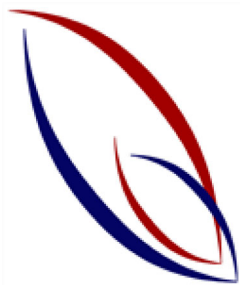


# 2023 Annual Report to the School Community

School Name: Keilor Downs Secondary College (8715)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2024 at 01:59 PM by Linda Maxwell (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 27 March 2024 at 08:46 PM by Gurpreet Thiara (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

Keilor Downs College is large, single campus secondary college of 1280 students, situated on the north-western edge of suburban Melbourne. We have a very harmonious and well-ordered environment and a diverse cultural mix of students and staff.

The College is known for:

- a strong and consistently improving history of high achievement, student retention and successful student pathways
- a strong focus on student well-being and positive, respectful relationships
- highly professional and effective teams of teaching and school support staff, motivated and committed students and a strong and supportive College Council
- provision of a challenging, supportive and productive education from Year 7 to Year 12, including specialist programs such as SEALP (Select Entry Accelerated Learning Program), a large and supportive DI (Disability Inclusion) program, a Language Support Program and a Soccer School Program.
- we also run a Level 2 accredited International Students Program (ISP), which means we have some students in paid homestays. We maintained strong numbers throughout the pandemic years and have continued to expand to student numbers in the low 40's.
- provision of broad senior programs including a large range of VCE subject choices, a strong Vocational Major program and an extremely wide range of VET subjects through the Brimbank VET Cluster
- excellent Later Years outcomes including strong completion rates, very strong VCE results and excellent pathways outcomes
- very active co-curricular programs such as instrumental music, maths & science competitions, debating, chess, stage band, our musical and a highly successful sports program.
- a student Netbook & BYOD program, strong IT infrastructure throughout the school and extensive administrative and communication systems

Our vision is to provide a learning community which creates a wide range of opportunities for student growth and development by:

- Building positive relationships of mutual respect based on fair learning and fair treatment within a safe and secure environment
- Embracing individuality, diversity and developing independent life-long learners
- Establishing a challenging and engaging learning environment which encourages the development of all students to their full potential

Our college values are:

**Inclusion:** To embrace and celebrate diversity and ensure equal access and opportunities for all.

**Resilience:** To actively develop attitudes and skills to effectively meet challenge and adapt to change.

**Respect:** To value everyone in our community and ensure all our actions have a fair and positive impact on others.

**Growth:** To provide a learning environment that encourages effort and promotes improvement in all areas.:

**Connection:** To maintain a caring and collaborative community that prioritizes wellbeing.

In 2023 the college had 129.7 equivalent full-time staff, consisting of 4 Principal Class, 88.1 teachers and 37.6 Education Support staff. We are fortunate that we are still a popular destination for new staff and were able to maintain a full complement of both teaching and ES staff throughout the year.

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

#### Learning

Our strategic learning goal for 2023 was the common state-wide one of "To maximize the achievement and learning growth of every student, particularly in literacy and numeracy." Although, like most schools, there was a general decrease in achievement in many targets, we still performed well above state levels in every area of learning achievement. Our annual performance report shows that our although our raw results declined slightly, the school performed significantly above state and like school results in every area of the report. Teacher judgements against the Victorian Curriculum standards across Year 7 - 10 showed English achievement well above the state median and above the expected results for schools with comparable populations. Teacher judgements of Mathematics achievement were also well above the state average and well above the achievement expected of similar schools. New data showing the top two proficiency levels of NAPLAN, strong or exceeding, shows that we performed well above both state and similar school averages in all categories of Year 7 & 9 Reading and Numeracy. The percentage of students in the top 3 bands

for Reading and Numeracy at Year 7 were above both state and similar school averages. At Year 9, our percentage of students in the top 3 bands for both Reading and Numeracy were well above the averages for both state and similar schools. VCE results were again very strong. The mean study score, at 30.2, was well above similar schools and above the state average. Our VCE completion rate was 98%, again above both state and similar school results.

## Wellbeing

Our strategic wellbeing goal for 2023 was the common state-wide one “To improve the social and emotional engagement and wellbeing of every student.” We know that wellbeing is one of our strength areas and this was strongly endorsed in our school review last year. It is pleasing to see that the results for our ‘Student Attitudes to School’ survey remained extremely strong in 2023. Although they have slightly declined since 2022, our outcomes across the board are well above the state and like schools averages. The two aspects of ‘sense of connectedness’ and ‘management of bullying’ that are tracked in this annual report were both significantly above both state and similar school averages. In a year where students were still stabilizing after the pandemic, it is remarkable that our student cohort maintained such strong perceptions of positive wellbeing. The continued success of the House structure, the purposeful increase in student leadership programs and continued implementation of the School-wide Positive Behaviour Support program, have all led to significantly improved student engagement outcomes. The implementation of a coherent social curriculum through the Explore program, including recommended elements of the Respectful Relationships program, have also strengthened student resilience and connectedness. It has become apparent that the holistic approach to supporting our students by integrating the resources of classroom teachers, Houses, the Wellbeing, Pathways and Inclusion Teams has brought us these successful outcomes. Staff opinion survey results were again extremely strong in 2023 and our ‘School Climate’ positive endorsement results are significantly above the state average. Our parent satisfaction survey results were also significantly above the state average. Maintaining high levels of student wellbeing, positive participation and increasing student voice and agency are on-going college priorities.

## Engagement

Two of the key indicators of positive student engagement are attendance and retention - students wanting to come to school and staying at school for as long as possible. Student attendance is reported as the ‘average number of student absence days’, therefore, a lower figure than the state median is positive, indicating fewer days of absence per student. There was a significant increase in our average number of absence days in 2023, however, we were still below the state and similar school averages. Across the state, we are still seeing a significant increase in absence days as compared to pre-COVID years. This may still have been due to factors such as the requirement for 5 day isolations with COVID and an increase in overseas holidays. However, an average absence of 27 days is quite unacceptable and we will need to address this with our community. Improving attendance at KDC is an on-going issue, with an emphasis on close monitoring and timely communication between the college and parents via our House structure. Each House is allocated an ES attendance officer whose responsibilities include contact with parents to notify of student absence. Our electronic recording and communication systems through Compass are also very comprehensive and widely used by parents. The student attendance rates shown in the 2023 report were still very strong but have slightly decreased due to the reasons stated previously. Although these results are relatively positive, we would still hope to see a lowering of the average rate of days absent in 2024. Student retention from Year 7 – 10 was again very positive for 2023 and was significantly above the state average and above the similar schools average. The four-year trend for retention is strong, being better than the state and similar schools averages. The College prides itself on its capacity to produce the best possible outcomes for its students, working with students and their families to support each student’s personal pathway to further study, training or employment. Expanded VET and VM programs have also been introduced over recent years to enhance retention and develop positive pathway opportunities for senior students. Results reported for students exiting to the positive destinations of further studies and full-time employment for 2023 were extremely strong and above both state and similar school averages. The four-year trend data is still particularly strong and at the top end of the state. Improved post-school options have been an area of focus, with the percentage of students accessing University, TAFE or apprenticeships reaching consistently high levels in recent years. Maintaining high levels of student attendance and retention, as well as ensuring positive post school destinations are ongoing college priorities.

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## Financial performance

The allocation of staffing and financial resources reflected the college’s goals and priorities as identified in the School Strategic Plan and Annual Implementation Plan. Targeted funding was fully expended to deliver additional support and services specifically to the relevant student cohort. Equity funding enhanced the access and participation of all students to meet the objectives of improved

student learning outcomes and improved student engagement and wellbeing. We were fortunately fully staffed throughout 2023 and ran full programs in both MYLNS and the Tutor Learning Initiative. All required financial processes were performed and records maintained in accordance with DET requirements and regularly reviewed by the Human & Financial Resources Sub-committee and School Council. Although we actually carried a large operating deficit, this was well managed and largely due to DET initiatives being allocated as cash, such as MYLNS, Careers, Equity cash component, our ISP fees and VETIS. This money needs to be held in our accounts until it can be converted to credit to pay the salaries involved. We have sufficient funds to cover the repayment of this deficit. Reserve funds were again used to fund development of college facilities, including refurbishment of the several classrooms and further upgrades to the grounds, including the central courtyard. All of these facilities projects were funded by school finances and were not the result of grants or external funding.

**For more detailed information regarding our school please visit our website at**  
<https://www.kdc.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 1252 students were enrolled at this school in 2023, 580 female and 672 male.

38 percent of students had English as an additional language and 1 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).

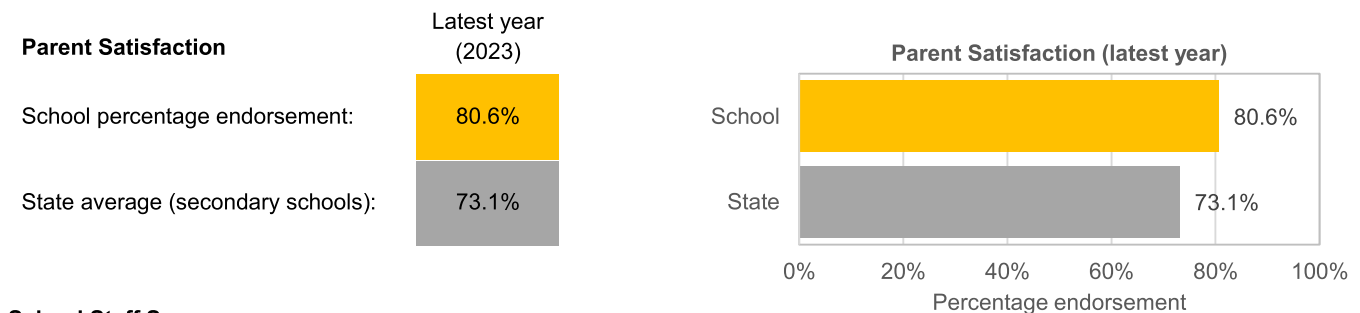
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

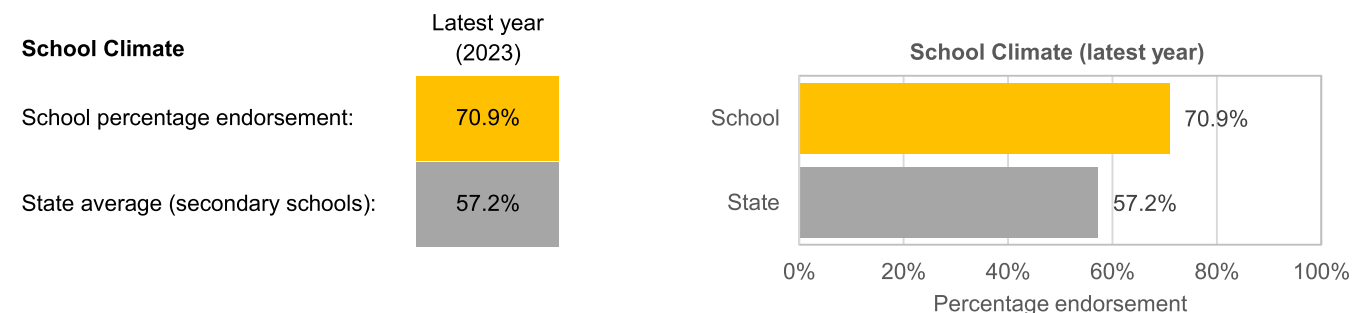


### School Staff Survey

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

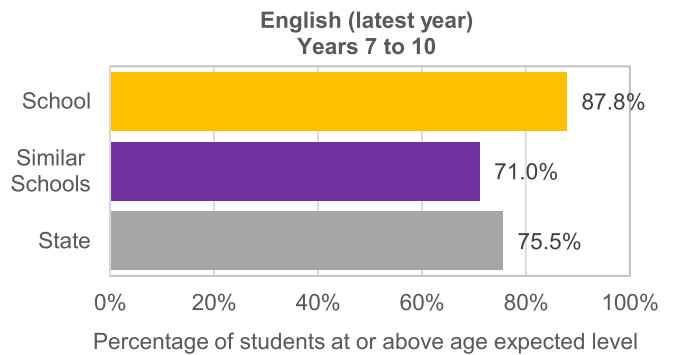
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

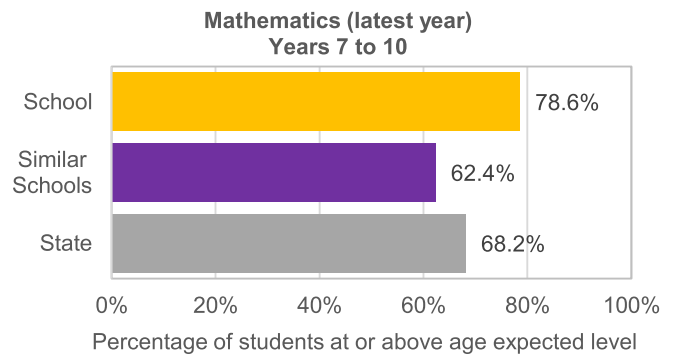
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	87.8%
Similar Schools average:	71.0%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	78.6%
Similar Schools average:	62.4%
State average:	68.2%





## LEARNING (continued)

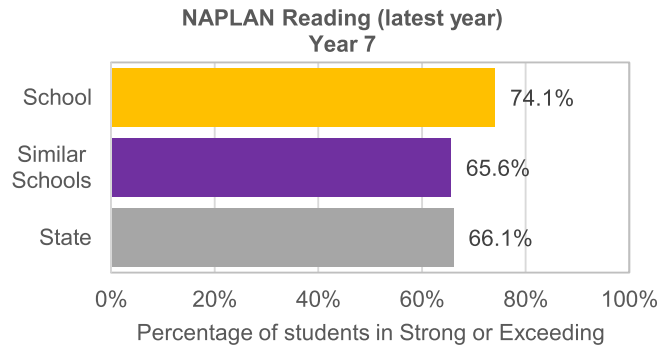
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### NAPLAN

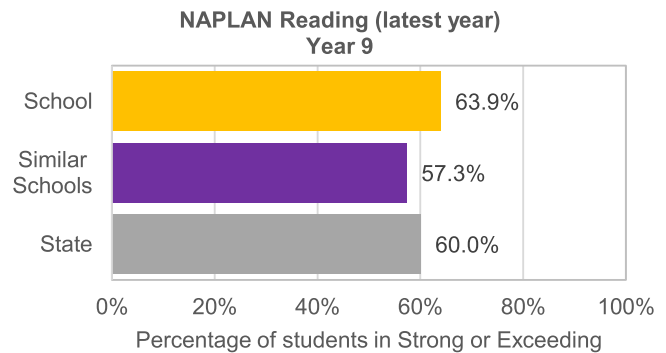
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

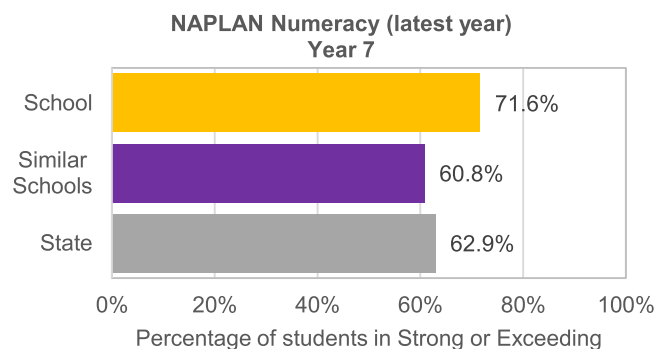
Reading Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	74.1%
Similar Schools average:	65.6%
State average:	66.1%



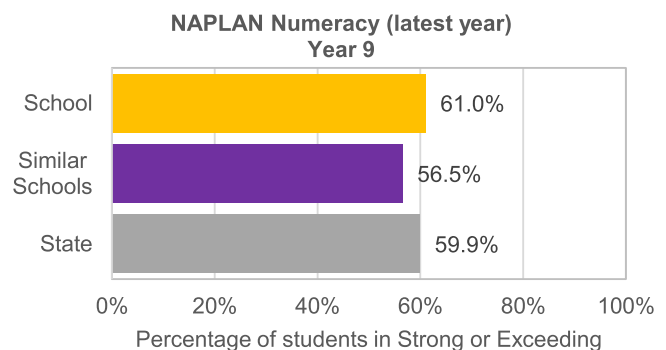
Reading Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	63.9%
Similar Schools average:	57.3%
State average:	60.0%



Numeracy Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	71.6%
Similar Schools average:	60.8%
State average:	62.9%



Numeracy Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	61.0%
Similar Schools average:	56.5%
State average:	59.9%



## LEARNING (continued)

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

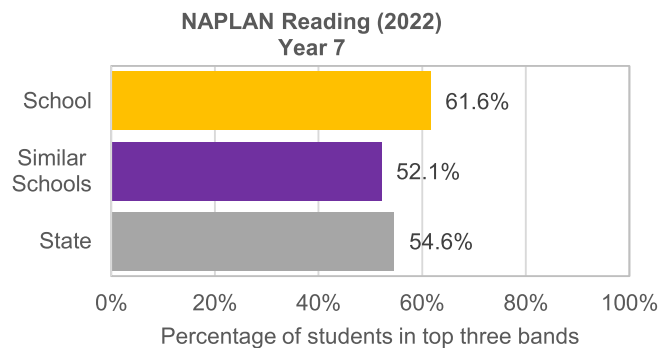
### NAPLAN

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

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

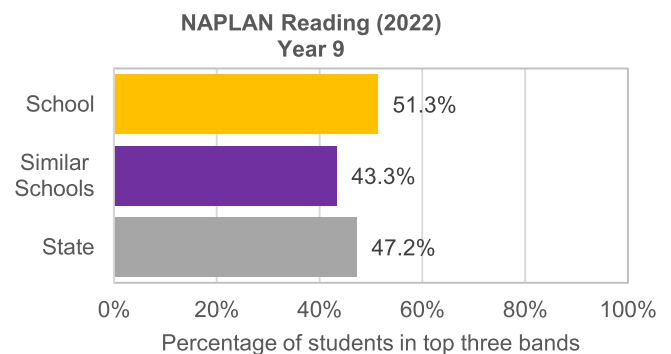
#### Reading Year 7

	Latest year (2022)
School percentage of students in the top three bands:	61.6%
Similar Schools average:	52.1%
State average:	54.6%



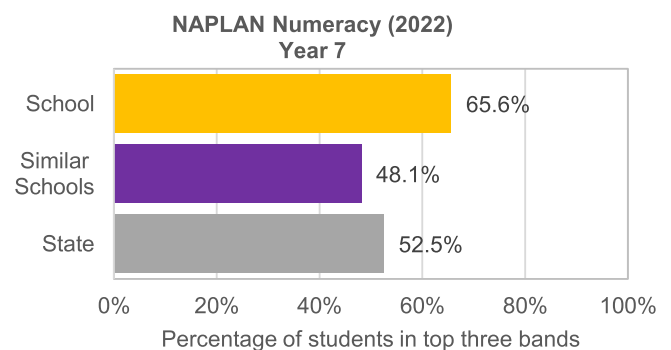
#### Reading Year 9

	Latest year (2022)
School percentage of students in the top three bands:	51.3%
Similar Schools average:	43.3%
State average:	47.2%



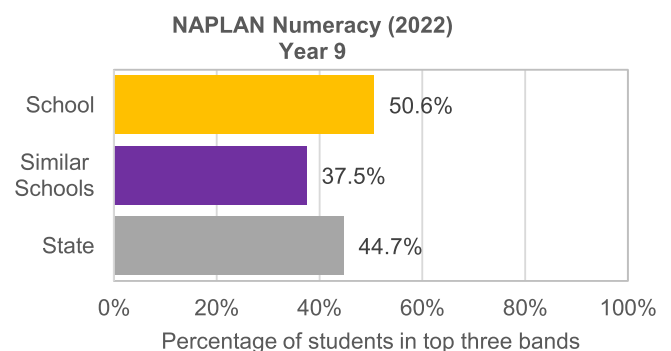
#### Numeracy Year 7

	Latest year (2022)
School percentage of students in the top three bands:	65.6%
Similar Schools average:	48.1%
State average:	52.5%



#### Numeracy Year 9

	Latest year (2022)
School percentage of students in the top three bands:	50.6%
Similar Schools average:	37.5%
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.*

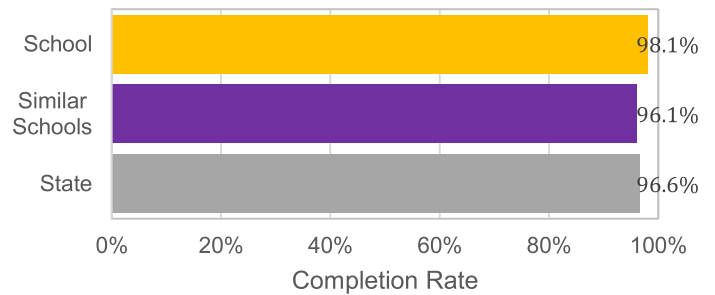
### Victorian Senior Secondary Certificate

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:	98.1%	98.4%
Similar Schools completion rate:	96.1%	96.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:	30.2
Number of students awarded the VCE Vocational Major	19
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:	45%
Percentage VET units of competence satisfactorily completed in 2023:	67%

## WELLBEING

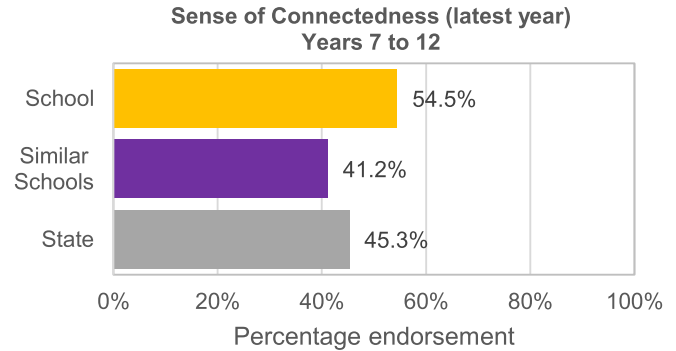
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	54.5%	63.9%
Similar Schools average:	41.2%	47.0%
State average:	45.3%	49.9%

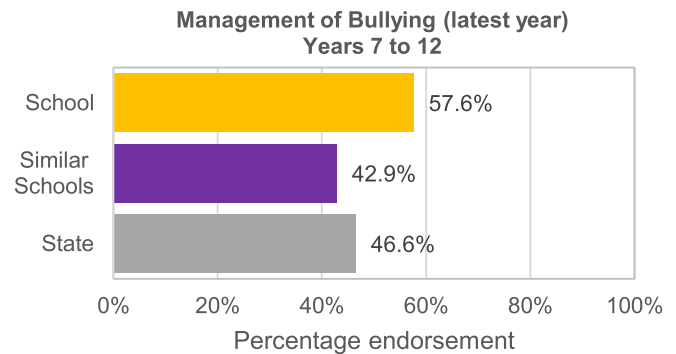


### Student Attitudes to School – Management of Bullying

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:	57.6%	66.9%
Similar Schools average:	42.9%	48.9%
State average:	46.6%	51.0%



## ENGAGEMENT

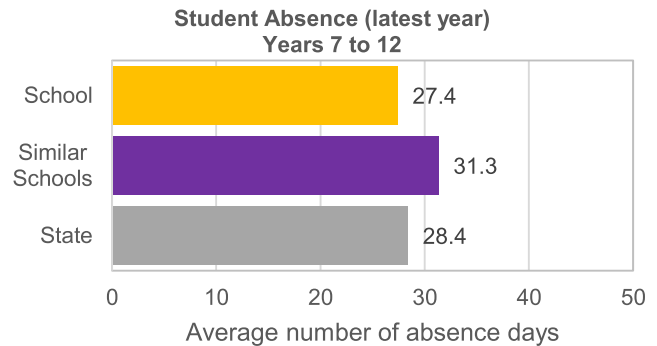
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	27.4	18.4
Similar Schools average:	31.3	25.2
State average:	28.4	23.8



### Attendance Rate (latest year)

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

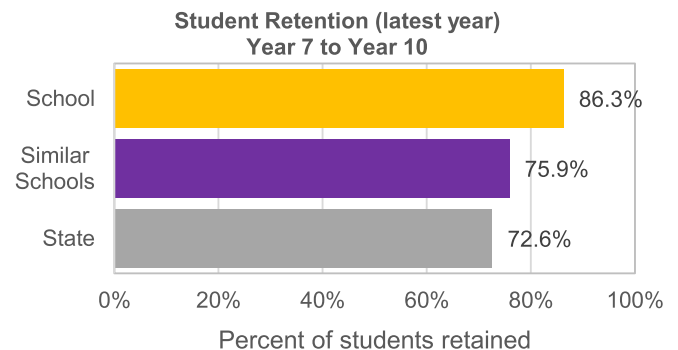
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	84%	84%	86%	89%	86%

### 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:	86.3%	85.8%
Similar Schools average:	75.9%	77.2%
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.

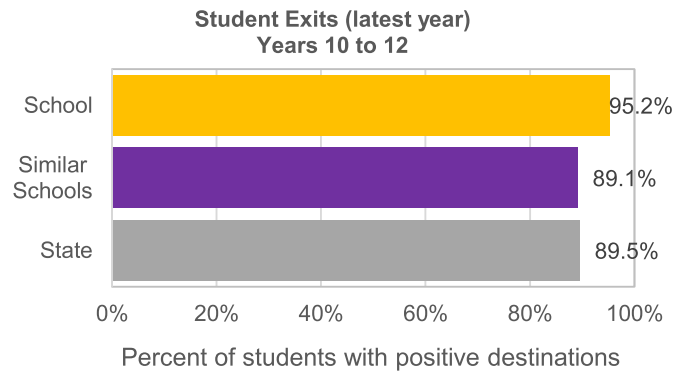
### Students exiting to further studies or full-time employment

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:	95.2%	92.1%
Similar Schools average:	89.1%	88.2%
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	\$14,853,700
Government Provided DET Grants	\$1,821,407
Government Grants Commonwealth	\$25,501
Government Grants State	\$2,000
Revenue Other	\$404,136
Locally Raised Funds	\$895,873
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,002,617</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$713,992
Equity (Catch Up)	\$62,377
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$776,369</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,284,412
Adjustments	\$0
Books & Publications	\$10,708
Camps/Excursions/Activities	\$306,393
Communication Costs	\$28,163
Consumables	\$374,414
Miscellaneous Expense <sup>3</sup>	\$234,947
Professional Development	\$48,761
Equipment/Maintenance/Hire	\$233,629
Property Services	\$431,277
Salaries & Allowances <sup>4</sup>	\$667,751
Support Services	\$394,081
Trading & Fundraising	\$217,937
Motor Vehicle Expenses	\$7,902
Travel & Subsistence	\$1,522
Utilities	\$161,685
<b>Total Operating Expenditure</b>	<b>\$18,403,580</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$400,963)</b>
<b>Asset Acquisitions</b>	<b>\$241,558</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 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	\$2,546,932
Official Account	\$46,636
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,593,568</b>

Financial Commitments	Actual
Operating Reserve	\$469,663
Other Recurrent Expenditure	\$3,501
Provision Accounts	\$22,218
Funds Received in Advance	\$245,483
School Based Programs	\$361,788
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,267
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$170,236
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$156,110
Asset/Equipment Replacement > 12 months	\$310,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,796,267</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.*