

2023 Annual Report to the School Community

School Name: Peter Lalor Secondary College (7217)



- 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 08 March 2024 at 03:00 PM by Jason Bek (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 26 April 2024 at 01:35 PM

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

At Peter Lalor Secondary we are guided by our school values respect, responsibility, positive attitude, commitment and teamwork and our Cooperation Agreement that; we are on time and prepared for work, follow instructions willingly and promptly, listen when someone is speaking, consider everyone's safety, respect others and their property and take responsibility and make things right.

Our values align with our vision:

- Promote consistency and flexibility
- Embrace diversity and inclusivity
- Encourage student voice Ignite a passion for learning Peter Lalor Secondary College endeavours to create an educational setting that fosters the development of life long career management and engagement skills.

Students that enrol at Peter Lalor Secondary College have identified a desire to engage in pathways to immediate employment or vocational training following the completion of their secondary school certificate. At Peter Lalor we acknowledge and understand that in the 21st Century a job for life does not exist and it is our responsibility to prepare and equip young people with the career management skills required to adapt, survive and thrive in the modern world of work. We have an emphasis on equipping our students with transferrable employability skills whilst fostering positive social development. Peter Lalor Secondary College exists in an identifiable disadvantaged community and our work is important because we aim to disrupt the poverty cycle through a targeted emphasis on employability and successful transition beyond the completion of secondary school. We endeavour to equip students with 21st Century tools to promote life long learning and support their development as active global citizens.

Peter Lalor Secondary College (PLSC) is located in the City of Whittlesea in the northern suburbs of Melbourne approximately 18 kilometres from the Melbourne Central Business District. The school was founded in 1961 as a senior technical college. In 1989 the school became a mainstream 7-12 school and in 2010 the school transitioned to a vocational college for Years 10-12. In 2019 a Year 9 hands-on learning program was piloted. In preparation for the anticipated changes to the Senior VCAL Certificate reform, our Year 10 program is due to be launched in 2023 and will provide a seamless transition to the Vocational Specialisation of VCE. Year 11 and 12 students undertake the VCE VM and in 2023 will have one last opportunity to finish in the "old" VCAL system.

The school grounds now includes include one building with central open spaces, an indoor gymnasium, two synthetic sport courts. The Outer Northern Trade Training Centre (ONTTC) and the Northern School of Autism are co-located on the school grounds, including the following community groups; Lalor Community Garden, Lalor District Men's Shed, Everest Institute and U3A.

A total of 115 students were enrolled at this school in 2023. 10 percent of students had English as a second language and 6 percent were Aboriginal or Torres Strait Islander. The Student Family Occupation Education (SFOE) band is medium. The staffing profile of Peter Lalor Secondary College included a principal and two Assistant Principals, 16 full time equivalent (FTE) teachers, 2 part-time teachers and 7 FTE Education Support (ES) staff and 6 part-time ES staff. In addition, as the lead school, Peter Lalor Secondary College employs staff at the Outer Northern Trade Training Centre including 1 Assistant Principal, 6 Teachers and 1 Education Support Staff.

AT PLSC we know that:

56 % of students receive equity funding for disadvantage

10% of students identify as ATSI

63% of students captured in NCCD in 2023

40% of students at very high risk of disengagement

Progress towards strategic goals, student outcomes and student engagement

Learning

In relation to Teaching and Learning, the staff were divided into three strategic teams based on year level groupings. The teams worked collaboratively to create the following whole school documentation:

- Yearly Scope & Sequence - Year 10 (all subjects), Year 11/12 (all subjects), Term 1 Curriculum Planners (all subjects)

- Develop and write the curriculum for Connect Program Assessment & Reporting Schedules Student Learner Profiles - The purpose of the Student Learner Profile is to provide a snapshot of each learner, inclusive of learning abilities, relevant well-being information and medical alerts. The work completed by the Strategic Teams targeted excellence in teaching and learning, as well as professional leadership.
- Staff also worked in collaboration to develop the SSP and all key stakeholders - staff/parents/students and community representatives worked on developing the school's vision, values and mission.

Throughout 2024 we will continue to focus on:

- Development of Assessment & Reporting Schedules for whole school.
- Establishing PLCs as our structured process to work through the improvement cycle to improve student outcomes
- Establishing a process to obtain triangulated data including; PAT Assessments (whole school data - snapshot), Fountas & Pinnell (as required for identified students to assist TLI & MYLNS teachers) and DAL (Need to upskill teachers to use DAL as possible uniform assessment approach for pre-and-post-testing in literacy/numeracy)
- Development of school wide approach to lesson structures following our instructional model with the aim to embed HITS, UDL principles which is founded on the Pillars for Applied Learning & HIES/HIWS

Wellbeing

Peter Lalor Secondary College was able to work towards establishing a school environment conducive to the FISO 2.0 Model by which the school acknowledged the correlation between teaching and learning and well-being. We did this by employing a Mental Health Practitioner to join our Student Engagement and Well-being team. The Mental Health Practitioner played a vital role in guiding and supporting the leadership team in the implementation of Mental Health First Aid training for all staff. In 2023 the development of the student engagement and wellbeing team gave the school the opportunity to streamline the referral process. Together with the leadership team, the student engagement and well-being team work to establish consistent process in line with compliant practice. The establishment of such process also provided a platform for the school to begin collating internal wellbeing data which allowed us to identify key priority areas and trends in student well-being needs. This data was key in assisting the school in our wellbeing, forward planning for 2024.

Additional areas the school worked on to support student wellbeing include:

- Development of the Home Group at each Year level (10,11,12).
- Implementation of positive behaviour student rewards system - AAA awards
- Restructuring well-being to include the Mental Health Practitioner
- Using well-being as a resource to provide professional development to staff, building their capacity to manage the mental health and well-being of their students
- Development of well-being referral system
- Ongoing support through a Careers adviser, VET coordinator and SWL coordinator
- Whittlesea Indigenous Program, AIME mentoring program & NRL School to Work program

Engagement

A considerable amount of work was undertaken to ensure that students re engaged after the remote learning periods. Considering the reengagement process for students returning to onsite learning in 2022/23. This saw the Middle and Senior School strategic teams working to develop a program that would allow adequate transitional support back into onsite learning, including the development of a far more structured program for 10 students and the restructuring of the Year 11 and 12 VM program. We have nearly halved the amounts of students missing more than 30 plus days from 60% to 37%. This has occurred as a result of a number of strategic actions and changes in practice

The use of a dedicated SEW (Student Wellbeing and Engagement) administrator to follow up absence on the day and contact parents

SEW meets weekly on a Wednesday to monitor attendance and the students who are school refusers

Our attendance data is also monitored within the SIT as it is an area of identified school improvement within our AIP

An enhanced use of compass by all staff at PLSC

Triple A awards, where we look for opportunity to reward strong attendance on a weekly and term basis

As a result of this in late 2023 we worked towards establishing the following strategic actions for 2024:

- Establish Home Groups for each Year level (10,11,12)
- Appointing Home Group teacher for each class to build strong relationships between the school and families.
- Appointing student leaders from each Home Group and develop a leadership program.

- Appoint Wellbeing Ambassadors at each Year level (10,11,12)
- Gradual return to school after the Christmas/New Year holiday period with a staggered start incorporating 3Way Conferences to establish connections with families, students and the Home Group teacher.

Other highlights from the school year

PLSC was able to work really hard on providing a strong set of experiences for its students. We have run numerous camps such as orientation camps and a sailing camp. We run cycling, and other Outdoor Education activities such as building bird boxes with the local community, just to name a few. The commitment of the staff to providing a unique set of experiences to students that they would otherwise not get is admirable.

Our yearly graduation ceremony at the Epping Italian Club (Casa De Abruzio) was again a great highlight, as was the commencement of Stage 1 of the school building project which will be ready to move into by Term 2, 2023. Increased our staff endorsement in the school staff survey from 40 to 62% to exceed all comparative measures - which is indicative of the collaborative spirit within the College

Financial performance

Upon the completion of 2023, the College concluded the year with a managed deficit of approximately (\$58,022). It should be noted that \$760,000 of what would appear to be high wages bill for a school this size is as a result of the human resource costing incurred by the College SRP for managing the Outer Northern Trade Training Centre (ONTTC) staff. The amount of \$760,00 was reimbursed to the college by ONTTC who are self funded and the College is now in a financial position to pay the outstanding balance and endeavours to do so in 2024. (PLSC is the lead or Managing school for ONTTC) That leaves a annual deficit of approximately \$469,524. Its important to note that this is a paper loss only and that the schools financial position is very strong and with an enhanced focus on finding efficiencies and appropriate cash to credit transfers eliminated the deficit in late 2023 by making two debt recovery payments to DET and the correct level of Cash to credit transfers to cover the staffing costs of other school projects. In 2023 the school has moved from a managed deficit to paying the staffing in the year it incurs it, this allows for greater monitoring of the school financial performance and for greater transparency of its position. The school received a State budget allocation of \$8.2m to create a masterplan for the re-development of the entire Peter Lalor Secondary College site with the intent to complete the Stage 1 building phase in 2022, this eventually happened in April 2023. The School Council also made a contribution of \$2m to put towards the development of Stage 1 to ensure that students and staff have all they need in the new build. The school is in a very good position going forward to be able to continue to provide a cost effective education to the families of PLSC.

For more detailed information regarding our school please visit our website at
<https://www.peterlalor.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 115 students were enrolled at this school in 2023, 54 female and 61 male.

10 percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

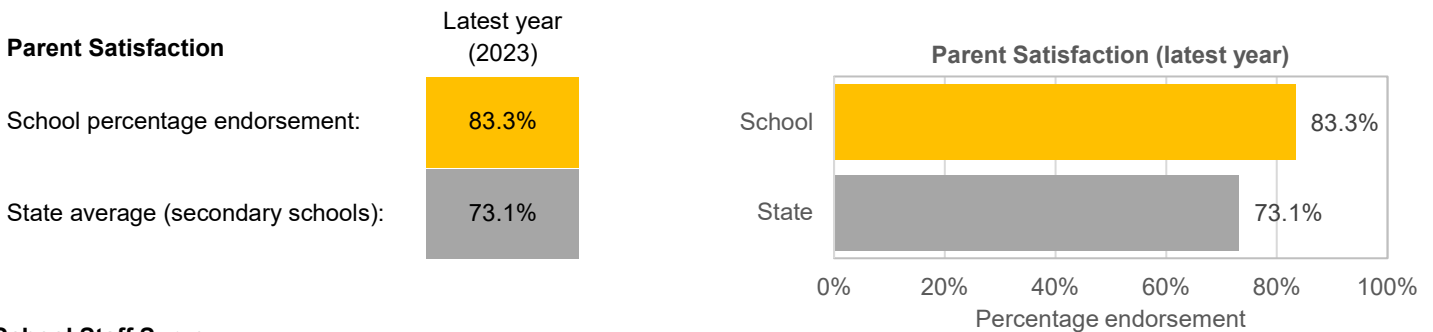
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

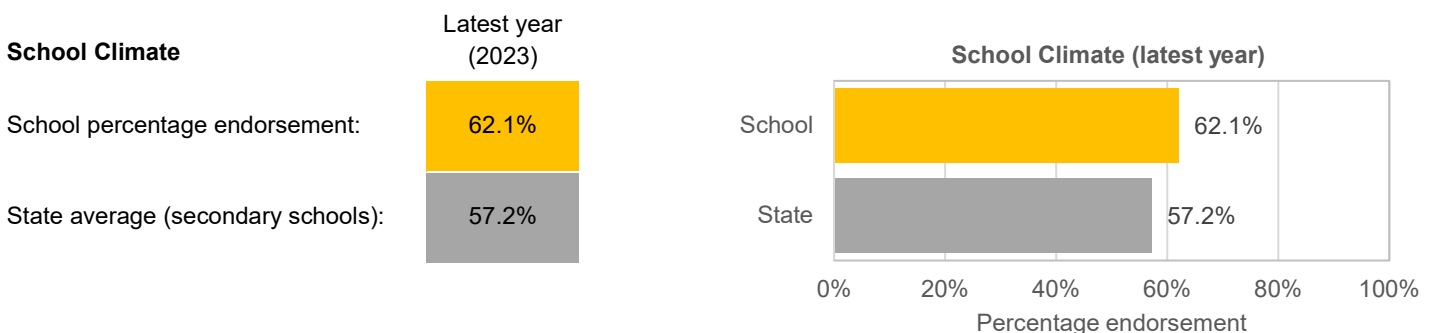


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

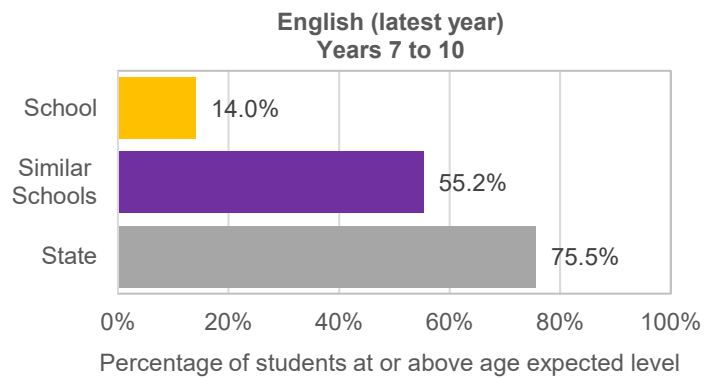
14.0%

Similar Schools average:

55.2%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

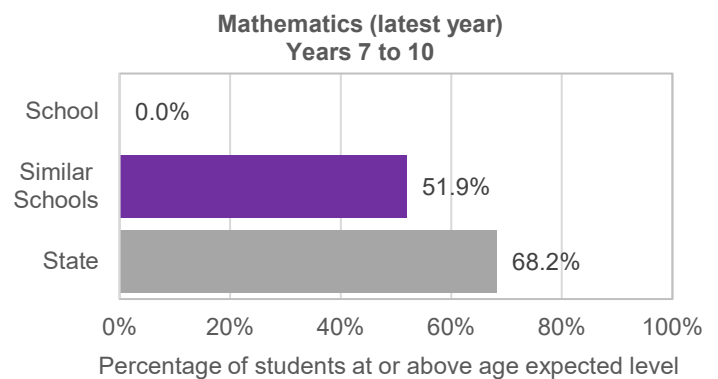
0.0%

Similar Schools average:

51.9%

State average:

68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

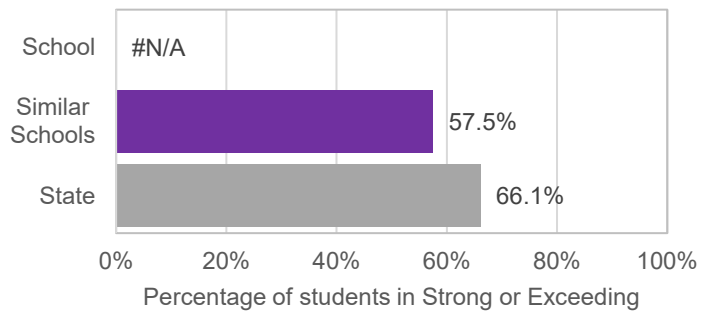
Similar Schools average:

57.5%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

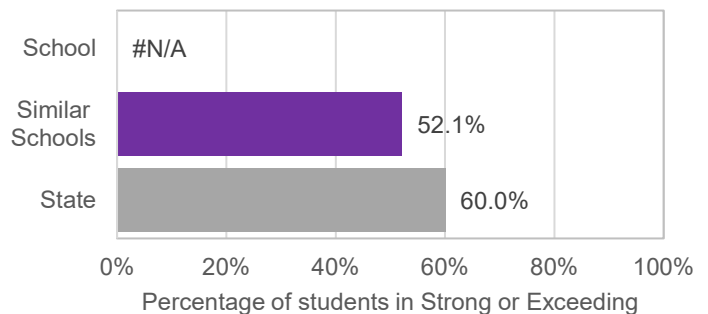
Similar Schools average:

52.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

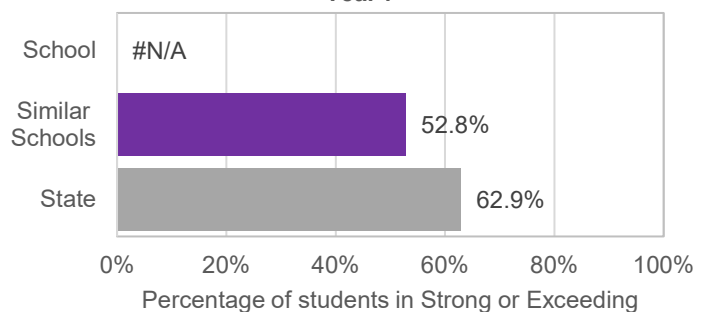
Similar Schools average:

52.8%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

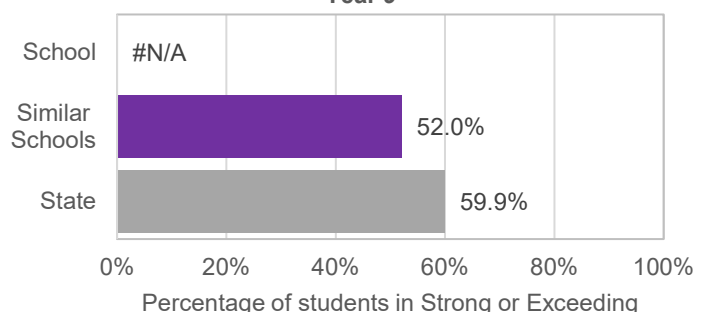
Similar Schools average:

52.0%

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:

NDA

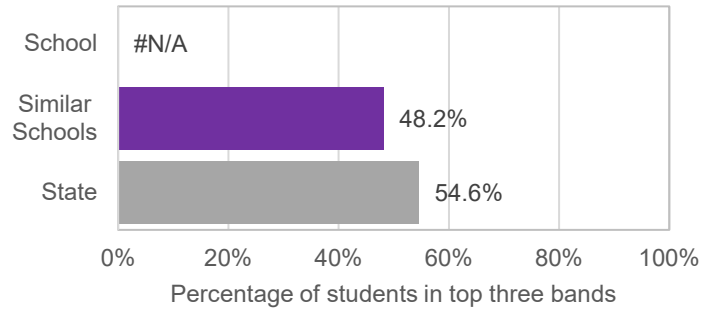
Similar Schools average:

48.2%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

13.3%

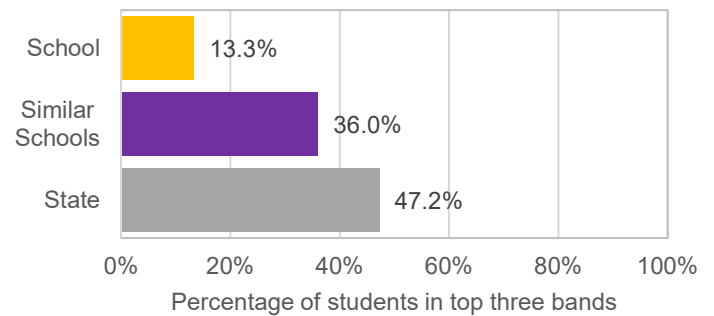
Similar Schools average:

36.0%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

NDA

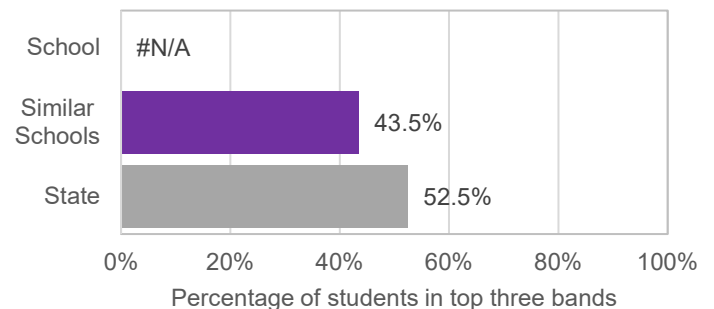
Similar Schools average:

43.5%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

10.0%

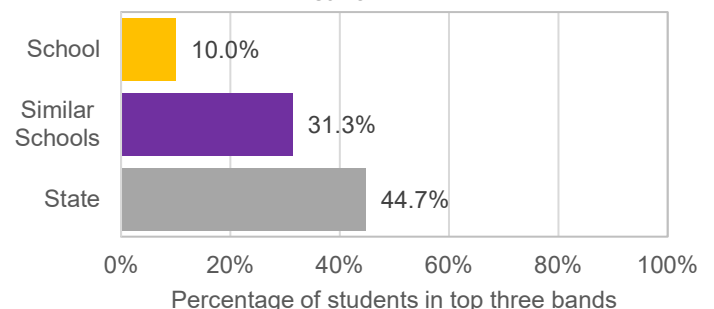
Similar Schools average:

31.3%

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

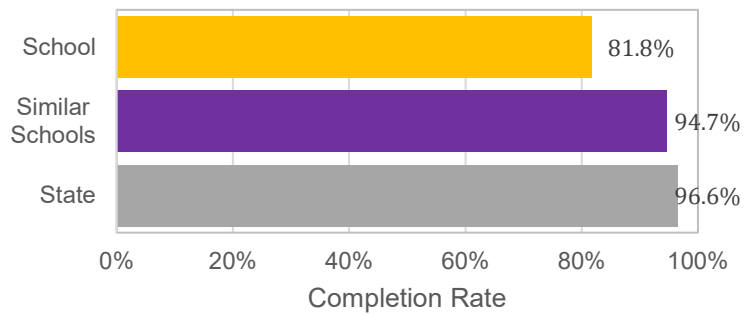
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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: | 81.8% | 75.0% |
| Similar Schools completion rate: | 94.7% | 95.9% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

9

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:

83%

Percentage VET units of competence satisfactorily completed in 2023:

60%

WELLBEING

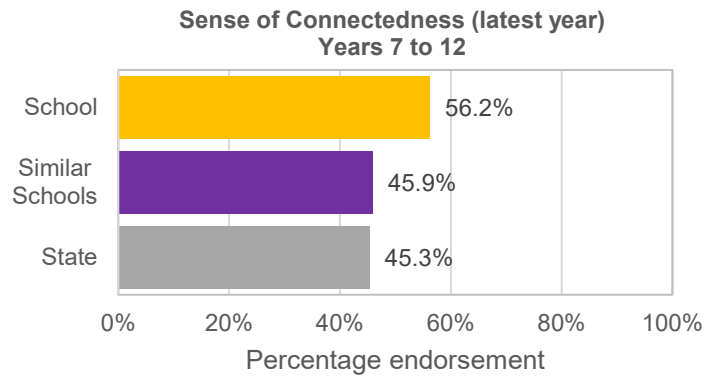
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 56.2% | 82.3% |
| Similar Schools average: | 45.9% | 49.5% |
| State average: | 45.3% | 49.9% |

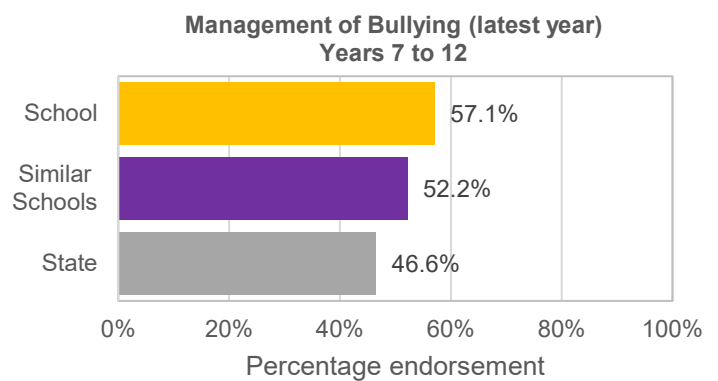


Student Attitudes to School – Management of Bullying

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: | 57.1% | 83.8% |
| Similar Schools average: | 52.2% | 55.0% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

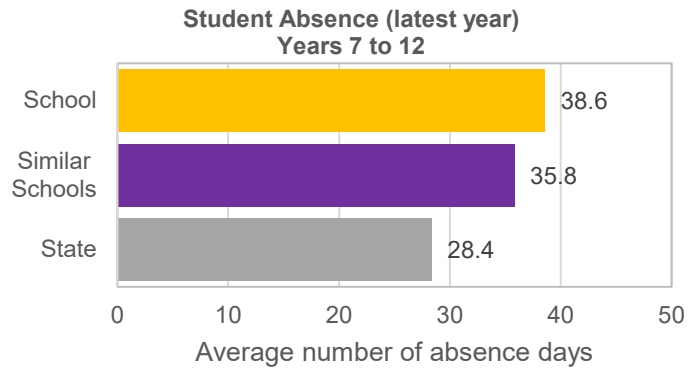
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 38.6 | 47.3 |
| Similar Schools average: | 35.8 | 31.3 |
| State average: | 28.4 | 23.8 |



Attendance Rate (latest year)

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

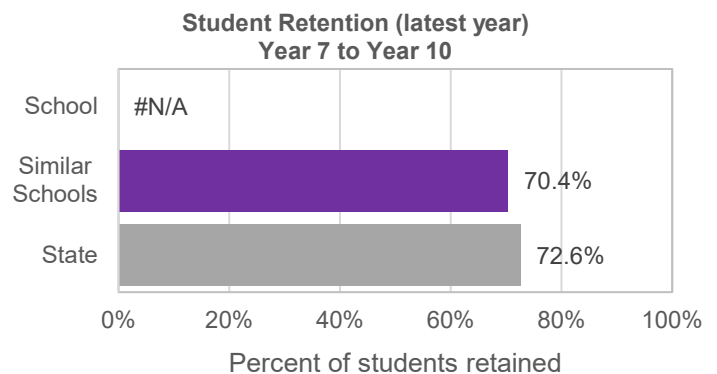
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | NDA | NDA | NDA | 77% | 82% | 84% |

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: | NDA | NDA |
| Similar Schools average: | 70.4% | 69.8% |
| 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.

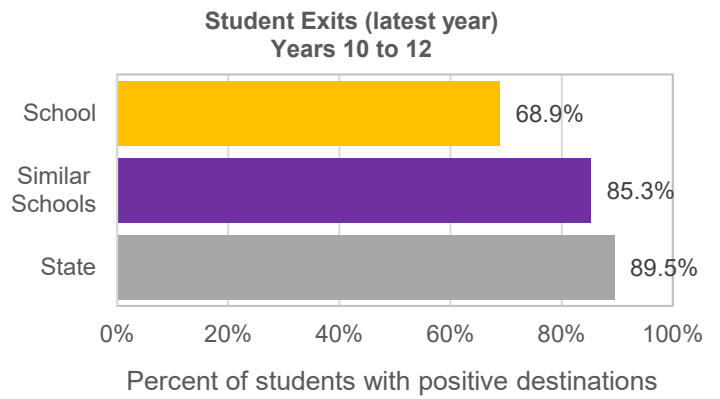
Students exiting to further studies or full-time employment

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: | 68.9% | 71.4% |
| Similar Schools average: | 85.3% | 84.6% |
| 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 | \$2,185,957 |
| Government Provided DET Grants | \$469,347 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$307,500 |
| Revenue Other | \$1,881,679 |
| Locally Raised Funds | \$378,815 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,223,298 |

| Equity ¹ | Actual |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage) | \$181,393 |
| Equity (Catch Up) | \$33,587 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$214,980 |

| Expenditure | Actual |
|---------------------------------------|----------------------|
| Student Resource Package ² | \$3,403,800 |
| Adjustments | \$0 |
| Books & Publications | \$0 |
| Camps/Excursions/Activities | \$55,220 |
| Communication Costs | \$17,806 |
| Consumables | \$301,453 |
| Miscellaneous Expense ³ | \$2,031,338 |
| Professional Development | \$50,644 |
| Equipment/Maintenance/Hire | \$364,736 |
| Property Services | \$116,958 |
| Salaries & Allowances ⁴ | \$65,126 |
| Support Services | \$283,085 |
| Trading & Fundraising | \$7,791 |
| Motor Vehicle Expenses | \$2,580 |
| Travel & Subsistence | \$1,719 |
| Utilities | \$78,375 |
| Total Operating Expenditure | \$6,780,631 |
| Net Operating Surplus/-Deficit | (\$1,557,333) |
| Asset Acquisitions | \$148,584 |

- (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 | \$1,117,755 |
| Official Account | \$131,462 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,249,217 |

| Financial Commitments | Actual |
|---------------------------------------------|--------------------|
| Operating Reserve | \$546,420 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$2,000 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$816,779 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$60,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,425,199 |

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.