

2023 Annual Report to the School Community

School Name: Prahran High School (8231)



- 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 17 March 2024 at 02:47 PM by Nathan Chisholm (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 01 April 2024 at 05:21 PM by Michelle Osborne (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

Prahran High School is a purpose-built, co-educational, vertical campus in one of Melbourne's most creative and eclectic inner-city urban villages. Our school was built to accommodate 650 secondary students and is integrated into Prahran's thriving education and arts precinct. Spanning four levels that encircle a vast light-filled central atrium, our school is truly an innovative, unique and contemporary school campus. Our curriculum, approach to pedagogy and culture works in harmony with the design of the school building.

Our school is committed to working in harmony with our local community. We are a proud, diverse inner-city school and our students reflect the socio-economic and cultural diversity of this community. We see the diversity of our community as one of our great strengths and opportunities. While there is great diversity at Prahran High School, broadly, our overall socio-economic level is relatively high, meaning that more of our students come from homes where parents are professionally employed, and the level of social capital students bring with them to secondary school is also relatively high. However, it is important to note that this is an ever-changing aspect of this school community and the nature of our community is changing.

We are grateful to be part of this extraordinary community and are grateful for the ongoing support of our families. Families, rightly, have very high expectations of our school. They are invested in the development and success of our school and are committed to working with us.

This is Our Vision / Core Purpose: The purpose of Prahran High School is for all students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.

That is Furthered by Our Mission: Our mission is to foster curiosity, creativity and empathy in the students in our care to develop young leaders of character and purpose who can confidently embrace life's challenges and make a positive impact in their world.

At all levels of our learning organisation, the concept of prioritising, valuing and measuring 'impact' helps shape and guide our work, and it became our school motto: Prahran High School: Make an Impact! Couched within this big idea of 'impact' is a core set of values that underpins all that we do together at our school. The school values that we developed are simple, but with scope for depth and complexity limited only by our imaginations.

Creativity - The ability to think creatively and critically will be a defining trait of tomorrow's successful young adults. We encourage creative, independent and original thinking in all aspects of our school curriculum, fostering an environment of active collaboration and exploration.

Curiosity - Curiosity is the doorway to exploration, understanding and the acquisition of knowledge and wisdom. We encourage our students to be lifetime learners and are inspired by what Albert Einstein said: "I have no special talent. I am only passionately curious."

Challenge - Today's students will learn to live, grow and work in the most challenging of times characterised by complexity, uncertainty and constant change. We will strive to strengthen resilience, resolve and intellectual rigor in our students so they will be up to the challenge.

Character - Character traits including empathy, compassion and self-awareness are essential to living a meaningful and purposeful life. At Prahran High School, we emphasise the development of sound and strong character alongside the achievement of academic excellence

In 2024, our current SFOE index is 0.2159, placing us in the lower band. We employ 62.89 EFT staff. The composition of our staff team (a variety of time fractions) is: 45.6 teachers, 3 instrumental music teachers, 15 various education support staff and 7 specifically learning support staff. We support many students with a range of complex learning, wellbeing, social and emotional needs.

We support 12 students for whom we received funding under the (former) Program for Students with Disabilities and we are working to expand our approach under the new Disability and Inclusion Profiles. There are many students who require individualised support and we expect to have more students provided support under the various levels of the new model. We have 7 Aboriginal students and 1 Aboriginal staff member.

We currently serve the needs of 575 enrolled students from Years 7 – 12. Our Year 12 students are our Foundation students, and they become our first school graduates in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

One of the key highlights this year was the achievement of our VCE students. The median score for VCE results was 31.6, which was positive, particularly given that this data is the result of Year 11 students accelerating into a Unit 3-4 study, and we had

encouraged students right across the year level to choose at least one such option. It is the design of our three-year Senior School model and this initial set of results evidences early success.

In 2023 we also introduced our Vocational Major program and we had a large number of students successfully complete a VET program. The introduction of vocational pathways has certainly been a positive inclusion to our program that will grow further in 2024.

Our major AIP focus from Year 7-9 was on the improvement of numeracy outcomes, and this was supported by a range of strategies including teacher professional learning, alignment of our PLCs with an explicit numeracy focus and the introduction of initiatives such as the GRIN and other targeted intervention programs. We also continued our focus on writing across the curriculum from 2024. Results from NAPLAN (writing) and PAT (numeracy) show some initial success, but these initiatives will need to continue and be sustained into the future for outcomes to become really visible.

The 2023 NAPLAN data also highlights a growing need for improved reading/literacy practice, and intervention. A higher proportion of students are entering the school at Year 7 with lower literacy skills, and while we are still above the state average at this level, this is clearly a growing area of need. This is further reflected in Year 9 NAPLAN reading outcomes. Furthermore, and aligned with this, we have an increasing number of students enrolling at our school from non-English speaking backgrounds, adding to the complexity of literacy intervention planning and programs. Our 2024 planning will involve a professional learning and PLC focus on effective reading teaching and learning practice across the curriculum, and increased targeted interventions to support reading and EAL students in all years.

Wellbeing

One of our key wellbeing highlights for 2023 was the introduction of a specific Mentor Group curriculum across the school, delivered fortnightly. We developed this program with our Mentor Teachers and the curriculum was targeted at growing students' social and emotional learning, promoting help seeking behaviour and ensuring students knew how to access a range of relevant and expert mental health supports available to students, as well as strategies for reducing stress. We engaged with external organisations particularly at the Senior School level and provided staff with training to be able to internally deliver course content on a range of wellbeing topics.

Another key focus within the wellbeing team was to accurately document and submit applications for Disability Inclusion funding. Wellbeing staff attended training and a practice session to ensure our applications through this new process were successful; processes for documenting adjustments such as IEPs and SSGs were closely scrutinised. All staff contributed to the development of our documentation, and subsequently their understanding of adjustments for students with additional needs improved. Two Profile Meetings were held as a result for students who hadn't previously received funding, one of which was successful. We implemented an Individual Education Plan (IEP) week where we worked with staff to build their understanding of how best to support students who are currently on an IEP. We also liaised closely with external professionals to develop specific targeted interventions for students.

Our School Wide Positive Behaviours Support (SWPBS) team underwent extensive training to ensure fidelity to the principles of SWPBS in 2023. We worked with a coach to develop our practices, and began using data to inform our interventions. We developed an Orientation process for new students, provided training to staff on positive behaviours and updated Compass to ensure accurate data collection. It is difficult to measure the impact of our interventions as our data set relies on consistent adherence to logging behaviours, however anecdotal feedback around student organisation in particular was positive.

Our school continues to be well served by a high-level Student Wellbeing and Engagement team, comprised of Assistant Principal, Heads of School and Inclusion, youth workers, Mental Health Practitioner and Learning Support.

Engagement

In 2023 we strengthened our systemic approach to monitoring attendance. We documented roles and responsibilities within the school using a tiered approach, ensuring both approved and unapproved absences were being addressed. We introduced two youth worker roles at the end of 2023 directly related to the improvement of attendance, specifically those students who we identified as having between 50-80% attendance levels. We increased our range of before school offerings to encourage attendance, such as breakfast club and fitness club. We continued to work closely with families with chronic school refusal and supported referrals to alternative settings and support services as appropriate.

In 2023, we strengthened our team to include Art Therapists and worked closely with various stakeholders and external organisations to offer a wide range of targeted small group supports for various cohorts for whom attendance and positive engagement with school can be poor. Of particular note was the work we did as a school to promote the leadership of our female

students of colour. These students attended an eight-week workshop with an external provider, and subsequently set up a Cultural Committee responsible for promoting the diversity of students within the school. Members of this group presented to staff on the impact of racism on their learning and have since taken on other leadership roles within the school. Disciplinary actions related to this group of students reduced after this program resulting in improved attendance and higher learner behaviours.

At a whole school level, our House program continues to flourish. We ran highly successful Swimming and Athletics Carnivals, as well as in-school House events, connected to the Arts and Technology. Students proudly promote the House they are part of and participation rates are improving year on year.

Financial performance

Pahran High School's 2023 net operating result was a surplus of \$270,099. Our operating revenue (and expenditure), SRP and DE grants increased in line with our additional year level of students, a 17% increase from prior year. DE Student Wellbeing Boost cash grant of \$21,772 was received and enabled students to participate in a multicultural youth group, girls' gym program and leadership development program for our school mentors and leaders. Acquittal of our DE Establishment Funding occurred with the \$14,300 investment in music instruments, Art and Food for Life equipment. Our VCE Mac Lab was completed with the \$9,230 investment of built in desks and chairs funded by the generous Building Fund donations received to date from our parents/carers. Our Balance Sheet net assets result of \$905,260 is in further support of our strong financial position to ensure delivery of our 2024 strategic and annual implementation plan.

For more detailed information regarding our school please visit our website at
www.pahranhighschool.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 501 students were enrolled at this school in 2023, 201 female and 297 male.

18 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).

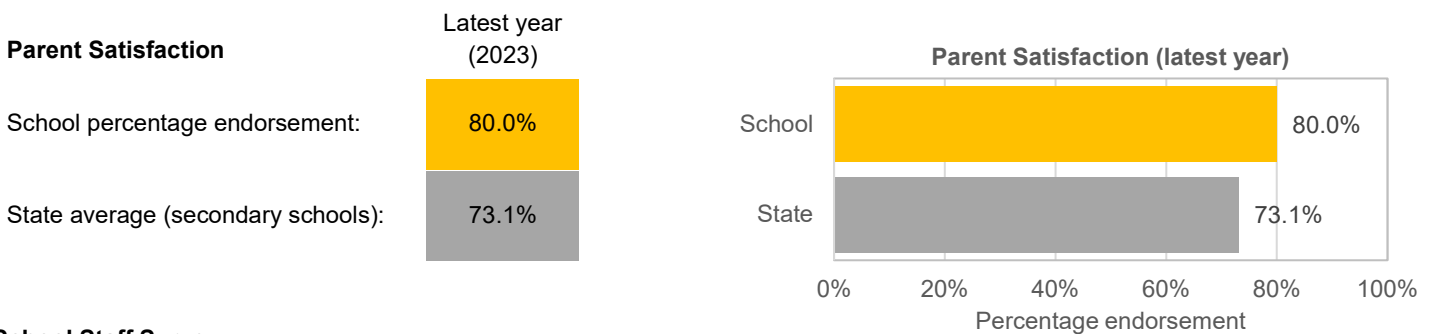
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

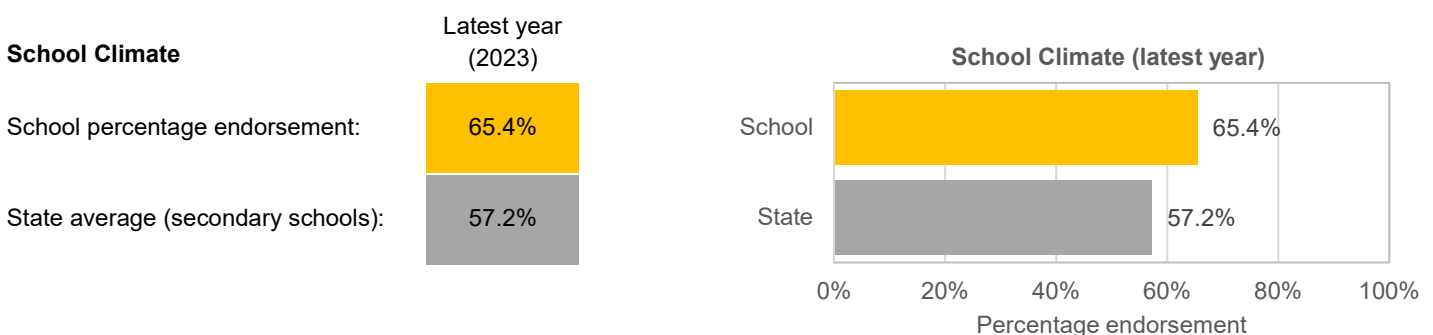


School Staff Survey

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

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

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



LEARNING

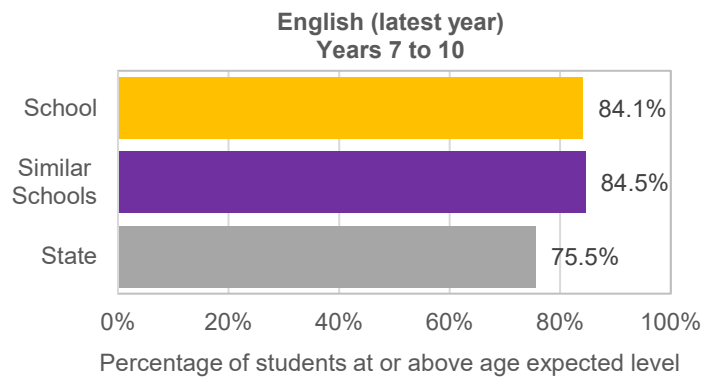
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

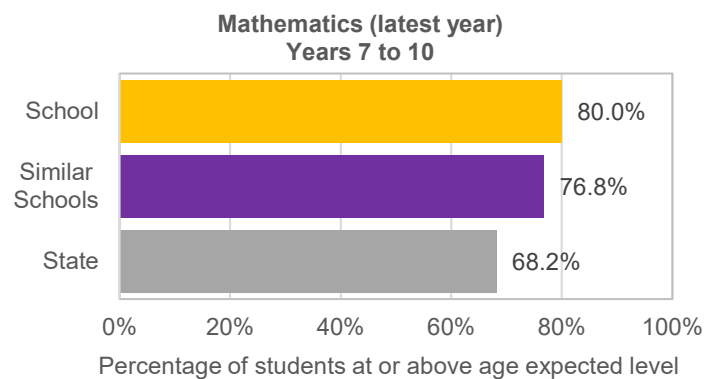
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	84.1%
Similar Schools average:	84.5%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	80.0%
Similar Schools average:	76.8%
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:

67.1%

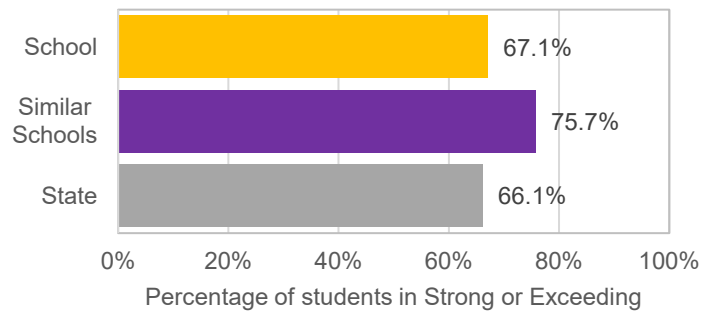
Similar Schools average:

75.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

58.9%

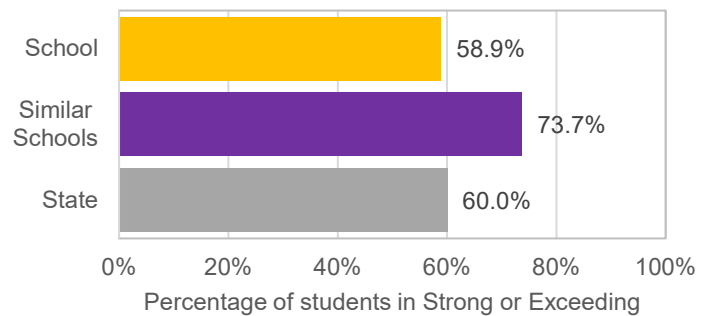
Similar Schools average:

73.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

67.1%

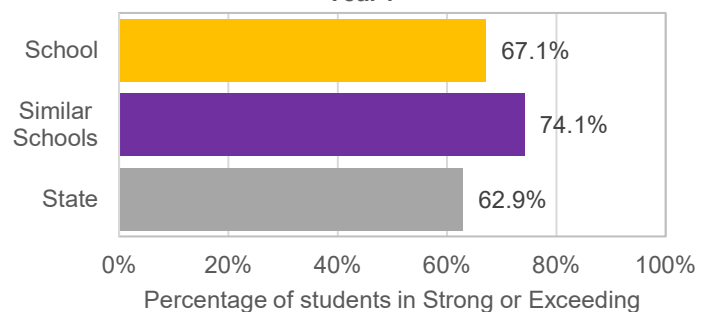
Similar Schools average:

74.1%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

67.3%

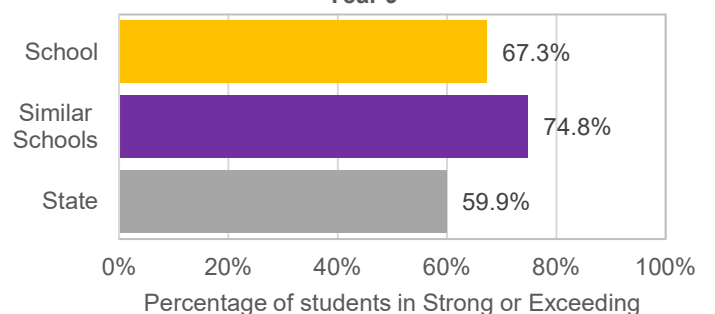
Similar Schools average:

74.8%

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:

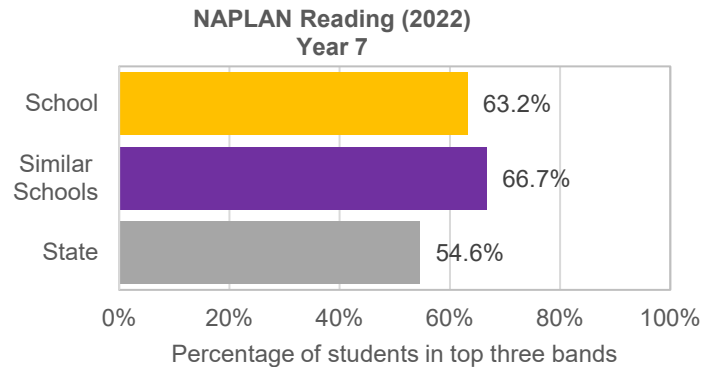
63.2%

Similar Schools average:

66.7%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

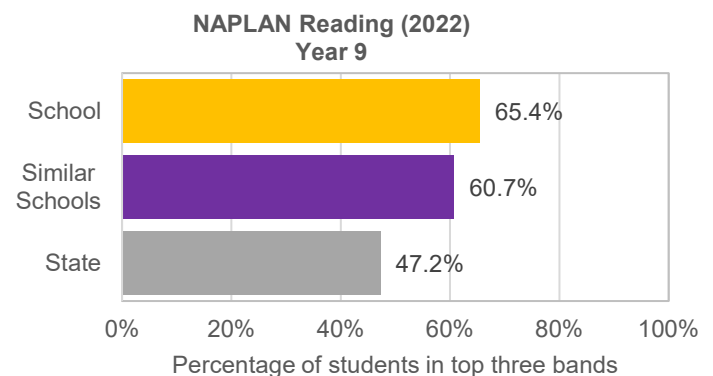
65.4%

Similar Schools average:

60.7%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

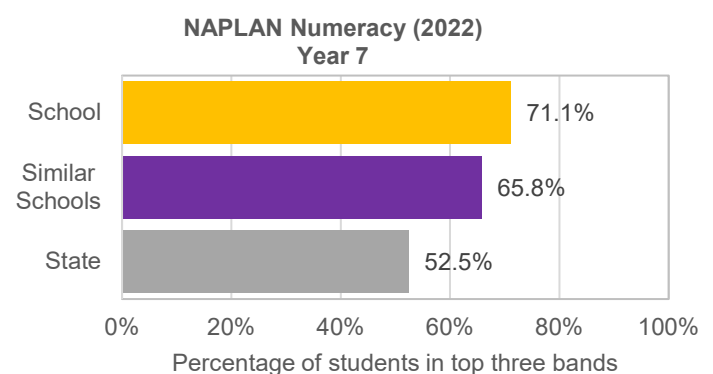
71.1%

Similar Schools average:

65.8%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

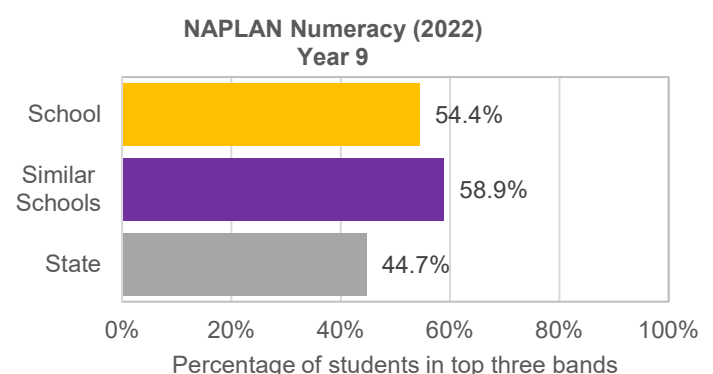
54.4%

Similar Schools average:

58.9%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

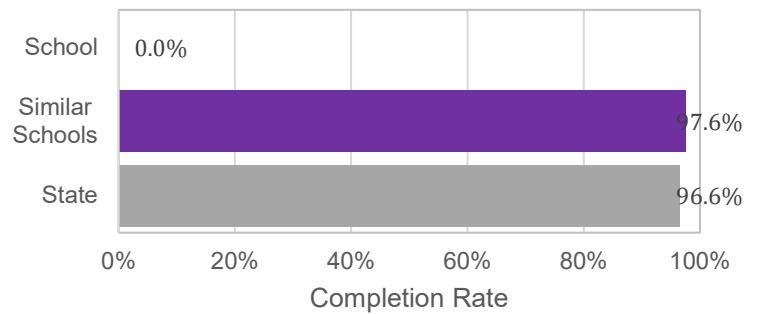
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	0.0%	0.0%
Similar Schools completion rate:	97.6%	98.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

31.6

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

75%

WELLBEING

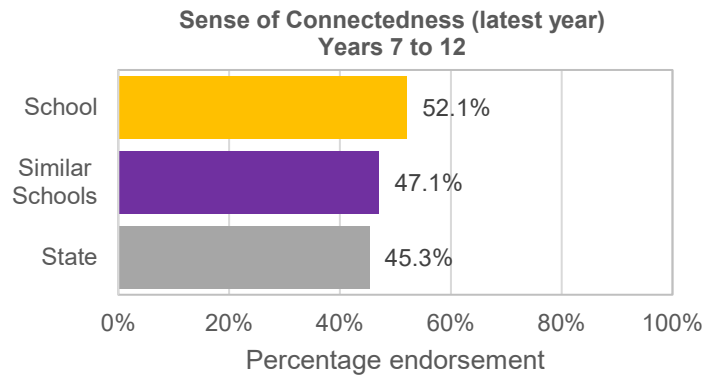
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	52.1%	57.3%
Similar Schools average:	47.1%	51.3%
State average:	45.3%	49.9%

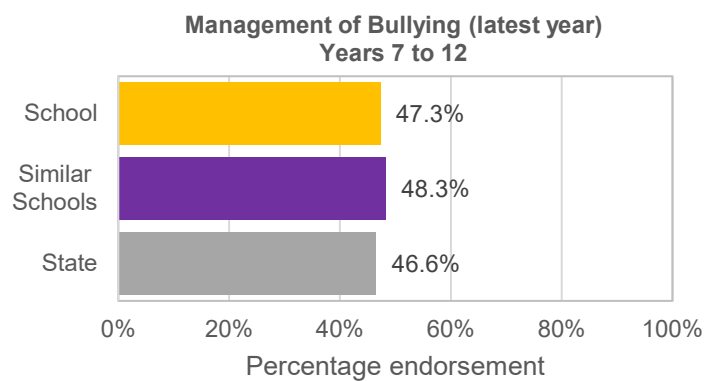


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	47.3%	50.9%
Similar Schools average:	48.3%	52.5%
State average:	46.6%	51.0%



ENGAGEMENT

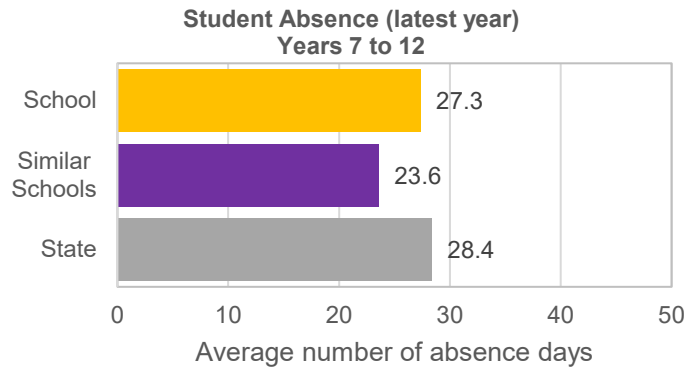
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	27.3	21.5
Similar Schools average:	23.6	19.3
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.

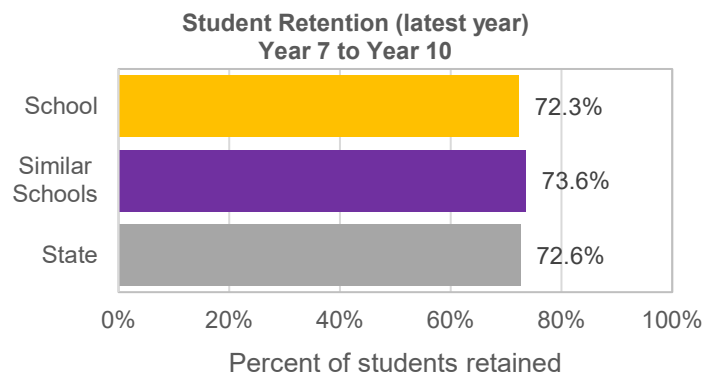
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	89%	83%	86%	86%	NDA

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	72.3%	70.8%
Similar Schools average:	73.6%	76.2%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

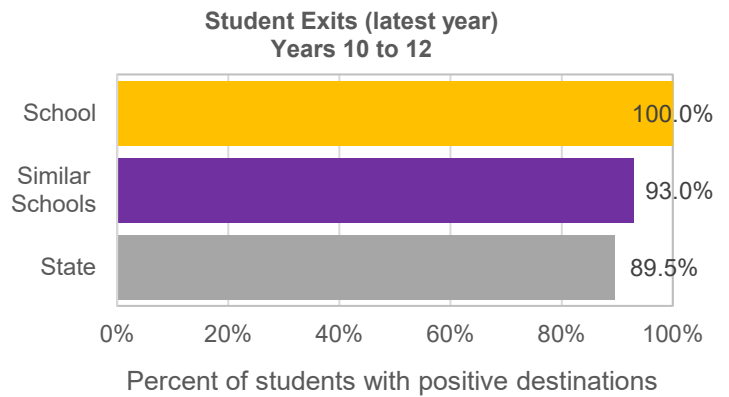
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	93.0%	93.9%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,546,678
Government Provided DET Grants	\$874,975
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$45,344
Locally Raised Funds	\$796,138
Capital Grants	\$0
Total Operating Revenue	\$8,263,135

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,845
Equity (Catch Up)	\$19,793
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$5,104
Equity Total	\$52,742

Expenditure	Actual
Student Resource Package ²	\$6,395,828
Adjustments	\$0
Books & Publications	\$6,104
Camps/Excursions/Activities	\$507,867
Communication Costs	\$16,354
Consumables	\$216,948
Miscellaneous Expense ³	\$43,330
Professional Development	\$36,159
Equipment/Maintenance/Hire	\$97,934
Property Services	\$155,189
Salaries & Allowances ⁴	\$105,662
Support Services	\$215,371
Trading & Fundraising	\$2,921
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$118
Utilities	\$193,252
Total Operating Expenditure	\$7,993,036
Net Operating Surplus/-Deficit	\$270,099
Asset Acquisitions	\$70,053

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$335,573
Official Account	\$161,964
Other Accounts	\$54,098
Total Funds Available	\$551,635

Financial Commitments	Actual
Operating Reserve	\$246,599
Other Recurrent Expenditure	\$23,105
Provision Accounts	\$0
Funds Received in Advance	\$39,195
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$104,000
Capital - Buildings/Grounds < 12 months	\$52,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$464,900

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.