

2023 Annual Report to the School Community

School Name: Fountain Gate Secondary College (8870)



- 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 22 March 2024 at 04:19 PM by Joanne Cucchiara (Principal)

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

Attested on 26 April 2024 at 02:45 PM by Michelle Generowicz (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

School Vision

Knowing our students and giving every student every opportunity to thrive by providing high-quality learning and pathways to success, aligned to their interests, aspirations and strengths.

School Values

Respect

Responsibility

Endeavour

Honesty

School Context

Fountain Gate Secondary College was established as a Year 7-12 stand-alone school in 2009. The school is located in Narre Warren within the south-east growth corridor of the City of Casey and has a total enrolment of 1276 students. Our Leadership Profile consists of the College Principal, 5 Assistant Principals, 11 Leading Teachers and 10 Learning Specialists. In total there are 190 teachers and Education Support staff. We provide an excellent, comprehensive education for the Narre Warren community in a secure, supportive and educationally challenging environment. The College recognises and values the diversity of its community that is drawn from different social, economic and cultural backgrounds. We have well-established relationships with our feeder Primary Schools through the Casey North Network.

As part of our Strategic Plan, our school will aim to:

1. Continue to implement the Whole School Improvement Plan, with an increased focus on excellence in teaching and learning, by way of embedding the College Instructional Model, Guaranteed and Viable Curriculum, Professional Learning Communities (PLCs), rigorous professional development program, and peer observation program.
2. Develop a curriculum and pedagogical model that builds upon a positive climate for learning, which allows for greater student agency in learning and student empowerment across the College, via greater student leadership and decision making.
3. Increase Literacy and Numeracy growth through data informed differentiated learning, targeted intervention, and allied professionals.
4. Further develop teacher capacity in shared instructional leadership through professional development and coaching.
5. Design and implement a comprehensive pastoral program to focus on developing student capacity for resilience, emotional and social intelligence, independent learning and effective learning habits.
6. To enhance community engagement in learning by strengthening relationships with our feeder primary schools, and continue to build existing partnerships with parents and the wider community.
7. Further develop pedagogy, curriculum and learning environments to enable deep learning.

Fountain Gate Secondary College provides a Year 7 to Year 12 learning program through the Victorian Curriculum, the Victorian Certificate of Education (VCE), Victorian Certificate of Education – Vocation Major (VCE-VM) and a range of Victorian Education and Training (VET) offerings.

To support the wellbeing and educational needs of our students we have a partnership with Headspace and have an onsite team consisting of: College Wellbeing Leader, Attendance Manager, Attendance Officers for each Year Level Hub, Inclusion Coordinator, Wellbeing Coordinator, Youth Worker, Counsellor, Speech Pathologist, Adolescent Health Nurse, Multicultural Aides, Occupational Therapist, onsite psychologists, School Nurse and the 'Doctors in School' program. All students are encouraged to achieve their 'personal best'. An extensive awards system operates throughout the year that recognises student achievement, acts of citizenship and contributions to a positive school community. The College successfully competes through interschool sports, a Soccer Academy and Rugby Union Elite Program at district, zone, state and national level.

Fountain Gate Secondary College is committed to providing a high quality educational program that supports all students to fulfil their potential and achieve their goals in life. We understand that learning involves the curious pursuit of new ideas, insights, attitudes, knowledge, understanding and skills, which aim at fostering critical and creative thinking, and therefore deeper learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was a busy year at Fountain Gate Secondary College with many strategies being implemented to improve student learning outcomes. We had a successful school review and developed a new strategic plan 2023 - 2026. In 2023, the College through its goals, key improvement strategies and targets in the AIP and Improvement story focused strongly on explicit teaching, pedagogy in Mathematics, Senior School. Our targeted and intentional work in these key priority areas have been successful in improving student growth and achievement as indicated in the data below:

NAPLAN

- Year 7 achievement exceeded 'Similar Schools' in Reading, Numeracy
- Year 9 achievement for relative growth exceeded 'Similar Schools' AND the state for Numeracy
- Increase the percentage of Year 9 students at 'Exceeding' or 'Strong' in NAPLAN Numeracy, from 48% to 50%.
- Increase the percentage of Year 9 students at 'Exceeding' or 'Strong' in NAPLAN Reading, from 46% to 49%.
- Increase the percentage of Year 9 students at 'Exceeding' or 'Strong' in NAPLAN Writing, from 49% to 51%.

Senior Studies

- Increase in the VCE all studies median score from 25 to 27
- Increase in the VCE all studies mean 25.3 to 26.8
- Increase in the VCE English study score mean from 25.01 to 26.64
- Maintain a VCE EAL mean study score from 27.11 to 29.76
- Increase the VCE General Maths mean study score from 26.73 to 27.59.
- Increase the VCE Maths Methods mean study score from 24.47 to 25.68.

Learning Progress - Numeracy (AIP Priority Goal)

Numeracy Learning Specialist worked closely with the maths/numeracy team to:

- Map the year 7 maths curriculum.
- Build teacher capacity by providing targeted professional learning
- Build data literacy to ensure a shift towards data informed practices

Wellbeing

The Wellbeing Team and sub schools have played a significant role in supporting students, staff and families. Extensive effort has been placed into expanding the Wellbeing Team, which includes a Speech Pathologist, three Clinicians, an Occupational Therapist, a Mental Health Practitioner, a Psychotherapist, an Adolescent Health Nurse, Doctors in Schools Program, Wellbeing Coordinator, and Inclusion Coordinator.

The Student Wellbeing Centre is well established and provides a place for students to seek support and guidance. Following a successful Wellbeing Audit we have refined the referral process. We now have a clearly defined process and students are aware of how-to self-report. Staff receive snapshots of feedback through compass informing them of the strengths and strategies to support students' wellbeing and inclusion needs. There has been a strong College-wide focus on respecting and celebrating diversity, including RUOK Day, Harmony Day, IDAHOT and Pride week, and National Sorry Day. Groups of students have been supported with social engagement programs and an African student group. The Assistant Principal has worked closely with the Wellbeing Team and Sub-Schools, ensuring Student Support Group (SSG) meetings are conducted and Individual Learning Plans (ILPs) are established and reviewed.

Engagement

Attendance data remained a key focus for 2023 and we have worked closely with department representatives to strengthen the attendance policy and process. Sub-Schools worked closely with their Attendance Officers, and students who were identified with low attendance data were tracked, monitored, and supported. Follow-up and support were provided by the Student Managers and the Re-engagement Officer, who worked with a core group of students that required support. For some students, the school worked closely with the Region to ensure re-engagement could occur. Regular communication with families and linking students with programs, including Operation Newstart, initiated positive change in the students' attendance and engagement. Student retention from Year 7 to Year 10 was 72.3 % which exceeds our 4 year average of 70.2%.

The school completion rate increased to 99.4% in 2023, well above the 'similar schools' average (96.2%). This is largely a result of increased on-site learning opportunities for VCE students (including VCE VM and VCE VET), and strengthening careers and pathways support across all year levels. These improvements also contributed to improvements in our students' pathways, with 99.3% of students who leave the school undertaking further studies or full-time employment (compared to 89.9% at similar schools). 2023 saw the implementation of our school-wide Positive Education Framework, which is a strengths-based program focussing on students' character strengths. The Positive Education Framework brings together school communities to develop positive, safe, supportive learning cultures. Positive Education assists schools to improve social, emotional, behaviour and academic outcomes for

young people. Teachers explicitly teach accepted behaviours and social/emotional learning. Students are able to identify their Character Strengths and have engaged well with the Positive Education rewards system (known as the 'Values Shop').

Other highlights from the school year

In 2023, the 'FGSC Community Hub' commenced, running programs every Friday at the school. The Hub provides a range of educational programs for culturally and linguistically diverse and refugee mothers. Other programs at the hub include citizenship classes conducted in Dari and parenting and health classes. These and other programs are run by different external agencies such as **Wellsprings**, **Monash Health** and **Neighbourhood House**.

The school has been participating at 4Cs (Cultivating Creative Cultures with Communities) Dance Showcase at The Bunjil Place September every year for over a decade. This year, students from Afghan cultural background showcased their amazing costumes and cultural dance for the very first time and received much positive feedback from the school community.

Fountain Gate Tutor Learning Initiative (TLI) provides additional support for students at Year 7-12 who were not able to show a year's growth in their learning in 2022. The TLI program runs using an in-class support tutoring model. Pre-service teachers were employed and inducted to work with TLI teachers to identify target students where they then co-developed their individual learning plans and provide reports on their progress and growth at the end of the program. Tutors plan with teachers and leaders to run the program both for small groups of 4-5 students in each class and one-to-one for individual students.

Financial performance

Fountain Gate Secondary College has established sound financial practices. Through careful and efficient management of financial resources this has resulted in a reasonable level of surplus to support future initiatives. Due to the severe staff shortage crisis this has resulted in surplus in our SRP and made us unable to fully expend our funding for MYLNS and TLI. We have embarked on a recruitment drive to enhance our ES tutors to utilise our MYLNS and TLI funding to give our students the greatest opportunities to achieve.

We have committed funds through our financial commitment summary on capital improvement to our Numeracy Centre, further improvements to ICT hardware and infrastructure, grounds work, ongoing maintenance of buildings and classrooms, furniture, and equipment. In addition to SRP funding and Equity Funding the College receives Career Education Funding, MYLNS, Student Excellence, Active Schools, TLI, Mental Health Funding and VDSS. We also receive Targeted Funding which includes TAE Grants and New Senior Secondary Certificate Preparation Supports.

For more detailed information regarding our school please visit our website at
<http://www.fountaingatesc.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 1375 students were enrolled at this school in 2023, 672 female and 703 male.

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

Overall Socio-Economic Profile

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

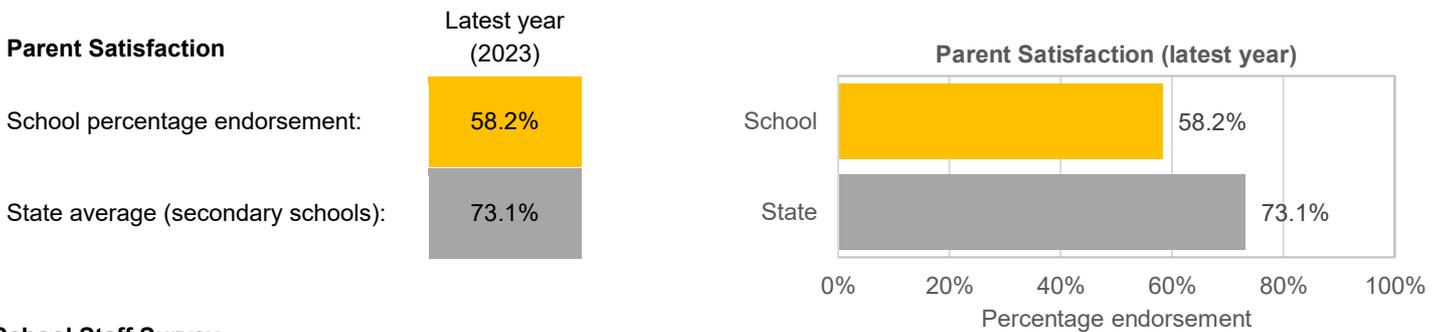
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

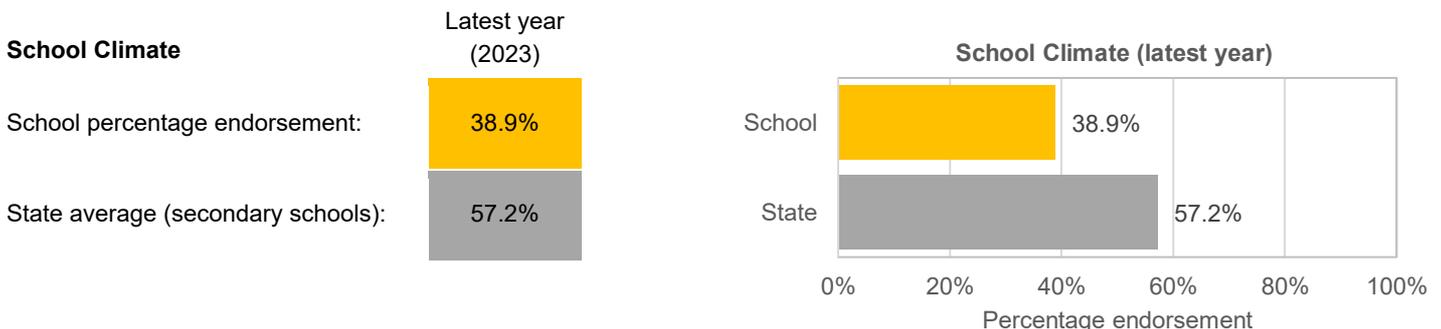


School Staff Survey

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

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

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



LEARNING

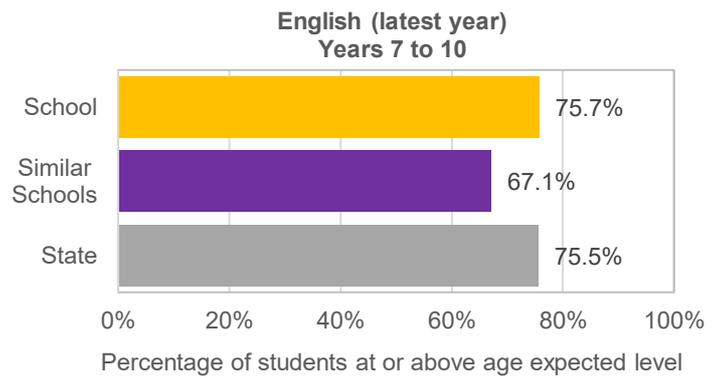
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

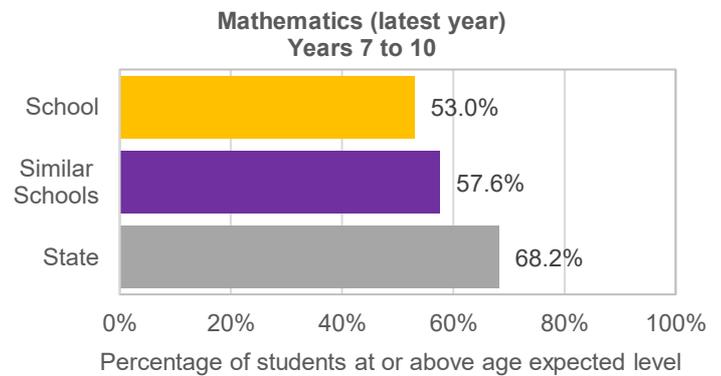
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	75.7%
Similar Schools average:	67.1%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	53.0%
Similar Schools average:	57.6%
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:

60.2%

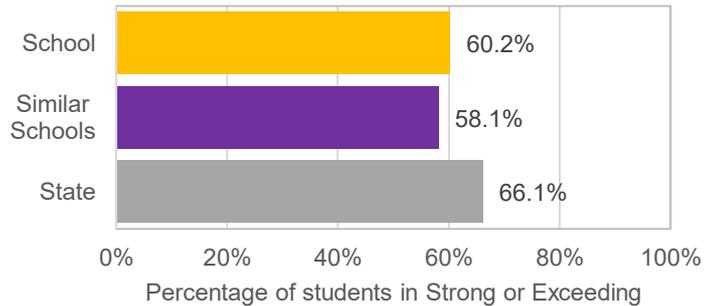
Similar Schools average:

58.1%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

46.2%

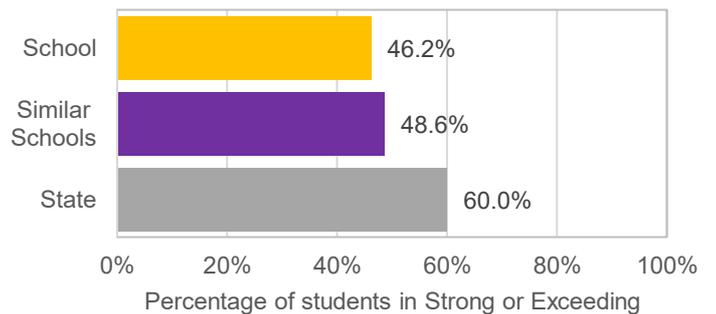
Similar Schools average:

48.6%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

56.8%

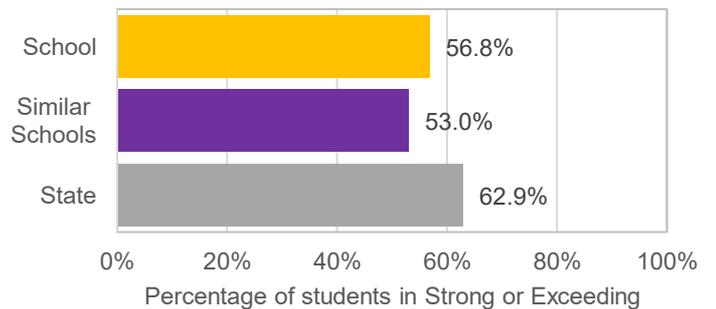
Similar Schools average:

53.0%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

48.2%

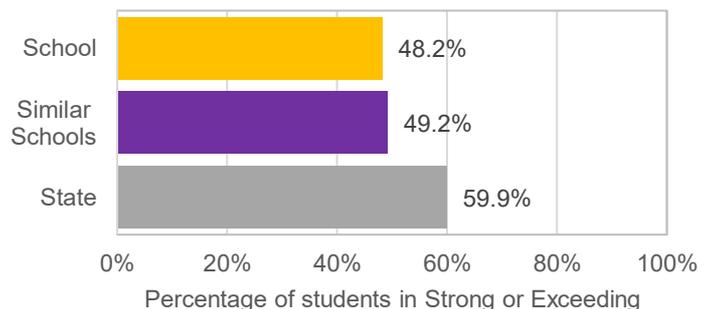
Similar Schools average:

49.2%

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:

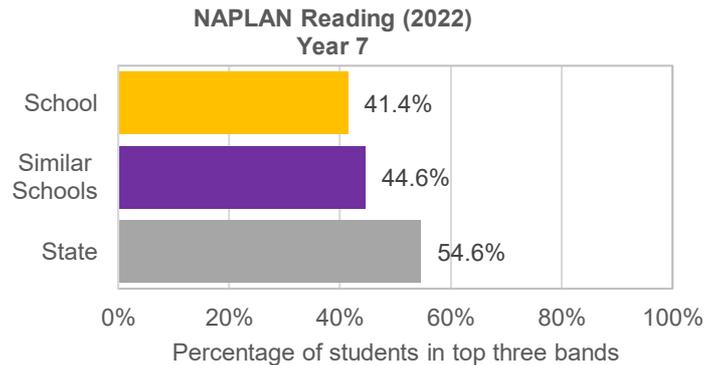
41.4%

Similar Schools average:

44.6%

State average:

54.6%



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

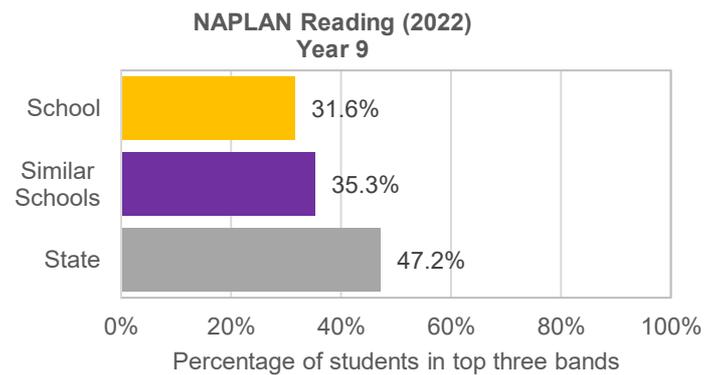
31.6%

Similar Schools average:

35.3%

State average:

47.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

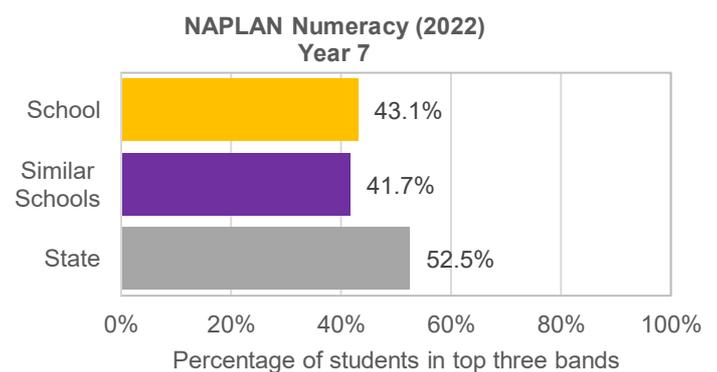
43.1%

Similar Schools average:

41.7%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

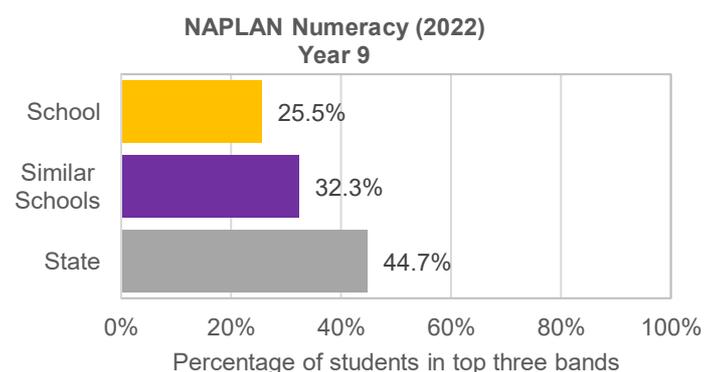
25.5%

Similar Schools average:

32.3%

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

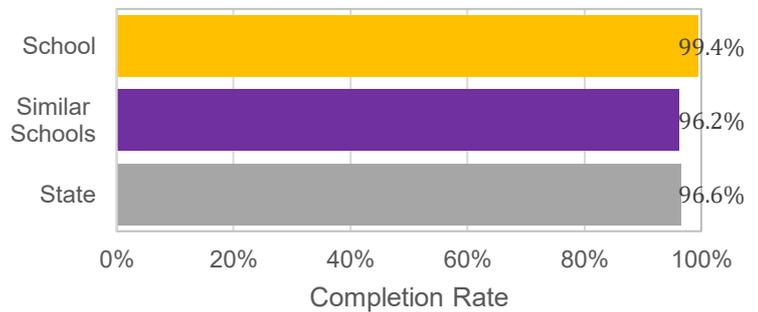
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.4%	97.7%
Similar Schools completion rate:	96.2%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.9

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDP

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

31%

Percentage VET units of competence satisfactorily completed in 2023:

67%

WELLBEING

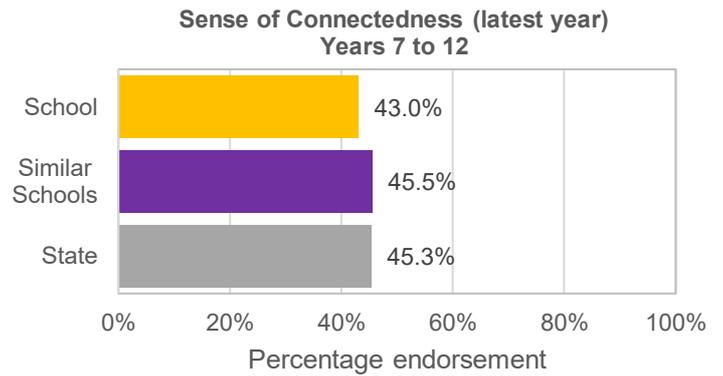
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	43.0%	47.0%
Similar Schools average:	45.5%	50.6%
State average:	45.3%	49.9%

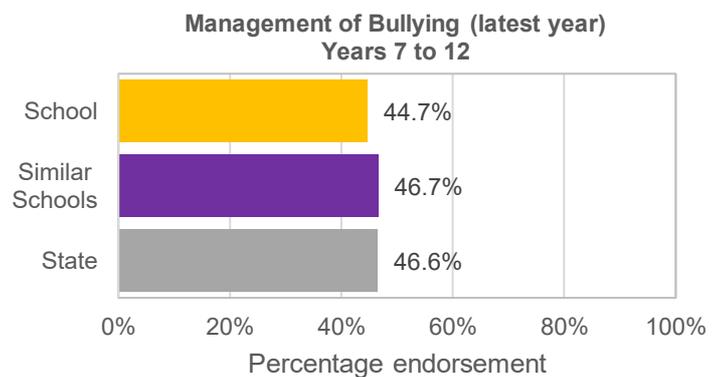


Student Attitudes to School – Management of Bullying

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:	44.7%	47.3%
Similar Schools average:	46.7%	51.4%
State average:	46.6%	51.0%



ENGAGEMENT

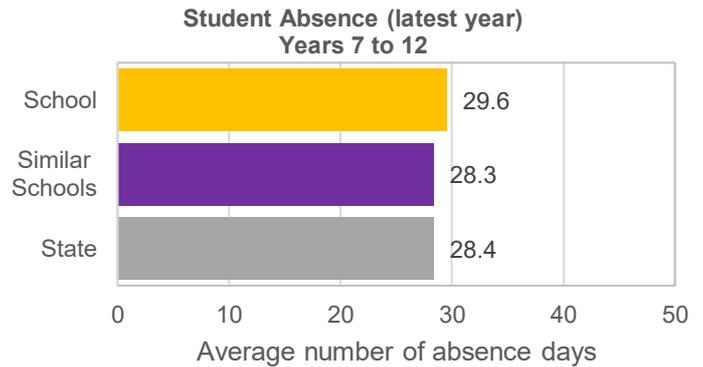
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.6	23.2
Similar Schools average:	28.3	23.8
State average:	28.4	23.8



Attendance Rate (latest year)

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

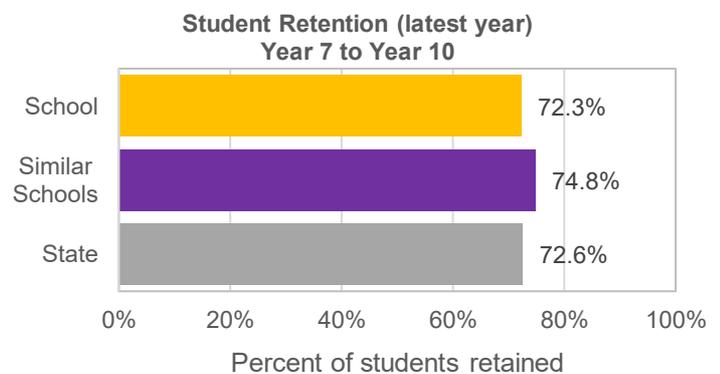
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	83%	83%	83%	86%	90%

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:	72.3%	70.2%
Similar Schools average:	74.8%	75.7%
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.

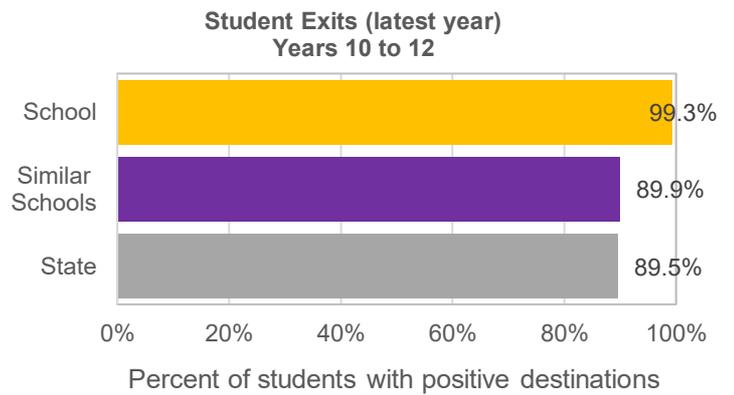
Students exiting to further studies or full-time employment

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:	99.3%	99.0%
Similar Schools average:	89.9%	90.4%
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	\$19,089,537
Government Provided DET Grants	\$3,432,157
Government Grants Commonwealth	\$27,545
Government Grants State	\$0
Revenue Other	\$116,118
Locally Raised Funds	\$332,688
Capital Grants	\$0
Total Operating Revenue	\$22,998,044

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,292,959
Equity (Catch Up)	\$111,316
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,404,276

Expenditure	Actual
Student Resource Package ²	\$15,413,085
Adjustments	\$0
Books & Publications	\$3,383
Camps/Excursions/Activities	\$142,445
Communication Costs	\$18,800
Consumables	\$443,985
Miscellaneous Expense ³	\$185,942
Professional Development	\$114,776
Equipment/Maintenance/Hire	\$311,979
Property Services	\$489,472
Salaries & Allowances ⁴	\$517,031
Support Services	\$1,310,566
Trading & Fundraising	\$99,641
Motor Vehicle Expenses	\$1,667
Travel & Subsistence	\$241
Utilities	\$171,980
Total Operating Expenditure	\$19,224,994
Net Operating Surplus/-Deficit	\$3,773,051
Asset Acquisitions	\$177,097

- (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	\$1,701,720
Official Account	\$230,107
Other Accounts	\$0
Total Funds Available	\$1,931,827

Financial Commitments	Actual
Operating Reserve	\$557,236
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$317,600
School Based Programs	\$479,038
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,928,874

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.