

2023 Annual Report to the School Community

School Name: Warragul Regional College (8827)



- 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 30 April 2024 at 10:46 AM by Nicole Pryor (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 02:02 PM by Cherie Howe (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

Warragul Regional College is a medium sized rural secondary college catering for just under 800 students in years 7 - 12. The College is set on 50 acres of beautifully landscaped gardens and as it is sited on one of the highest points of the township; the College is known as the School on the Hill. Warragul Regional College has a proud history and celebrated its centenary in 2011. Warragul is 100 kilometres from Melbourne in one of the fastest growth areas of the State.

VISION: Warragul Regional College will be the school of choice for our community because we will develop talents, nurture curiosity and empower individuals to follow their passion. To do this we will be more like a garden than a factory – we will nurture the learning experience suited to each student. We believe learning is growing.

MISSION: The purpose of Warragul Regional College is to provide for active, creative engagement in learning within a safe, caring environment.

OBJECTIVE: Through diverse curriculum we endeavour to develop personal skills and promote excellence. Our aim is to enable all students to effectively participate in a rapidly changing world.

VALUES: Warragul Regional College's values are Care, Achievement, Respect and Effort.

At Warragul Regional College we value:

- Community: We take care of each other
- Achievement: We strive for excellence
- Respect: We respect people and property
- Effort: We work hard We expect all members of our learning community to demonstrate these values every day.

Our staffing profile comprises a Principal, 3 Assistant Principals, 1 Higher Duties Assistant Principal, 47 EFT teaching staff including 4 leading teachers and 5 learning specialists, and 20 EFT education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Significant changes have been made at WRC with regards to introducing a response to intervention model for the teaching of reading and spelling. This is evidenced through the reading support program and Year 7 and 8 English curriculum model. Tier 1 of the RTI model is addressed through explicitly teaching reading comprehension strategies, spelling, phonemic awareness and phonics in the classroom. Students receive 1 hour of structured reading instruction and 3x 15 minutes of structured spelling instruction each week, leaving the remaining time to complete content related to text studies and such. Tier 2 is addressed through the use of the MacqLit withdrawal program whereby small group intervention is delivered in the areas of phonemic awareness, phonics, fluency, vocabulary instruction and comprehension instruction. Lastly, Tier 3 is met with the MacqLit program for intensive 1:1 support for our students who are significantly behind in their literacy. The withdrawal literacy program has grown considerably from its first iteration which saw only 12 students cycle through it to now catering for 36+ students per 12-18 month period. Year 9 NAPLAN Reading results show 61% students at strong or exceeding this is above the state average.

Numeracy is in the second year of implementation of a whole school plan and focused on Problem Solving strategies and activities in the classroom. NAPLAN preparation exposed students to the style of questions with activities linked to real world problems. Students who engaged willingly in the MYLNS program showed PAT growth. Year 9 NAPLAN Numeracy results – 53% students in exceeding or strong above similar schools.

VCE completion rate for VCE improved to 96.3%. We had high rates of students moving to apprenticeships and traineeships from the VCE-VM program.

Unfortunately, with staff shortages the TLI program was impacted heavily.

The school continued to develop Professional Learning Communities (PLC), and successful PLCs ran across all curriculum areas.

We have CANVAS courses for all subjects. All Common Assessment Tasks (CAT's) and summative reporting has been completed on CANVAS. We have increased the feedback on CANVAS and differentiation for students.

Wellbeing

Our wellbeing team has grown substantially since 2019 to support our changing demographic of students and families who are needing greater access and support to mental health supports. This increase in team members has allowed us to move into the proactive space in 2022 and 2023 running multiple proactive programs targeted at whole school, cohort and small group to address the specialised needs of the students.

Our wellbeing team is now located with our student management team to create our Student Services Hub. This is centrally located within the school in our STEAM Building allowing an integrated approach to Learning and Wellbeing with a wrap around service for students.

Programs exist at Tier 1, 2 and 3 in the areas of; relationships, cultural inclusion, community connection, drugs and alcohol, mental health, and social inclusion.

Our Student Services Hub consists of Wellbeing Leader, Mental Health Practitioner, Behaviour Analyst and Intervention teacher, two counsellors, Chaplain, Koorie Student Advocate, trainee advocate, two therapy dogs, two Student Advocates, three sub school leaders (Leading Teachers), a team assistant, and the team is supported by an Assistant Principal.

Student Voice and Agency is exemplified with student driven events and learning supported by the team. Examples include, Push Up Challenge, Sorry Day, NAIDOC week, IDAHOBIT, and Live4Life crew.

The percentage of positive endorsement in Emotional awareness and regulation (Years 7-12) placed the school at the Embedding level in the Wellbeing Supplementary Report.

Engagement

In 2023 our student rewards and Student of the month program continued to grow with student input based on our values of community, achievement, respect and effort.

During 2023, many students disengaged from AToSS due to its length, and this has impacted negatively on results. Student Focus Groups targeted the areas of 'learning environment' and 'student voice'. Check in points through the year voiced the positivity of the growing programs from the wellbeing team and support groups through the school. Programs that were continued and further developed included lunchtime activities, Live4Life crew, and the enhancement of the careers team.

Koorie Student Focus groups have led to the Aboriginal Education and Wellbeing Safety Plan, and the development of Acknowledge of Country student displayed artwork, the repainting of our totem poles and more Indigenous perspectives through the curriculum.

2023 saw the introduction of teacher mentors for senior students, anecdotal evidence has been positive and has allowed each student targeted guidance and support and to be known by a significant adult in the school. Care Group teachers also provide a significant adult at year 7 - 10. SOLE processes are regularly reviewed with students and communicated to staff, students, and families.

School Student Leaders include the year level leaders and School Captains, bus Captains and peer support leaders, Duke of Edinburgh leaders and House Captains. The student leaders in the school meet weekly and coordinate projects and activities dependent on student interests. They have lead NAIDOC celebrations, fundraisers, and a College Basketball tournament. Students have taken changes to uniform to School Council and have initiated changes to the uniform policy. Other significant programs include School for Student Leadership, Live for Life, Duke of Edinburgh, Bronze, Silver Gold, GRIP Leadership Conference and Peer Support Program.

At Risk students have been engaged in Blackwood Annex Program, GOTYA, Project ROCK-IT, and Ladder. An outreach worker was engaged 2 days a week to support students with chronic absences.

Extra Curricular activities included; the art show, year 7 camp, outdoor education camps, the theatre production, athletics and swimming sports day and interschool sports. In 2023 the College continued year level celebration days at the end of each term, and whole school celebration days at the end of the year to facilitate peer-connectedness and support staff and student relationships.

Other highlights from the school year

In 2021 we commenced the planning and design of our new Resource Centre, Media Art Design Centre and amphitheatre and Sports court. The building was completed in February 2023. Classrooms have 20-point touch Digital TVs, hearing augmentation speaker systems, moveable and adjustable furniture as well as soft furnishings. Our Integrated Arts Centre has a Digital Laser Projector, full green screen, lighting bar, digital sound bar, four-wireless mic system, and live stream and recording capabilities. The buildings are enhanced by the natural green landscape and new landscaping which can be seen from the entrance to the building and outdoor deck. Our Art classes have full benefit of the natural surrounds for inspiration as they apply digital technology, soft textiles and clay skills. The art department has a 'state of the art' kiln. Student focus groups and student leaders provided feedback on the placement and style of indoor and outdoor furnishings. This enabled us to enhance seating, outdoors and indoors across the College including shade sails. The resource centre houses our library and senior study space with break out rooms for small group activities. There is also a small coffee area and outdoor deck for staff and students. New lockers have also been provided. The staff room has also been re-furnished.

We enhanced our VETis support with Film, Screen and Media and purchased 20 top level computers for design and animation plus extension and replaced our 3D printers for our 'Integrated Technology' classes.

Financial performance

The College has completed 2023 with a \$737,819 SRP Credit surplus. The College was understaffed by 5 teachers through the year and spent \$485 000 in CASH budget on Staff replacements (CRT). All Equity and Tutor Learning Initiative funding was spent to support students and the College continued the staffing restructure to support and provide extra supports into reading intervention and wellbeing. In 2023 the College build project was completed and we acquitted all received grants for furniture and IT equipment that is reflected in the cash budget and further enhanced spaces and technology with college Cash funds. The College is the lead school for West Gippsland Trade Training Alliance (WGTTA) and this is represented in the Funds for Committees/ Shared Arrangements and Revenue sections of the Financial Performance and Position Report. The WGTTA support many programs including Trade Pathways Programs and Special Trade Pathways Programs for schools.

For more detailed information regarding our school please visit our website at <https://wrc.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 762 students were enrolled at this school in 2023, 387 female and 375 male.

1 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

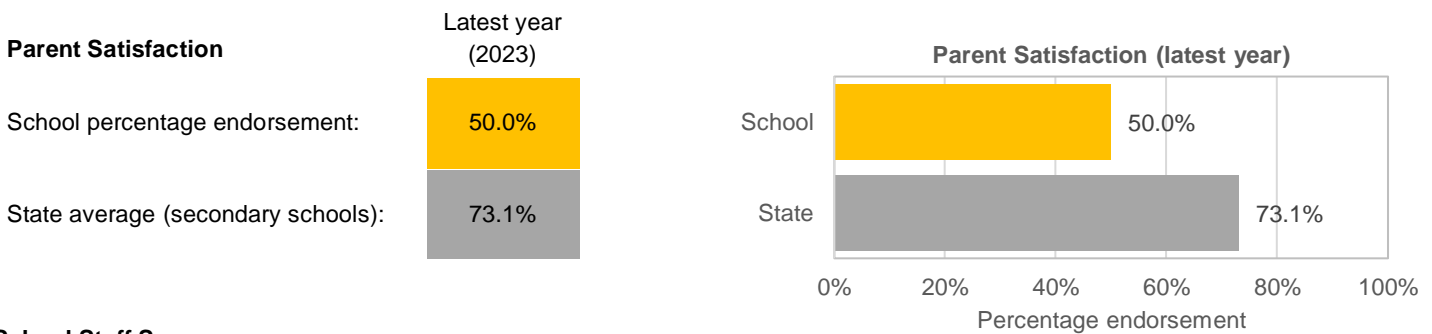
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

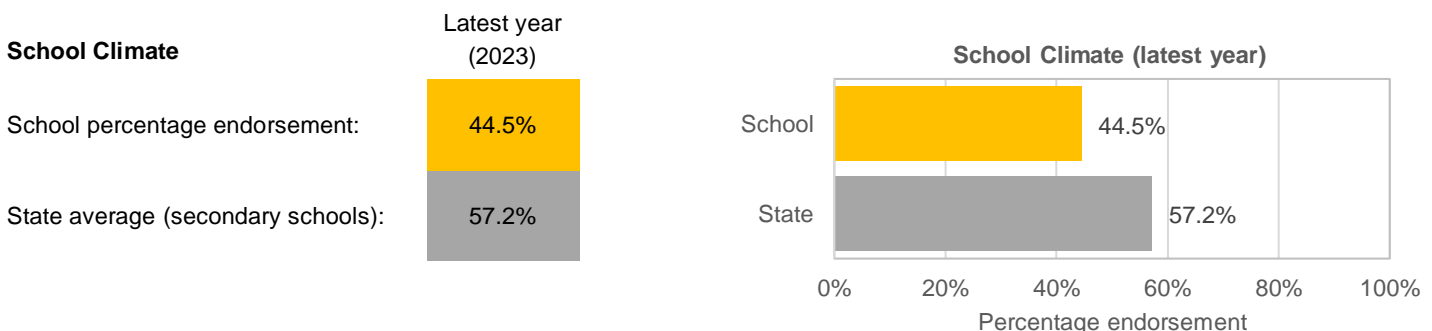


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

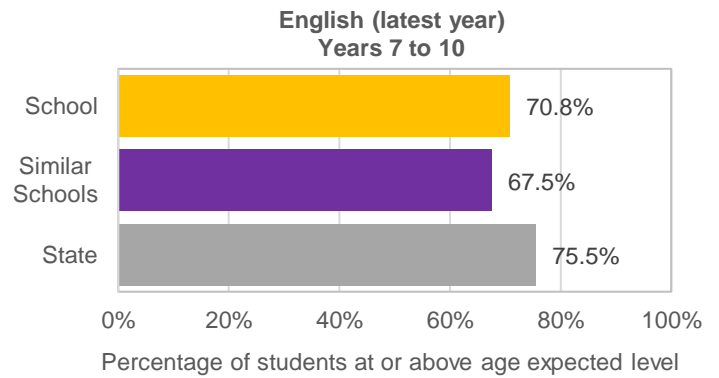
Latest year
(2023)
70.8%

Similar Schools average:

67.5%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

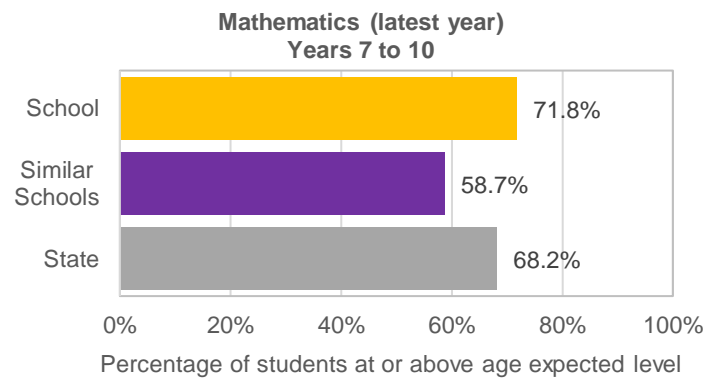
Latest year
(2023)
71.8%

Similar Schools average:

58.7%

State average:

68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.5%

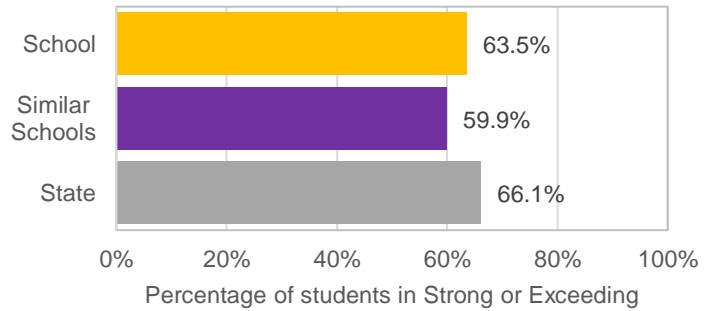
Similar Schools average:

59.9%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.0%

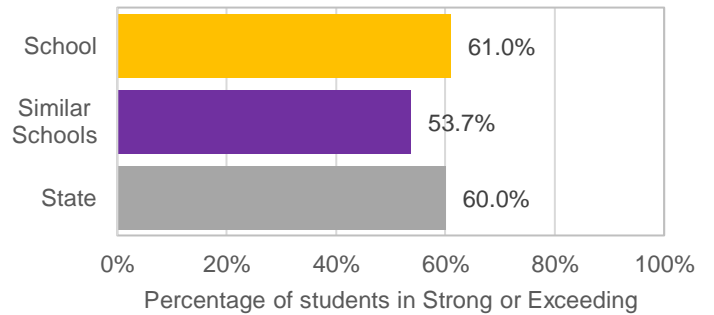
Similar Schools average:

53.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.5%

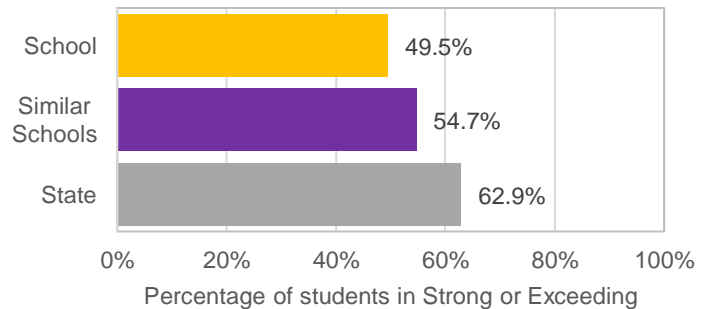
Similar Schools average:

54.7%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.4%

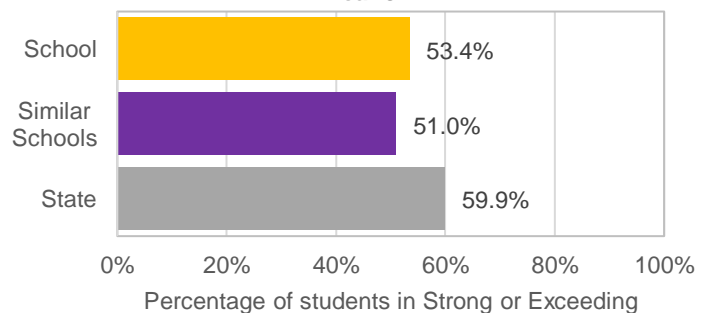
Similar Schools average:

51.0%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

45.0%

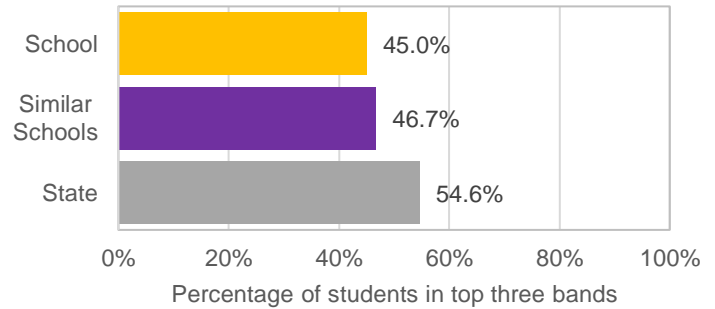
Similar Schools average:

46.7%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

44.5%

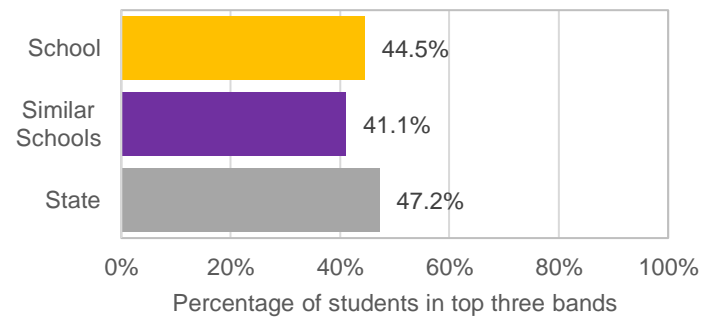
Similar Schools average:

41.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

42.0%

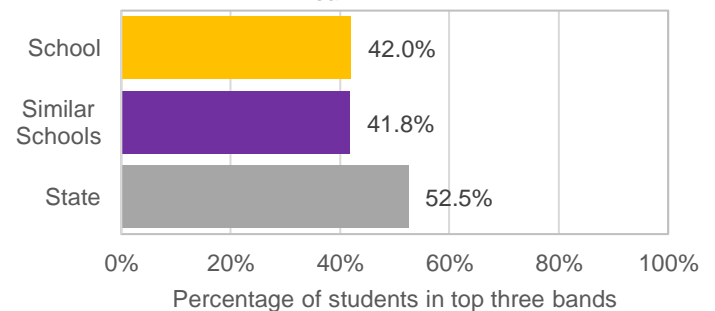
Similar Schools average:

41.8%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

36.6%

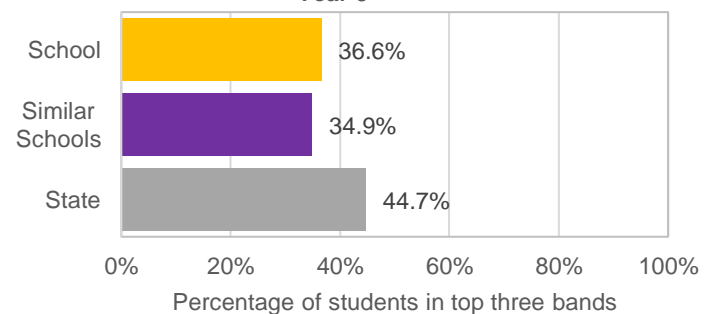
Similar Schools average:

34.9%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

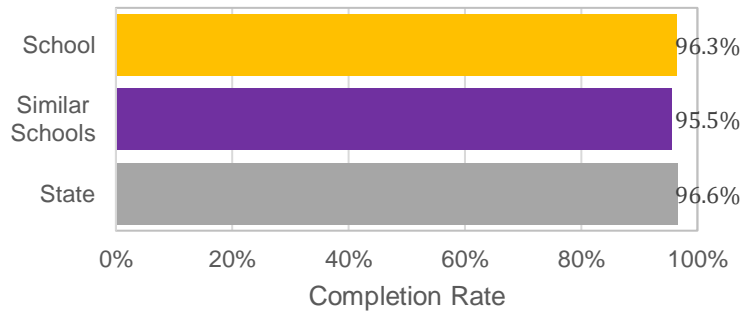
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	96.3%	95.1%
Similar Schools completion rate:	95.5%	95.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.2

Number of students awarded the VCE Vocational Major

11

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:

26%

Percentage VET units of competence satisfactorily completed in 2023:

85%

WELLBEING

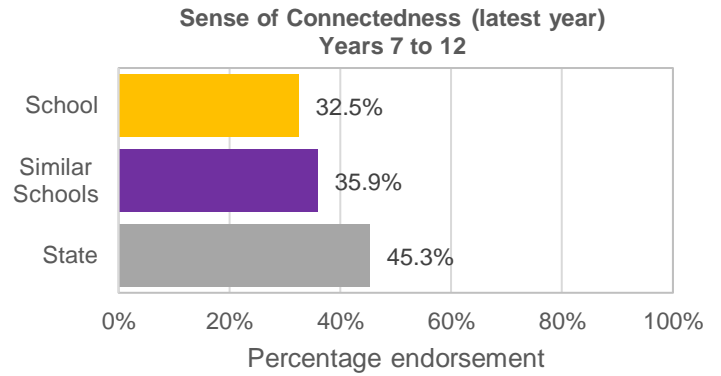
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	32.5%	37.4%
Similar Schools average:	35.9%	40.5%
State average:	45.3%	49.9%

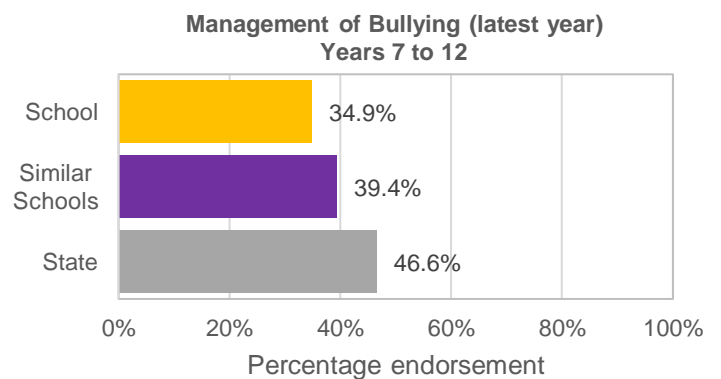


Student Attitudes to School – Management of Bullying

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:	34.9%	40.6%
Similar Schools average:	39.4%	43.5%
State average:	46.6%	51.0%



ENGAGEMENT

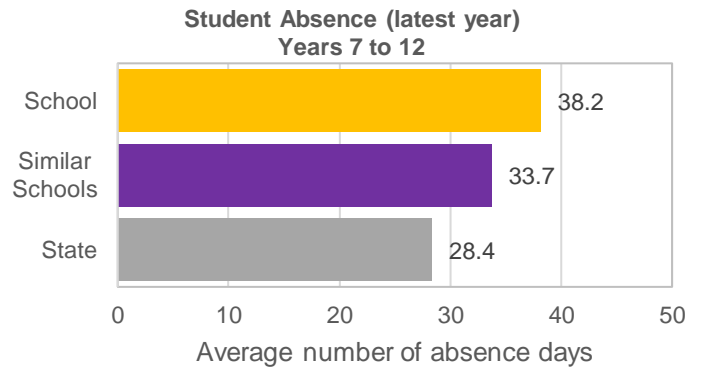
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	38.2	28.4
Similar Schools average:	33.7	29.2
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.

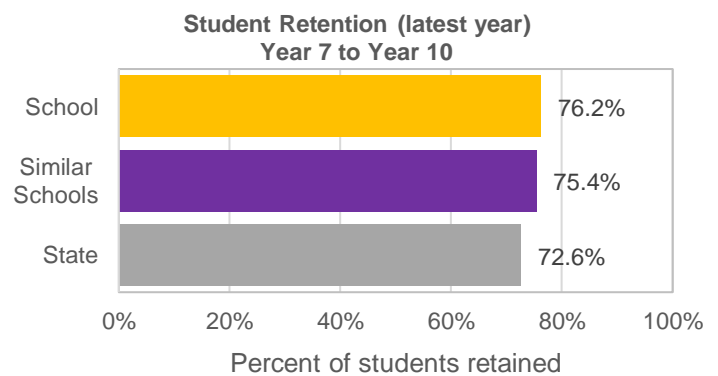
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	78%	78%	81%	82%	84%

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:	76.2%	71.7%
Similar Schools average:	75.4%	76.6%
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.*

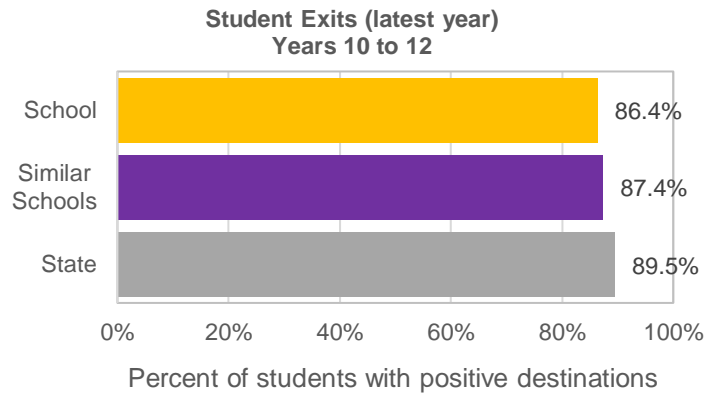
Students exiting to further studies or full-time employment

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:	86.4%	89.6%
Similar Schools average:	87.4%	86.9%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,479,653
Government Provided DET Grants	\$1,855,257
Government Grants Commonwealth	\$2,000
Government Grants State	\$0
Revenue Other	\$353,570
Locally Raised Funds	\$845,799
Capital Grants	\$0
Total Operating Revenue	\$12,536,279

Equity ¹	Actual
Equity (Social Disadvantage)	\$312,574
Equity (Catch Up)	\$71,732
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$384,306

Expenditure	Actual
Student Resource Package ²	\$8,813,689
Adjustments	\$0
Books & Publications	\$4,915
Camps/Excursions/Activities	\$138,800
Communication Costs	\$40,828
Consumables	\$261,189
Miscellaneous Expense ³	\$40,668
Professional Development	\$39,913
Equipment/Maintenance/Hire	\$459,075
Property Services	\$471,585
Salaries & Allowances ⁴	\$206,816
Support Services	\$936,663
Trading & Fundraising	\$210,687
Motor Vehicle Expenses	\$1,062
Travel & Subsistence	\$0
Utilities	\$172,570
Total Operating Expenditure	\$11,798,460
Net Operating Surplus/-Deficit	\$737,819
Asset Acquisitions	\$101,413

- (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	\$2,915,861
Official Account	\$438,182
Other Accounts	\$11,120
Total Funds Available	\$3,365,163

Financial Commitments	Actual
Operating Reserve	\$475,562
Other Recurrent Expenditure	\$85
Provision Accounts	\$7,291
Funds Received in Advance	\$245,813
School Based Programs	\$821,055
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$630,851
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$406,897
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$337,770
Asset/Equipment Replacement > 12 months	\$60,368
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$699,044
Total Financial Commitments	\$3,694,735

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.