

2023 Annual Report to the School Community

School Name: Richmond High School (8271)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2024 at 11:33 AM by Andrea Thompson (Principal)

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

Attested on 30 April 2024 at 12:15 PM by Tanya Connor (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

Richmond High School is a local, co-educational school in the City of Yarra. The vision of the school is to create an inclusive, high quality school in which all students learn and thrive. Our motto is 'Make a Difference', by which we refer both to our capacity to make a difference in young people's lives and to our students' ability to make a positive difference in the community. The Richmond High School core values underpin everything we do. **We value:**

Intelligence - we aim to develop intellect, inspire imagination and encourage original thinking. We hope to instil a thirst for knowledge and learning for life.

Creativity - young people need to be forever creative in an ever changing world. We believe education should foster creativity and adaptability

Diversity - we emphasise inclusion and respect for all, embracing difference and diversity in all its forms, including ideas.

Expectation - we have high expectations for our students. We expect them to work hard, set high standards for themselves and strive to be their best.

A notable feature of the school is the bilingual Enhanced Chinese Program. We are the only secondary government school that runs a Chinese bilingual program meaning students who have started in a bilingual primary school are able to complete their studies to Year 12 and beyond. Richmond High School enrolls students in the Bilingual Enhanced Chinese Program from local primary schools as well as students from out of zone and from primary schools across Melbourne.

At Richmond High School we are also known for our academic acceleration of our Senior School program, where students begin VCE in year 10. Our accelerated VCE program provides students with every opportunity to fulfil their potential and successfully achieve their VCE goals.

Since opening in 2018, the school has added one year level cohort each year, finally becoming a full 7-12 secondary school in 2023. The school's main campus is located on Griffiths Street in Richmond, with a second building - the school gym - on Gleadell Street. In 2023, the school had a cohort of 559 students with 80 staff members.

Progress towards strategic goals, student outcomes and student engagement

Learning

We are extremely proud of our achievements in student learning in 2023, in particular our Year 9 Naplan results for Numeracy with almost 80% of students in the strong or exceeding proficiency. This is 10% higher than the similar schools average and 20% higher than the state.

Throughout 2023, two of our school goals were to continue facilitating Professional Learning Communities (PLCs) and to continue implementing a robust instructional model while refining the model itself. Through collaborative PLC discussions and data-driven insights, teachers honed their pedagogical skills, leading to increased student engagement and achievement.

The English team implemented the Writing Revolution to improve the writing in the junior years and as a result of this we had a high percentage of students who showed significant growth in Naplan from 7 to 9 in writing. The number of Richmond High School students in the strong or exceeding proficiency for Year 9 reading in Naplan is higher than the state and on par with similar schools. We have an accelerated three year VCE that students will begin in Year 10 by completing three unit 1 and 2 subjects. This has facilitated students to expedite their access to tertiary subjects, through our partnership with CHES, we have multiple students who have successfully studied their first tertiary subject while being enrolled with RHS. The three year VCE has enabled students who need further extension to access VCE subjects early and continue to be engaged and challenged. It has also proven to provide time to students who require more scaffolding, allowing them to demonstrate success.

2023 was our first cohort of graduating students. 94.7% of students completed their VCE, with a mean study score of 28.6, this will be a continued focus for 2024. 24% of the Foundation Year 12s achieved an ATAR of 90+, something that we are incredibly proud of and will continue to grow. Our first Dux achieved an ATAR of 98.75. Our focus on high expectations in VCE teaching has had a positive effect on pushing many of the students to achieve above-expected results.

Our strong professional learning culture significantly contributed to the dedication of our staff to best practices in the classroom. Our commitment to ongoing professional development and continuous improvement fostered a sense of ownership and investment among the staff. Through regular workshops and learning, teachers were provided with opportunities to deepen their subject knowledge and explore evidence-informed teaching strategies while being coached on goals that they have driven. This culture of

continuous learning and collaboration not only enhanced teaching effectiveness but also fostered a shared commitment to work towards excellence among our staff.

Our dedication to PLC facilitation, instructional model implementation, strong professional learning culture, and ongoing teacher instruction improvement through coaching and mentoring has ensured significant progress and positive learning outcomes for our students.. Our staff culture is one of dedication to providing the best possible educational experience for Richmond High School students.

Wellbeing

In 2023, Richmond High School continued to focus on wellbeing to support engagement and learning to progress our strategic goals. The school effectively mobilised available resources to support students wellbeing and mental health through targeted efforts on developing a positive climate for learning and promoting high expectations for learning for all students. We invested in building the leadership capacity of Leading Teachers and Learning Specialists through our leadership development program. Ongoing and focused Professional Learning to strengthen the capability of staff to deliver responsive, tiered and contextualised approaches to support wellbeing, inclusion and learning of all students. This was supported on the ground by our dedicated wellbeing and student support team consisting of our cultural liaison support officer, a youth worker, a mental health practitioner, and a student counsellor. While just lower than the state and similar schools average, student perception of how we manage bullying will be an area of ongoing focus and we will enlist the support and voice of students via focus groups to improve student perceptions and drive ongoing improvement.

Student sense of connectedness from the 2023 Student Attitudes to School Survey is higher than both the state average and similar schools average and is an area that we will continue to work hard to strengthen.

Engagement

Our staff at Richmond High School make great efforts to engage students in learning, develop and nurture positive relationships and enhance student connectedness to Richmond High School.

Richmond High School continued to focus on student transitions to support student engagement in 2023, both from primary to secondary and from secondary to tertiary or employment. The 6 -7 school transition program supported students as they made the important transition into secondary school. The pathways program continued to provide students with the knowledge, skills and opportunities they need to plan for future careers.

2023 attendance data is not as strong as we would like it to be and we will have ongoing focus around attendance including auditing current practice, exploring additional processes and seeking the voice of students to drive improvement in this area.

Student retention data from Year 7-10 is similar to the state average and we will focus on delivering programs that make a difference in the lives of our students. In 2024 we will prepare for the implementation of senior secondary pathway reforms in order to embed vocational and applied learning and build the aspirations and skills critical and creative thinking, communication skills and collaboration skills. In 2023 the number of Richmond High School students moving on to further studies or full time employment was higher than the state and similar school average.

In 2023, to further promote student engagement, we prioritised the continuation of our student clubs with students from year 7 -12 engaging in a variety of clubs including STEM Club, Feminist Collective, Book Club, Environmental Club, Pride Club, and Arts Club. Our student clubs provide a genuine opportunity for students to develop agency and leadership with many of our clubs being student led. Our Year 12 Make Difference Project and our innovative Year 9 Projects (including the Entrepreneurial project, the Inspiration project, The universe Project and The Imagination project) provide further opportunities to engage students in learning and to develop crucial skills needed for the 21st century.

Other highlights from the school year

We have much to celebrate and reflect positively on at Richmond High School from 2023. The most significant event was our first-ever graduating cohort. We were excited and privileged to support our Foundation Students in their final year of secondary school. Particular highlights for and with these students were the Year 12 'Big Day Out' and the Valedictory Dinner at the Melbourne Cricket Ground.

Richmond High School ran many successful school camps, excursions and events. Our first ever international tour to Borneo, where the students trekked and explored nature while getting to see the orangutans and sun bears in real life was an incredible learning experience for students

The Richmond High School music program continued to thrive, with regular soirees and parent events. A significant number of students are involved in private lessons and ensembles and are led by an impressive team of instrumental teachers.

Many of our students have been recognised for their achievements throughout the year, including winning the Ainger Peck Public Speaking award. We have also had students who have been awarded very prestigious University scholarships as a result of their achievements and contributions they have made to the community.

Our House Days and athletics carnival continued to celebrate the school community and build on our positive school culture and provided our senior students with another opportunity to lead and refine their skills as house leaders.

Financial performance

While the school recorded a deficit in 2023, Richmond High School continues to be financially secure. The 2021-204 School Strategic Plan along with the 2023 Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. Our receipt of Student Resource Package (SRP) funding from the Department, primarily earmarked for staff salaries, underscored the direct correlation between student enrolments and financial resources. Leveraging equity funding to support teaching and support staff within the SRP framework has ensured the preservation of overall staffing Full-Time Equivalent (FTE) levels, notwithstanding fluctuations in student numbers. Additionally, strategic allocation of supplementary funding sources has facilitated the provision of tutoring services, further enriching the educational experience for our students. A stringent adherence to segregation of duties ensured the establishment of robust checks and balances, safeguarding the integrity of budgeting, receipting, and expenditure procedures. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package.

In recognition of our commitment to safety and regulatory compliance, Richmond High School entered into service agreements with suppliers of Essential Safety Measures, thereby ensuring the maintenance of our facilities in accordance with prevailing Occupational Health and Safety (OHS) regulations and Department of Education and Training (DET) standards.

Revenue generated from the rental of school facilities such as indoor and outdoor basketball courts, has significantly strengthened our financial reserves. Additionally, cultivating robust relationships with our community hirers has played a pivotal role in sustaining these revenue streams, thereby laying a solid foundation for ongoing collaboration in the years ahead.

For more detailed information regarding our school please visit our website at <https://rhs.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 559 students were enrolled at this school in 2023, 173 female and 385 male.

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

Overall Socio-Economic Profile

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

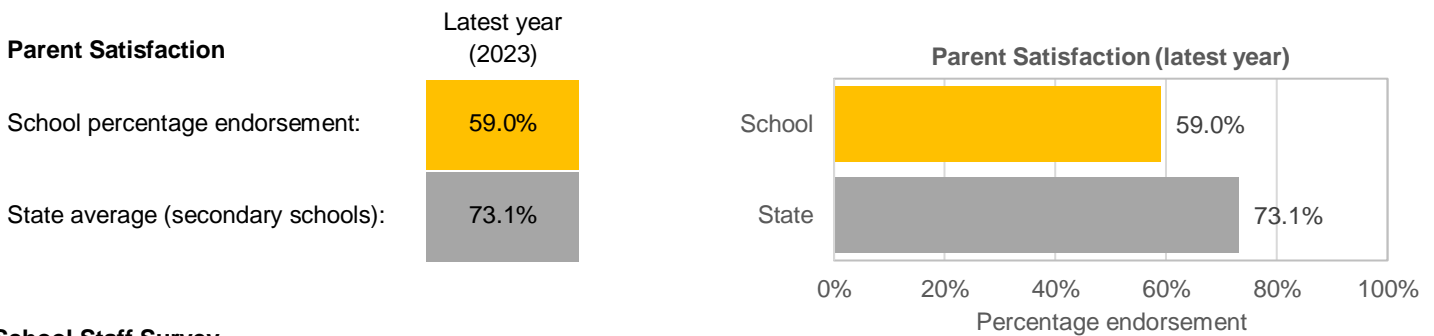
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

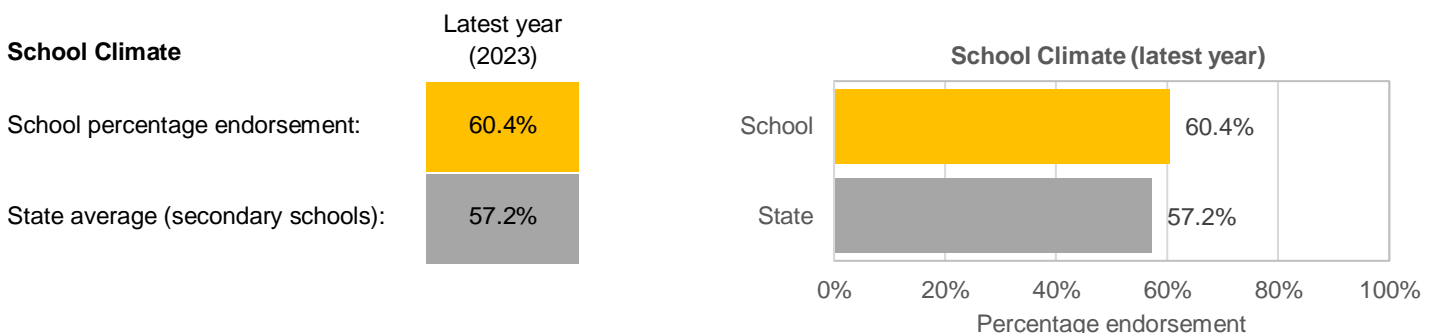


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

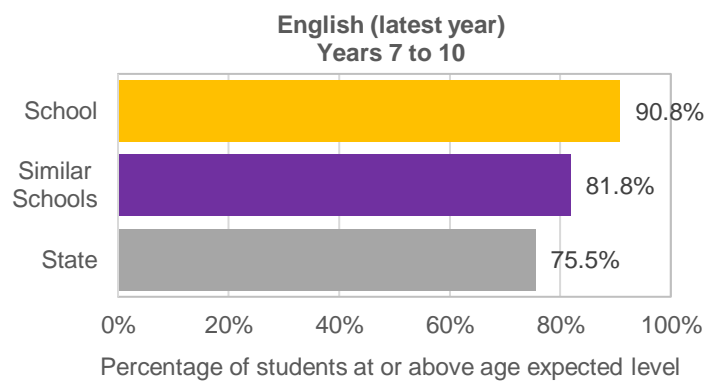
90.8%

Similar Schools average:

81.8%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

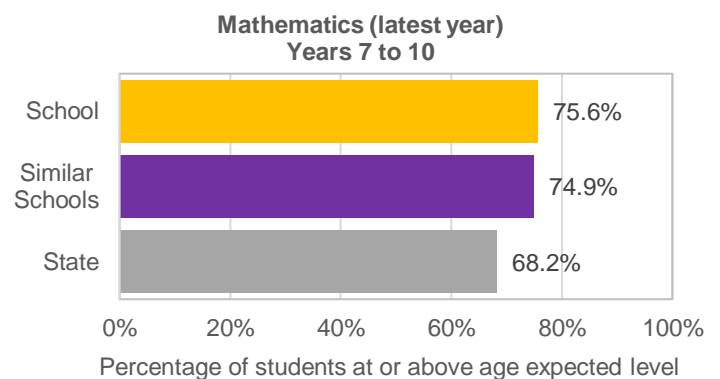
75.6%

Similar Schools average:

74.9%

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:

81.1%

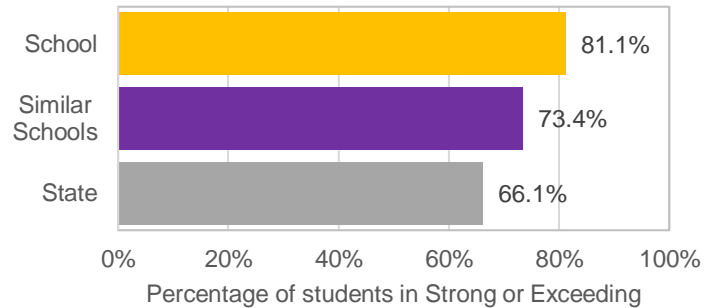
Similar Schools average:

73.4%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

68.1%

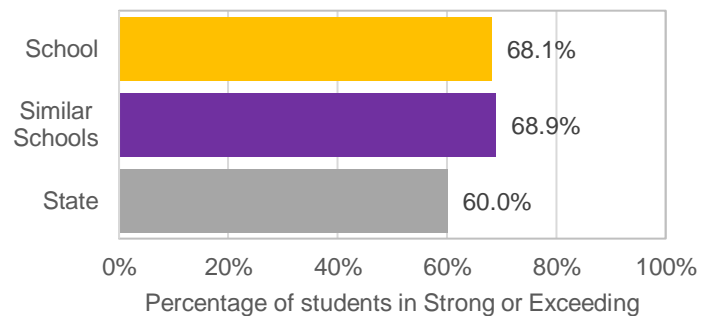
Similar Schools average:

68.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.4%

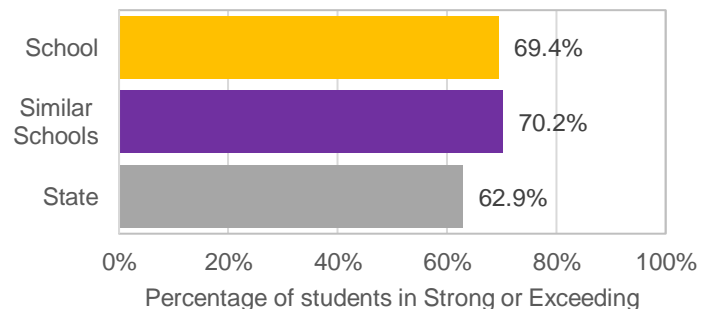
Similar Schools average:

70.2%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

79.1%

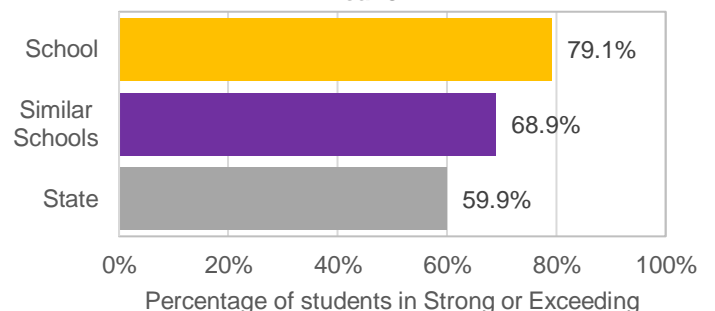
Similar Schools average:

68.9%

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:

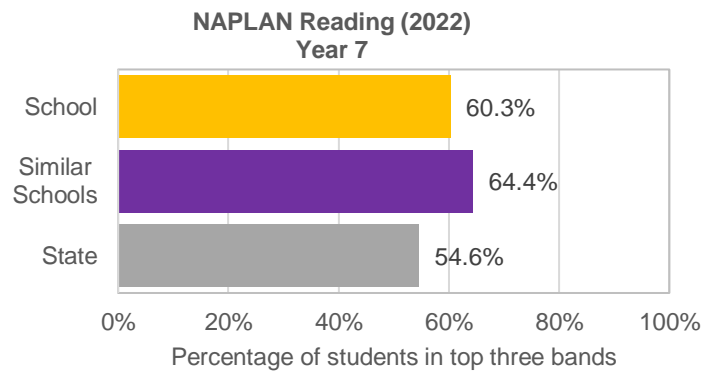
60.3%

Similar Schools average:

64.4%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

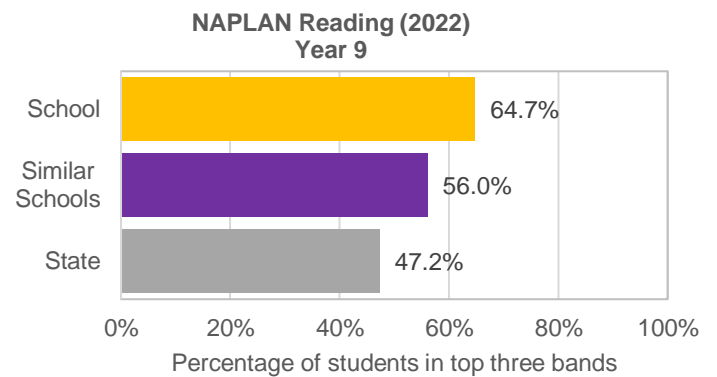
64.7%

Similar Schools average:

56.0%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

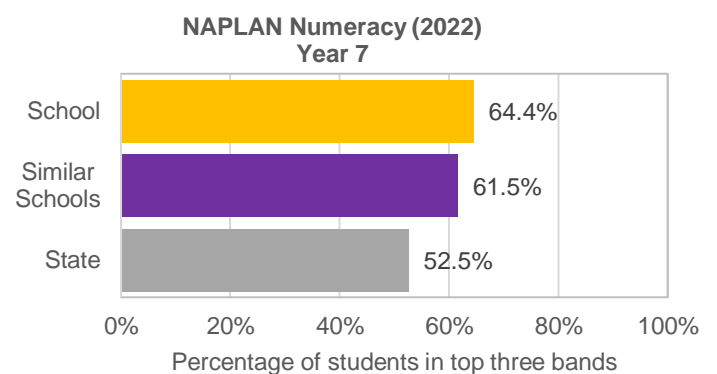
64.4%

Similar Schools average:

61.5%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

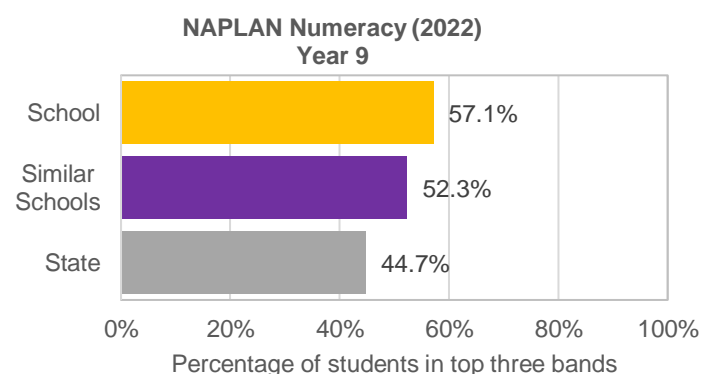
57.1%

Similar Schools average:

52.3%

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

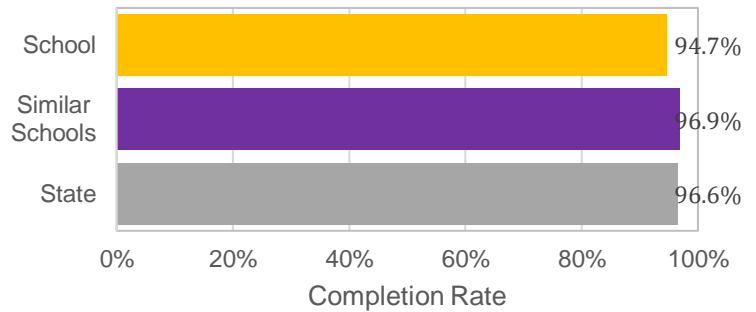
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	94.7%	94.7%
Similar Schools completion rate:	96.9%	97.7%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.6

Number of students awarded the VCE Vocational Major

NDA

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:

8%

Percentage VET units of competence satisfactorily completed in 2023:

88%

WELLBEING

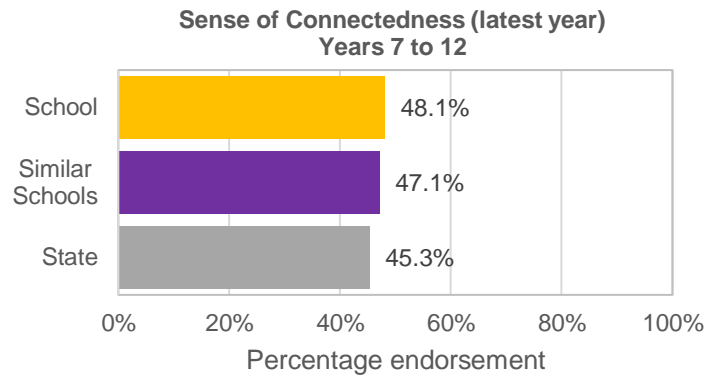
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	48.1%	56.3%
Similar Schools average:	47.1%	51.3%
State average:	45.3%	49.9%

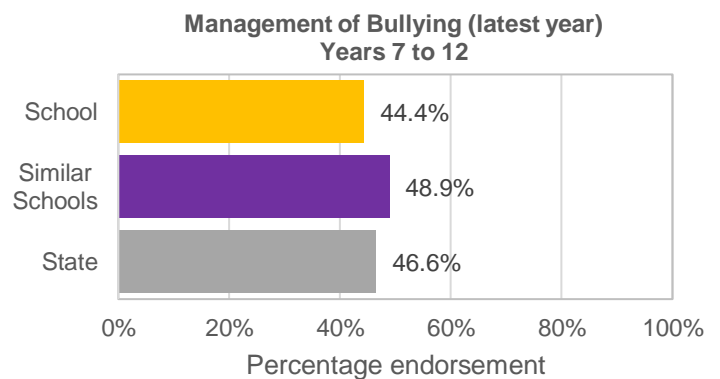


Student Attitudes to School – Management of Bullying

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:	44.4%	54.7%
Similar Schools average:	48.9%	52.9%
State average:	46.6%	51.0%



ENGAGEMENT

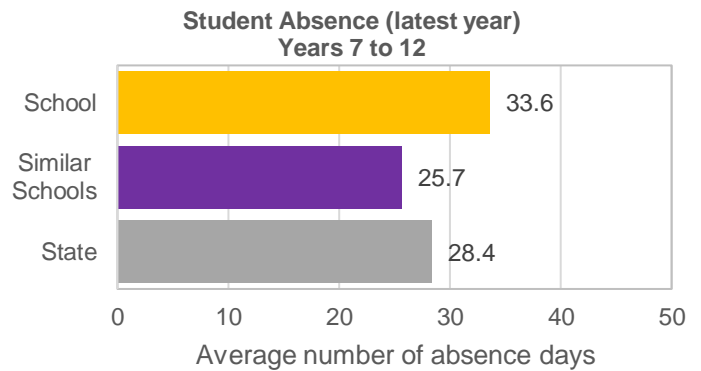
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	33.6	27.5
Similar Schools average:	25.7	21.3
State average:	28.4	23.8



Attendance Rate (latest year)

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

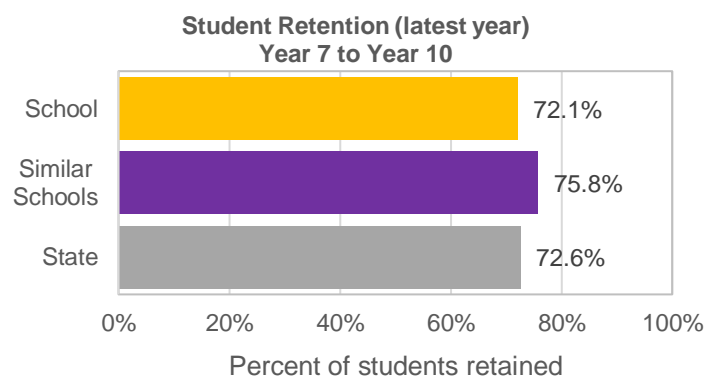
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	87%	84%	81%	79%	80%

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:	72.1%	78.2%
Similar Schools average:	75.8%	76.5%
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.

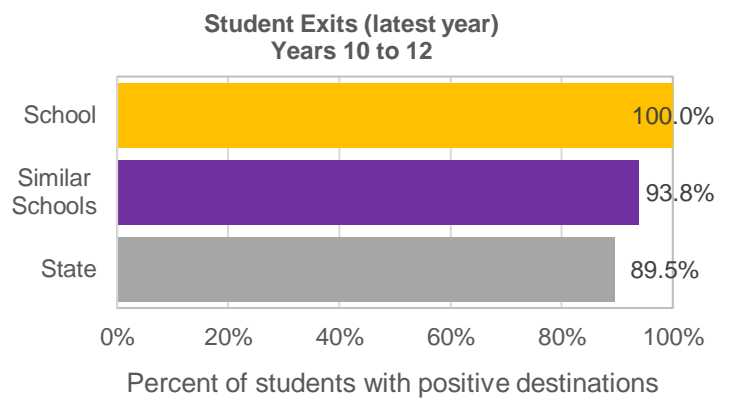
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	93.8%	93.3%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,709,472
Government Provided DET Grants	\$1,000,769
Government Grants Commonwealth	\$9,181
Government Grants State	\$0
Revenue Other	\$129,594
Locally Raised Funds	\$1,032,978
Capital Grants	\$0
Total Operating Revenue	\$8,881,994

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,694
Equity (Catch Up)	\$35,745
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$8,235
Equity Total	\$120,674

Expenditure	Actual
Student Resource Package ²	\$6,967,727
Adjustments	\$0
Books & Publications	\$16,062
Camps/Excursions/Activities	\$522,289
Communication Costs	\$22,015
Consumables	\$169,945
Miscellaneous Expense ³	\$63,206
Professional Development	\$77,878
Equipment/Maintenance/Hire	\$75,713
Property Services	\$219,703
Salaries & Allowances ⁴	\$319,418
Support Services	\$497,458
Trading & Fundraising	\$26,966
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,681
Utilities	\$132,998
Total Operating Expenditure	\$9,113,059
Net Operating Surplus/-Deficit	(\$231,065)
Asset Acquisitions	\$0

- (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	\$806,176
Official Account	\$194,793
Other Accounts	\$71,455
Total Funds Available	\$1,072,425

Financial Commitments	Actual
Operating Reserve	\$325,461
Other Recurrent Expenditure	\$90,173
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$415,634

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.