

# 2023 Annual Report to the School Community

School Name: Numurkah Secondary College (8190)



- 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 05 March 2024 at 10:16 AM by Cate Eddy (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 14 March 2024 at 10:07 AM by Kathleen Newby (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

Non nobis, sed omnibus: Not for one, but for all.

Numurkah Secondary College; inspiring aspiration and lifelong learning.

Our Mission;

We will be the school of choice for the community.

To provide a respectful, safe and inclusive learning environment.

To provide learning environments which are innovative, inspirational and promote excellence.

To engage our students in quality, purposeful learning to equip them to proudly contribute to our present and future world.

At Numurkah Secondary College our REAP values guide and influence all of the student-centred decisions, goals and ambitions of our College Community.

Respect : Show acceptance and kindness to every person.

Excellence: Always do your best.

Aspiration: Dream big! Work hard! Reach high!

Pride: Autograph your actions with honour.

Numurkah Secondary College is a Year Seven to Year Twelve co-educational school situated in the town of Numurkah, approximately 30km north of Shepparton, Victoria.

Our students are drawn from Numurkah itself and from surrounding townships and farming districts including Waaia, Katunga, Katunga South, Strathmerton, Katamatite,

Invergordon, Tallygaroopna and Wunghnu. Numurkah Secondary College is part of the North East Region of the Department of Education.

In 2023 we welcomed 52 Year 7 students to begin their Secondary School journey, with enrolment numbers of 259 students. Our staffing profile includes 3 Principal Class, 2 Leading Teachers,

19.5 Teachers, 3.4 Paraprofessionals and 15 Education Support Staff.

Our school has strong links to the local RSL as our community was part of an extension Soldier Settlement program post-war II. This connection is acknowledged by our School House

teams named after local Soldiers who did not return from WWII. Our School captains proudly lead the town Anzac Day ceremony as emcees.

Our school wellbeing program includes year level weekly meetings to recognise their achievements and provide access to the Resilience Project curriculum, supporting wellbeing.

For our VCE students this is also a time when programs such as the Latrobe Bradford program are run to avoid interruptions to regular class sessions. The Homegroups are run each morning for 15 minutes and are in vertical grouping structure to assist our students build relationships across the school and encourage a sense of community. The role of homegroup is to build in a strong pastoral care support for our students and staff contact parents over the year to build that relationship.

Our Koorie student population of 19 students across all year levels. A strong first nations program has been built to provide a safe place to explore culture and link with agencies such as Ganbina. This provides opportunities to educate all students about the

cultural significance of our first nations people and also provides opportunities to participate in the significant events such as Sorry Day and Naidoc Week.

The continued development of our curriculum and semester-based program supported vertical grouping for some units and increased student choice. Throughout 2023 our teaching and non-teaching staff remained committed to providing the highest quality wellbeing support for students and families within our community. Strong vocational pathways are provided through our VCE-VM program, SBATS and work experience opportunities.

Our Wellbeing Team supported by our Assistant Principal (Engagement and Wellbeing), the Doctors in Schools Program, School Psychologist, School Nurse, School Counsellor, Year Level Leaders and Two Leading Teachers continued to work beside students and families with commitment and care for every individual.

Throughout 2023, dedication to academic and vocational achievements continued to go hand in hand with individual care for each student at our college. Through working in partnership with parents, the college staff have continued to strive for an education climate conducive to each student achieving individual success.

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

### Learning

Numurkah Secondary College improvement initiatives in 2023 centred around: Improving student performance across all curriculum areas – with a focus on Numeracy and continuing to establish a safe and positive climate for learning. During 2023 NSC we continued to build on our program to support a Year 7 to 10 learning program focusing on Literacy and Numeracy across the whole curriculum. The 2023 School performance data shows an increase in reading achievement with significant increase in numeracy growth for year 7 to 9. Numeracy work has included our staff attending the region Numeracy COP. The leading literacy program has also been undertaken by 2 of our teaching staff members who are supporting all staff in their capacity to build literacy skills in all subject areas.

Students have responded well to the semester structure for subject selection from Years 8 to 10 which does provide increased student choice and some subjects with vertical grouping. We have continued to deliver a range of subjects for VCE and VCE-VM enabling students to progress towards achieving both VCE and VET certificates. Students are increasingly looking for the opportunity to fast track a VCE subject which provides a great opportunity to experience the expectations of a senior program. Our leadership team and staff teams continued to work together in the following areas: Excellence in Teaching and Learning by ensuring all curriculum plans were on ATLAS and are executed with integrity. Teachers have been supported to provide meaningful, differentiated tasks and feedback for students with live reporting across the semester. Significant growth in our school climate data will provide a solid base to continue to build a strong belief in the importance of academic emphasis. We are continually reviewing strategies which have an impact on students' progress and developing teacher capacity to access and utilize student data in curriculum planning. Our PLC teams meet regularly to plan assessment and analyze data. Our leadership team have a shared understanding of why and how the school strategic plan and actions were implemented and have worked closely with staff to review this and acknowledge our many achievements. This work includes planning for professional learning for leadership which is connected and built shared capacity and continuing to support all staff to clearly articulate the school's vision and values and to build a positive school culture.

Priorities for 2024 and beyond will see a focus on ensuring the ongoing professional learning of staff to support the effective delivery of social and personal development. Continued school wide involvement in the resilience project will be an important factor in this work.

Recognition from all staff to focus on writing across the curriculum will be supported with more staff attending the leading literacy professional development.

A key focus for 2024 will be ensuring we have a smooth introduction of disability inclusion with solid documentation processes established over the last year to support this.

## Wellbeing

The engagement and wellbeing team continue to build strong relations with students and families. The increase in time for our counsellor from 2 days to 4 has increased access to support for students and the capacity to provide programs, such as Rage and Feeling fantastic. The Doctors in school Program recommenced after a new doctor was found and has been well utilized by students and families. An onsite weekly counsellor from Headspace also enables students to access this support without the challenge of travelling to Shepparton.

The following work was prioritized by the Wellbeing Team:

Supporting a Positive Climate for Learning included establishing a student forum group who have met to consider opportunities to enhance a positive school culture where student voice has a clear opportunity to be heard.

Homegroup teachers have built a stronger connection with their students by providing longer designated homegroup in each term. In PLC meetings a focus was on ensuring teachers proactively responded to the learning needs of individuals and groups.

Our students have been engaged in purposeful and meaningful learning to strengthen their health and wellbeing. The weekly Focus sessions for all year levels has provided opportunities to plan events without impacting on classes. Guest speakers, the resilience project, the first nations group and ICan all fit well into this scheduled session. We have continued the work with the Live 4 Life program to provide students with the capacity to support their own mental health and lead others in recognizing the support which is available. Man Cave and Live Life Whole programs were also introduced this year enabling our students to build their capacity to identify their own needs and support others.

Our work to Support Community Engagement in Learning has included ensuring that inclusive school policies, programs and practices were monitored and evaluated.

## Engagement

Our work in ensuring students stay connected with education while working through pathways into the workforce has included becoming the home school for the Moira area Head start program. This means we have a support person onsite once a week to support career planning, linking particularly with an SBAT program. Alongside the VETISS programs this provides a strong opportunity for vocational pathways. Our VCE link with Latrobe university through the Bradford Program supports our students see opportunities to of advancing to further education and pathways. This fortnightly program with Latrobe has been written into student timetables to ensure a strong connection and support those who are striving to access tertiary studies. The growth of the Frist Nations program for our indigenous students has seen them able to access scholarships through Ganbina for leadership and financial support. The weekly sessions have also provided a place to build an understanding of their culture and identity with visits from elders building connection with our school and identified support people. Student forum was established this year as a place where students are able to contribute student voice to the our school daily running, curriculum and optional programs. This included representatives from all year levels.

In 2023 the Wellbeing Team have continued to focus on recognizing positive behaviour, including attendance.

The work has included establishing strong processes to support student attendance promoting to our families the knowledge that attendance plays a key role in setting students up for success.

The School Psychologist, Counselor and School Nurse prioritised the work of supporting student attendance including:

- Receiving referrals for students that are displaying a consistent pattern of school non-attendance.
- Participating in the SSG to provide support to students in re-engagement
- Focusing on identifying barriers to participation.

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## Other highlights from the school year

Our senior students this year linked in with the local Community house and have been involved in building storage space, clearing garden areas and unpacking food packages. The awareness of the value of being involved in the local community and the personal benefits that come from volunteering were acknowledged by all students.

The tractor program undertaken by our small engines class under the guidance of the Ferguson Club and Numurkah Rotary was an outstanding example of links between school and community groups. Our school was provided with a tractor in pieces to rebuild in

the small engines program. Members of the clubs came into the school each week and acted as mentors for our students and worked with them on the project. The benefits were more than the hands-on practical skill development as the conversations while working side by side supported the important relationships across generations and a respect for all involved.

Our camp program is embraced by our student population. Supported by the Advance funding and other grants we were able to ensure no student missed these opportunities due to financial challenges.

The camp program this year included:

- Year 8 group Camp Wilkin in Anglesea
- Year 9 had great leadership opportunities with the Snowy River leadership camp
- Year 9 future leaders camp program at Rubicon
- Year 11 Melbourne retreat which include attending the Career Expo

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## Financial performance

As a small school aiming to offer a big program we are constantly aware of the challenges this presents us financially. Our finances are carefully managed to ensure we are meeting the needs of our students. Use of our equity funding includes providing small classes at senior level to provide opportunities for different pathways and supporting students with learning challenges. The early roll out to funding in disability inclusion enabled us to purchase appropriate data gathering platforms and move staff across to support the planning for this to come in in 2024. We will continue to aim to work within the constraints of our school resource package but acknowledge this becomes increasing challenging with the employment of more experienced staff.

The Sporting Schools grants have been used well to include the opportunities to be active in the school, including providing facilities available to the community.

Our Advance funding enables us to ensure all students can access camps and the leadership opportunities provided on these.

**For more detailed information regarding our school please visit our website at**  
<https://www.numurkahsc.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 259 students were enrolled at this school in 2023, 127 female and 132 male.

NDP percent of students had English as an additional language and 6 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).

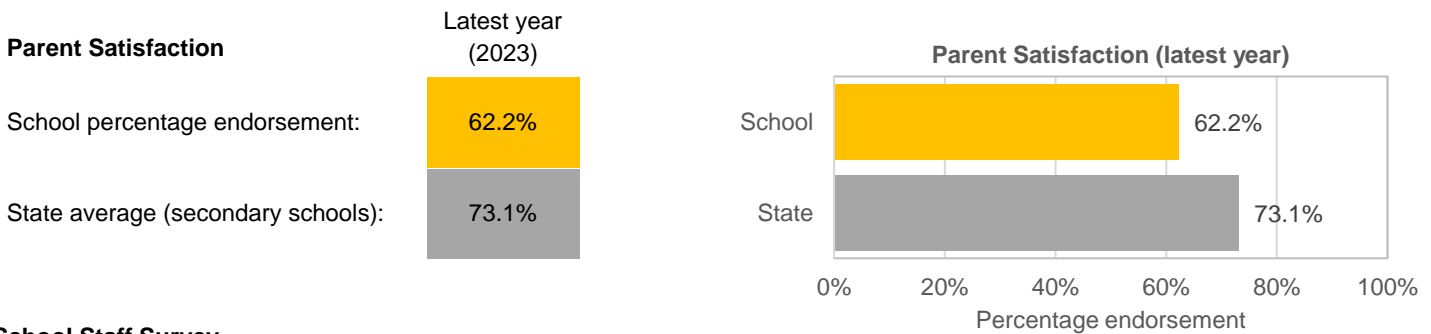
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

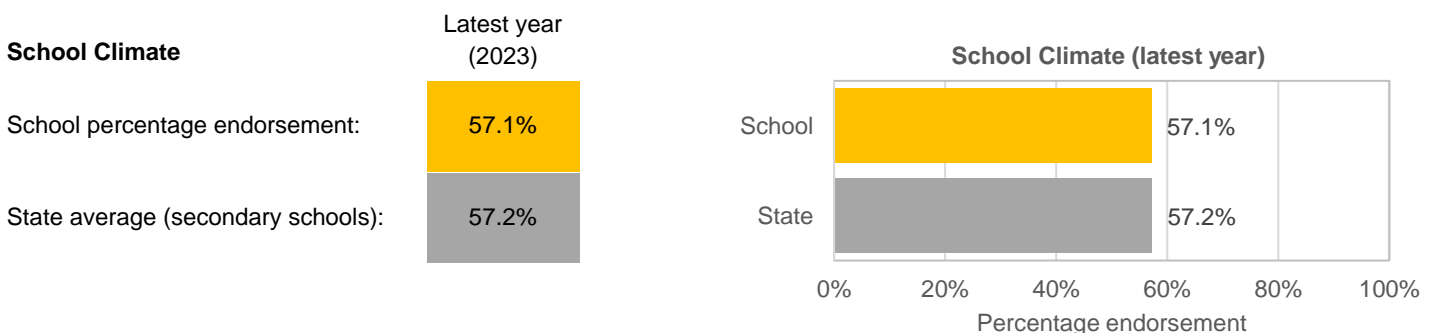


### School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year  
(2023)

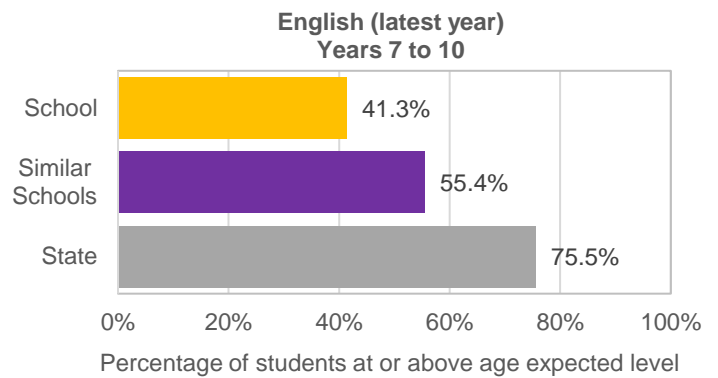
41.3%

Similar Schools average:

55.4%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

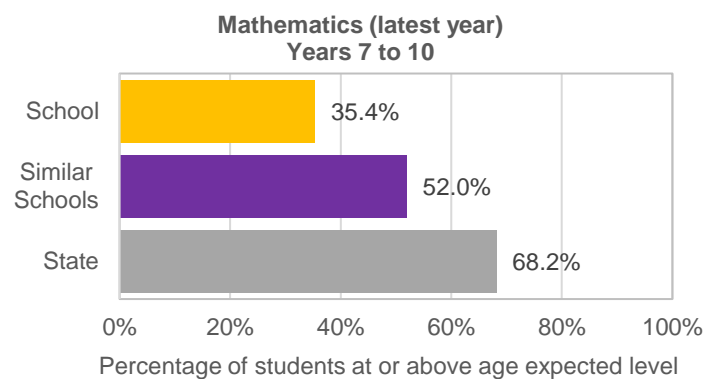
35.4%

Similar Schools average:

52.0%

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:

56.3%

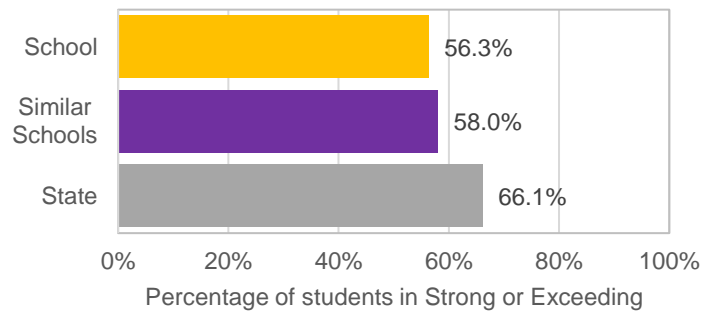
Similar Schools average:

58.0%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

35.7%

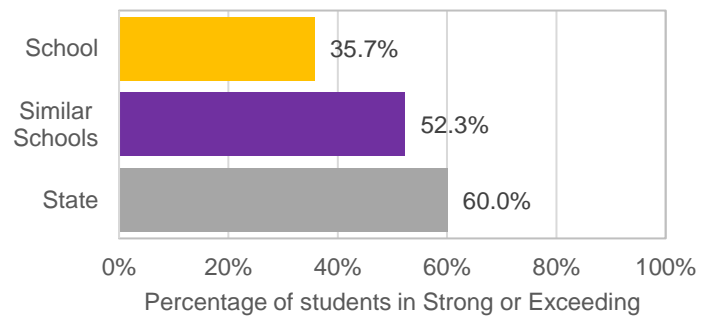
Similar Schools average:

52.3%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

60.9%

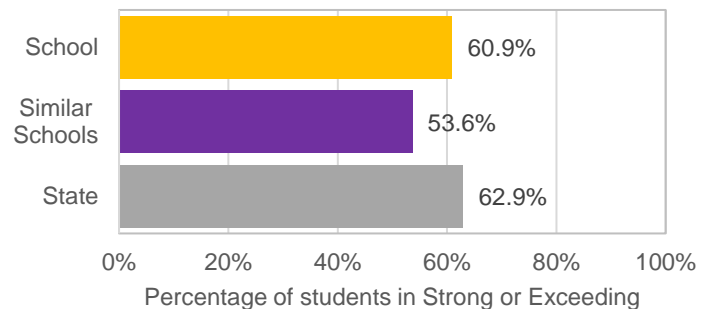
Similar Schools average:

53.6%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

30.6%

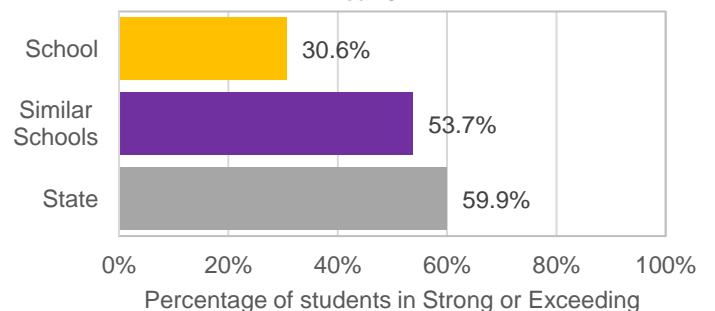
Similar Schools average:

53.7%

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:

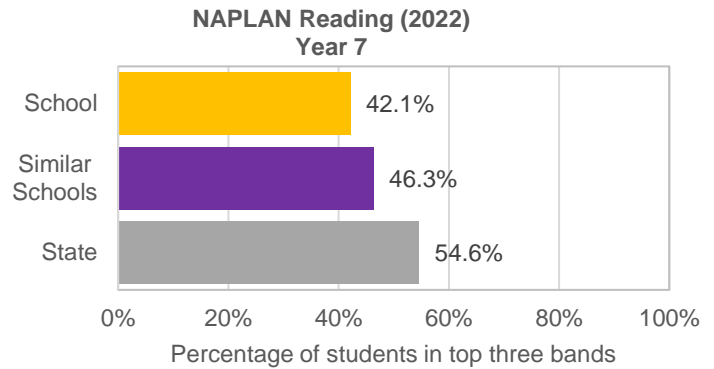
42.1%

Similar Schools average:

46.3%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

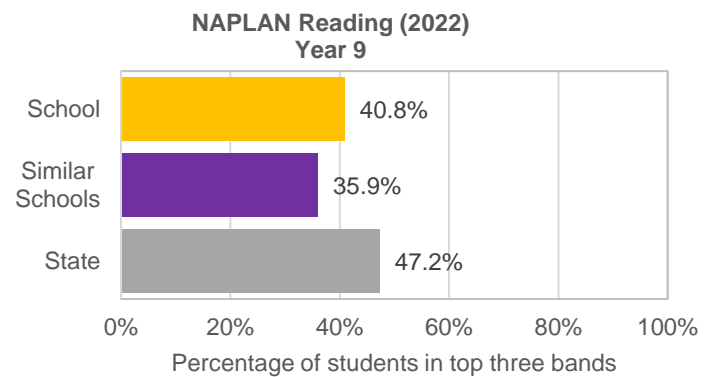
40.8%

Similar Schools average:

35.9%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

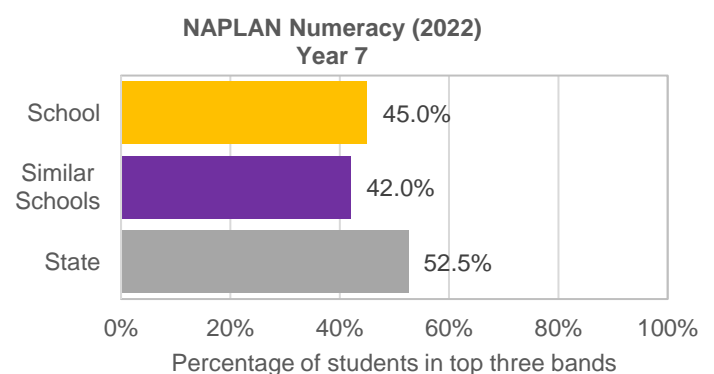
45.0%

Similar Schools average:

42.0%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

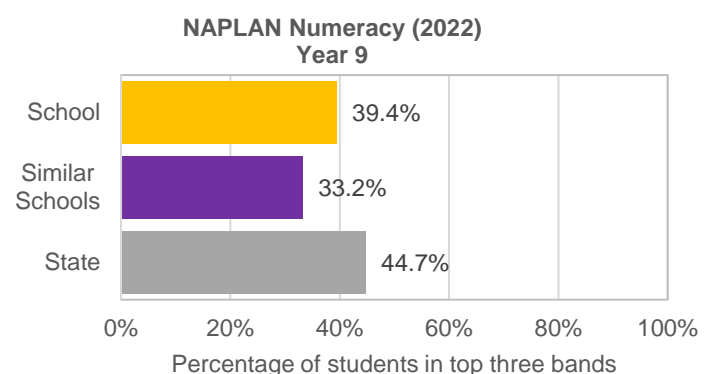
39.4%

Similar Schools average:

33.2%

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

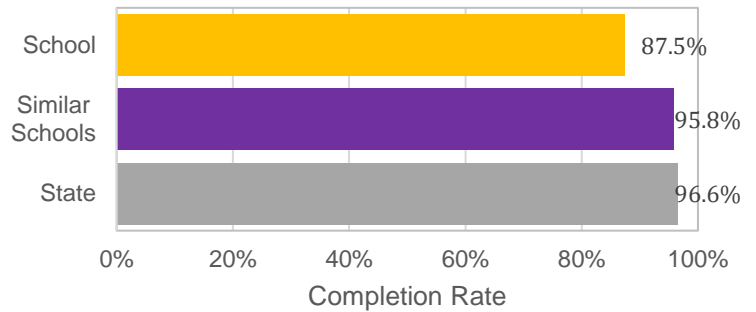
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	87.5%	96.5%
Similar Schools completion rate:	95.8%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

22.1

Number of students awarded the VCE Vocational Major

5

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:

50%

Percentage VET units of competence satisfactorily completed in 2023:

60%

## WELLBEING

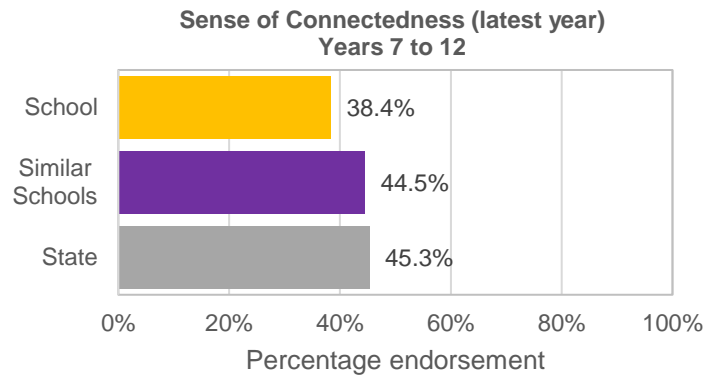
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	38.4%	40.5%
Similar Schools average:	44.5%	48.1%
State average:	45.3%	49.9%

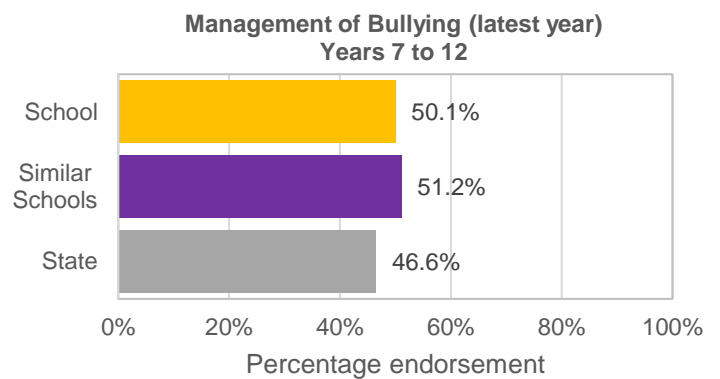


### Student Attitudes to School – Management of Bullying

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:	50.1%	50.0%
Similar Schools average:	51.2%	54.0%
State average:	46.6%	51.0%



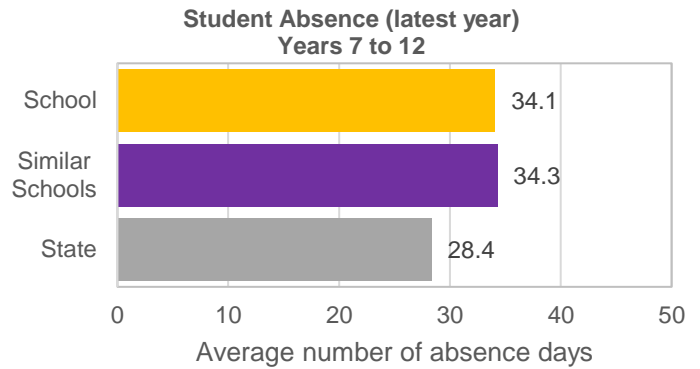
## ENGAGEMENT

**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:	34.1	31.1
Similar Schools average:	34.3	29.1
State average:	28.4	23.8



### Attendance Rate (latest year)

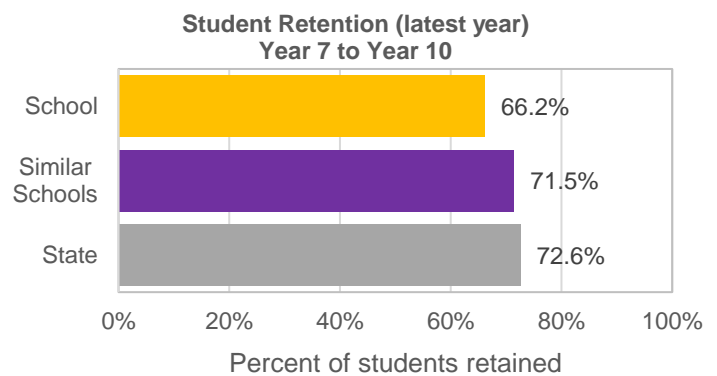
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	80%	74%	86%	87%	87%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2023)	4-year average
School percent of students retained:	66.2%	68.0%
Similar Schools average:	71.5%	70.6%
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.

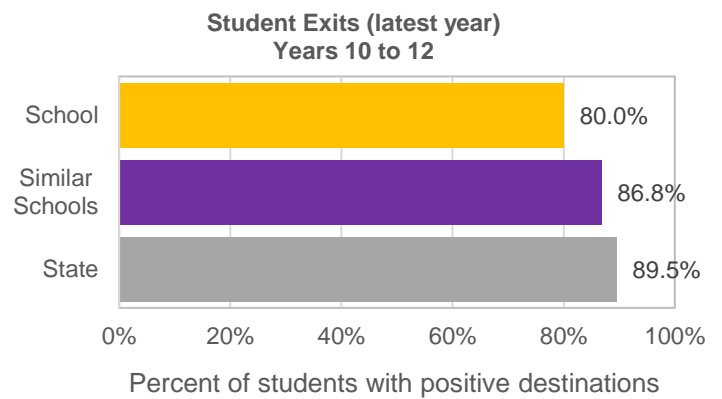
### Students exiting to further studies or full-time employment

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:	80.0%	80.0%
Similar Schools average:	86.8%	85.7%
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	\$4,513,673
Government Provided DET Grants	\$676,969
Government Grants Commonwealth	\$5,673
Government Grants State	\$9,800
Revenue Other	\$54,505
Locally Raised Funds	\$208,319
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,468,941</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$322,993
Equity (Catch Up)	\$14,275
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$337,268</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,015,060
Adjustments	\$0
Books & Publications	\$3,226
Camps/Excursions/Activities	\$70,950
Communication Costs	\$9,625
Consumables	\$73,832
Miscellaneous Expense <sup>3</sup>	\$8,565
Professional Development	\$13,995
Equipment/Maintenance/Hire	\$51,708
Property Services	\$186,546
Salaries & Allowances <sup>4</sup>	\$92,389
Support Services	\$111,968
Trading & Fundraising	\$80,113
Motor Vehicle Expenses	\$121
Travel & Subsistence	\$0
Utilities	\$58,799
<b>Total Operating Expenditure</b>	<b>\$5,776,897</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$307,956)</b>
<b>Asset Acquisitions</b>	<b>\$30,000</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	\$807,148
Official Account	\$55,685
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$862,833</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$116,864
Other Recurrent Expenditure	(\$166)
Provision Accounts	\$24,000
Funds Received in Advance	\$0
School Based Programs	\$14,711
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$38,995
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$238,405</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.*