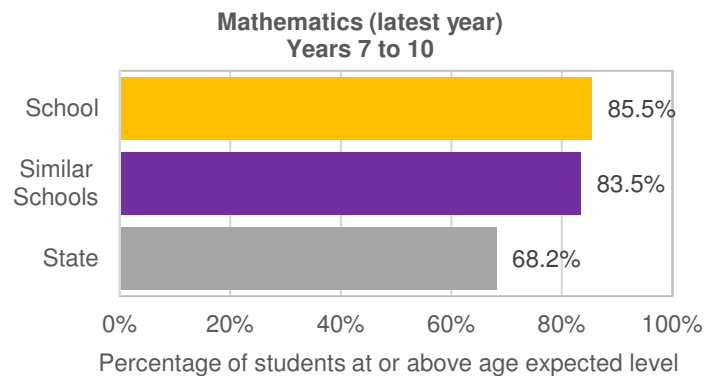
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	90.9%
Similar Schools average:	90.2%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	85.5%
Similar Schools average:	83.5%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.7%

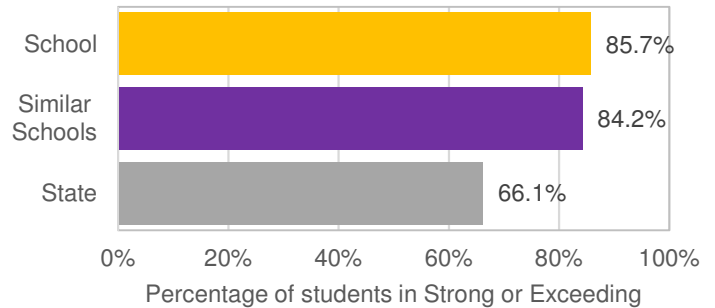
Similar Schools average:

84.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.8%

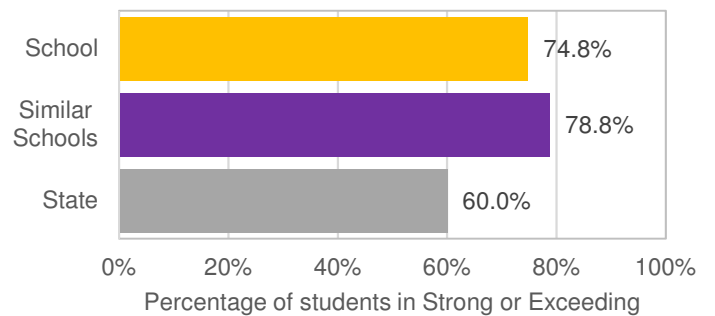
Similar Schools average:

78.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.9%

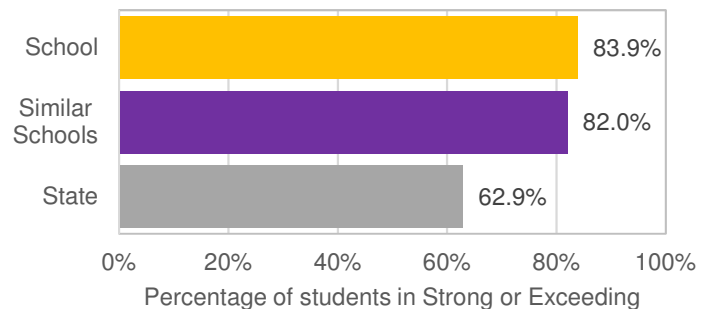
Similar Schools average:

82.0%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.8%

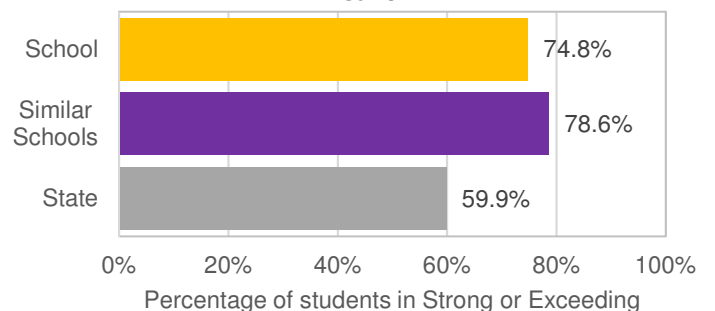
Similar Schools average:

78.6%

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:

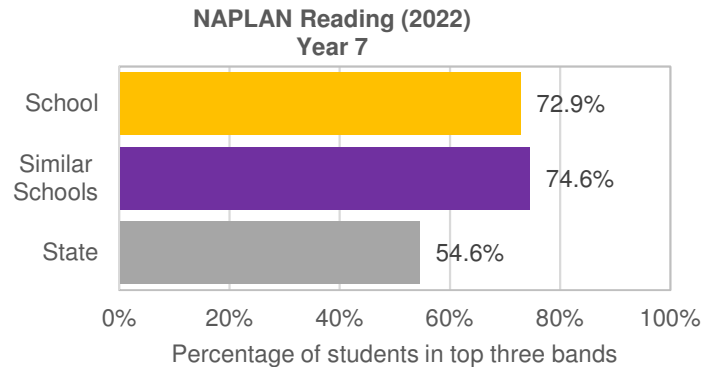
72.9%

Similar Schools average:

74.6%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

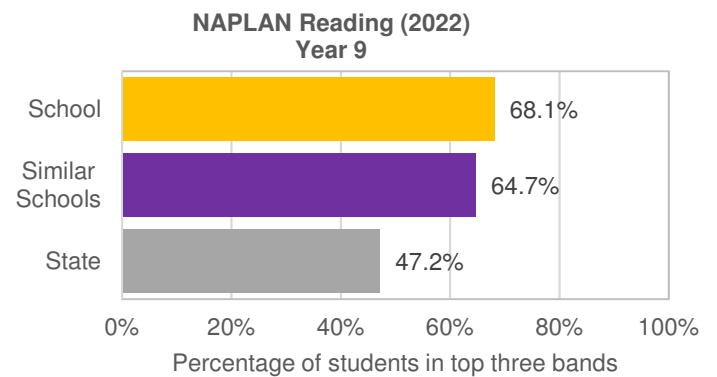
68.1%

Similar Schools average:

64.7%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

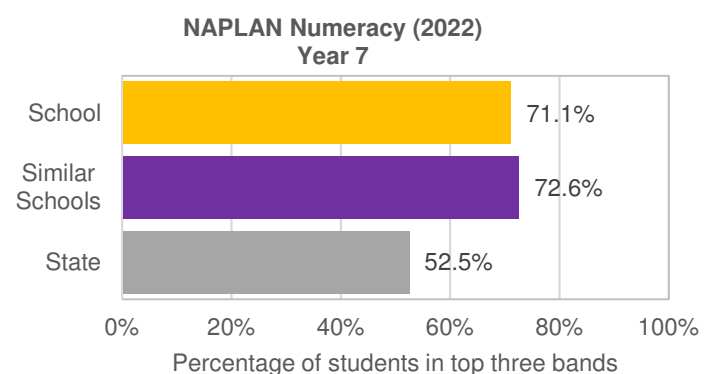
71.1%

Similar Schools average:

72.6%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

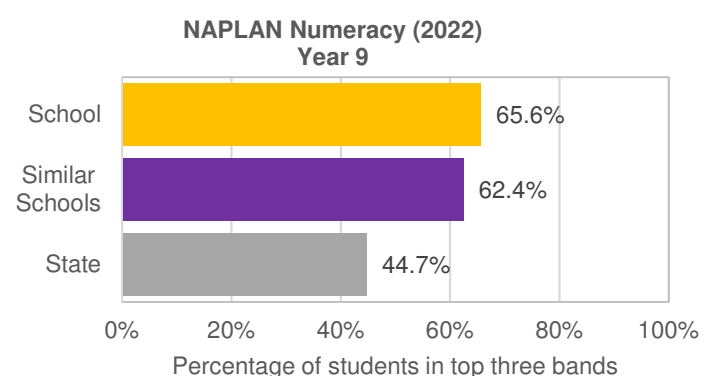
65.6%

Similar Schools average:

62.4%

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

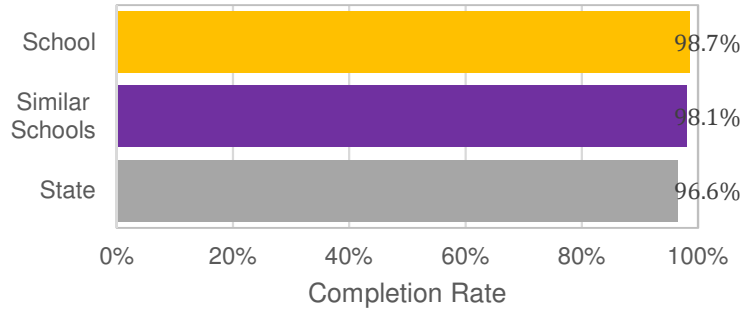
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.7%	98.8%
Similar Schools completion rate:	98.1%	97.9%
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

33

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:

28%

Percentage VET units of competence satisfactorily completed in 2023:

84%

WELLBEING

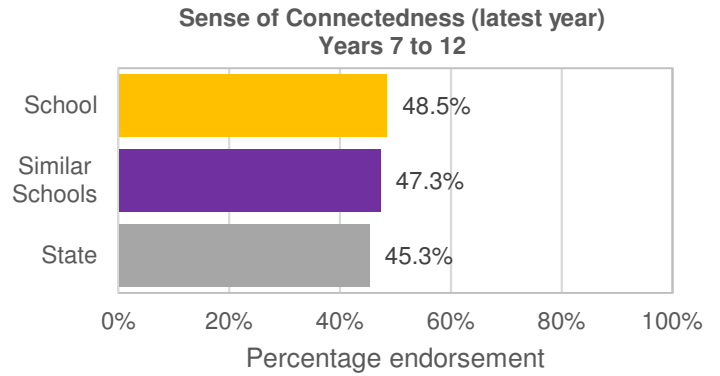
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	48.5%	56.7%
Similar Schools average:	47.3%	51.5%
State average:	45.3%	49.9%

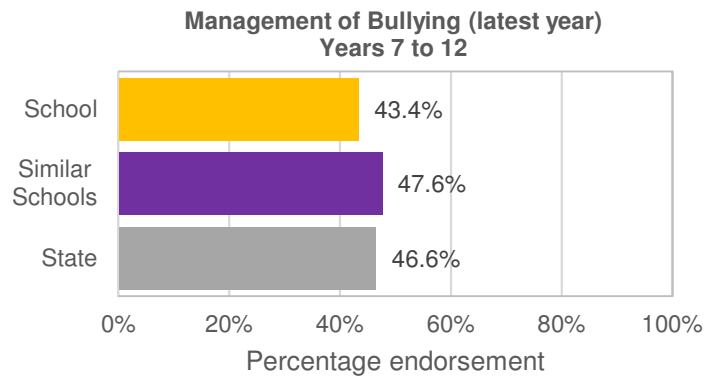


Student Attitudes to School – Management of Bullying

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:	43.4%	49.5%
Similar Schools average:	47.6%	52.0%
State average:	46.6%	51.0%



ENGAGEMENT

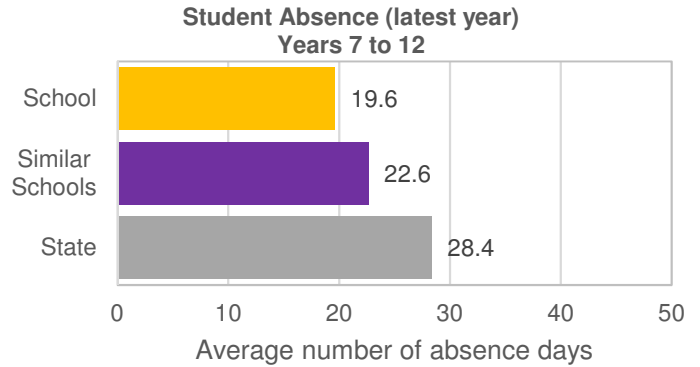
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	19.6	15.7
Similar Schools average:	22.6	18.3
State average:	28.4	23.8



Attendance Rate (latest year)

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

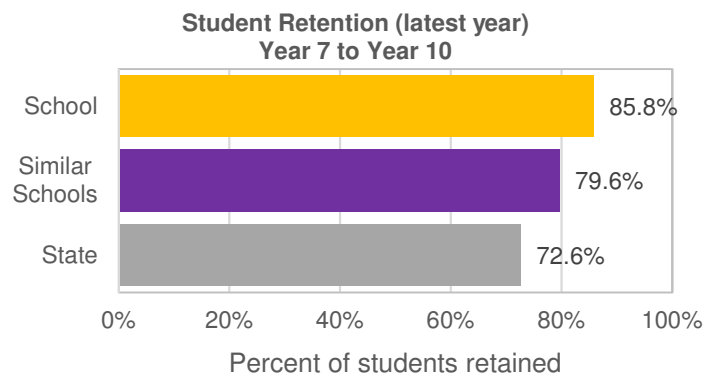
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	90%	89%	90%	90%	91%	91%

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:	85.8%	85.2%
Similar Schools average:	79.6%	81.2%
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.*

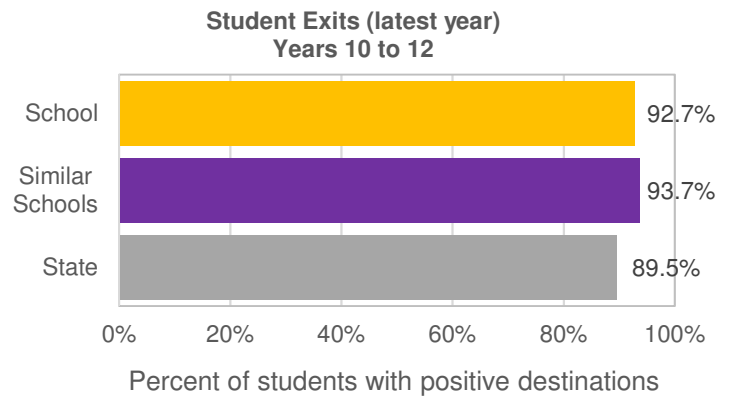
Students exiting to further studies or full-time employment

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:	92.7%	93.8%
Similar Schools average:	93.7%	95.3%
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	\$16,359,007
Government Provided DET Grants	\$1,830,349
Government Grants Commonwealth	\$13,244
Government Grants State	\$35,834
Revenue Other	\$115,239
Locally Raised Funds	\$2,070,307
Capital Grants	\$12,734
Total Operating Revenue	\$20,436,713

Equity ¹	Actual
Equity (Social Disadvantage)	\$77,405
Equity (Catch Up)	\$23,871
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$101,276

Expenditure	Actual
Student Resource Package ²	\$16,303,178
Adjustments	\$0
Books & Publications	\$22,609
Camps/Excursions/Activities	\$1,119,363
Communication Costs	\$20,750
Consumables	\$344,798
Miscellaneous Expense ³	\$316,591
Professional Development	\$122,923
Equipment/Maintenance/Hire	\$309,185
Property Services	\$388,116
Salaries & Allowances ⁴	\$442,730
Support Services	\$478,492
Trading & Fundraising	\$143,845
Motor Vehicle Expenses	\$17,423
Travel & Subsistence	\$2,549
Utilities	\$128,325
Total Operating Expenditure	\$20,160,878
Net Operating Surplus/-Deficit	\$263,102
Asset Acquisitions	\$632,060

- (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	\$847,119
Official Account	\$223,627
Other Accounts	\$53,844
Total Funds Available	\$1,124,590

Financial Commitments	Actual
Operating Reserve	\$586,990
Other Recurrent Expenditure	\$0
Provision Accounts	\$12,503
Funds Received in Advance	\$334,735
School Based Programs	\$66,539
Beneficiary/Memorial Accounts	\$13,403
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,448
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$224,237
Capital - Buildings/Grounds < 12 months	\$218,519
Maintenance - Buildings/Grounds < 12 months	\$217,963
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$53,843
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,730,179

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.