

# 2024 Annual Report to the School Community

School Name: Craigieburn Secondary College (8705)



- 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 19 March 2025 at 12:05 PM by Kate Morphy (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 26 March 2025 at 01:23 PM by Kate Morphy (Principal)

# 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 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

Our College's vision is to be an environment in which every student achieves their highest potential. High expectations of students, teachers and parents underpins the work that we do and provides a framework as we aspire to continually improve our learning environment, professional practices and student achievement outcomes. Established in 1984 on the lands of the Wurundjeri people, our community is wonderfully diverse with over fifty different language backgrounds being represented through our families and staff. We support and celebrate this diversity with a team of multicultural and integration aides, events and performances. A significant proportion of our 1026.3 students experience challenges at home and are supported through breakfast and homework clubs, as well as a dedicated allied health team that includes counsellors, youth workers, mental health practitioners and a speech pathologist. The College's SFOE band is high with an index of 0.6149. The school is supported with equity funding. Learning is supported through targeted fluency and tutoring programs, with learning partners ensuring Individual Learning Plans are developed and effectively implemented. Our 1026.3 students were drawn from the local area. The staff comprises of 7 Principal Class, 79.77 teachers including 15 leading teachers, 8 learning specialist positions, 3.85 tutors and 52.53 education support staff, with a total SRP EFT of 137.82 staff. The staffing challenges we experienced during 2024 were partly offset through the engagement of Para-professional (8) and pre-service teachers (3). Our student demographic includes over 40 different language backgrounds with 56% of students having English as an Additional Language. The curriculum is designed to provide opportunities and support structures that assist every student to reach their full academic, personal and career potential and to create their pathways to a fulfilling and meaningful future. The College offers an enrichment and acceleration program that provides extension opportunities for students in all areas of the curriculum in years 7-9 and leads into accelerated learning opportunities in year 10. We also offer differentiated literacy and numeracy fluency programs that aim to address student learning at their point of need. Our Hands on Learning and Engage programs are designed and delivered to support students who are at risk of disengagement from education and provide safe and connected learning spaces. We had 12 international students in 2024 undertaking studies. We continue to welcome international students to our school. There are many and varied opportunities for students to participate in school life, including Visual and Performing Arts, Sport, Camps, Excursions, Creative Writing, Community Service, Mentoring and an extensive Student Leadership program. Our Sports Academy continues into its third year with strong involvement from our Pasifika students. With a very successful pilot year, our Business Academy has expanded and is on offer to both year 11 and year 12 Vocational Major students. Teaching and Learning at our school is underpinned by a strong professional learning program for all teachers. This program is informed by Calmer Classroom strategies that align to the Positive Classroom Management Strategies and the Victorian Teaching and Learning Model 2.0. Together these set out our high expectations and incorporates an explicit instructional framework that is fundamental to our teacher professional learning program for the current Strategic Plan 2025-2028. Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and our school. The College community actions and decisions reflect the values of:

**Belonging:** *We foster genuine connections and celebrate individuality, ensuring every member of our diverse community feels embraced, accepted, and cherished.*

**Understanding:** *We create opportunities for our students to grasp concepts and ideas and empower them to apply these in real life situations.*

**Respect** *is the foundation of our community, fostering an inclusive and supportive environment where every individual is celebrated, heard, and valued.*

**Growth:** *We inspire and support our students to reach their full potential and constantly evolve as lifelong learners.*

Our strategic plan 2025-2028 has two goals with associated Key Improvement Strategies;

### **Goal 1. Improve student learning and achievement.**

Key Improvement Strategies:

1. Implement and embed consistent, evidence informed pedagogical practice.
2. Develop the processes and capability of staff to implement inclusive practices.
3. Strengthen sustainable routines for student focussed collaboration.
4. Develop the expertise and empower leaders in a distributed leadership model.

### **Goal 2. Improve student wellbeing and engagement outcomes**

Key Improvement Strategies:

1. Establish and embed a student centred and integrated tiered system of support.
2. Develop and implement an engagement and attendance strategy that leverages partnership with students, families and the school.

As a place of learning we will continue to focus on student wellbeing as an integral part of teaching and learning. 2025 sees Craigieburn Secondary College embedding our organisational structure that prioritises relationships between the school and family with year level principals and leading teachers following their cohorts up. Form teacher structures now exist through years 7 to 12 with the number of teachers reduced for each student, particularly at the younger year levels. Knowing our students and building relationships between the school and families are the keystones to ensuring that the learning and wellbeing needs of our students are addressed in a holistic way.

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

### **Learning**

Our student learning achievement as measured by teacher judgement for students at or above age expected standards are below those of similar schools by 10% and 8% respectively for English and Mathematics. When these results are compared to NAPLAN band results for years 7 and 9, there is good alignment between teacher judgement and Naplan band results for students achieving above age expected standards. Our student achievement goals as measured by NAPLAN for year 7 students in the top 3 bands was below that of similar schools and the state average for both reading and numeracy. An updated measure of year 7 students achieving in the

strong or exceeding band shows 42% and 36% for reading and mathematics respectively. As year 7 students enter the College for their first year of secondary school, we place them into Mathematics and English fluency groups where they receive targeted learning goals at their point of need to bring them up to age expected levels. Our new strategic plan targets include maintaining the percentage of students in NAPLAN exceeding between years 7 and 9 and decreasing the percentage of students needing additional support for each matched cohort over the next four years. Our target for VCE all study score is to increase each study mean by 2 points, and to increase our English study mean by 3 points. We are continuing to put resourcing into learning support with increased numbers of Multi-cultural aides to support our Language Background other than English students across all year levels. The percentage of equity funded students who need additional support at year 9 reading increased slightly from 23% in 2023 to 25% in 2024. \*\*Please note the top three bands data visible in the performance summary is 2022 data with no comparable 2023 results. School completion rates remain at the same levels of similar schools and state levels of 95.8%. We are continuing to focus on career planning and pathways to ensure our students are prepared for their chosen career pathways. All PSD, OOH and Aboriginal students have individual learning plans that were collaboratively developed with students, parents, aides and learning partners. Teacher judgement reports for English and Maths show progress in learning at various Victorian Curriculum levels with reporting against ILP goals in place.

## Wellbeing

Our student wellbeing goals for 2024 focused on ensuring students had access to mental health and wellbeing resources, as well as continuing a staff wellbeing program. Our strong, well-structured allied health team and framework supported students across a range of issues including mental and adolescent health, as well as speech, autism and language support needs. A strong Multi Educational Aide team have expanded communications and advocacy across the college. With 600 students coming from Language backgrounds other than English we continued to expand support to these students through increased numbers of MEA's and tutors. Our school based nurses oversee the sickbay and supports students and families with day to day care as well as providing information on general health to the community. We have a strong relationship with a local GP and our Doctors in Schools program was utilised consistently by students. Students reported to us through the Attitudes to School Survey, a 43% positive endorsement for sense of connectedness which is slightly below the state average and with the four year average at 46% we are continuing to focus on building relationships and providing opportunities for students to feel a strong sense of belonging to our school community. Students also reported a 44% positive endorsement for how the school manages bullying, and again our four year average of 47% is close state levels. Our Wellbeing team continues to focus on an inclusive environment centred around our value of Belonging. We provided spaces for, and celebrations of, our diverse community including IDAHOBIT day, Naidoc celebrations and Are you OK? day. Our student wellbeing program is encapsulated through our Social and Emotional Learning program (SEL), which is delivered to years 7- 10 with a focus on respectful relationships through self and social awareness. Strategic resourcing of three Restorative Practices Leaders (RPL), gave us good grounding to respond to conflict, using restorative practices that focus on repairing harm and strengthening student connectedness.



## Engagement

Our student engagement goals included increasing connectedness to school by students and decreasing the average number of days absent rate. Although we did not meet the targets outlined in our Strategic Plan, the post remote learning period continues to have a significant impact on our attendance. Last year 66% of students across years 7-12 positively endorsed community connections, surpassing our strategic plan target. This was in part due to events including, harmony week multicultural celebrations, the 4C's cultural connections program and Fia Fia night. Increasing student leadership opportunities and programs including subject based leadership opportunities such as EAL, Performing Arts and Community. Student Voice continues, mostly through student forums, with more in-depth feedback and analysis occurring with students. We now have a regular collection of student perceptions information through forums on a range of issues. Our next level work will focus on a wider analysis of student feedback to inform learning areas and addressing curriculum and pedagogy across a learning area. We also are ready to better develop student agency in best teaching and learning practice, and working together with students to understand what this looks like, and how we can elicit feedback from students around this. Student learning profiles in both literacy and numeracy help inform students what levels they are at, and developmental rubrics assist them to work with teachers to know what their next step in learning looks like. Student Support Groups and parent meetings occurred regularly for students at risk of disengagement and student support plans were developed and implemented. Student retention decreased in 2024 to 68.8%, slightly below that of the state with a result of 71.5%. Student post school destinations data including students engaged in tertiary or full time employment was 11% points above state levels at 100%. Our goal to better engage our parent community and to build stronger community links particularly with the EAL community has progressed well with a positive endorsement for parent satisfaction increasing from 60% in 2023 to 67% in 2024.

## Other highlights from the school year

2024 was our school review year, which took place in term 4. With a strong team of consultants and challenge partners, the review panel was able to seek feedback and advice from across the school community including students, parents, school staff and leaders. From these discussions and school level data, the panel was able to determine that the Wellbeing and Connectedness strategies the school was employing had provided a strong base for a calm and supportive learning environment. Our next strategic plan 2025-2028 will ensure we keep our focus on, and strengthen these programs going forward.

Our next level of work is to ensure students are better focussed on academic achievement. The work begins with an alignment of our current curriculum to the Victorian Curriculum 2.0. As part of this we will be asking our teachers to reflect on their practices and support them to build their skills in line with the Victorian Teaching and Learning Model 2.0. All teachers are being asked to focus on our strong and exceeding students to ensure they maintain high achievement levels. We are also focussed on decreasing the percentage of students needing additional support with their learning, which is a significant proportion of year 7 students coming into the College. There has been an increase in the percentage of equity funded students at year 7 from 2023 to 2024, who

require additional support across reading (9%), spelling (9%), numeracy (3%) and grammar and punctuation (8%).

We have started our first year of the Disability Inclusion Reform and are assisted by an Inclusion Outreach Coach to support us with implementation.

## Financial performance

Craigieburn Secondary College finalised the year with a credit surplus of \$34,475 from our 2024 SRP credits, meaning that our central payroll expenditure was very close to the amount provided. We also retain a carryover from 2023 of \$1,519,892. Staffing structures moving forward will reduce this surplus within the next year or so to enable us to maintain current levels of staffing for as long as possible even with falling student numbers. During 2024 we continued the planning for the major projects of Canteen refurbishment and upgrade of the Sporting Fields on the back oval. Work on these continues into 2025. A major project completed was the installation / upgrade of overhead projectors in all classrooms, giving teachers the ability to easily and efficiently supply classroom activities and work to students. Cyclic maintenance of the facilities continued as per the buildings audit instruction. Craigieburn Secondary College received \$1,433,414.20 in Equity Credit funding and \$1,384,499.25 in Equity Cash funding. Equity Credit funding was used to employ additional staff such as the Speech Pathologist, School Nurse, additional Leadership staff and ES staff to facilitate the staffing structure and provide assistance to students. Equity Cash funding is used to assist students with necessary items to be ready to learn such as stationery, long term textbook loans from the library and other items as needed. It is also used to assist families with uniform requirements when needed, to ensure that students feel a sense of belonging within the school. A number of programs to assist students to engage in education through alternative learning situations are funded through the Equity Cash budget, such as Hands on Learning and the Engage program. Other budgets funded through equity include SWPBS, which continues to promote the values of the school through a documented structure of acceptable behaviours. The balance of the funding is used to help fund the Curriculum budgets. Craigieburn Secondary College has a Building Fund which School Council have approved for use on the aforementioned major projects. The school continues to hold large amounts of CSEF for use by the eligible students, we continue to actively promote participation in excursions and activities to encourage students to attend.

## 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 1,027 students were enrolled at this school in 2024, 464 female and 562 male.

56 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).

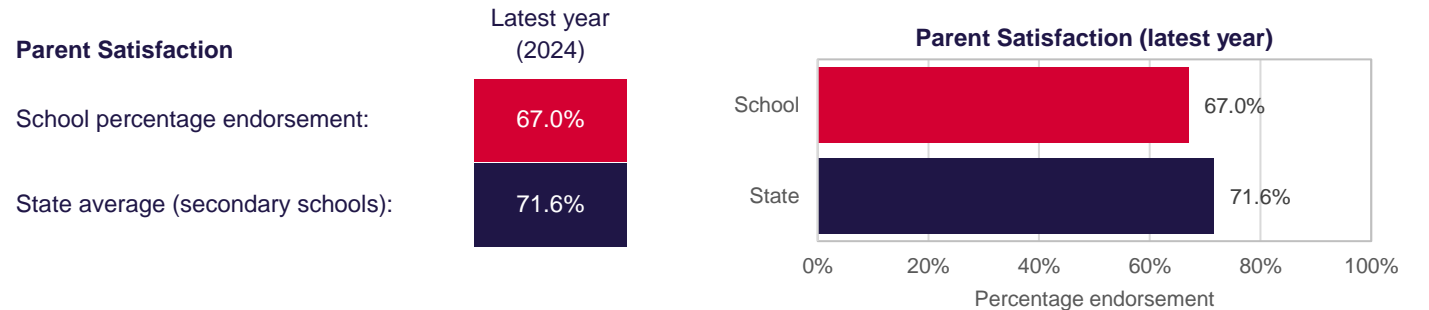
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

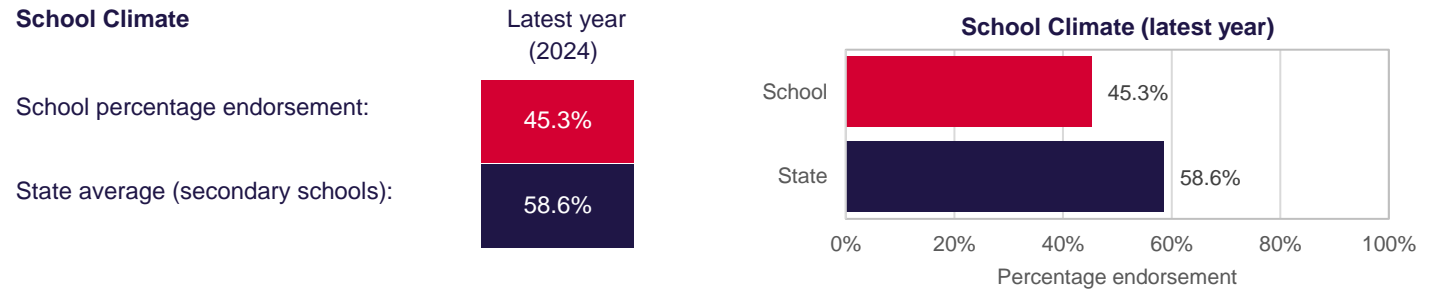


School Staff Survey

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

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

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

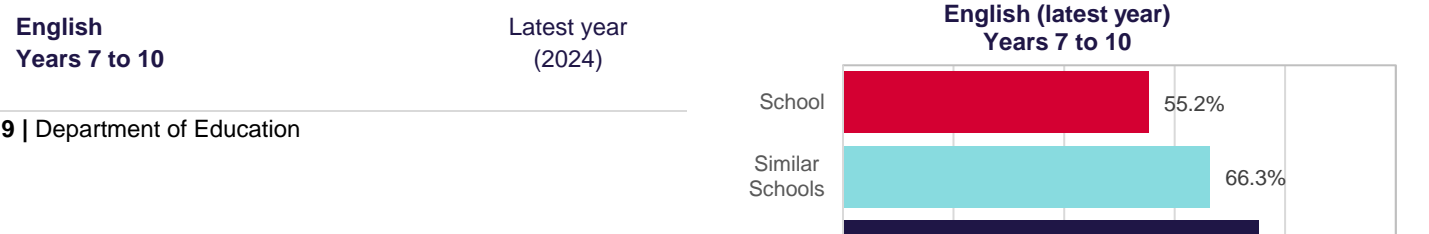


LEARNING

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

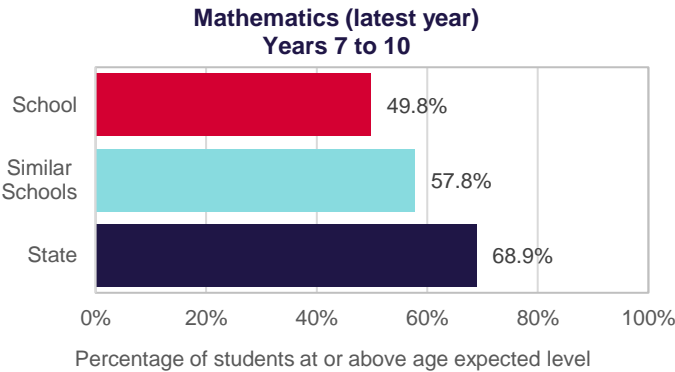
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	55.2%
Similar Schools average:	66.3%
State average:	75.1%

<b>Mathematics</b> <b>Years 7 to 10</b>	Latest year (2024)
School percentage of students at or above age expected standards:	49.8%
Similar Schools average:	57.8%
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.

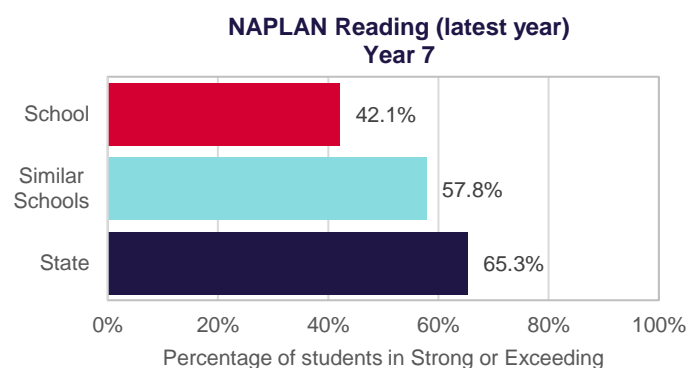
### NAPLAN

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.

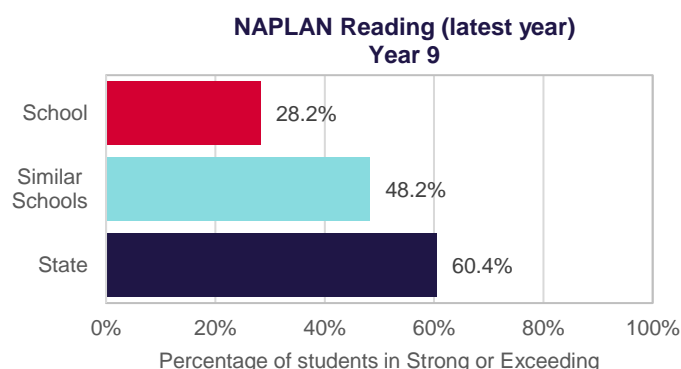
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.1%	43.1%
Similar Schools average:	57.8%	56.6%
State average:	65.3%	65.7%



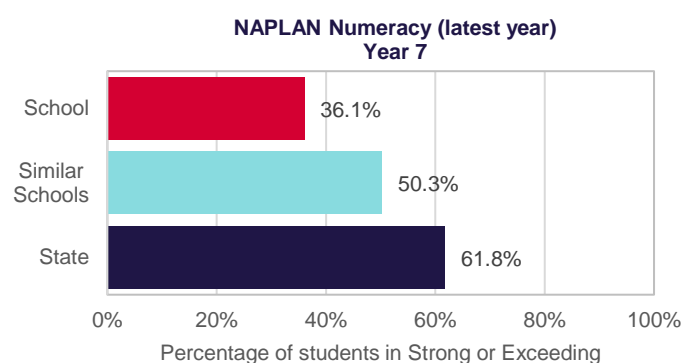
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	28.2%	32.8%
Similar Schools average:	48.2%	47.5%
State average:	60.4%	60.2%



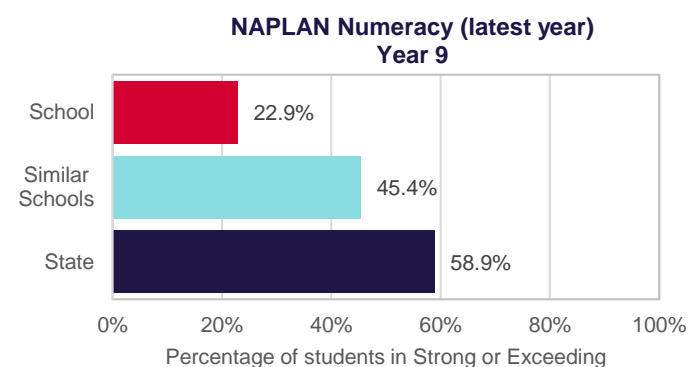
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.1%	33.3%
Similar Schools average:	50.3%	50.5%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	22.9%	28.4%
Similar Schools average:	45.4%	45.9%
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:

25.5%

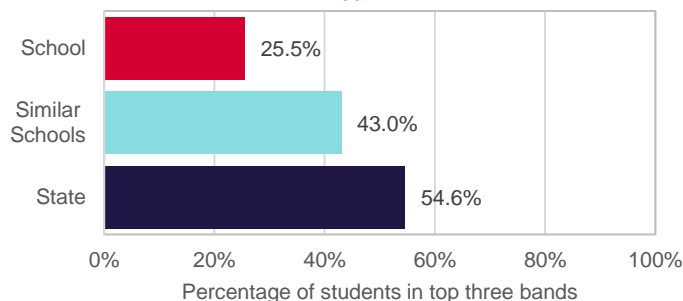
Similar Schools average:

43.0%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

23.6%

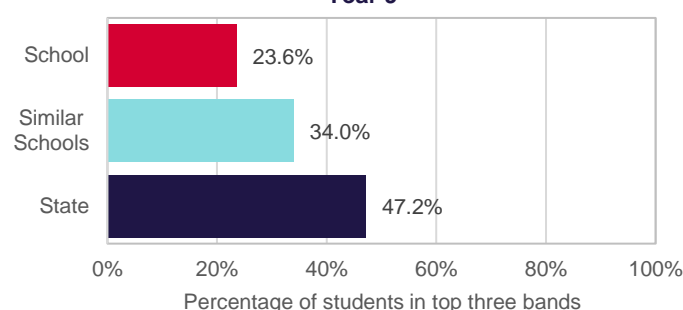
Similar Schools average:

34.0%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

28.0%

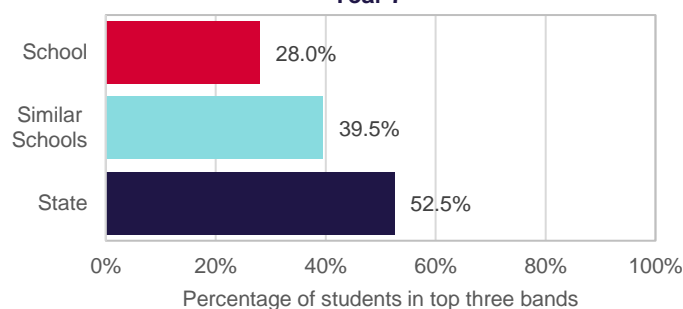
Similar Schools average:

39.5%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

16.4%

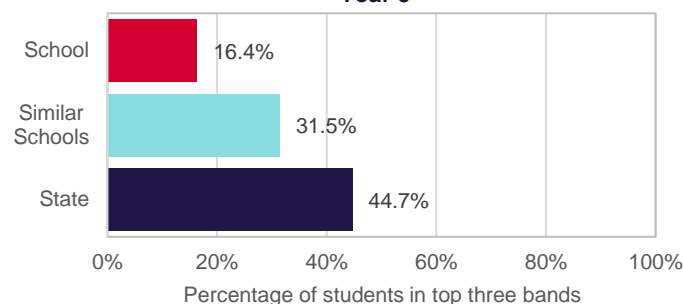
Similar Schools average:

31.5%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

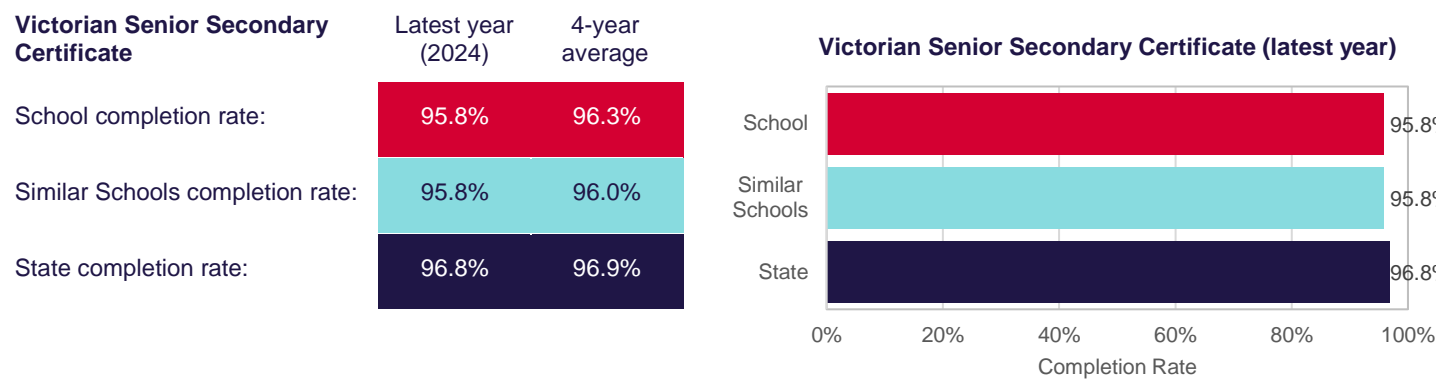


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (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.



Mean study score from all VCE subjects:	21.2
Number of students awarded the VCE Vocational Major	33
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:	2%
Percentage VET units of competence satisfactorily completed in 2024:	82%

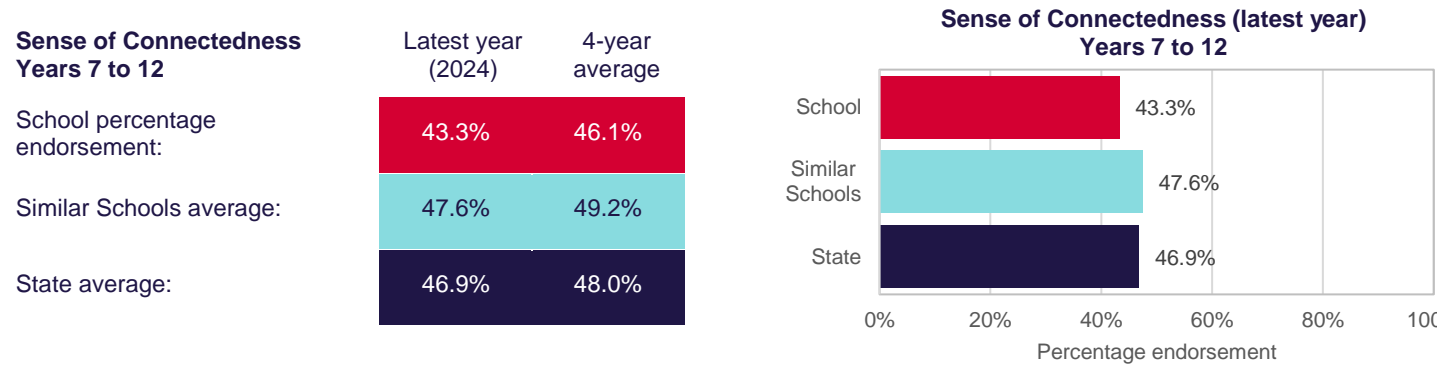


WELLBEING

**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.

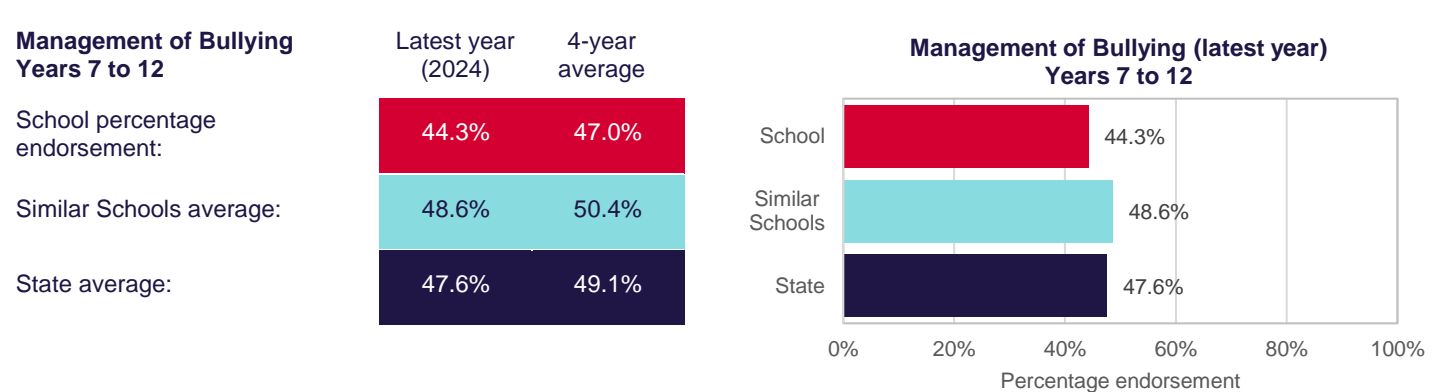
Student Attitudes to School – Sense of Connectedness

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).



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).



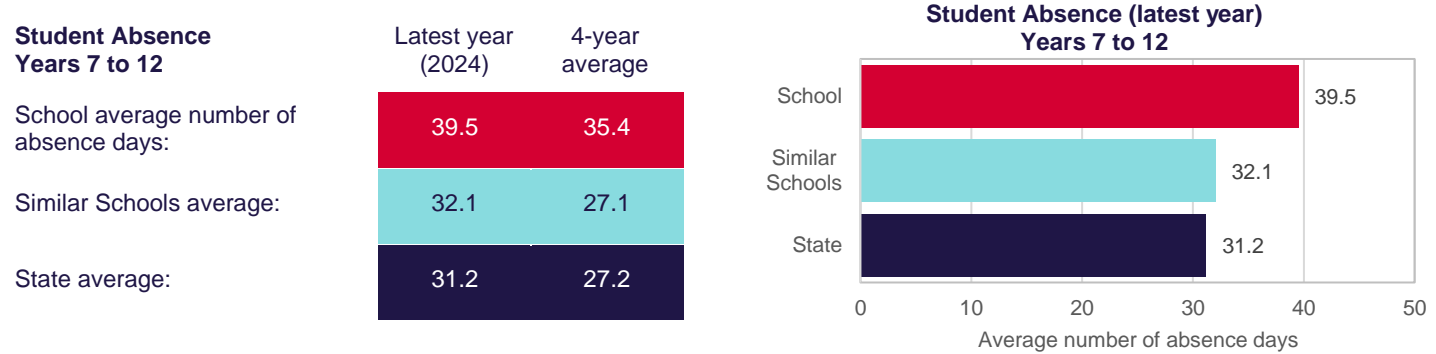


ENGAGEMENT

**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.



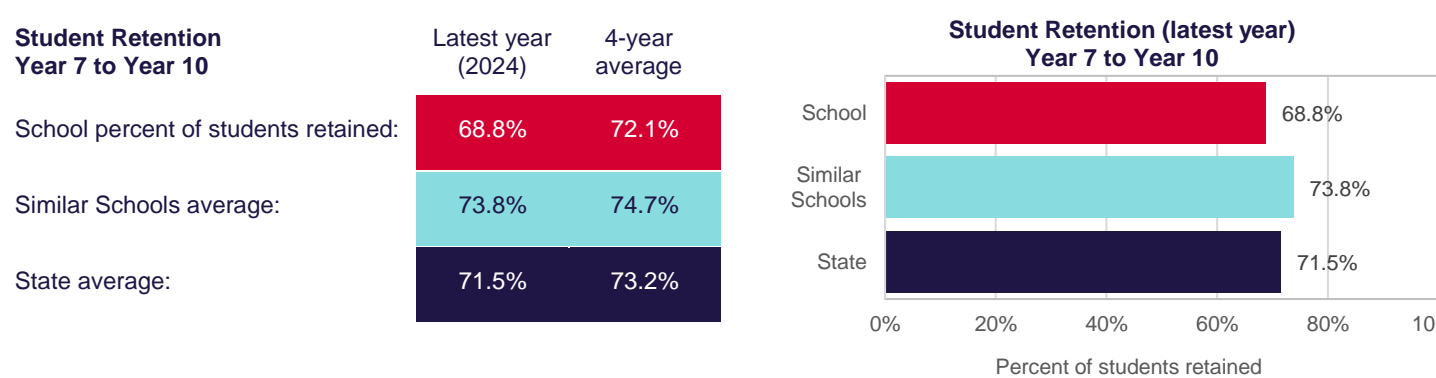
Attendance Rate (latest year)

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):	86%	80%	75%	76%	80%	86%

Student Retention

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



ENGAGEMENT (continued)

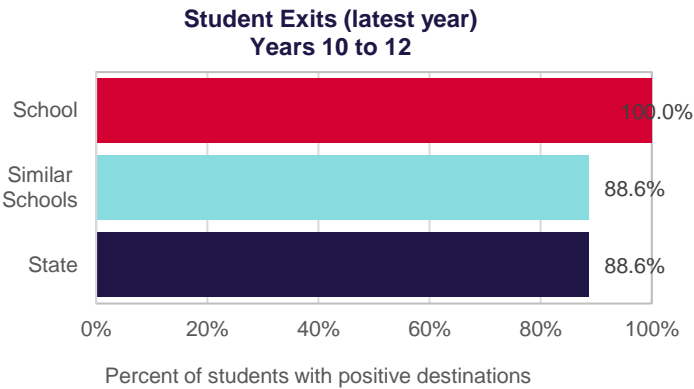
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	100.0%	95.1%
Similar Schools average:	88.6%	90.1%
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	\$15,315,617
Government Provided DET Grants	\$2,926,030
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$941,191
Locally Raised Funds	\$330,204
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$19,513,043</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,623,747
Equity (Catch Up)	\$159,054
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,782,801</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,288,445
Adjustments	\$0
Books & Publications	\$25,324
Camps/Excursions/Activities	\$134,551
Communication Costs	\$27,265
Consumables	\$473,701
Miscellaneous Expense <sup>3</sup>	\$88,625
Professional Development	\$178,888
Equipment/Maintenance/Hire	\$368,086
Property Services	\$711,006
Salaries & Allowances <sup>4</sup>	\$294,064
Support Services	\$997,177
Trading & Fundraising	\$54,199
Motor Vehicle Expenses	\$9,821
Travel & Subsistence	\$569
Utilities	\$209,397
<b>Total Operating Expenditure</b>	<b>\$18,861,117</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$651,926</b>
<b>Asset Acquisitions</b>	<b>\$357,092</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 18 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$295,032
Official Account	\$156,181
Other Accounts	\$3,839,877
<b>Total Funds Available</b>	<b>\$4,291,090</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$598,401
Other Recurrent Expenditure	\$5,240
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$387,449
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,300,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$2,000,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,291,090</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.*