

2023 Annual Report to the School Community

School Name: Somerville Secondary College (8875)



- 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 03 March 2024 at 04:15 PM by Sarah Burns (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

To be attested by 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

Located in Somerville, which is positioned 55 km southeast of Melbourne's city center, Somerville Secondary College is part of the urban cluster along Western Port, encompassing areas such as Somerville, Hastings, Bittern, Crib Point, and Tyabb. The school falls under the governance of the Shire of Mornington Peninsula and can be accessed through Somerville railway station on the Stony Point Line, as well as a bus service to Frankston.

As of 2023, the school enrolled 478.6 students from Year 7-12, and with the town witnessing urban expansion, initiatives are underway to boost these numbers in the future. This marked an increase of 153.8 students within a year.

The school's overall socio-economic status falls within the mid-range. A small percentage of students, 0.59%, come from English as an Additional Language (EAL) backgrounds, and 3% identify as Aboriginal or Torres Strait Islander. The Student Family Occupation (SFO) indicator stands at 0.5213, while the SFOE index is 0.4638. Over the past four years, the SFO index has shown a consistent decrease, suggesting a rise in the school's student population with advantages. In 2023, Somerville Secondary College had 27% of its students coming from equity-funded backgrounds.

The school is dedicated to fostering a strong learning community involving students, teachers, and families. Situated conveniently in the heart of the community, it is just a short distance from the train station and local shopping area, seamlessly blending into the surroundings. The school's learning spaces are modern, versatile, and well-equipped, featuring standout facilities like the advanced Design Centre, award-winning teaching environments, specialized arts, science, and technology areas, and a top-notch outdoor recreational space. The focus is on providing students with hands-on learning opportunities aligned with the Victorian Curriculum, offering a range of subject options and specialist learning experiences.

In 2023, the college introduced new study options, such as the VCE Vocational Major and the Victorian Pathways Certificate, to cater to students' individual goals, talents, and preferences. The school's vision statement, along with its associated statement, underwent revisions in 2018 following extensive consultations with various stakeholders within the school community, including parents, students, staff, local primary schools, and the broader community.

Somerville Secondary College's vision statement, prominently displayed at the front of the school, emphasizes the collective use of voice to challenge and cultivate a confident community. This vision is upheld by the core values of Integrity, Respect, and Responsibility, which form the basis for all interactions, expectations, practices, and processes within the college. The school's overarching purpose is to holistically develop students academically, morally, and ethically, empowering them to become positive contributors to both the local and wider community.

In 2023, Somerville Secondary College identified the FISO (Framework for Improving Student Outcomes) priorities of Learning and Wellbeing as crucial elements for driving improvements in student outcomes. The school's focus was on enhancing literacy and numeracy skills by equipping teachers with the tools to analyze data and implement high-impact teaching strategies that engage students in their own learning. Students were encouraged to play a more active role in curriculum planning and delivery to boost attendance and involvement.

Furthermore, the school aimed to strengthen partnerships and foster connections within the community, while also prioritizing professional development to enhance the capabilities of school leaders and teachers in meeting student needs and driving school improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

Despite various challenges in recent years, such as staff shortages, ongoing illnesses, and a 49% increase in enrollment, the school has stayed dedicated to improving educational outcomes through embedded programs. In 2023, the teaching staff collaborated on differentiated curriculum planning aligned with the Instructional Model for effective implementation. The School Improvement Team/ Strategic Direction Team a robust Professional Learning Community (PLC) to enhance middle managers' leadership capacity and maintain a focus on teaching and learning.

The school's key areas of focus in 2023 included data utilisation, embedding conditions for success, fostering an orderly learning setting, and enhancing staff understanding of trauma. To achieve our objectives, the school executed multiple strategies, such as building the teaching staff's data collection and interpretation skills, building middle leadership capacity to lead PLCs, and ensuring all teaching staff actively participated in a PLC. The school adhered to the strategic plan by strengthening college leaders, developing a tailored curriculum to meet student needs, and integrating a structured peer observation system. They also enhanced approaches to support disengaged students.

In 2023, Somerville Secondary College recognised the FISO priorities of Learning and Wellbeing as crucial elements for building student outcomes. The school aimed to boost literacy and numeracy skills by enabling teachers to analyze data and promoting impactful teaching strategies to engage students in their learning. Students were empowered to participate in curriculum planning and delivery to increase attendance and engagement. To enhance partnerships and connections, the school sought to foster community-building, while emphasizing professional development to enhance the capabilities of school leaders and teachers in meeting student needs and advancing school improvement. The Victorian Senior Secondary Certificate completion rate which includes the VCE including the Vocational Major increased to 93.8%. The mean study score for the second year was above that of similar schools at 26.8 with the English study score maintaining at 29. 11% of students in English received a score above 37.

Wellbeing

At Somerville Secondary College, student wellbeing is a high priority, supported by a robust structure that addresses physical, mental, emotional, and social needs. The college offers extensive support to students navigating the challenges of adolescence, with a dedicated team of wellbeing staff providing personalized services and programs tailored to individual and family needs. The school actively monitors student attitudes and progress through data analysis and feedback mechanisms, identifying areas for improvement and implementing targeted interventions. Emphasizing the health and wellbeing of both students and staff, the college implements proactive programs to build resilience and tracks outcomes for each student. External agencies are also engaged to provide additional support for vulnerable students, and support groups are held for students and families to foster a supportive community environment.

In terms of student outcomes, Somerville Secondary College has a retention rate from year 7 to year 10 of 79.5%, surpassing both similar schools and the State average, signaling significant progress since 2022 where it was 51.3%. Additionally, 93.8% of students who completed at year 10 – 12 at the school transitioned to positive destinations in further studies or full-time employment, outperforming both similar schools and the State average. An increase from 84.6% in 2022. These achievements underscore the school's commitment to holistic student wellbeing and academic success.

Engagement

The school saw a boost in its retention rate from year 7 to year 10, reaching 79.5% following the implementation of effective strategies related to course selection and completion requirements. Moreover, the percentage of students who proceeded to further studies or full-time employment after completing year 10 increased to 93.8%, compared to 90.9% in 2022. This positive trend reflects the school's commitment to supporting students in their academic and career pursuits. Additionally, the sense of connectedness among students across all year levels was reported at 36.1%, underscoring the importance of fostering a supportive and inclusive school community.

In 2023, the school made strides in enhancing student engagement through an extensive connectivity program, with 83% of students participating in extracurricular activities. This initiative is expected to gain momentum in 2024, further promoting student involvement and school spirit. The school's efforts in promoting student wellbeing were evident in the lower percentage of students

with 20 or more absence days, standing at 27.8%, below both similar schools and the State average. Furthermore, the reduction of unapproved absences from 12.8% to 10.2% highlights the effectiveness of the school's initiatives in promoting attendance and student accountability.

The successful establishment of the Inclusion Team, led by an experienced Learning Specialist, enabled the implementation of Tier 3 and Tier 2 support across the school. These supports, along with streamlined processes for accessing DIP funding, have helped enhance the overall learning environment and support services for students. Parental Community Engagement, as indicated by the Parent Opinion Survey, also showed improvement, increasing from 79% to 81.6%. This upward trend underscores the school's dedication to fostering strong partnerships with parents and caregivers in the education and wellbeing of students.

Other highlights from the school year

During the school year, students in Year 7 and 8 participated in a camp that offered valuable opportunities for personal growth, team-building, and outdoor learning experiences. A group of year 9 students also attended a leadership camp and are in the process of running a community fund raising event. Parents have expressed high levels of satisfaction with the school's improvement journey and the positive changes being made. The school can report a significant increase in enrolments and an improvement in the school climate, reaching 54.8% in 2023, reflecting a positive and inclusive atmosphere that supports student well-being and academic success. The college arts area has shown growth with both the music program and production being highlights of the year.

Continuous efforts to enhance student learning are being maintained, targeted strategies were implemented to enable long term literacy and numeracy skills among our students. All teachers have actively engaged in Professional Learning Communities (PLC) approaches to enhance their teaching practices and promote student engagement in the classroom. As an initial indication, the school has observed an increase in VCE completion rates and a strong student engagement in Vocational Education and Training, with 100% of units satisfactorily completed, showcasing progress from the previous year.

The school commitment to providing a conducive learning environment is evident through the significant enhancements made to our facilities, including the addition of upgraded toilets for staff and students, three new classrooms, and the planting of 70 trees on the grounds. These improvements have created a welcoming and supportive space for learning and growth. The school has also successfully built connections with the local community through work experience opportunities, local employment initiatives for students, and support from organisations such as Rotary, providing students with valuable real-world experiences and resources.

Despite challenges such as staff shortages and absences, the school has demonstrated adaptability and resilience by modifying its approach to working Annual Implementation Plan (AIP) goals related to literacy and numeracy. This dedication and flexibility have enabled the school to continue delivering quality education to our students with a focus on continuous improvement. With a strong increase in enrolments, the school now has a capped intake at year 7, reflecting the positive reputation and quality education offered by the school. The average attendance rate remains commendable at 87.8%, highlighting the commitment of students and families to prioritise education and learning.

Financial performance

Somerville Secondary College's annual report on its financial position reveals that the school has been operating in a deficit due to ongoing financial restraints and complexities. Despite this challenge, the college has made significant efforts to improve its financial standing by consolidating resources and embarking on a complex school improvement journey.

A key area of focus for Somerville College has been to enhance its net financial position while also increasing student numbers, particularly at the junior levels. To achieve this, the college has strategically invested in staffing to maintain small class sizes, build teacher capacity, and enhance teaching and learning outcomes. Additionally, a deficit deferral process has been implemented to enable the school to continue its improvement journey while simultaneously boosting enrolments and improving overall financial health.

Furthermore, the college has directed financial resources towards addressing the specific needs of students who are not meeting the expected standards in NAPLAN by offering specialised support. Additionally, Somerville College has utilised State Schools relief to support families in need.

In seeking to further bolster its operations and offerings, the college has utilised various government initiatives. These include seeking assistance for facility improvements, securing Active Sports grants for sports and connectivity programs, implementing the tutor learning initiative, maximizing transition funding to aid vulnerable students moving from primary to secondary schools, providing middle years literacy and numeracy support, and allocating student excellence program funding to support students. Career education funding has also been utilized to support student pathways.

The targeted initiatives component of the school's financial strategy provides funding for programs with specific criteria and defined life spans, ensuring that resources are allocated effectively and efficiently to support the school's overarching goals.

For more detailed information regarding our school please visit our website at
<https://www.somervillesc.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 483 students were enrolled at this school in 2023, 228 female and 254 male.

NDP percent of students had English as an additional language and 3 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).

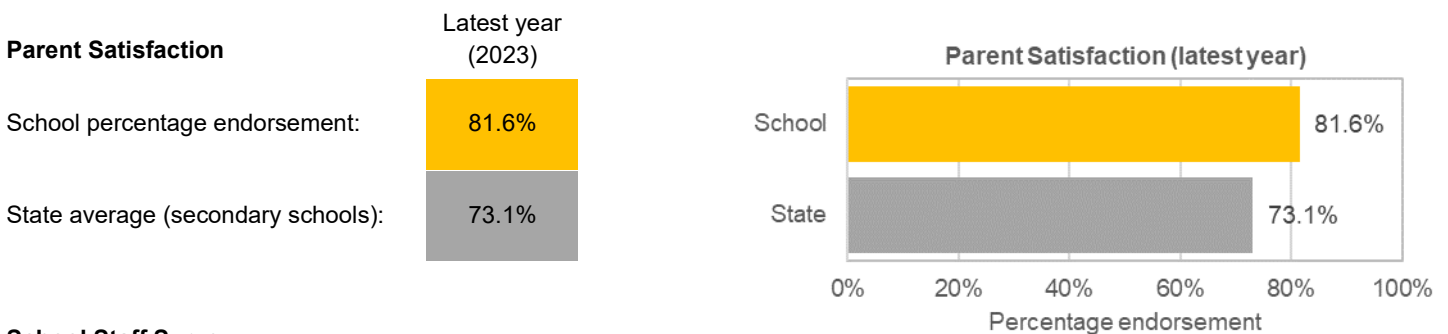
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

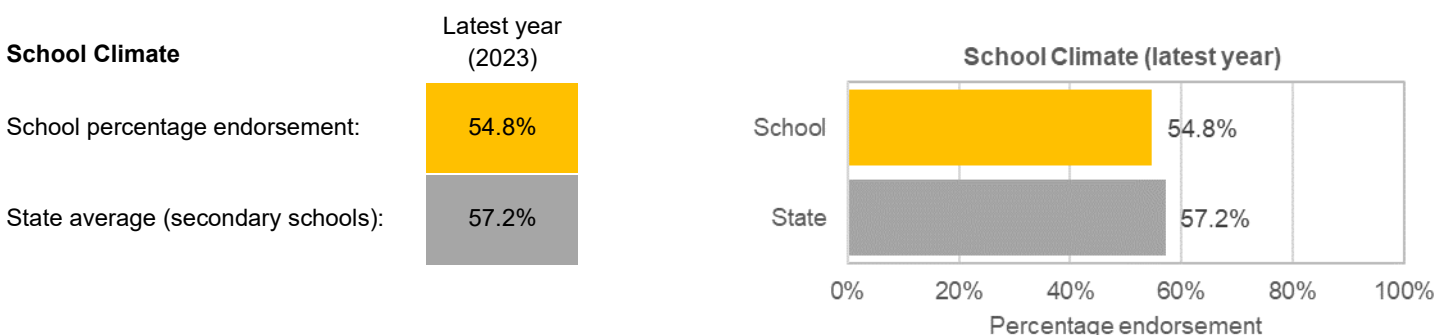


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

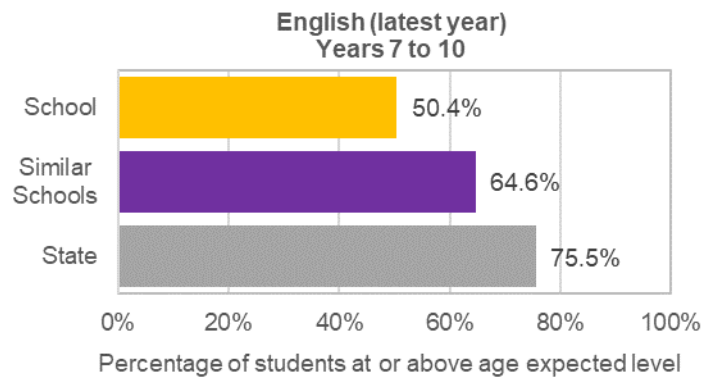
50.4%

Similar Schools average:

64.6%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

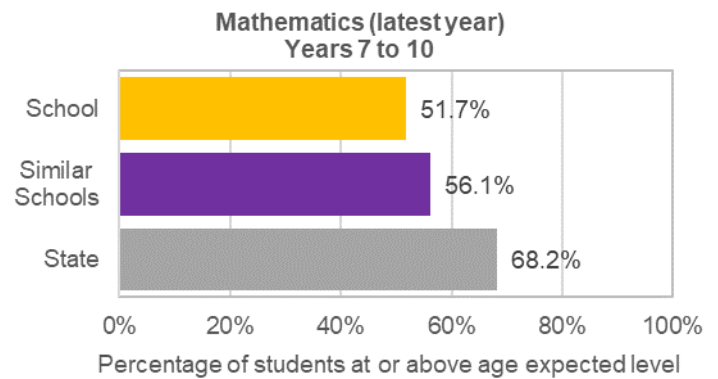
51.7%

Similar Schools average:

56.1%

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:

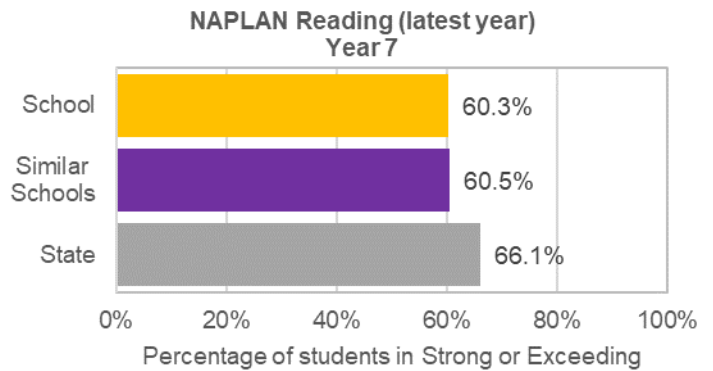
60.3%

Similar Schools average:

60.5%

State average:

66.1%



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

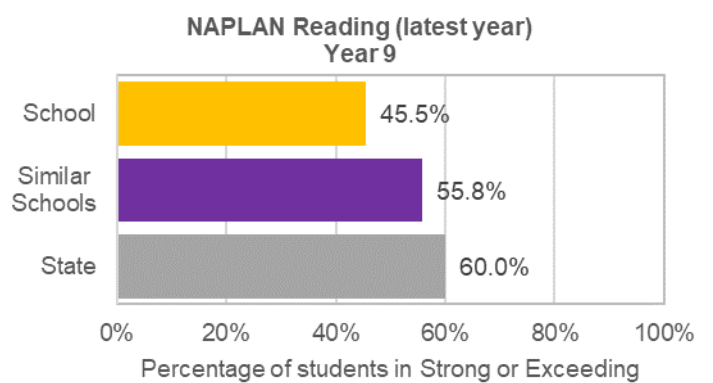
45.5%

Similar Schools average:

55.8%

State average:

60.0%



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

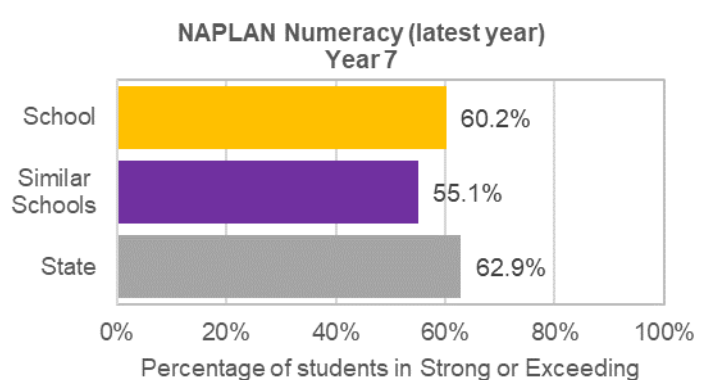
60.2%

Similar Schools average:

55.1%

State average:

62.9%



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

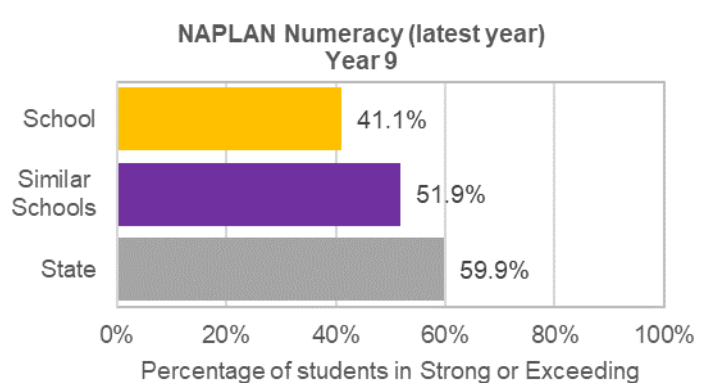
41.1%

Similar Schools average:

51.9%

State average:

59.9%



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:

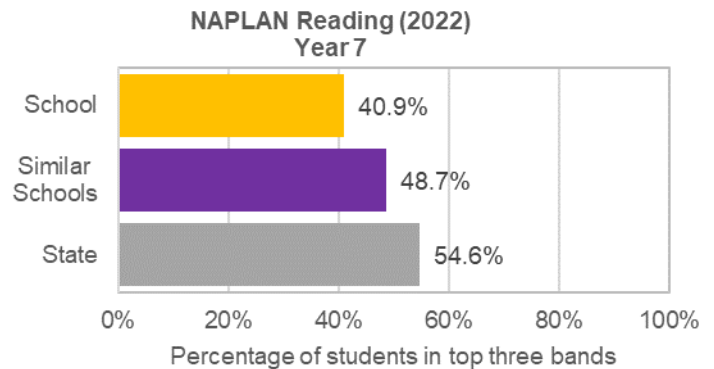
40.9%

Similar Schools average:

48.7%

State average:

54.6%



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

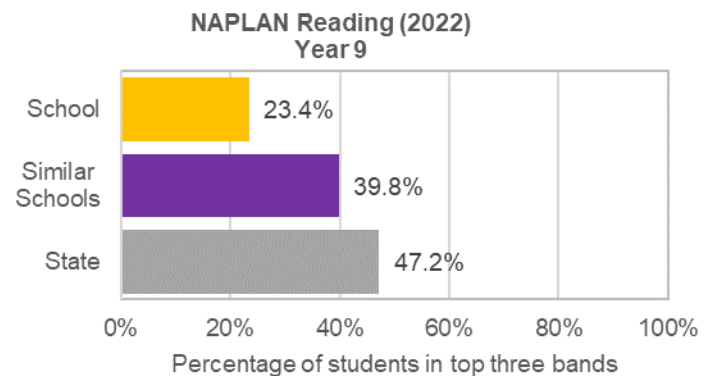
23.4%

Similar Schools average:

39.8%

State average:

47.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

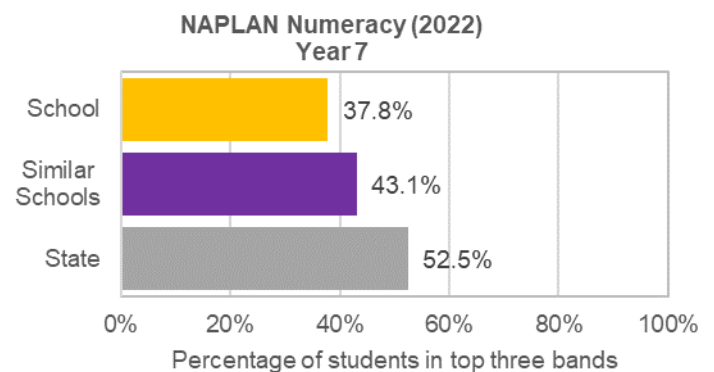
37.8%

Similar Schools average:

43.1%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

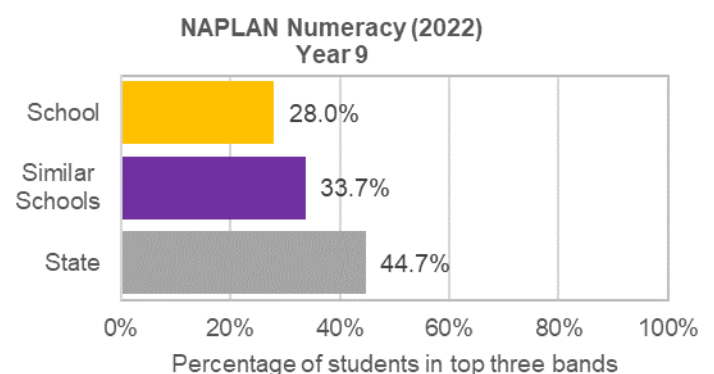
28.0%

Similar Schools average:

33.7%

State average:

44.7%



LEARNING (continued)

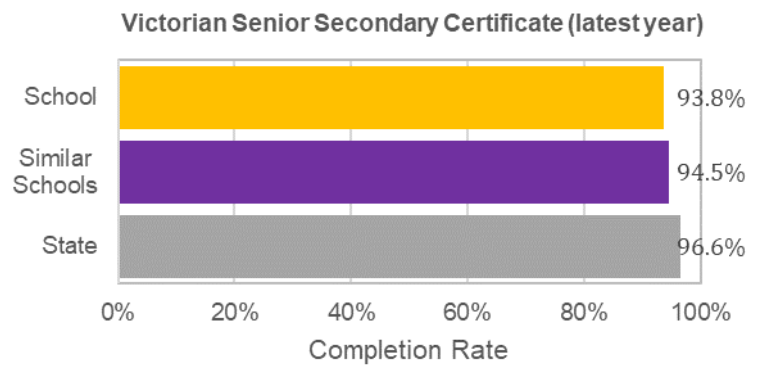
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	93.8%	94.6%
Similar Schools completion rate:	94.5%	95.3%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:

26.7

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:

42%

Percentage VET units of competence satisfactorily completed in 2023:

100%

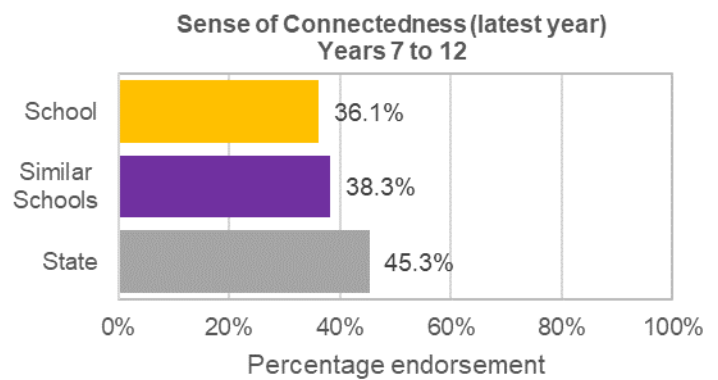
WELLBEING

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).

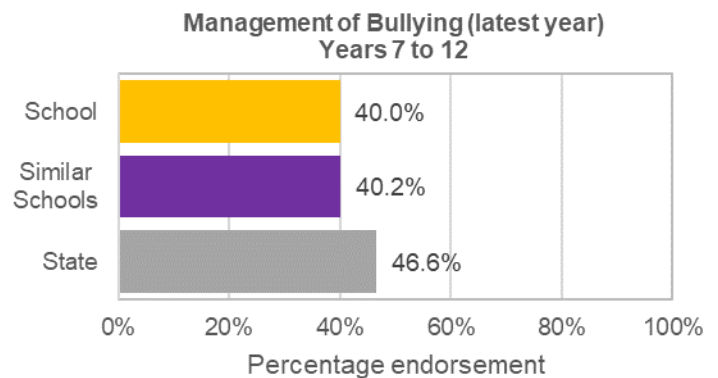
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	36.1%	40.7%
Similar Schools average:	38.3%	42.5%
State average:	45.3%	



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:	40.0%	45.0%
Similar Schools average:	40.2%	45.0%
State average:	46.6%	51.0%



ENGAGEMENT

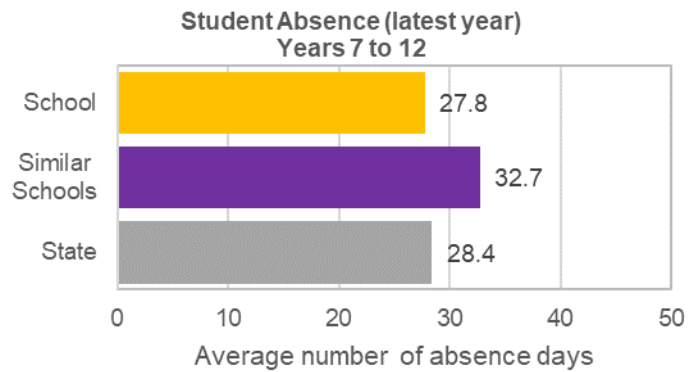
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	27.8	27.9
Similar Schools average:	32.7	27.8
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%	84%	83%	86%	91%	95%

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:	79.5%	64.2%
Similar Schools average:	72.4%	71.9%
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.*

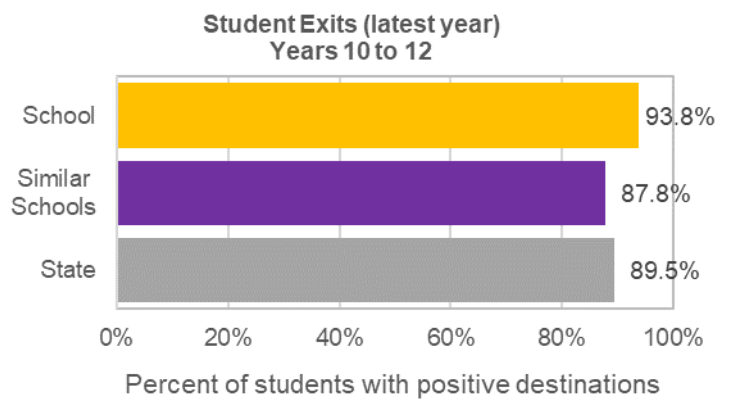
Students exiting to further studies or full-time employment

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:	93.8%	87.0%
Similar Schools average:	87.8%	86.6%
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	\$6,468,631
Government Provided DET Grants	\$522,829
Government Grants Commonwealth	\$67,030
Government Grants State	\$0
Revenue Other	\$41,077
Locally Raised Funds	\$594,063
Capital Grants	\$0
Total Operating Revenue	\$7,693,630

Equity ¹	Actual
Equity (Social Disadvantage)	\$156,855
Equity (Catch Up)	\$49,182
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$206,037

Expenditure	Actual
Student Resource Package ²	\$7,611,784
Adjustments	\$0
Books & Publications	\$2,670
Camps/Excursions/Activities	\$223,596
Communication Costs	\$16,490
Consumables	\$92,543
Miscellaneous Expense ³	\$41,916
Professional Development	\$25,266
Equipment/Maintenance/Hire	\$201,229
Property Services	\$95,029
Salaries & Allowances ⁴	\$127,108
Support Services	\$206,113
Trading & Fundraising	\$14,131
Motor Vehicle Expenses	\$8,658
Travel & Subsistence	\$0
Utilities	\$60,448
Total Operating Expenditure	\$8,726,981
Net Operating Surplus/-Deficit	(\$1,033,352)
Asset Acquisitions	\$40,412

- (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	\$453,896
Official Account	\$83,284
Other Accounts	\$0
Total Funds Available	\$537,180

Financial Commitments	Actual
Operating Reserve	\$172,185
Other Recurrent Expenditure	\$9,891
Provision Accounts	\$0
Funds Received in Advance	\$137,208
School Based Programs	\$51,188
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,320
Repayable to the Department	\$520,000
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	\$896,792

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.