2024 Annual Report to the School Community

School Name: Vermont Secondary College (8420)

- 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 27 April 2025 at 12:03 PM by Anthony Jacobs (Principal)

- As executive officer of the school council, I attest that this 2024 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 April 2025 at 12:05 PM by Anthony Jacobs (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Vermont Secondary College is a large, single campus, co-educational school with a focus on innovative curriculum, high academic achievement and a broad co-curricular program.

VSC is proud of its status as a high-performing neighbourhood state school situated in the outer eastern suburbs of Melbourne. Vermont Secondary College has approximately 1,652 (2025) students and some 1,296 families (2025). The college has 115.06 equivalent full time teaching staff, 5 Principal class and 28.17 equivalent full time Education Support Staff. Vermont is an outstanding college in supporting students to achieve excellent VCE, VET and VM results allowing access to a career pathway and/or tertiary pathway in high numbers. Among our student population 51% identify as coming from a language background other than English (LBOTE). VSC promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our college is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and to make a positive contribution to their community. We recognise that all staff, parents and members of the Vermont Secondary College community have an active role in contributing to the development of all students.

Our priorities based upon the new Strategic Plan (2025 – 2028) are:

1. Revision and implementation of the whole-school instructional model (focus on progress and growth vs achievement). This will be informed by the HITS (High Impact Teaching Strategies), HIWS (High Impact Wellbeing Strategies) and VTLM 2.0 (Victorian Teaching and Learning Model).

2. Improved curriculum and assessment practices with a focus on differentiation and feedback.

3. Creation of authentic opportunities for student voice and agency in their learning.

4. Improvements in student wellbeing through the implementation of High Impact Wellbeing Strategies (HIWS) and monitoring of wellbeing programs for fidelity.

5. Implementation of the new Disability Inclusion (DI) model and away from the previous Program for Students with Disabilities (PSD) model.

The 2025 - 2028 Strategic Plan further emphasises this school vision, mission and intent through our two key goals:

Goal One: Optimise the learning progress and achievement of every student.

Goal Two: Enhance wellbeing outcomes for all students.

VSC views education as a partnership and values the active support and participation of parents in a wide range of college activities and decision making groups. We enjoy an exceptionally high level of parental support and firmly believe the educational needs of children are best served in an environment where students, parents, guardians and teachers are involved in the decision making process.

The educational needs of children are best served in an environment where parents feel part of the college community. "Vermont Secondary College's true worth lies in its ability to help the children grow as people, not just as students" (parent).

Progress towards strategic goals, student outcomes and student engagement

Learning

A key goal in our Strategic Plan (2021 – 2024) was 'To improve Student Learning Achievement outcomes for all students'. This goal was be achieved through our Professional Learning Priorities and the following actions as outlined in our 2021 - 2024 Annual Implementation Plans:

- Continuation of the MYLNS and Tutoring Initiative.
- Continue to employ tutors and past students as mentors with subject specific knowledge, and expertise for Senior School.
- LALs (Learning Area Leaders) target specific year levels and classes based on identified student need.
- Continued focused data analysis for improved student tracking, as part of the PLC (Professional Learning Communities) initiative.
- Further implementation of the expertise gained from the PLC training program with a view to continuing to embed collaborative practices across all Learning Areas.
- Ongoing analysis of student data and results to ascertain candidates for the tutoring, MYLNS program and other support/growth programs
- Continued Professional Development (PD) around data related to numeracy and literacy growth and further development.
- Instructional coaching PD's for Learning Specialists, LALs and other interested staff.
- Ongoing PD to further consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on selected HITS (High Impact Teaching Strategies).

In relation to 'teacher judgement of student achievement' against the Victorian Curriculum in the 'learning domain' our teachers rank our students in English & Mathematics Years 7 to 10, above similar schools average and well above the state average. This 'judgement' by our teachers in English places 94.1% of Vermont students in Year 7 - 10 at or above 'age expected standards' and in Mathematics 91.6% of Vermont students in Year 7 - 10 at or above 'age expected standards'. This 'teacher judgement' is fully vindicated/supported by our excellent NAPLAN results.

It needs to be noted that 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, however there is now a 2 year average (2023 & 2024) shown in these data sets. In our NAPLAN results for Years 7 & 9 in Reading and Numeracy and in relation to 'percentage of VSC students in Strong or Exceeding' and in the 2022 data supplied on 'school percentage of students in top three bands', Vermont Secondary College results all sit well above the results for similar schools and a long way above state averages.

Vermont Secondary College continues to perform well in School Completion rate. Vermont Secondary College is placed above 'Similar Schools' and above the 'State' average for 2024 completion rates and also above in the four year % average. In 2024 our Victorian Senior Secondary Certificate School completion rate was at 99.6% with a four year average of 99.9%.

Our VCE mean study score for all VCE subjects in 2024 was 31.6 rounded to 32.0.

Wellbeing

Two key goals in the final year of our Strategic Plan that encompass the areas of Student Engagement and Wellbeing were: “To improve student engagement through enhancing student voice and agency” and to “To improve student wellbeing and inclusion”.

Actions within our 2024 AIP that were established to assist us with these two key goals included;

- Engage the parent community through a series of programs that look to build relationships with targeted parent groups that reflect the diverse student cohort.
- Continued use of focus groups (staff, student and parents) to inform our understanding of current issues and needs, to collect and reflect on annual data, and to implement and embed change as needed.
- Engage college staff in professional learning based around a wellbeing framework
- Reinstate the staff and student Adolescent Mental Health First Aid training.
- Continue to review and update current college processes and policies.
- Collaborate with the Learning & Teaching team to continue to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.

Looking at the 4-year trend data in the area of a ‘Sense of Connectedness’ the VSC students in Years 7 to 12 survey results for 2024 (52.3%) and the four-year average (54.8%) place us above the ‘Similar Schools average’ and the ‘State average’ in terms of a positive result.

Looking at the 4-year trend data in the area of ‘Management of Bullying’ the VSC students in Years 7 to 12 survey results for 2024 (51.2%) and the four-year average (55.1%), also places us above the ‘Similar Schools average’ and the ‘State average’ in terms of a positive result.

At Vermont Secondary College we continue to strengthen crucial partnerships between students, families and teachers. This is facilitated through our Student Leadership model and a House structure where students are mentored by Student Managers, who are further supported by a Head of House (Leading Teacher) and an Assistant Principal overseeing/supporting each House.

The schools mentor program, DE’s (Department of Education) funded tutor program, and the Middle Years Literacy & Numeracy Strategy (MYLNS) have all greatly assisted the college in identifying and supporting student’s wellbeing while also supporting them academically.

Student wellbeing (and engagement) is further reinforced through significant support from classroom teachers, the more settled 4 period day, and through our well-resourced Wellbeing, Inclusion and Pathways teams accessing both internal and external providers. Attendance is consistently monitored by an Attendance Officer in the General Office through period-by-period roll marking and by all teachers via electronic devices through an electronic monitoring system. Parents also have full access to this electronic roll marking system via Compass and the Parent Portal where they can view their child's daily attendance and progress reports.

Engagement

Two key goals in the final year of our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: “To improve student engagement through enhancing student voice and agency” and to “To improve student wellbeing and inclusion”.

In 2024 our overall ‘Average Number of Student Absence Days’, including the 4-year average (2021 – 2024 = 16.5 days) for Years 7 to 12, is lower than ‘Similar Schools’ and significantly lower than the ‘State Average’. The number of absence days, at all levels, had shown a pleasing downward trend over the last few years, however in 2024 this figure has shown an increase relative to previous years. In the 'return to school year' in 2022 Vermont had a significant amount of student and staff absence/illness due to returning to full time schooling while COVID was still well and truly present. The 2022 data has impacted on our overall trend data.

Our ‘Attendance Rate by year level’ in 2024 for Years 7 to 12 sits between 89% (Year 10) to 92% (Year 12), with an average attendance rate of 90.33% for years 7 to 12.

In 2024 our overall ‘Student Retention (Percentage of Year 7 students who remain at the school through to Year 10)’, including the 4 year average (2021 – 2024 = 83.8%) for Years 7 to 12, is higher than ‘Similar Schools’ and significantly higher than the ‘State Average’.

When viewing the ‘Years 10 to 12’ students exciting to further studies or full-time employment data, the percentage of VSC students from Year 10 to 12 transitioning to further studies or full-time employment is well established, in a positive sense, and in 2023 sat at 94.8%. The four-year trend data (2020 – 2023 = 96.8%) places Vermont Secondary College’s Year 10 to 12 exiting students, above the ‘Similar Schools Average’ and well above the ‘State Average’ in transitioning to further studies or full-time employment.

We will continue to implement our successful attendance strategies across the college which includes a full time Attendance Officer contacting parents directly while monitoring the electronic roll marking system which is marked every period by teaching staff on the Compass software. Parents are contacted via a Compass text or through a direct phone call if there is an attendance concern on the day. Parents have full access to Compass and can check their child's attendance at any time of the day.

Students are supported and overseen by Student Managers, along with the Head of House, and a well-resourced Wellbeing and Pathways team. An Assistant Principal further supports the Head of House. These teams are further supported by the Pathways and Wellbeing teams. As a school, we will always look for ways to further improve our student wellbeing and engagement. Our extensive co-curricular program, vertical house structure and significant student leadership opportunities all play a role in building student capacity, engagement and decision making.

Other highlights from the school year

At the end of the 2024 year the new gymnasium complex was completed for the 2025 school year. This complex contains dual competition basketball courts with retractable seating for 950 patrons, a weights room, changerooms, two classrooms, an office for our Physical Education staff, kitchenette, extensive storage facilities and entrance foyer. The building was funded via State Government and college funds and is a significant asset for the school, and local community for

many years to come.

The demand for the college from the local community continues to grow and while this puts significant pressure on our already cramped facilities it shows the faith the local community and surrounding primary schools have in the school. In recent years we went over the 1,500 mark for the first time and in 2025 will go over 1,600 students for the first time ever. Vermont Secondary College continues to be a school of choice for the local community.

Financial performance

At Vermont Secondary College, we continue to support our students by delivering high quality programs, services, and facilities that meet the needs of our students' learning, engagement and wellbeing programs.

Our top priority continues to be supporting the achievement of educational outcomes for our students in a safe and secure learning environment. Equity funding, as well as the Tutor Program funding and our Mentor Program, have been targeted to provide extra learning and support to selected students. This funding has also provided access to other wellbeing programs as well as additional staff allocation to further support our students' academic and personal growth.

Vermont Secondary College has recorded an operating surplus which includes donations to the Building and Library Funds. We are extremely appreciative of the community's generous donations and contributions allowing the college to contribute a substantial amount to our new Gymnasium complex which was completed in February 2025.

Additional revenue has been obtained throughout the year via the international student program, hire of school facilities and fundraising via the VSCCA (Vermont Secondary College Community Association). These funds have contributed to continued support and provision of our broad-based student programs.

For more detailed information regarding our school please visit our website at www.vermontsc.vic.gov.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 1,576 students were enrolled at this school in 2024, 759 female and 816 male.

35 percent of students had English as an additional language and NDP 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.

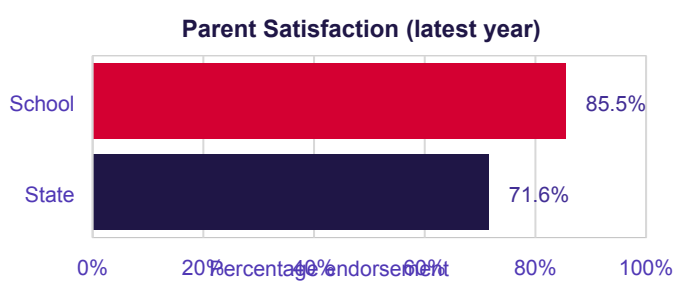
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	85.5%
State average (secondary schools):	71.6%



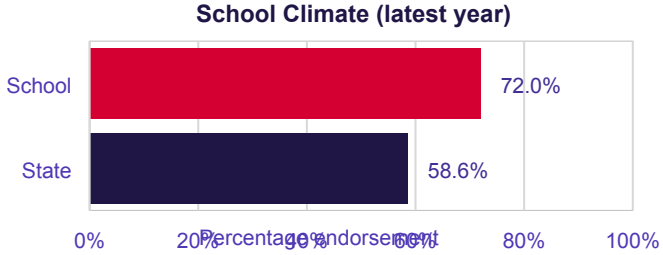
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	72.0%
State average (secondary schools):	58.6%



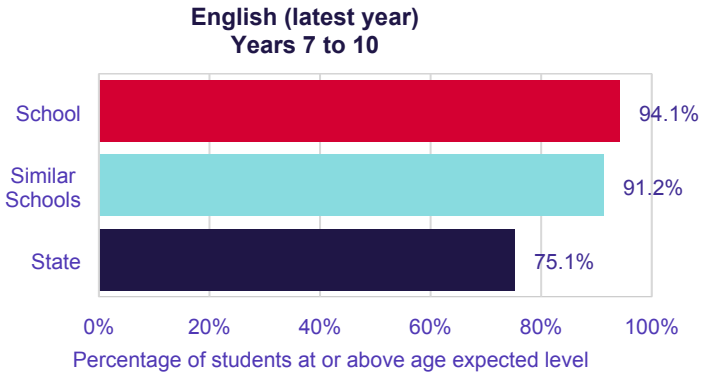
LEARNING

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.***

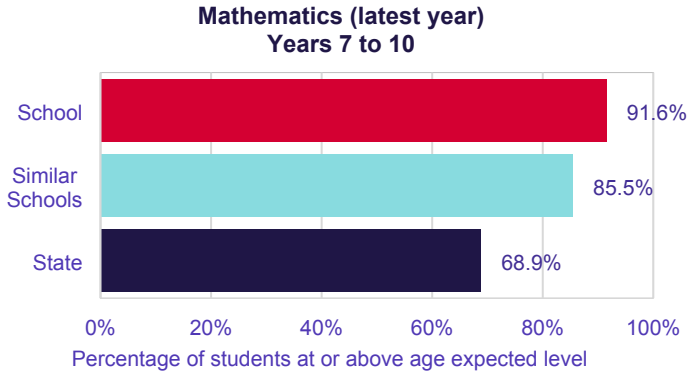
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	94.1%
Similar Schools average:	91.2%
State average:	75.1%



Mathematics **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	91.6%
Similar Schools average:	85.5%
State average:	68.9%



LEARNING (continued)

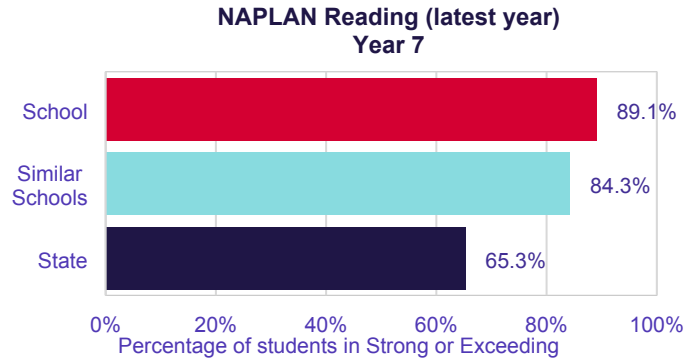
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

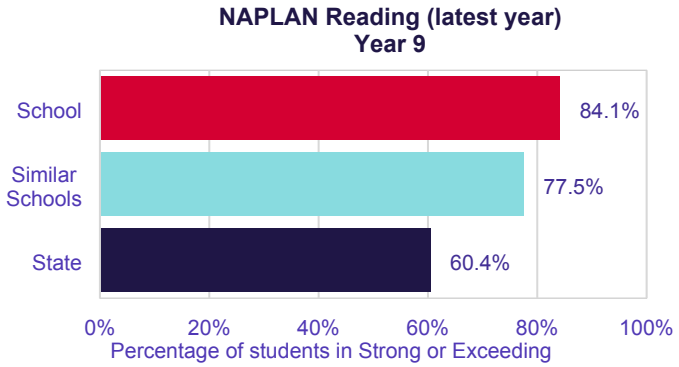
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

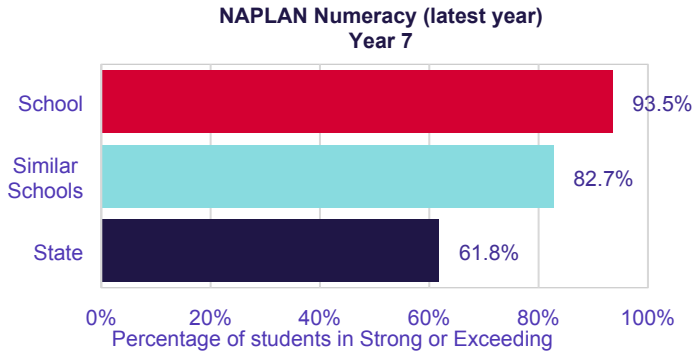
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.1%	89.3%
Similar Schools average:	84.3%	84.2%
State average:	65.3%	65.7%



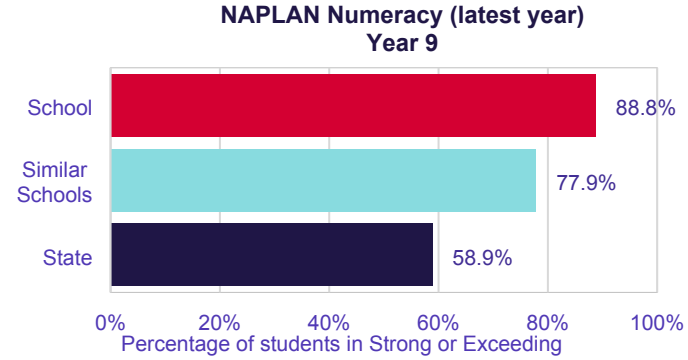
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.1%	84.6%
Similar Schools average:	77.5%	77.9%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.5%	93.0%
Similar Schools average:	82.7%	82.8%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.8%	89.5%
Similar Schools average:	77.9%	78.4%
State average:	58.9%	59.4%



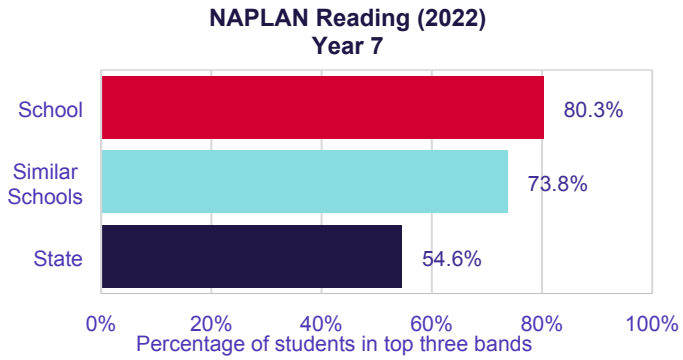
LEARNING (continued)

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 (continued)

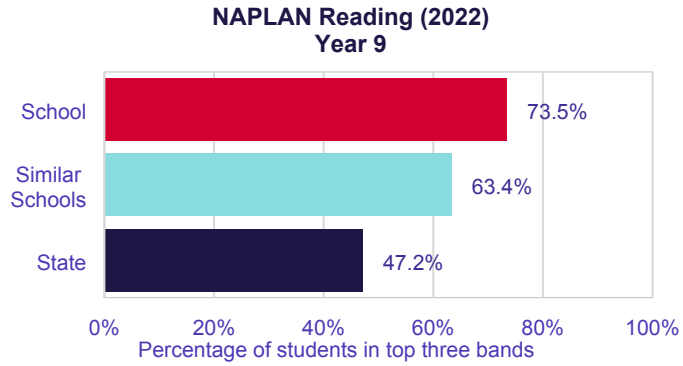
Reading
Year 7

	(2022)
School percentage of students in the top three bands:	80.3%
Similar Schools average:	73.8%
State average:	54.6%



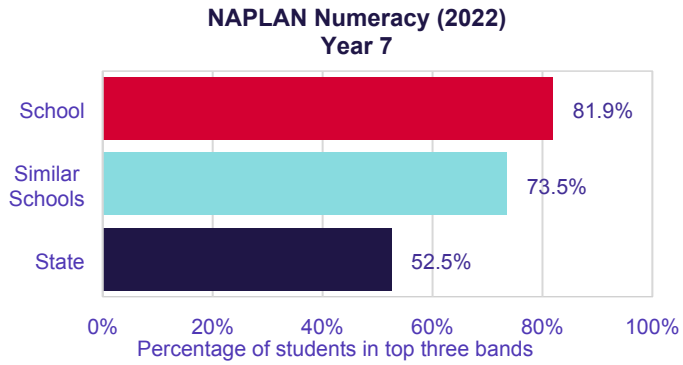
Reading
Year 9

	(2022)
School percentage of students in the top three bands:	73.5%
Similar Schools average:	63.4%
State average:	47.2%



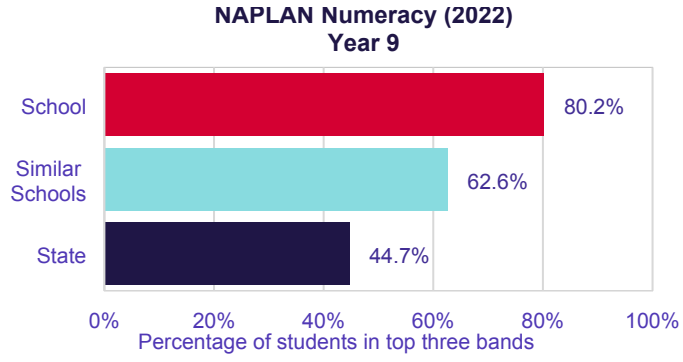
Numeracy
Year 7

	(2022)
School percentage of students in the top three bands:	81.9%
Similar Schools average:	73.5%
State average:	52.5%



Numeracy
Year 9

	(2022)
School percentage of students in the top three bands:	80.2%
Similar Schools average:	62.6%
State average:	44.7%



LEARNING (continued)

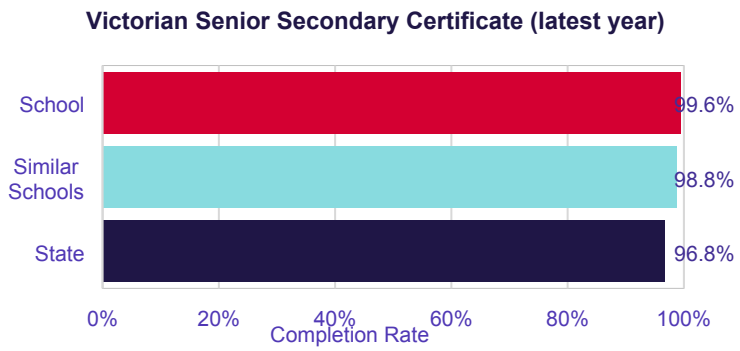
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	99.6%	99.9%
Similar Schools completion rate:	98.8%	98.6%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	31.6
Number of students awarded the VCE Vocational Major	12
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	14%
Percentage VET units of competence satisfactorily completed in 2024:	67%

The Education State

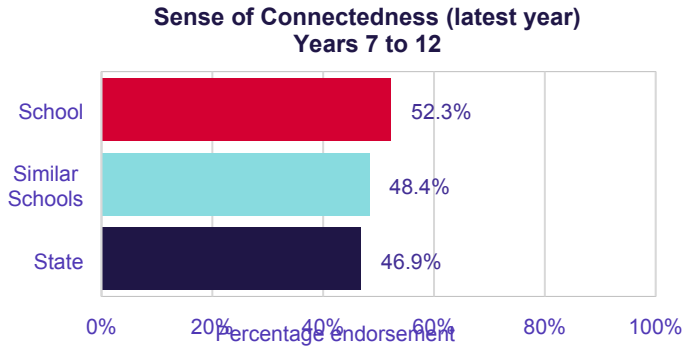
WELLBEING

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).

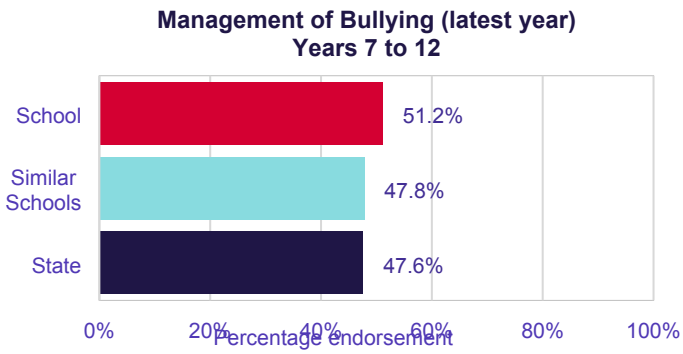
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	52.3%	54.8%
Similar Schools average:	48.4%	49.5%
State average:	46.9%	48.0%



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 (2024)	4-year average
School percentage endorsement:	51.2%	55.1%
Similar Schools average:	47.8%	49.6%
State average:	47.6%	49.1%



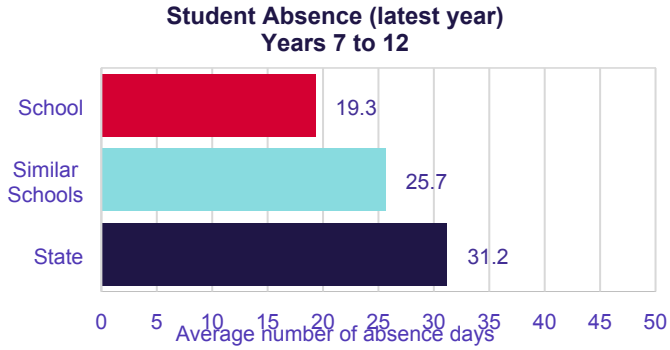
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	19.3	16.5
Similar Schools average:	25.7	21.6
State average:	31.2	27.2



Attendance Rate (latest year)

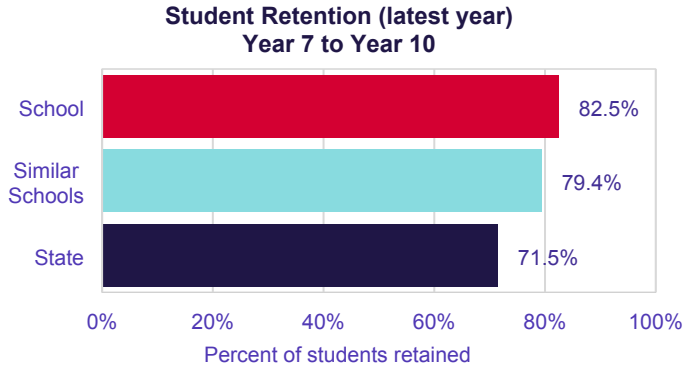
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	91%	90%	90%	89%	90%	92%

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 (2024)	4-year average
School percent of students retained:	82.5%	83.8%
Similar Schools average:	79.4%	80.5%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

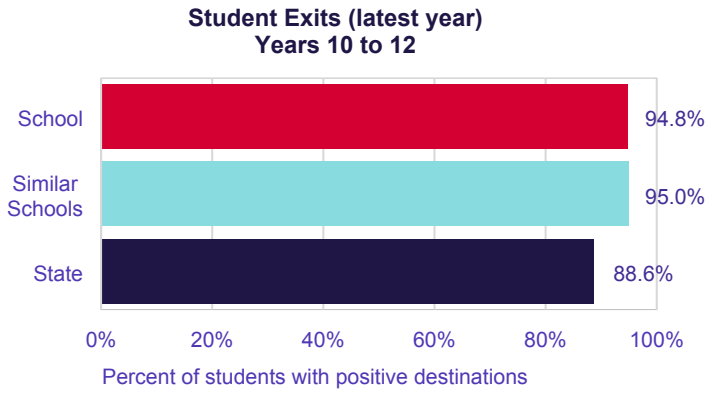
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	94.8%	96.8%
Similar Schools average:	95.0%	94.9%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$17,096,769
Government Provided DET Grants	$1,784,260
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$229,448
Locally Raised Funds	$2,281,125
Capital Grants	$208,409
Total Operating Revenue	**$21,600,011**

Equity [1]	Actual
Equity (Social Disadvantage)	$83,507
Equity (Catch Up)	$23,735
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$107,242**

Expenditure	Actual
Student Resource Package [2]	$16,923,259
Adjustments	$0
Books & Publications	$18,944
Camps/Excursions/Activities	$855,034
Communication Costs	$19,727
Consumables	$404,905
Miscellaneous Expense [3]	$683,468
Professional Development	$106,656
Equipment/Maintenance/Hire	$406,460
Property Services	$276,553
Salaries & Allowances [4]	$983,422
Support Services	$196,062
Trading & Fundraising	$312,873
Motor Vehicle Expenses	$65
Travel & Subsistence	$0
Utilities	$162,178
Total Operating Expenditure	**$21,349,605**
Net Operating Surplus/-Deficit	**$250,406**
Asset Acquisitions	**$215,845**

(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 03 Mar 2025 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 2024

Funds available	Actual
High Yield Investment Account	$2,003,541
Official Account	$155,374
Other Accounts	$367,784
Total Funds Available	**$2,526,700**

Financial Commitments	Actual
Operating Reserve	$756,953
Other Recurrent Expenditure	$18,037
Provision Accounts	$0
Funds Received in Advance	$831,161
School Based Programs	$285,223
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$69,499
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$245,244
Maintenance - Buildings/Grounds < 12 months	$244,928
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$2,451,046**

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.