

# 2023 Annual Report to the School Community

School Name: Dimboola Memorial Secondary College (7770)



- 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 14 March 2024 at 09:38 PM by Sally Klinge (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 20 March 2024 at 09:13 PM by Rhianna Paech (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

At Dimboola Memorial Secondary College (DMSC), we aim to develop each student's full academic and social potential in a stimulating learning environment. Dimboola is the only provider of secondary education in the town of Dimboola in the Wimmera region, and accordingly, strives to provide a comprehensive curriculum with a broad range of pathways and options to meet the various needs and interests of its 130 students - 67 female and 63 male in 2023, with 12% of the school's population being Aboriginal or Torres Strait Islander peoples.

Our overarching vision is for all students to reach their academic, social, emotional and physical potential. This will occur in a safe environment where they develop independence, self-discipline, resilience, acceptance of others and a sense of achievement. To achieve this vision, we aim to develop a culture of collaborative learning for staff and foster strong links with our community. Our school values are: Excellence, Honesty, Respect, Care and Freedom.

The overall school's socio-economic band value in 2023 was medium, which was the same as in 2022. In 2023, 37 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. Approximately 35 students travelled to school on buses, from a range of outlying areas. The workforce of the school included the equivalent of 25.88 EFT staff: 2 Principal class, 21 teachers and 11 Education Support Staff. There were no Aboriginal and Torres Strait Islander staff. School staff survey results showed a 82.4% positive endorsement of the school, compared with a state average for secondary schools of 57.2%. Parent satisfaction was at 76.2% in 2023.

Years 10-12 students can access VETiS programs, through several providers in the larger regional centre of Horsham. A strong VCE VM and VPC program is offered at Years 11-12, as well as VCE subjects, which are also available to students in Year 10 and higher. Australian School Based Apprenticeships are taken up by a small number of students. Instrumental music and a well-planned camps program contribute to a rich school environment.

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

### Learning

In 2023, the state-wide priority goal around Learning was a key focus. As much as possible was done to ensure that this priority goal was targeted effectively.

Staff continued their focus on differentiation in 2023 as a means of engaging students with their learning and also catering for the needs of high-performing students. Differentiated learning challenge was 81% for all Year 7 to 9 students and 76% for Year 10 to 12 students in the 2023 Attitudes to School Survey. 70.5% of students in Years 7 to 10 were at or above the expected level in English using teacher judgements. 73.5% of Year 7 to 10 students were at or above expected level in Mathematics using teacher judgements. NAPLAN results for Year 9 students in Reading showed that 66.7% of students were in the strong or exceeding band, well above similar schools and the state. The same group of students had 66.7% of them in the strong and exceeding bands for Numeracy, which was again well above the figures for similar schools and the state. Reading will continue as a whole-school focus in 2024. The VCE mean study score in 2023 was 29 and the four year average is 30.7. 100% of all VCE students completed their studies in 2023.

The Tutor Learning Initiative was implemented in the same manner that was used in 2022 to support students who were identified as needing extra assistance to catch them up with their learning. This program, together with the Middle Years Literacy and Numeracy Support (MYLNS) initiative, focussed on building student capability in literacy and numeracy. Learning progress of those in the tutor program was monitored using a Google document, which tutors could access at any time to update information. This process will continue in 2024. One staff member worked as a tutor specifically in English and Maths classes in Years 7 to 9. Staff obtained student feedback regarding the effectiveness of their curriculum delivery through the use of regular surveys and the PIVOT survey. These PIVOT surveys proved to be an effective method for staff to obtain honest and consistent student feedback on their classroom delivery style and teachers adjusted their methodology in order to improve their practice and ultimately student outcomes.

Parents provided a positive endorsement of the school with a rating of 89% for student connectedness to school.

In 2023, DMSC continued working towards improving practice in promoting independent learning skills and embedding opportunities for student voice and agency in the curriculum.

## Wellbeing

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing.

In 2023, 67.2% of students gave a positive endorsement of being connected with their school, compared to 45% for the state and 45.8% for similar schools. Emotional awareness and regulation was at 71%, which is higher than like schools and the state figure of 65%. Life satisfaction for our students was at 58% which was higher than for similar schools and for the state. The students' attitudes to the school's management of bullying were much higher than similar schools and the state, with 74.4% of students saying that the school manages bullying well compared to 53.9% for similar schools and 46.6% for the state. 82% of students believed that they had an advocate at school, compared to 61% for the state. Respect for diversity was pleasing with a 67% positive endorsement compared to 42% for the state. This still remains an area that requires some work, as 20% of students responded negatively to this question on the AtoSS survey. Resilience continues to be an area of concern for our students, with only 66% of all students displaying normal to high resilience, which is lower than like schools and the state figure.

DMSC has two staff members with time allocation for the Wellbeing role. They work closely with Assistant Principal and Principal to form the Wellbeing team. In 2023, we were fortunate to again secure the services of a Mental Health Practitioner for one day each week in partnership with three other Wimmera schools. This has been an added bonus for our students, who are able to access the services of a trained psychologist once permission has been granted. A tiered approach to dealing with any wellbeing issues is adopted at DMSC and cases are triaged according to need. Our Mentor system offers a pastoral care approach in regard to Respectful Relationships and this is then extended to Year Level Assemblies. Smaller cohort numbers enable both teaching and Education Support staff to know the students. All students in Years 7-10 have an Individual Education Plan and a Career Action Plan (CAP).

## Engagement

Student attendance data improved in 2023. The average number of absence days for all students in 2023 was 30.8 days, which was similar to both like schools and the state. The number of school refusers has increased across the state and this trend is replicated in a very small minority of our students. It was pleasing to see an improvement in the attendance rate of both the Year 7 and 8 cohorts. All year levels had attendance rates in the eightieth percentile in 2023, which is a considerable improvement on 2022. The school continues to work hard to encourage students to regularly attend school.

Extra curricular activities such as year level camps and excursions proved to be positive incentives for students attending school and being engaged in their learning.

Illness due to Covid-19 and the flu continued to have an impact on attendance across all year levels in 2023. Retention data for students in Years 7 to 10 was 73.3%, which is a 5% lower than in 2022, yet similar to similar schools and the state. Students exiting to further studies and full time employment with known destinations was 79.4% which is slightly above the four-year average of 77%, but lower than similar schools and the state. Greater emphasis will continue to be placed on career pathways in younger cohorts - in particular the Year 9 and 10 year levels.

Student success is highlighted and celebrated through the presentation of Academic, Values and Effort Awards and with annual Merit awards. Attendance Awards are also given to students who have 100% attendance for the term and these awards are well-received by students. Student voice and agency data from the 2023 Attitudes to School Survey was again strong, with our school obtaining a score of 69%, which was well above the state figure of 40%. This is again a testament to the changes that were made in 2022 to re-badge the former Student Representative Council as the Student Voice and Leadership group. The SVL, as it is known, consisted of enthusiastic volunteers rather than people who were voted as Form Captains.

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## Other highlights from the school year

Dimboola Memorial Secondary College offers a strong program of extra-curricular activities at all year levels. Students in Years 7, 8 and 9 were able to participate in their year level camps and Year 10 students enjoyed their Work Experience program in term 2. VCE students had the opportunity to attend study sessions at a range of locations from universities in Melbourne to Hamilton and Horsham. Our VM and VPC students gained enormous satisfaction and enjoyment from their regular visits to the aged care section of the Dimboola Hospital. Strong friendships and bonds were forged from these visits. A huge highlight for our Year 12 students and their families was their Debutante Ball, which had been delayed by a year due to the pandemic. This proved to be yet another highly successful and enjoyable occasion for the senior students and their families. This same group of students were also able to celebrate their Year 12 Formal evening with family and friends in November.

Dimboola Memorial Secondary College has a strong association with the Dimboola sub-branch of the RSL. The annual ANZAC Day town services were again held at the school for both the dawn and 8.30am services. These were recognised with a dawn gunfire breakfast catered for at the school and the larger formal service with both College Captains speaking about the significance of ANZAC Day and the armed forces. Members of the local community and visitors to the town were extremely impressed with these services and very grateful to have the opportunity to come together to recognise this significant annual event in our Dimboola and district community.

The return of the School Production in October after a seven year hiatus was another highlight for the school community. Students who had studied music during the year performed two pieces prior to the presentation of the play "Knock Knock". Both presentations were extremely well received by the audience.

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## Financial performance

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources to maximise the impact on student learning in 2023. The school produced a surplus for the year. Staff Professional Development has tended to involve more Webex or Zoom sessions, which has meant that money was not spent on accommodation and travel expenses. Much of the surplus that appears on the financial report is from two bequests to the school. Some of this money will be used for major refurbishment works of the memorial building, which will be completed in 2024 and for the upgrading of the administration building interior. The bequest money has also been specifically earmarked for student scholarships in a legal document, including the Year 12 Dux award. Equity funding of \$132,249 was used to ensure that all students had access to a broad educational program. The Health and Fitness Centre continues to utilise financial resources and the school's one-to-one laptop program also accounts for a sizable amount of expenditure. Maintenance of buildings and grounds continues to be a large expenditure item, as there is considerable acreage to maintain.

**For more detailed information regarding our school please visit our website at**  
<https://dmsc.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 130 students were enrolled at this school in 2023, 67 female and 63 male.

0 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

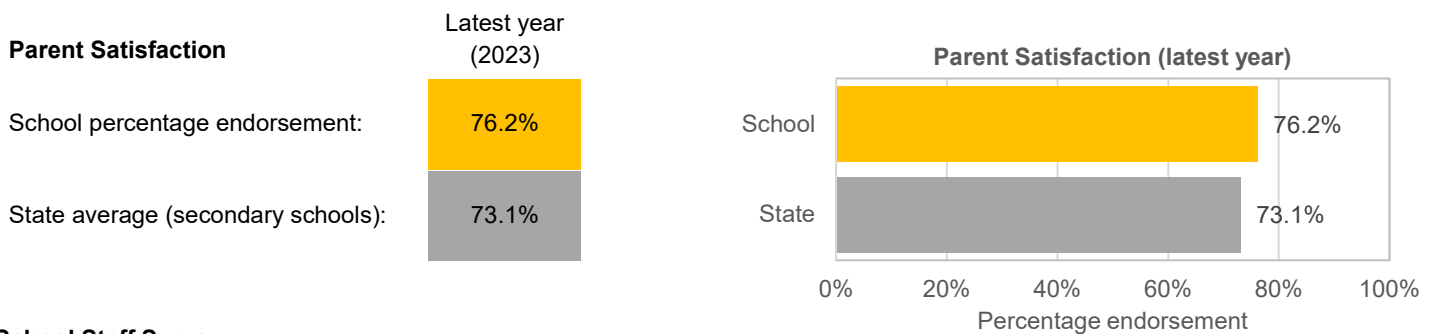
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

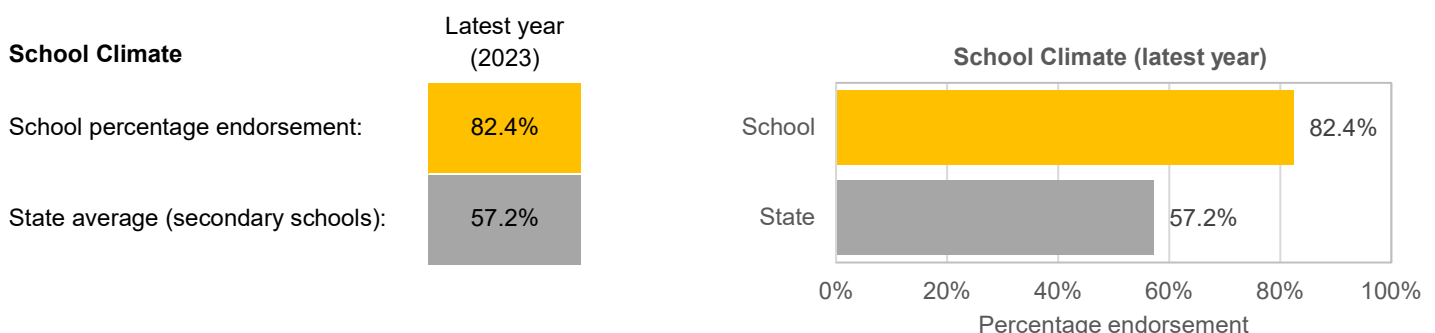


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

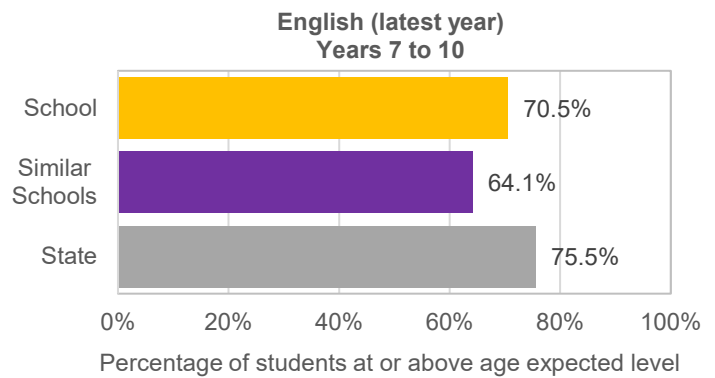
70.5%

Similar Schools average:

64.1%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

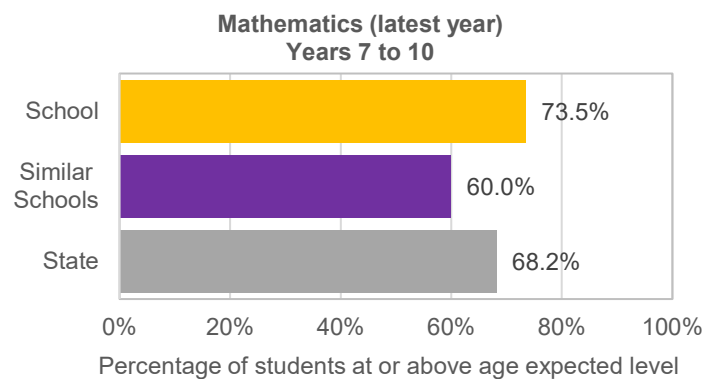
73.5%

Similar Schools average:

60.0%

State average:

68.2%





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

64.0%

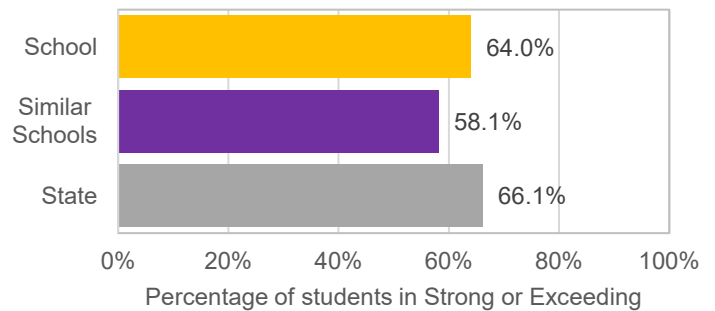
Similar Schools average:

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:

66.7%

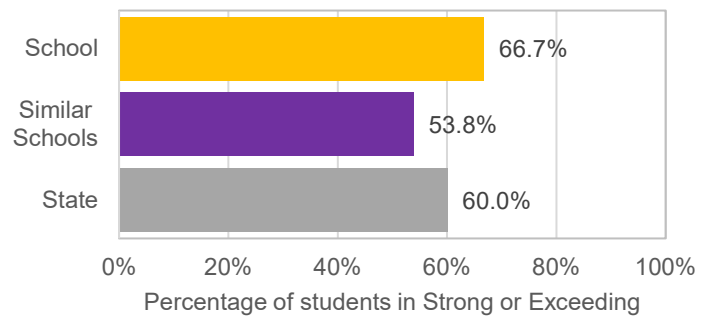
Similar Schools average:

53.8%

State average:

60.0%

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



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

48.0%

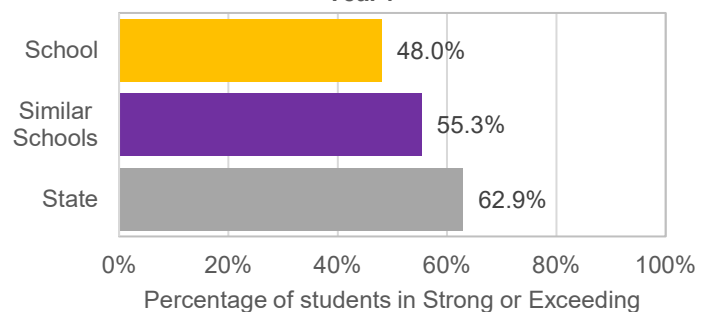
Similar Schools average:

55.3%

State average:

62.9%

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



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

66.7%

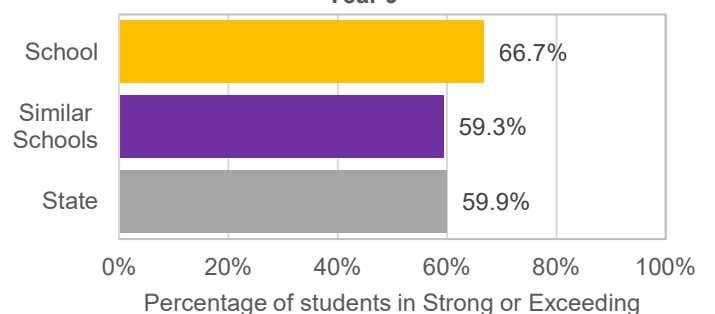
Similar Schools average:

59.3%

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:

45.0%

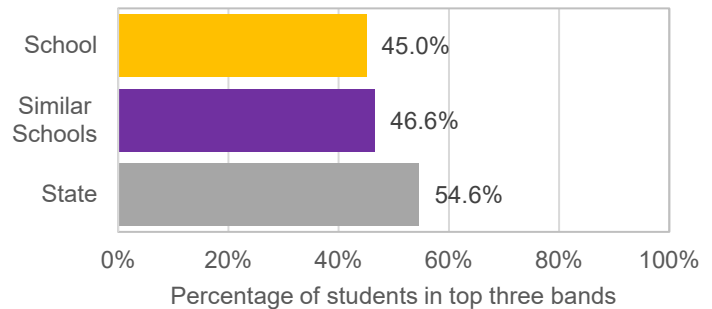
Similar Schools average:

46.6%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

30.4%

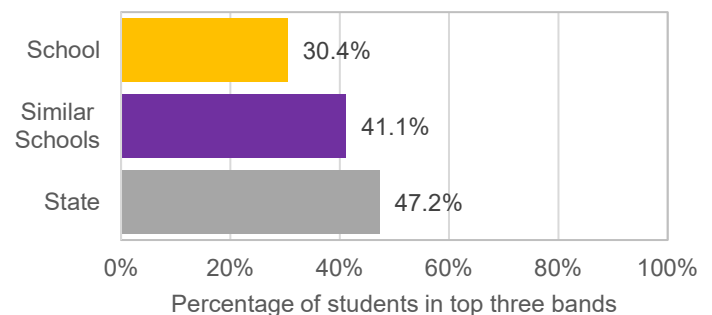
Similar Schools average:

41.1%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

35.0%

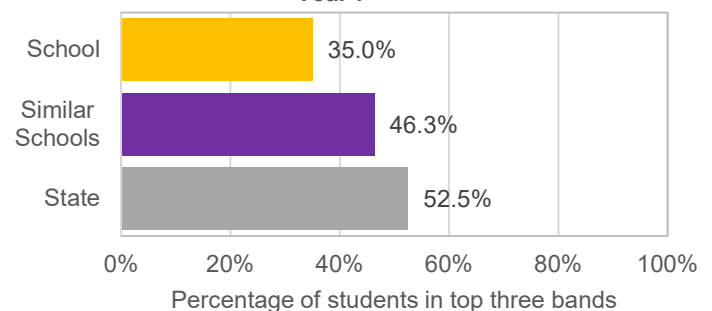
Similar Schools average:

46.3%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

52.2%

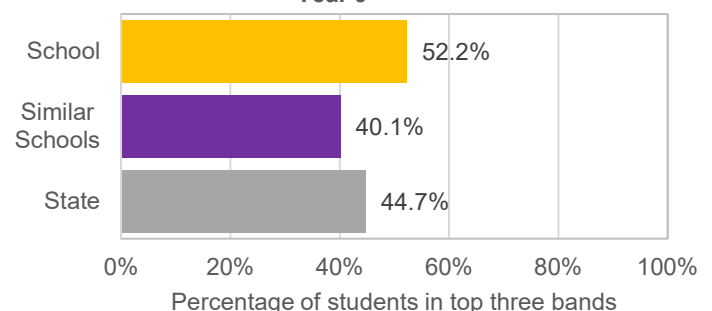
Similar Schools average:

40.1%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9



## LEARNING (continued)

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

### Victorian Senior Secondary Certificate

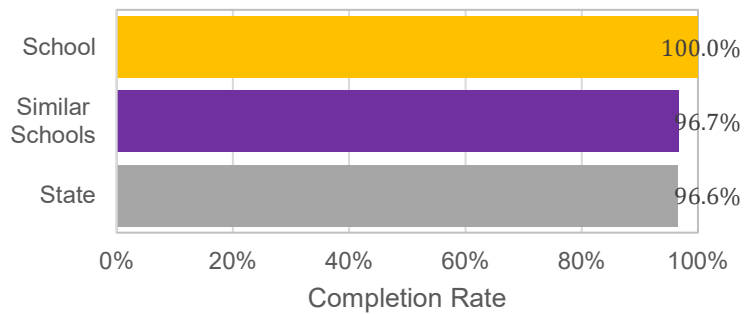
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	100.0%
Similar Schools completion rate:	96.7%	96.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.0

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:

48%

Percentage VET units of competence satisfactorily completed in 2023:

89%

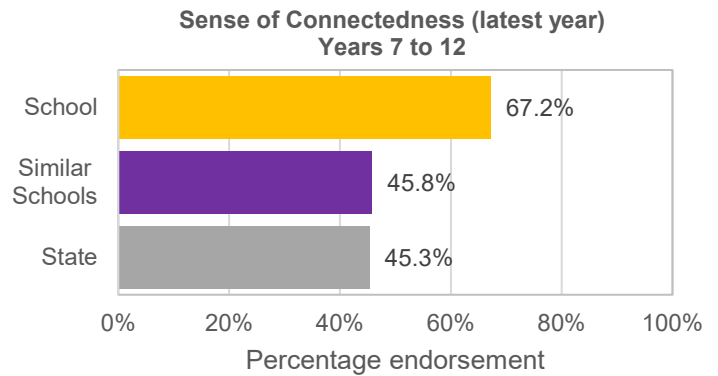
## WELLBEING

**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).

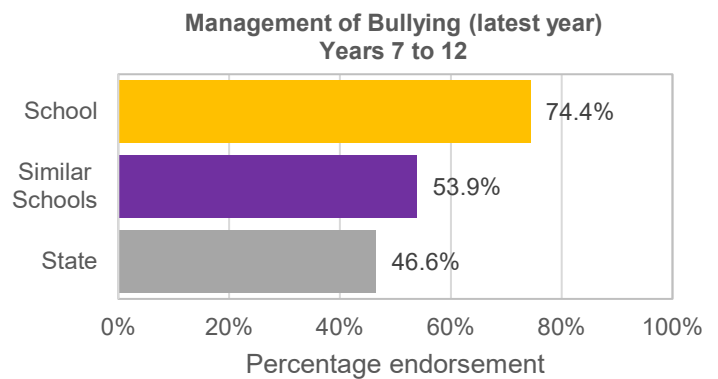
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	67.2%	65.4%
Similar Schools average:	45.8%	50.9%
State average:	45.3%	49.9%



### 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:	74.4%	74.5%
Similar Schools average:	53.9%	58.6%
State average:	46.6%	51.0%



## ENGAGEMENT

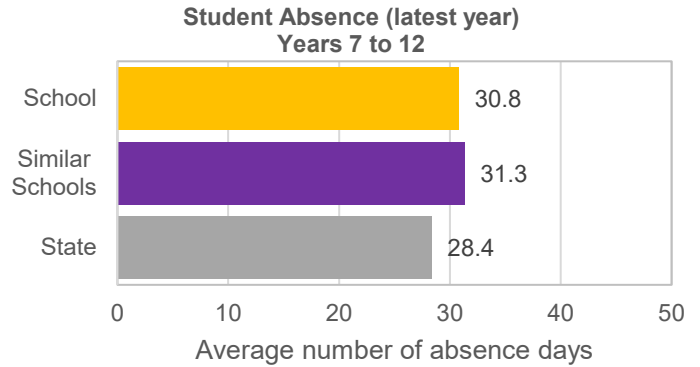
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	30.8	26.0
Similar Schools average:	31.3	26.7
State average:	28.4	23.8



### Attendance Rate (latest year)

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

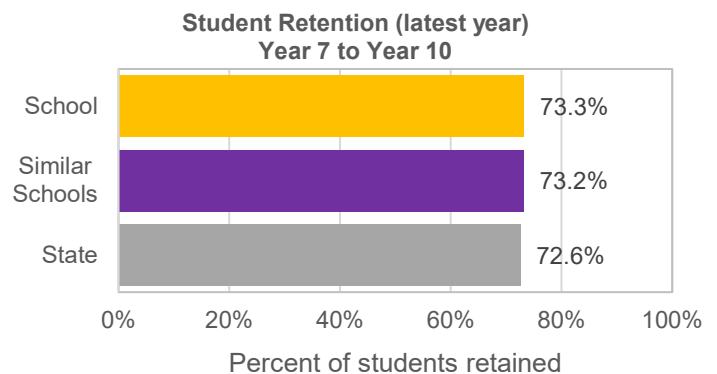
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	86%	82%	82%	83%	85%

### 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:	73.3%	74.8%
Similar Schools average:	73.2%	73.3%
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.

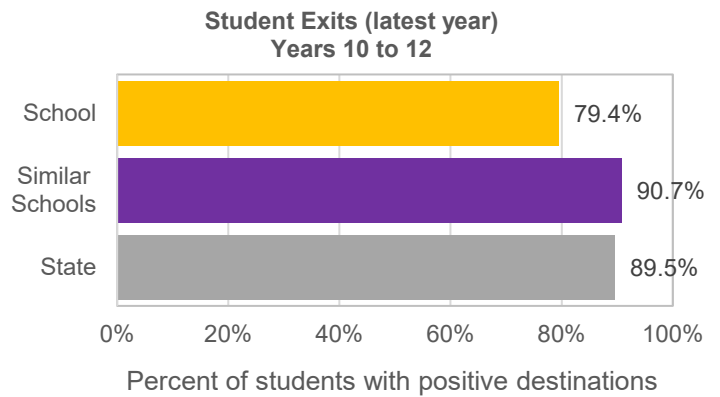
### Students exiting to further studies or full-time employment

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:	79.4%	77.0%
Similar Schools average:	90.7%	87.1%
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	\$3,052,221
Government Provided DET Grants	\$797,480
Government Grants Commonwealth	\$8,083
Government Grants State	\$9,800
Revenue Other	\$94,665
Locally Raised Funds	\$121,533
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,083,781</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$112,817
Equity (Catch Up)	\$19,432
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$132,249</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,852,510
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$24,089
Communication Costs	\$9,065
Consumables	\$117,043
Miscellaneous Expense <sup>3</sup>	\$24,010
Professional Development	\$4,589
Equipment/Maintenance/Hire	\$91,022
Property Services	\$121,941
Salaries & Allowances <sup>4</sup>	\$44,439
Support Services	\$79,135
Trading & Fundraising	\$74,246
Motor Vehicle Expenses	\$19,620
Travel & Subsistence	\$0
Utilities	\$39,780
<b>Total Operating Expenditure</b>	<b>\$3,501,490</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$582,292</b>
<b>Asset Acquisitions</b>	<b>\$15,000</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,830,005
Official Account	\$20,512
Other Accounts	\$637,341
<b>Total Funds Available</b>	<b>\$2,487,858</b>

Financial Commitments	Actual
Operating Reserve	\$102,634
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$331,300
School Based Programs	\$194,000
Beneficiary/Memorial Accounts	\$637,341
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$182,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$295,152
Asset/Equipment Replacement > 12 months	\$69,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$476,431
<b>Total Financial Commitments</b>	<b>\$2,487,858</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*