

# 2023 Annual Report to the School Community

School Name: Lilydale Heights College (7219)



- 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 15 April 2024 at 02:01 PM by Shane Kruger (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 16 April 2024 at 06:06 PM by Paul Koenig (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

Lilydale Heights College is a fully inclusive learning community that is focused on maximising learning growth to ensure all students can thrive.

This core purpose is underpinned by three core values:

- Excellence: Challenging yourself to achieve your best
- Respect: Holding yourself, others, and our environment in high regard
- Responsibility: Being accountable for all your actions

Located in the outer eastern suburbs of Melbourne, Lilydale Heights College is set on lush grounds and had approximately 827 students enrolled in 2023. The College has 3 Principal Class, 3 Learning Specialists, 7 Leading Teachers, 65 Classroom Teachers, 5 Tutors and 35 Education Support Staff. Lilydale Heights College attracts students from over 35 different feeder primary schools. The College's master plan has seen the construction of a sustainability hub, town centre, sports stadium, a new classroom wing, a technology wing, new science laboratories, general purpose classrooms, kitchens and a cafe.

Our College community shares a collective moral purpose: a steadfast commitment to enhancing the learning, engagement, and wellbeing of every student. We have fostered a positive community climate with strong relational trust and established a calm and orderly learning environment. We have a collaboratively developed curriculum, an agreed instructional model and a whole school approach to literacy, numeracy, and sustainability. Our work to empower students, families, and the wider community to develop understanding and appreciation of Aboriginal and Torres Strait Islander perspectives, history, and culture has been referred to as 'system leading'. Lilydale Heights College supports students to take an active role within the school through a range of structured leadership and learning opportunities. The College prioritises literacy and numeracy across all year levels and has an established student wellbeing program (SELF) which encompasses personal learning goals and career action plans for all students at all levels. We understand that every student is unique, and we strive to create an inclusive, supportive, and stimulating learning environment that caters to each student's point of need and optimises their learning growth. We have a rich variety of opportunities for students to discover their passions and identify their future pathways.

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

### Learning

In 2023, Lilydale Heights College continued its commitment to improving excellence in teaching and learning. This was the first year of our new School Strategic Plan which has a clear focus on maximising the learning growth for all students. To do this, the College continued to embed its agreed instructional model with a defined learning sequence. This was supported by ongoing professional learning, Professional Learning Communities (PLCs) and Action Learning Tasks (ALTs) that encouraged capability building of staff. All staff completed ALTs identifying and addressing student point of need via the use of evidence and used this knowledge to inform their teaching. This was supported through professional learning and peer observations. These actions were further enhanced by Learning Specialists and Faculty Coordinators and have ensured consistency and elevated the quality of teaching and learning.

A dedicated Data and Evidence Team was established whose work comprised of developing a 4 Year Evidence Improvement Plan that would enable point of need teaching to occur across the school and to ensure that academic rigour will be a priority area of focus. This was further enhanced by our move toward Developmental Assessment. The initial stages of developing Curriculum Maps were started by Faculty Teams with a plan for implementation to begin in 2024.

In 2023, there was a continued focus on embedding our whole school Literacy and Numeracy plans. Staff engaged in ongoing professional learning at a network and school level. These actions, alongside our focus on point of need teaching, have enabled staff to strengthen their collaborative approach and consistency of what is taught within and across teaching teams.

This has been reflected in our positive NAPLAN results with the percentage of our students achieving in the 'strong' or 'exceeding' Proficiency levels being higher than similar schools and the state in:

- Year 7 Reading
- Year 9 Reading
- Year 7 Numeracy
- Year 9 Numeracy (just below the state average by 0.3%)
- Year 9 Spelling
- Year 7 Grammar and Punctuation

In 2023, 100% of students successfully completed their VCE and their VCE Vocational Major. All VCE measures increased, including our median study score, median ATAR, High ATAR, Low ATAR and Study Scores above 40.

## Wellbeing

Staff at Lilydale Heights College have a shared responsibility for the engagement, wellbeing and connectedness of students. In 2023, the College placed emphasis on supporting the wellbeing of students by completing the final two days of the Berry Street Educational Model (BSEM) professional learning for all staff. This has resulted in key strategies from the BSEM being implemented across classrooms and in interactions with students to support their learning and wellbeing. For 2023, we increased the staff within our Wellbeing Team by employing a Counsellor and establishing a new position for a Student Wellbeing Coordinator (SWC). Our Wellbeing Team in 2023 comprised of our Leader of Student Engagement and Wellbeing, SWC, Mental Health Practitioner, Occupational Therapist, Counsellor, Adolescent Health Nurse and Hands on Learning staff. This increase in human resources has allowed for greater student support, prevention and intervention. A new Leader of Inclusion (Leading Teacher) was employed for 2024. The College has documented our Wellbeing and Inclusion processes which will be reviewed and further developed in 2024. We have continued to focus on the Student Engagement in Learning for the Future Program (SELF), supporting the learning of the whole student and building their skills to become confident, global citizens. Some key features have included the implementation of Respectful Relationships and Career Action Plans. Students have also engaged in programs accessed via the Mental Health Menu. Our students continue to have positive attitudes to school and learning. Through the Student's Attitude to School Survey (AtSS), students at Lilydale Heights College report that 'Effective teaching practice for cognitive engagement' is higher than similar and network schools. Students' sense of connectedness as measured by the AtSS, continues to be positive and above similar and network schools. Students report that they have an advocate at school and that the school's response to bullying is above similar schools and network schools.

Lilydale Heights College aims to be an inclusive school, and this has been reflected in the students' responses to 'respect for diversity' where students have indicated that we are above both similar schools and network schools as measured by the AtSS. Students place Lilydale Heights College above similar schools and network schools in 'High expectations for success' supporting the College's strategic plan goal of developing an aspirational culture to maximise student learning growth.

## Engagement

The College's focus on positive relationships to enhance connection and engagement has had a positive impact on the school culture. Attendance rates continue to be positive with fewer days absent per student than similar schools and network schools in 2023. Our four-year average of number of student absence days continues to be less than similar schools and the state. The Attitudes to School Survey (AtSS) has indicated that students have a positive attitude towards school attendance.

In 2023 members of the administration team were made available to contact families for repeated absences. This allowed us to identify students quickly who are absent from school and then refer them to the relevant Learning Leader for support in reengaging with school. The Leader of Student Engagement and Wellbeing worked with Learning Leaders and the wider Wellbeing Team to identify students at risk and then provided relevant interventions, programs and support.

Further improvements were made to our Year 7 Transition Program in 2023 to support student learning and wellbeing. This successful work was reflected in the AtSS which placed us above similar schools, network schools and the state for our Year 7 transition.

Our extracurricular program increased in 2023 with a range of programs established to support student engagement. The many camps, excursions, clubs, musical performances, activities and wellbeing programs offered to students over the year provided them with opportunities to participate in a rich and varied program. This included our first College Musical *Oliver Jr.* Through their participation in these various programs, students developed emotionally and socially, building skills and knowledge that contributed to their holistic growth.

Student Voice and Agency has continued to be an area of focus within the College. Lilydale Heights College has supported students to take an active role within the school through a range of structured leadership and learning opportunities. We have a strong Student Interact Representative Council (SIRC) who implemented a range of initiatives in 2023. Voice of 8 continued in 2023 along with a broad Student Leadership program that included College Captains, Vice Captains, Prefects, House Captains, Music Captains, and Sustainability Captains. Student Voice and Agency, as measured by the AtSS, is above our network schools. Supporting students to make explicit connections with their learning goals, achievement, growth and pathways will be a future priority as we embrace developmental assessment and empower them to be aspirational and proactive learners.

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## Other highlights from the school year

2023 was a year of growth for the College with the implementation of our new School Strategic Plan (SSP). We have embraced our key goal of maximising the learning growth of every learner by:

- Developing a whole school plan on how we are using evidence to inform our teaching
- Providing professional learning to staff on collecting and using evidence to inform teaching
- Developing a Teaching and Learning continua to assess our progress in curriculum development, teaching strategies, evidence and assessment practices
- Engaging in professional learning on the Berry Street Education Model to support student wellbeing and learning within the classroom
- Providing Wellbeing/Inclusion/Leadership programs to support students
- Reviewing and adapting our processes around the development of Individual Education Plans to meet the needs of our students
- Reviewing and designing a whole school approach to the use of ICT within the classroom to support the teaching and learning for students and staff

During 2023, we were awarded the *Curriculum Leadership School of the Year Award (Secondary)* from the ResourceSmart Schools Awards. This was an extraordinary achievement and a testament to the dedication and hard work of our entire school community. We are immensely proud to be recognised for our commitment to sustainable education.

We were also invited to host a group of artisan-teachers and school leadership staff from Hands on Learning (HoL) schools from around the country. Lilydale Heights College was selected as an outstanding 'host school', due to our demonstration of exceptionally high standards of the HoL program methodology.

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## Financial performance

Lilydale Heights College has built a positive financial position due to sound financial management and the efficient use of College resources by the Leadership Team. All funds received from the Department of Education were committed to improving the learning growth of all students and the operational needs of the school, consistent with Department policies.

During 2023, the trend in enrolments continued to increase, influencing the school's financial position.

In addition to locally raised funds, the College received funding from the Department of Education including the SRP, Equity Funding, Disability Inclusion Funding, MYLNS Funding, Tutor Learning Initiative and Mental Health Fund. This allowed us to have a continued emphasis on improving student outcomes through targeted initiatives to support students in both learning and wellbeing. Some of these initiatives included literacy and numeracy support programs, Quicksmart, targeted intervention programs, increased workforce (Inclusion, Tutors, Wellbeing), and professional learning for staff to build their capacity to support students.

Funds held in advance for 2024 will enable us to continue to invest in the facilities and resources at the College to support all students.

**For more detailed information regarding our school please visit our website at**

**<https://www.lilydaleheights.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 827 students were enrolled at this school in 2023, 408 female and 417 male.

2 percent of students had English as an additional language and 2 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).

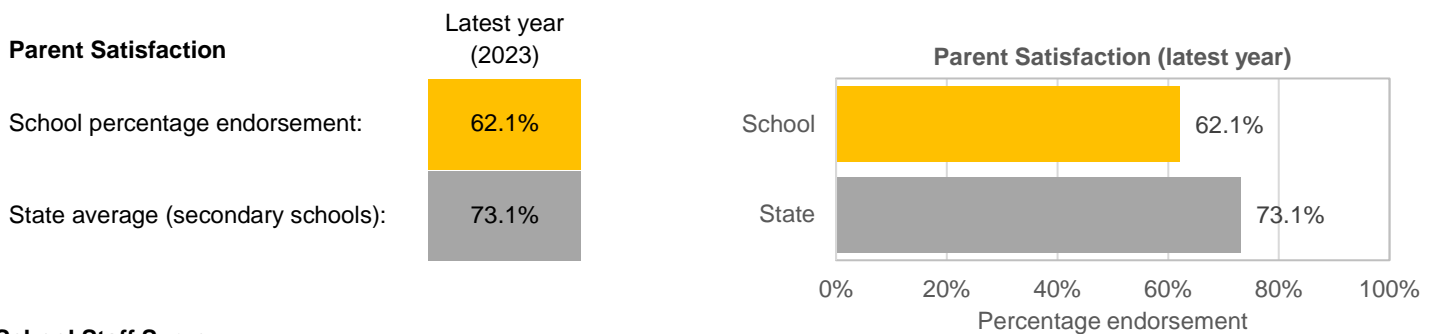
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

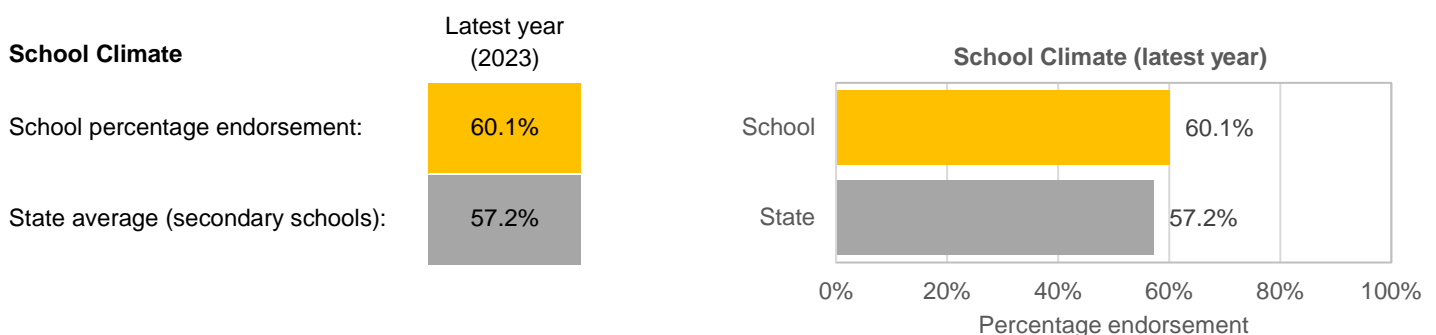


### School Staff Survey

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

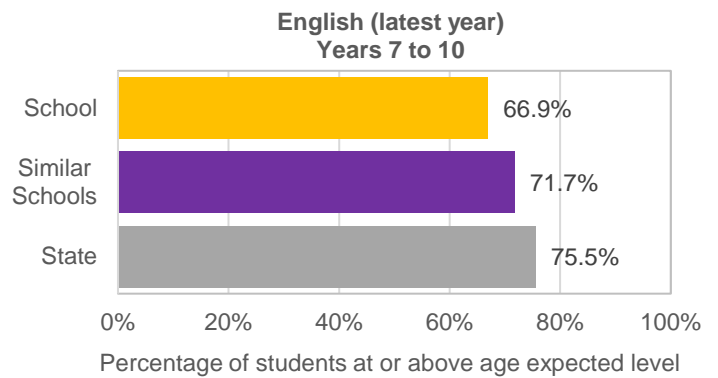
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

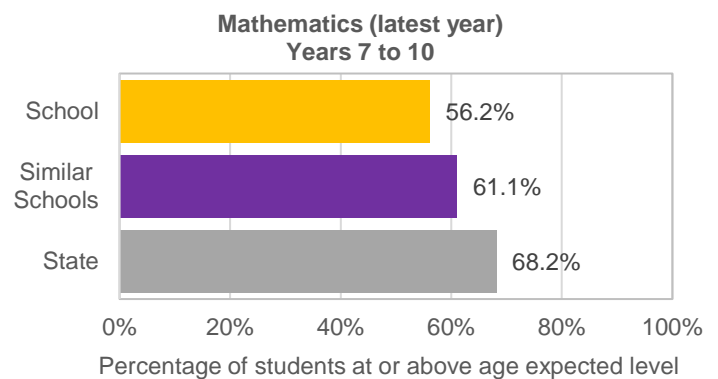
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	66.9%
Similar Schools average:	71.7%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	56.2%
Similar Schools average:	61.1%
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:

76.4%

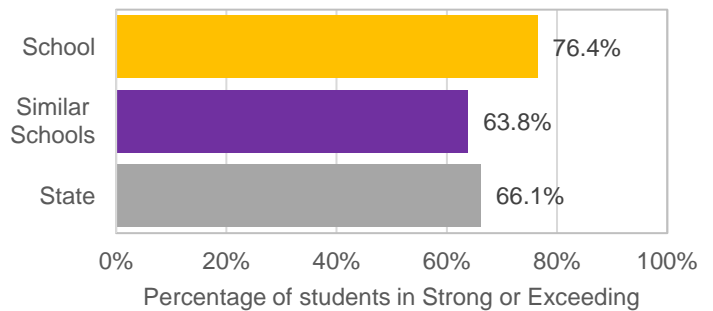
Similar Schools average:

63.8%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

62.0%

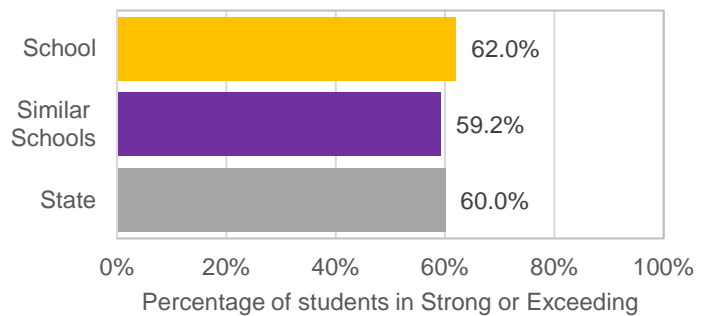
Similar Schools average:

59.2%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

65.4%

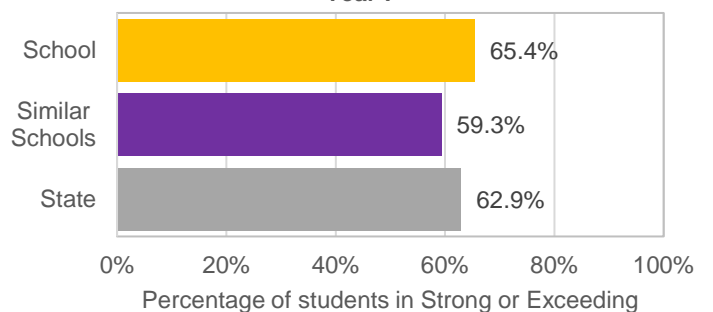
Similar Schools average:

59.3%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

59.6%

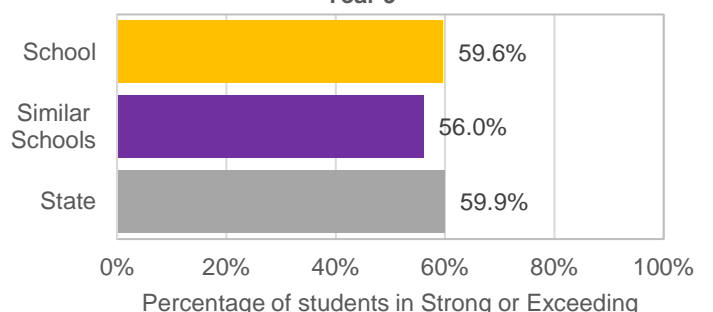
Similar Schools average:

56.0%

State average:

59.9%

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



**LEARNING (continued)**

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

**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

59.1%

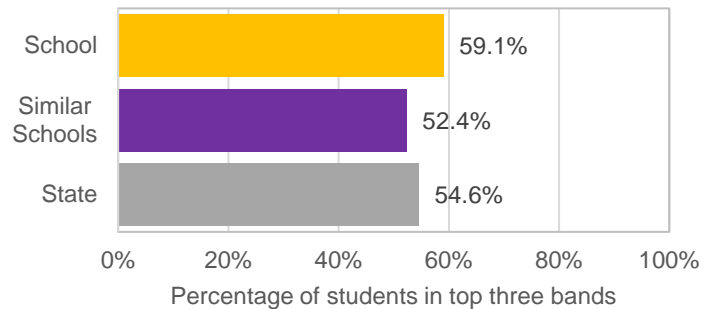
Similar Schools average:

52.4%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

36.8%

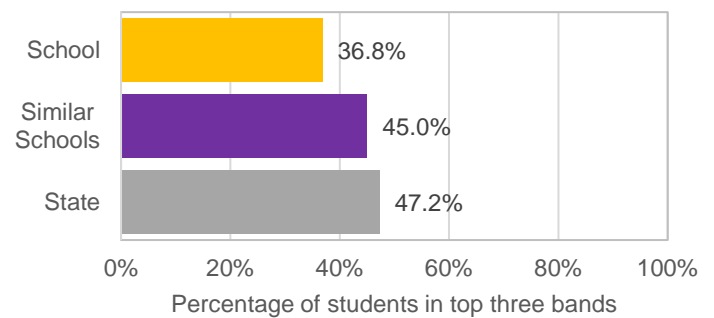
Similar Schools average:

45.0%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

40.1%

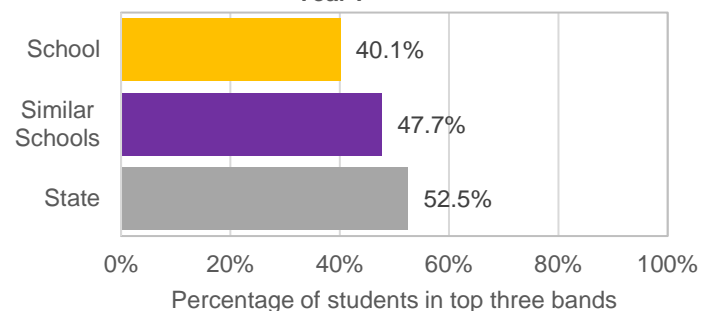
Similar Schools average:

47.7%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

43.2%

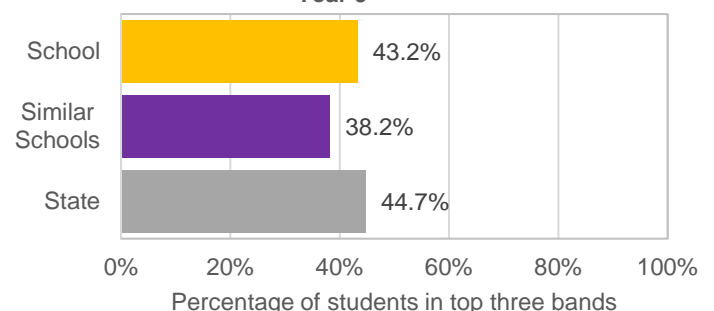
Similar Schools average:

38.2%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

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

### Victorian Senior Secondary Certificate

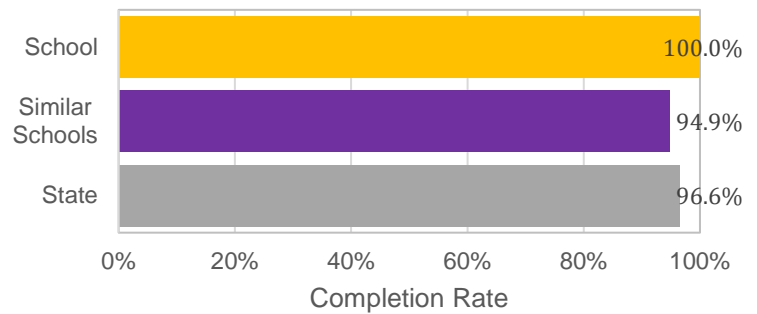
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	98.9%
Similar Schools completion rate:	94.9%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.2

Number of students awarded the VCE Vocational Major

12

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:

26%

Percentage VET units of competence satisfactorily completed in 2023:

80%

## WELLBEING

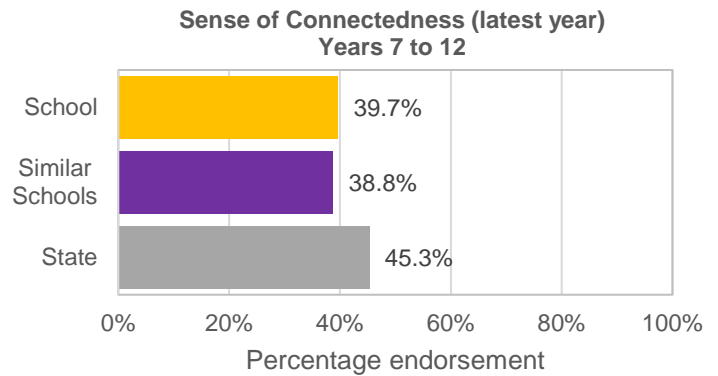
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	39.7%	43.6%
Similar Schools average:	38.8%	43.4%
State average:	45.3%	49.9%

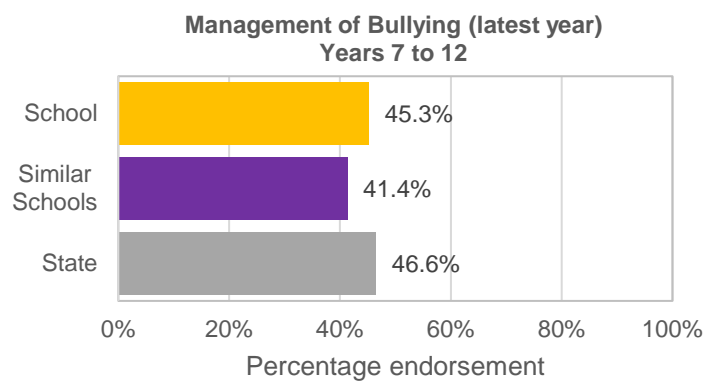


### Student Attitudes to School – Management of Bullying

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:	45.3%	46.8%
Similar Schools average:	41.4%	46.2%
State average:	46.6%	51.0%



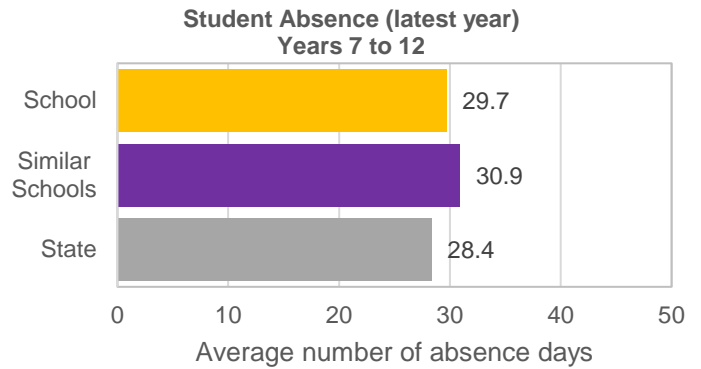
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	29.7	21.6
Similar Schools average:	30.9	25.9
State average:	28.4	23.8



### Attendance Rate (latest year)

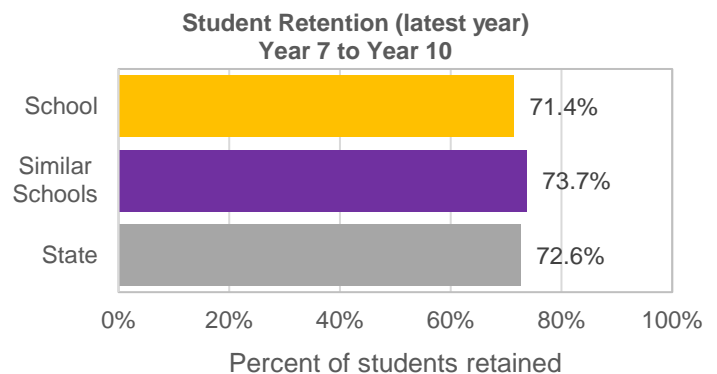
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	82%	83%	88%	87%	87%

### 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:	71.4%	73.9%
Similar Schools average:	73.7%	74.6%
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.*

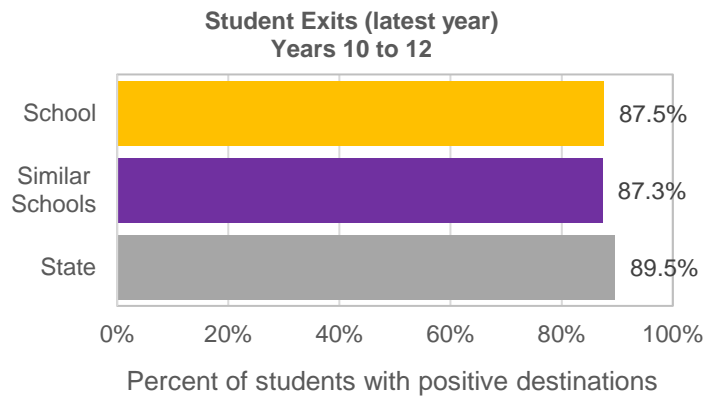
### Students exiting to further studies or full-time employment

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:	87.5%	87.9%
Similar Schools average:	87.3%	87.2%
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	\$11,302,812
Government Provided DET Grants	\$1,255,069
Government Grants Commonwealth	\$17,273
Government Grants State	\$6,754
Revenue Other	\$186,491
Locally Raised Funds	\$633,249
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$13,401,649</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$242,672
Equity (Catch Up)	\$56,020
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$298,692</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,587,739
Adjustments	\$0
Books & Publications	\$6,454
Camps/Excursions/Activities	\$201,340
Communication Costs	\$12,952
Consumables	\$189,446
Miscellaneous Expense <sup>3</sup>	\$93,013
Professional Development	\$31,533
Equipment/Maintenance/Hire	\$68,988
Property Services	\$180,271
Salaries & Allowances <sup>4</sup>	\$264,914
Support Services	\$166,115
Trading & Fundraising	\$77,650
Motor Vehicle Expenses	(\$860)
Travel & Subsistence	\$306
Utilities	\$105,424
<b>Total Operating Expenditure</b>	<b>\$10,985,286</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,416,363</b>
<b>Asset Acquisitions</b>	<b>\$82,074</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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,366,136
Official Account	\$48,381
Other Accounts	\$19,975
<b>Total Funds Available</b>	<b>\$3,434,491</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$206,097
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,243
Funds Received in Advance	\$161,440
School Based Programs	\$2,013,710
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$325,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$344,498
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$572,501
<b>Total Financial Commitments</b>	<b>\$3,640,588</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.*