

2023 Annual Report to the School Community

School Name: Brauer Secondary College (7395)



BRAUER COLLEGE
WARRNAMBOOL

- 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 28 March 2024 at 12:14 PM by Sean Fitzpatrick (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 12:16 PM by Kim Young (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

Brauer College promotes excellence in every individual. Student learning and individual student growth is our core educative purpose with values of respect, responsibility and participation underpinning our work.

The dynamic relational approach to learning promotes an environment that enables all students to develop academically, socially, physically and emotionally. The College provides an innovative Year 7 curriculum program with an enhancement program to cater for students with a desire to learn and be challenged.

A total of 852 students were enrolled in the school in 2023: 3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islanders. Brauer College's English As additional Language (EAL) program supports these students in their academic endeavors. Likewise, several indigenous programs such as KAKAY girls and CLONTARF continue to support our Koorie students establish their links with culture and form positive relationships.

The vertical curriculum structure enables students to accelerate in their preferred areas of strength, a goal-setting approach to our senior pathways programs also encourages students to follow their desired outcomes in a post-secondary setting.

Student support is provided through a strong and positive Pastoral Care program, enhanced by the "Big Life" program and a student Wellbeing Centre which includes a mental health practitioner, doctors in schools program and a number of social workers.

These supports are among the many social and emotional development programs implemented to ensure our students remain connected to the school and that their wellbeing is managed to ensure success for individuals.

Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, an extensive array of sporting academies, public speaking, and leadership opportunities. There is significant interest in our post-compulsory programs. As part of the Statewide Senior Certificate Reforms, the new VCE- Vocational Major and Vocational Pathways Certificates were introduced.

Wellbeing Priority- Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Wellbeing Actions- Embed multi-tiered systems of support that enhance student wellbeing and inclusion.

Wellbeing Activities- Specifically, the school aimed to:

- Develop and document a scope and sequence for the teaching of the Personal and Social General Capability
- Conduct regular check-ins/conferencing with students in homegroup pastoral care programs
- Big Life Tier 1 initiatives implemented in Pastoral Care activities aligned with Berry Street model and explicitly support the school values of RESPECT and PARTICIPATION.
- New Sub School structures supporting recognition for student positive behaviour and adherence to school values.
- Implement bullying prevention and cyber safety programs.
- Provide the wellbeing team with additional coaching to build capacity and streamline the referral process
- Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understanding of student mental health and social emotional learning
- Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health

In 2023, the school successfully completed the School Strategic Review. This process occurs every 4 years. A new 4-year strategic plan (2024-2028) was formulated. Two focus goals were determined for the 4 period:

Improve Student Learning

Improve Student Wellbeing

Parental engagement was identified during our 2023 school review as one of the opportunities for improvement over the next 5 years. The parent satisfaction summary, school staff survey and school climate results in 2023 reflected the following achievements:

The school percentage endorsement (overall parent satisfaction) was 55% compared to the state average (secondary schools) 73.1%

The school percentage endorsement (school staff climate) was 43.2% compared to the state average 57.2%

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Brauer College worked on the following key priorities, actions and activities as listed in the 12-month annual implementation plan:

Learning Priority - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Learning Actions - Embed agreed Instructional Model & Implement a targeted approach through TLI (Tutor Learning Initiative) and MYLNS (Middle Years Literacy and Numeracy Support) to appropriately challenge and scaffold students to extend learning.

Learning Activities - Specifically, the school aimed to utilise MYLNS and TLI funding to provide individual and small group support for students:

- Year 10 students supported through weekly sessions

- TLI funding used to support students at remaining year level. TLI Coordinators matches students with appropriate teachers to identify point of need and create teaching plan.

Additionally, school wide professional development was provided to support staff with their understanding of the Instructional Model and Gradual Release of Responsibility strategies:

- Schedule and organise professional learning on strategies for differentiation, students with specific learning requirements, and formative assessment; along with collecting, analysing, responding to and monitoring data throughout the year

- Document plans for observations and learning walks

- Review the professional calendar and update to prioritise collaboration time in PLCs

- Establish processes and protocols for regular moderation of student work within teaching teams

Teacher judgments in student performance in 2023 reflected the following achievements:

- 73.4% of students in Years 7-10 were working at or above the expected level in English. This was above the 67.0% achieved in the similar school average and close to the state average of 75.5%.

- 65.7% of students in Years 7-10 were working at or above the expected level in Mathematics. This was above the 61.3% achieved in the similar school average and the state average of 68.2%

The schools NAPLAN performance in 2023 included:

- Year 7 Reading: - 62.0% of students in Years 7 demonstrated achievement in strong or exceeding compared to 59.6% in similar schools average and the state average of 66.1%.

- Year 9 Reading: - 48.6% of students in Years 9 demonstrated achievement in strong or exceeding compared to 52.7% in similar schools average and the state average of 60.0%.

- Year 7 Numeracy: - 61.7% of students in Years 7 demonstrated achievement in strong or exceeding compared to 54.4% in similar schools average and the state average of 62.9%.

- Year 9 Numeracy: - 45.4% of students in Years 9 demonstrated achievement in strong or exceeding compared to 50.0% in similar schools average and the state average of 59.9%.

In 2023, the VCE completion results were 90.5%. This is slightly below the similar schools and the state average. The school achieved a median student score of 29.4. This placed the school at the highest level in Warrnambool. 87.0% of VET (Vocational Education & Training) units of competency were achieved.

Wellbeing

Below is a list of the 2023 AtoSS results.

- Year 7-12 Sense of Connectedness: - 35.5% of students in Years 7-12 provided a positive response compared to 37.4% in similar schools average and the state average of 45.3%.

- Year 7-12 Management of Bullying: - 42.3% of students in Years 7-12 provided a positive response compared to 41.7% in similar schools average and the state average of 46.6%.

The school is committed to improving its 4-year average in: Sense of Connectedness and Management of Bullying. The school continues to work hard to on providing extra curricular opportunities such as academies, camps and excursions at all year levels. Student leadership is an important focus across the school.

A significant investment has been made in the School Wellbeing Hub. A cohesive and highly committed and qualified team is complemented with purpose renovated Wellbeing Hub for all students to access and support their wellbeing needs.

Engagement

The overall attendance rates continue to trend above the state 4-year average. The College continues to work on initiatives to further engage parents in an innovative and proactive manner. Brauer College's retention rates are above state and similar schools.

This indicates that many students (and parents) who start at Brauer College will entrust education with our College through to the final years of secondary education. We believe that the diversity and range of opportunities offered to our students stand out. This is further evidenced by our percentage of students exiting to further studies and full-time employment which in 2023 was again above state average and above similar school's average. Brauer College is currently reviewing ways in which our senior school can further improve its performance by preparing students for Year 7 and preparing them for the academic challenges in their education.

In 2023 the school's retention rates in year 7-10 showed improvement to 79.6%. This was higher than similar schools (74.7%) and the state (72.6%). It is important to note that the 4-year average in this area is improving.

In terms of exit destinations, 95.9% of the Brauer College students from Year 10 to Year 12 who exited the school moved on to further studies or full-time employment. This was compared to the similar school average (83.9%) and the state average (89.5%).

Financial performance

Brauer College has extensive facilities including (but not limited to) a Performing Arts Centre, Technical Training facilities, a dedicated exercise and fitness center and an Outdoor Education Centre at Dunkeld. Our staffing profile is : FTE: Principal Class – 3, Teachers 79 and 45 ES Staff.

Brauer College has a wide range of programs which are geared towards supporting students and offering a wide range of opportunities to expand their experiences beyond the classroom. In 2023 the College received \$313,334 in equity funding, these funds went to finance supports for students' academic and wellbeing programs. The school has also an extensive camps programs for which almost \$471,073 were devoted. The school sees that this is an investment towards the development of socio-emotional and life skills which the students reported are a significant point of difference with other Colleges.

Brauer College was in a stable and sound financial position at the end of 2023. In 2024, the school will invest heavily in improving the school buildings and grounds. These improvements will include a significant commitment towards maintenance initiatives in the 2024 budget. The school administration are to be congratulated for providing valuable curriculum, parental, and administration support to everyone in our college community. The school places huge expectations on all employees however, over the past few years the Administration Team have taken a larger role in the day to day running of the college, so that most importantly teachers can teach and the students can learn. I am pleased to say the school is held in high regard in the local community because of the diligence, commitment and cooperation of all staff.

All funds received from the Department, 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.

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 852 students were enrolled at this school in 2023, 397 female and 455 male.

3 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).

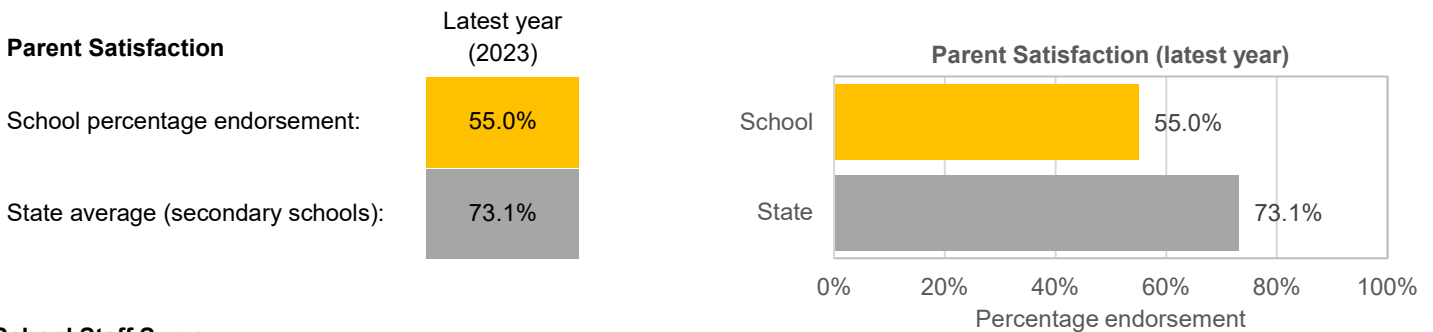
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

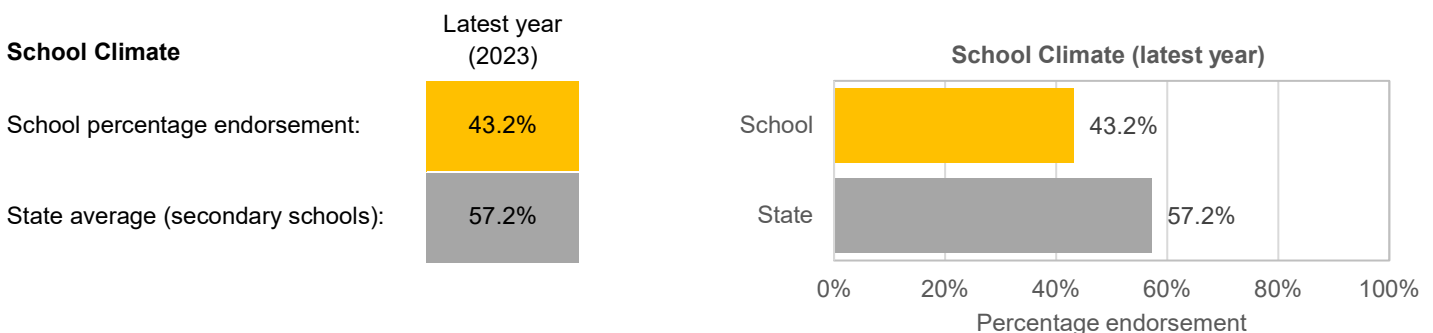


School Staff Survey

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)

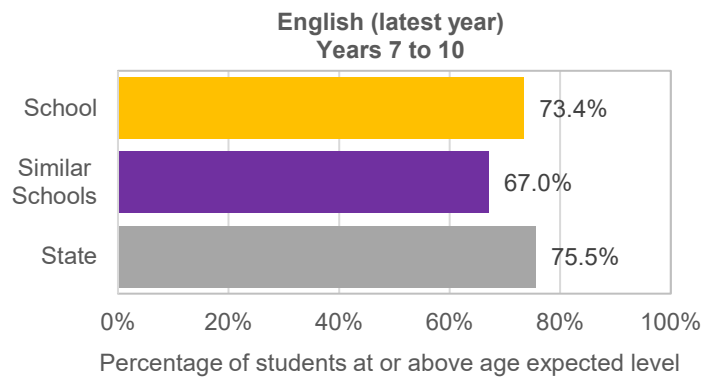
73.4%

Similar Schools average:

67.0%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

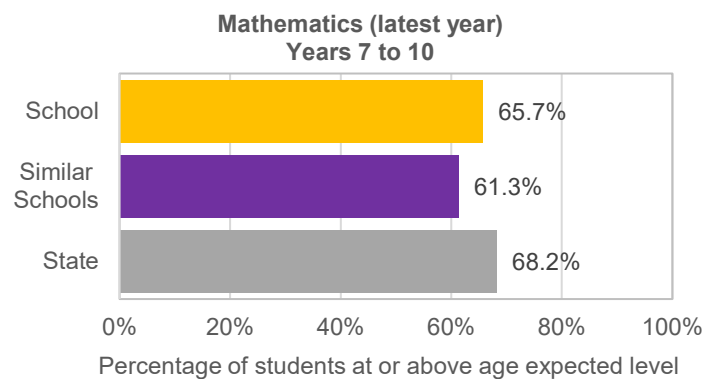
65.7%

Similar Schools average:

61.3%

State average:

68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

62.0%

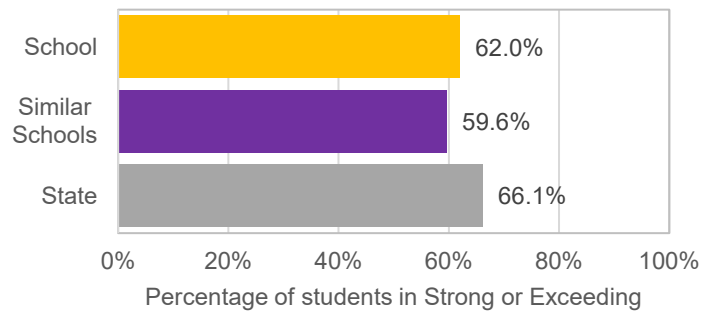
Similar Schools average:

59.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

48.6%

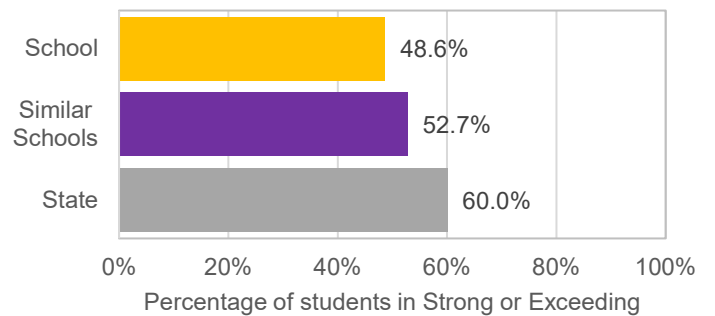
Similar Schools average:

52.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

61.7%

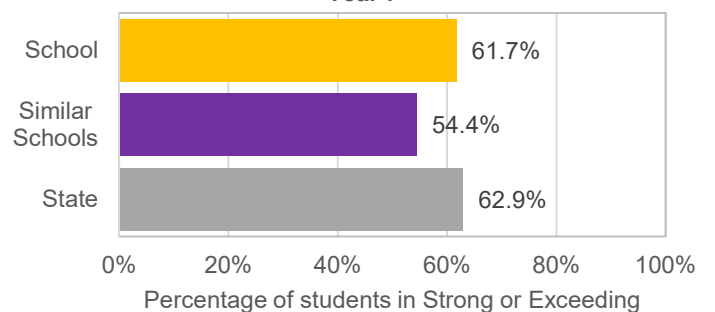
Similar Schools average:

54.4%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

45.4%

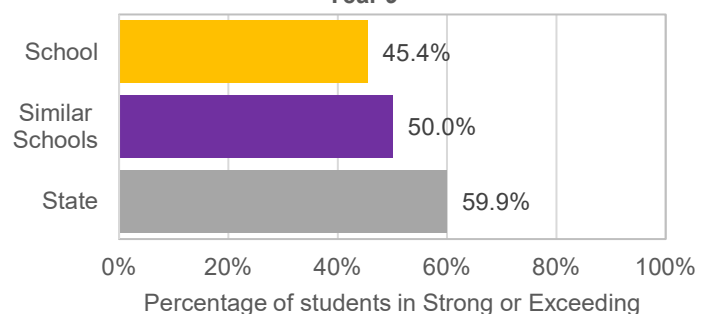
Similar Schools average:

50.0%

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:

41.6%

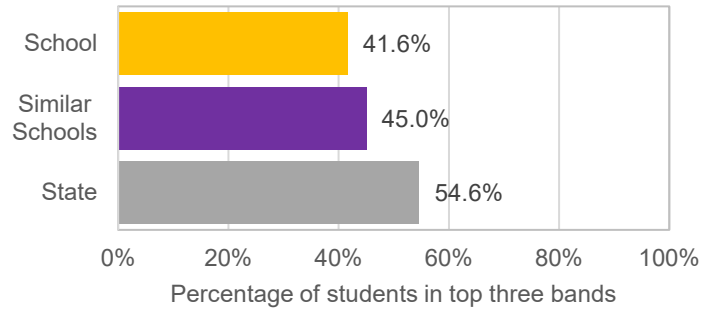
Similar Schools average:

45.0%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

45.7%

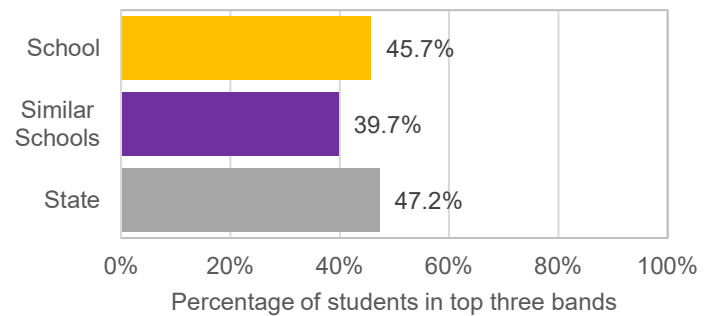
Similar Schools average:

39.7%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

37.4%

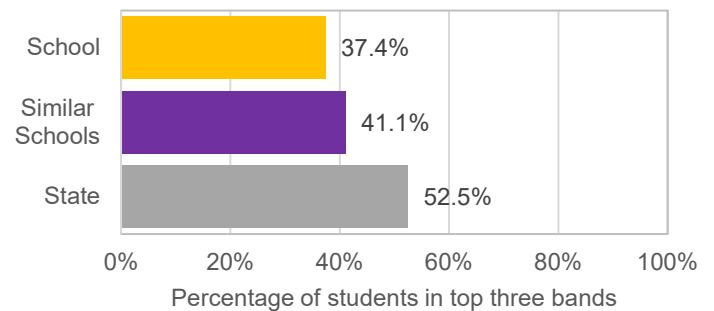
Similar Schools average:

41.1%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

34.1%

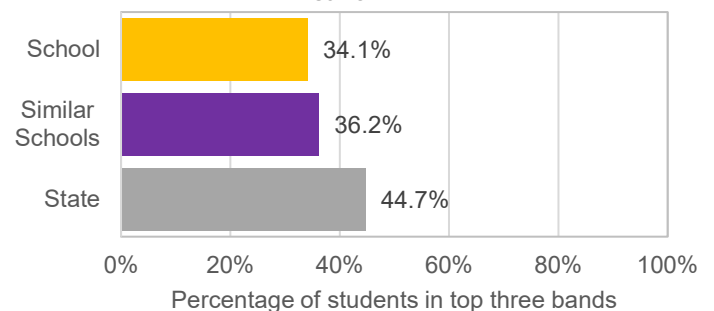
Similar Schools average:

36.2%

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

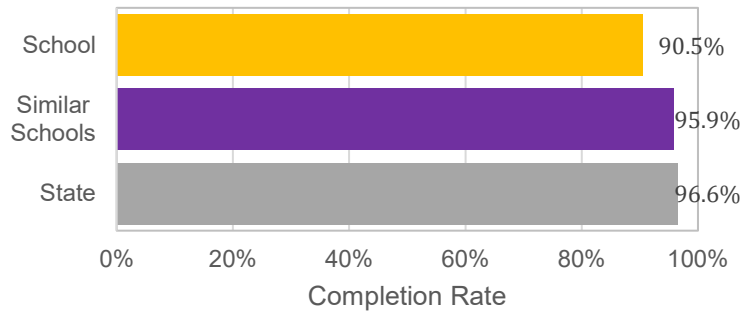
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	90.5%	95.4%
Similar Schools completion rate:	95.9%	96.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.4

Number of students awarded the VCE Vocational Major

7

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:

23%

Percentage VET units of competence satisfactorily completed in 2023:

87%

WELLBEING

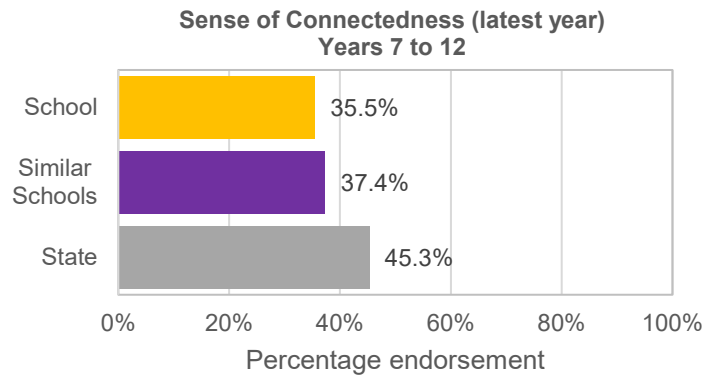
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	35.5%	42.3%
Similar Schools average:	37.4%	42.5%
State average:	45.3%	49.9%

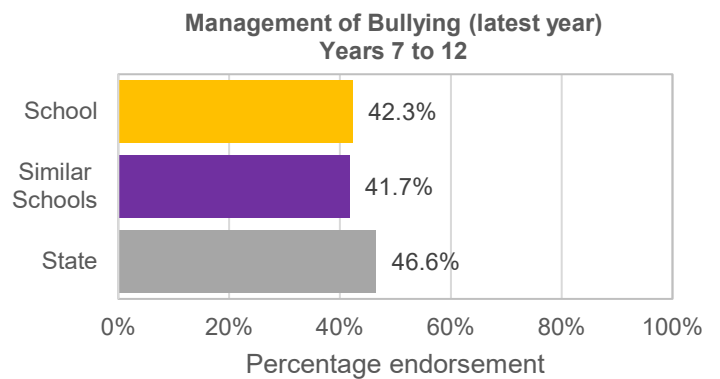


Student Attitudes to School – Management of Bullying

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:	42.3%	48.8%
Similar Schools average:	41.7%	45.6%
State average:	46.6%	51.0%



ENGAGEMENT

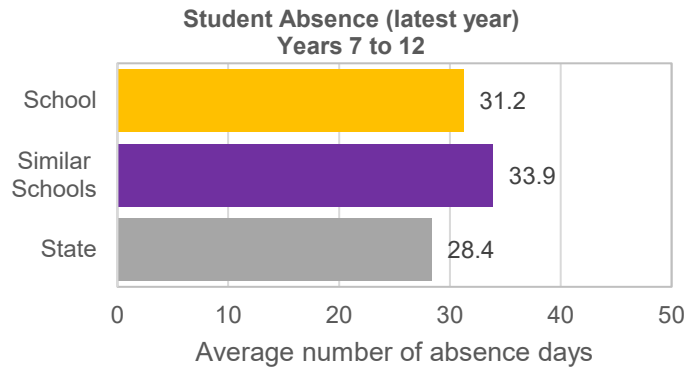
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.2	26.9
Similar Schools average:	33.9	29.7
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.

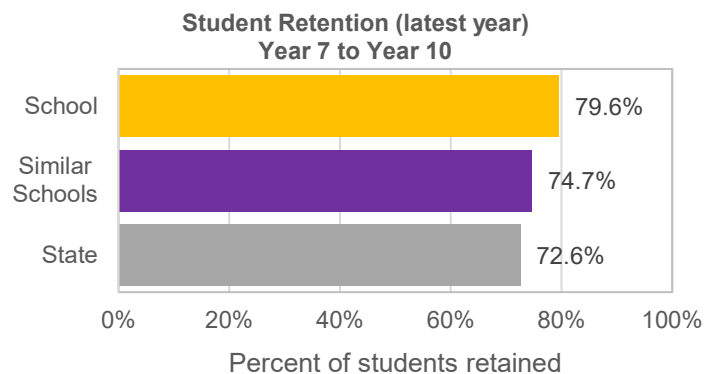
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	82%	79%	85%	87%	90%

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:	79.6%	77.3%
Similar Schools average:	74.7%	76.2%
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.

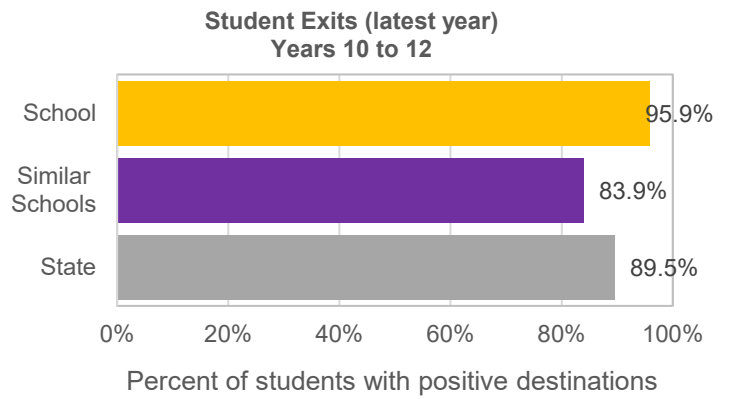
Students exiting to further studies or full-time employment

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:	95.9%	94.2%
Similar Schools average:	83.9%	84.4%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,809,918
Government Provided DET Grants	\$1,930,094
Government Grants Commonwealth	\$10,500
Government Grants State	\$0
Revenue Other	\$440,378
Locally Raised Funds	\$1,558,157
Capital Grants	\$0
Total Operating Revenue	\$13,749,047

Equity ¹	Actual
Equity (Social Disadvantage)	\$313,334
Equity (Catch Up)	\$60,335
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$373,670

Expenditure	Actual
Student Resource Package ²	\$10,248,880
Adjustments	\$0
Books & Publications	\$4,941
Camps/Excursions/Activities	\$471,073
Communication Costs	\$23,220
Consumables	\$535,876
Miscellaneous Expense ³	\$290,465
Professional Development	\$82,406
Equipment/Maintenance/Hire	\$219,498
Property Services	\$538,306
Salaries & Allowances ⁴	\$498,719
Support Services	\$460,189
Trading & Fundraising	\$54,279
Motor Vehicle Expenses	\$10,855
Travel & Subsistence	\$7,202
Utilities	\$157,034
Total Operating Expenditure	\$13,602,945
Net Operating Surplus/-Deficit	\$146,103
Asset Acquisitions	\$117,583

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$2,344,846
Official Account	\$50,267
Other Accounts	\$207,281
Total Funds Available	\$2,602,393

Financial Commitments	Actual
Operating Reserve	\$514,307
Other Recurrent Expenditure	\$248
Provision Accounts	\$11,000
Funds Received in Advance	\$141,077
School Based Programs	\$13,169
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$86,571
Funds for Committees/Shared Arrangements	\$168,562
Repayable to the Department	\$859,416
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$192,000
Maintenance - Buildings/Grounds < 12 months	\$924,227
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,920,576

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.