2024 Annual Report to the School Community

School Name: Kurunjang Secondary College (8718)

- 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 18 March 2025 at 04:07 PM by Aylin Gokmen (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 18 March 2025 at 04:08 PM by Aylin Gokmen (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

Kurunjang Secondary College is a multicultural, single-campus, Year 7-12 school supporting families in the western suburbs of the City of Melton. Located approximately 45 kilometres from Melbourne's CBD, the college is accessible via public transport, including V/Line services to and from the Melton Railway Station.

In February 2024, the college had 904 students, reflecting stable enrolments and ongoing engagement with the local community. Our workforce consisted of one Principal, three Assistant Principals, four House Assistant Principals, six Leading Teachers/Learning Specialists, 64 Teaching staff, and 51 Education Support staff.

As a community, our shared vision remains focused on achieving success through respect, responsibility, and collaboration. Our values—Respect, Achievement, and Responsibility—continue to guide interactions between students, staff, and families, ensuring a safe and supportive learning environment. The college's motto, "Learn, Grow, Achieve Together," underpins our collective commitment to fostering academic and personal success for all students.

In 2024, our aspiration was to position Kurunjang Secondary College as the 'school of choice' for families in our community, ensuring that students and parents confidently choose us for the quality of education, support, and opportunities we provide. This vision has guided our initiatives, fostering a culture of high expectations, strong student engagement, and a sense of pride in our school.

To support student achievement, we offer accelerated learning opportunities, including access to VCE subjects from Year 10. Our ICT strategy continues to grow, with a Bring Your Own Device (BYOD) program established in Year 7 and expanding each year. Compass remains a key communication tool for teachers, students, and families, enhancing collaboration and engagement.

Professional Learning remains a priority, with teachers actively deepening their expertise in Data Literacy, Instructional Practices, Differentiated Learning, and ICT integration. In 2024, the college took a significant step forward in instructional quality by transitioning to the Victorian Teaching and Learning Model (VTLM) 2.0, embedding evidence-based teaching strategies across all classrooms.

Key Focus Areas in 2024

Building on our past efforts, 2024 saw a sharpened focus on three key priorities to further enhance the student experience and strengthen our reputation as a leading school in the region:

- **Attendance Improvement:** We strengthened early intervention strategies and implemented enhanced attendance monitoring to ensure students remained engaged in their learning.
- **Uniform Compliance:** Clear expectations and communication with families helped reinforce a sense of pride and belonging, leading to improved adherence to uniform standards.
- **Student Engagement:** The college expanded leadership opportunities, extracurricular programs, and classroom engagement strategies, ensuring students were actively involved in their education.

In Term 4 our commitment to the **adoption of VTLM 2.0** positioned our support for our teachers in delivering high-quality instruction. This transition allowed for greater understanding for consistency in pedagogy, improved student learning experiences, and a more structured approach to curriculum delivery.

As 2024 ended, we intensified our focus on these key commitments, embedding them across the college. This work laid the foundation for our 2025 Annual Implementation Plan (AIP), where we

will continue strengthening these initiatives—particularly through the full integration of VTLM 2.0—while furthering our mission to establish Kurunjang Secondary College as the premier choice for secondary education in our community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student Progress and Academic Outcomes – 2024

In 2024, we continued to build on the shift in how student progress is assessed following the introduction of **NAPLAN proficiency standards in 2023**. These standards provide a **clear framework** outlining four distinct levels of proficiency in each assessment area, replacing the previous numerical NAPLAN bands and national minimum standards. This change offers **a more detailed and meaningful understanding of student achievement**.

Our **NAPLAN relative growth data** showed **significant improvement** for **Year 7 and 9 students in both Numeracy and Reading** compared to 2023. While these gains are encouraging, we recognise the need for continued focus on students requiring additional support to achieve expected growth.

Teacher assessments in **English and Mathematics** indicate that while students are making progress, **there is still work to be done to match or exceed the growth seen in similar schools**. Addressing these gaps remains a priority as we refine our teaching and intervention strategies.

At the **VCE level**, many students **surpassed their predicted outcomes**, demonstrating strong individual success. However, **overall results remained static**, with some subject areas experiencing a decline in **medians and means**. As a result, we will be implementing **targeted strategies for stronger gains in 2026**, ensuring continued academic growth at the senior level.

The achievements of students in the **Program for Students with Disabilities (PSD)** remain a strength, with progress aligning well with that of comparable schools, reflecting our **commitment to inclusive education and individualised support**.

Strengthening Teaching and Learning Excellence

Our commitment to **high-quality teaching and learning** remains central to everything we do. The **majority of our educators are AVID-trained**, incorporating **WICOR (Writing, Inquiry, Collaboration, Organisation, and Reading) methodologies** alongside **High Impact Teaching Strategies (HITS)** to enhance student learning.

Data-driven decision-making continues to guide our improvement efforts, enabling teachers and leaders to focus on **key areas for growth**. In 2024, we strengthened this commitment through several key initiatives:

- **VCE Improvement Plan:** A structured plan involving **detailed analysis of VCE data**, leading to **targeted action plans for teachers and whole-school processes** aimed at improving student achievement.

- **Guaranteed and Viable Curriculum (GVC):** Ensuring a **low-variance curriculum**, providing consistency in learning experiences across all year levels.
- **Literacy Program Support:** Ongoing **monitoring and support for staff** implementing the **Literacy Program in Years 7 to 9**, reinforcing foundational skills.
- **Numeracy Development:** Continued collaboration within **Numeracy teams** to refine **curriculum documentation and teaching approaches**, ensuring **consistent and effective learning in Years 7 to 10**.
- **Data-Informed Practice:** Expanding the use of **assessment data** to inform teaching, including the **implementation of Data Walls**, supporting a **faces-to-data approach** that enables targeted instruction.

As we work towards establishing **Kurunjang Secondary College as the school of choice**, these initiatives will **lay the foundation for sustained improvement in student engagement, achievement, and overall school culture**.

Wellbeing

In 2024, Kurunjang Secondary College implemented a comprehensive, multi-tiered approach to student wellbeing, integrating preventative and proactive strategies across the school. Our interventions focused on fostering social and emotional learning through our vertical house structure and dedicated student support services team, supported by all members of the community.

At the Tier 1 (universal) level, wellbeing initiatives promoted inclusivity, belonging, and connectedness, contributing to an increase in positive student engagement (from 45% in 2023 to 48% in 2024 (higher than similar schools, network schools and state). A key focus this year was the continued implementation of school-wide positive behaviour support (SWPBS) and respectful relationships programs. These efforts were embedded into the curriculum, reinforced through targeted programs, and supported by a dedicated team that met regularly to ensure a consistent and impactful approach.

At the Tier 2 level, targeted interventions addressed specific learning and wellbeing needs. In 2024, our focus remained on strengthening school-wide positive behaviour support, respectful relationships education, and student support services. Notable achievements included the enhancement of our SWPBS rewards system and the successful launch of the Student Success Shop. Additionally, our Respectful Relationships curriculum underwent a comprehensive review, with planning initiated for the rollout of the revised curriculum. Our extensive student support services team provided individualised and group-based interventions, as well as external referrals, ensuring comprehensive wellbeing and mental health support.

At the Tier 3 level, case management played a critical role in addressing the needs of students facing significant challenges. Through close collaboration between house teams and student support services, we worked to ensure optimal outcomes for these students. Through partnerships with external agencies such as Cognosco speech therapy, the Doctors in Secondary Schools program and Young Communities, we have widened the supportive strategies available to our students and connected them to community.

Additionally, the introduction of **Disability Inclusion Reforms** led to the development of new structures and processes to better support students with diverse needs. The appointment of a Leading Teacher for Inclusion was instrumental in strengthening our inclusion framework, ensuring the systematic documentation and implementation of adjustments for students requiring

additional support (across both Tier 2 and Tier 3 levels). Our curriculum documentation now reflects differentiated teaching practices, aligning with inclusive education principles.
Furthermore, we conducted multiple **Disability Inclusion Profile (DIP)** meetings, securing additional funding to enhance support for students with diverse learning needs. These efforts continue to reinforce our commitment to an inclusive, supportive, and student-centred learning environment.
We celebrate that our AtoSS data remained positive with school safety remaining on par with state (63%), managing bullying was above state and network schools at 51% positive response, respect for diversity was 44%, above state and above network schools. perceptions of LGBTIQA+ phobic discrimination was above network and similar schools yet below state and student voice and agency was 45%, higher than state, like schools and network schools.
We look forward to continuing our efforts in supporting positive growth in the wellbeing area in the future.

Engagement

Throughout 2024, KSC maintained a steadfast commitment to fostering engagement among our student body. The ongoing evolution of our vertical house team structure was supported by enhanced resources, enabling house assistants to focus on attendance, while allowing coordinators to further strengthen our student voice and agency program. This initiative notably led to an expansion in the membership of our **Student Representative Council (SRC)**, increasing student participation and influence within our school community. Student voice and agency are vital for school improvement and fostering connections. Our student voice team worked together to introduce a new school jacket and the long-awaited school beanie. Student attitudes toward the KSC student voice and agency program reflected these positive changes, with a 10% increase in positive responses over the past three years.
In tandem with our commitment to student empowerment, the **Student Representative Council** underwent further development, equipping students with leadership skills through comprehensive training initiatives. These included peer support training and opportunities for student representation at various community events, such as assemblies, awards evenings, and student forums.
Attendance showed positive movement, with significant gains anticipated for 2025. During 2024, our policies and procedures were reviewed, resulting in 48% of students attending over 80% of the time, and 29% attending over 90%. These statistics align with survey data that reflects a steady upward trend in positive student attitudes toward attendance over the past four years.
Another highlight was **increasing student engagement** in the classroom, with behaviour trends improving throughout the year, especially in reducing major misbehaviours. The number of students with zero negative Compass chronicle entries increased significantly from Term 1 (485) to Term 4 (635), indicating an overall improvement in student conduct. Additionally, the number of students with multiple negative entries declined. Notably, those with six or more entries dropped from 106 in Term 1 to just 47 by Term 4. This data suggests that both student engagement and the school’s behaviour management strategies are contributing to a positive shift, leading to fewer major behavioural incidents and a more engaged student body.
Student opinion data also shows that students feel **more connected to the college community**, with a 10% increase in positive responses toward "high community connection" over the past two years. Furthermore, 88% of students reported that they are good or very good at maintaining friendships, and we’ve seen a rise in students’ openness to meeting and connecting with new people.

Parental feedback highlights our sustained efforts to foster a sense of connectedness within our school community. Positive endorsements of student connectedness increased by 9%, while overall parental satisfaction surpassed state averages, reaching 77%. Additionally, staff perceptions of parent and community involvement grew by an impressive 13% over two years, underscoring the collaborative nature of our educational endeavours.

Financial performance

Throughout 2024, the College managed both the Student Resource Package (SRP) Funding and other locally raised funds in a fiscally responsible manner, aligned with Department policies and College Council approvals, prioritising student learning outcomes. The total funding for 2024 was $15,574,577 - $13,271,719 in credit and $2,302,858 in cash. These funds supported additional staffing, enhanced support for students with additional needs, improved access to educational programs, and subsidised a range of programs, including camps, excursions, and events.

Funds were also allocated to improving facilities and equipment and will contribute to the capital costs of a new house building project, planned for 2025. All funds received from the Department or raised by the College have been expended or committed to subsequent years to support educational outcomes and operational needs. The College will continue to operate within its budget, supporting improvement initiatives identified in its Strategic and 2025 Implementation Plans.

For more detailed information regarding our school please visit our website at https://www.kurunjangsc.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 890 students were enrolled at this school in 2024, 430 female and 458 male.

29 percent of students had English as an additional language and 3 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.

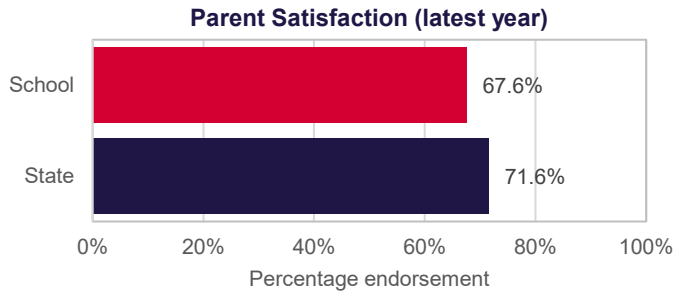
This school's SFOE band value is: **High**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	67.6%
State average (secondary schools):	71.6%



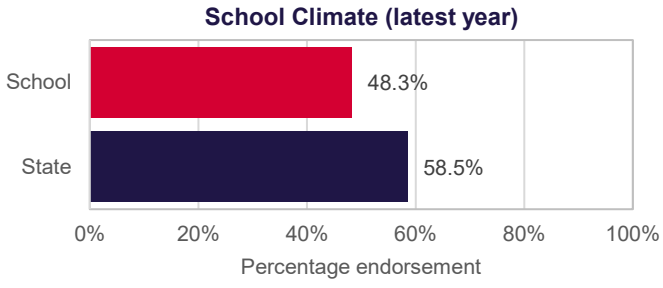
School Staff Survey

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:	48.3%
State average (secondary schools):	58.5%



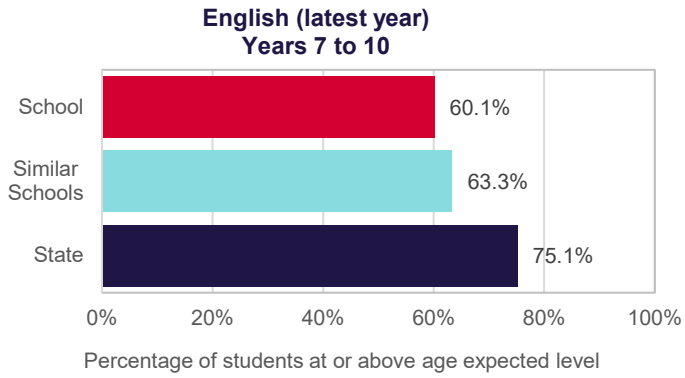
LEARNING

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.***

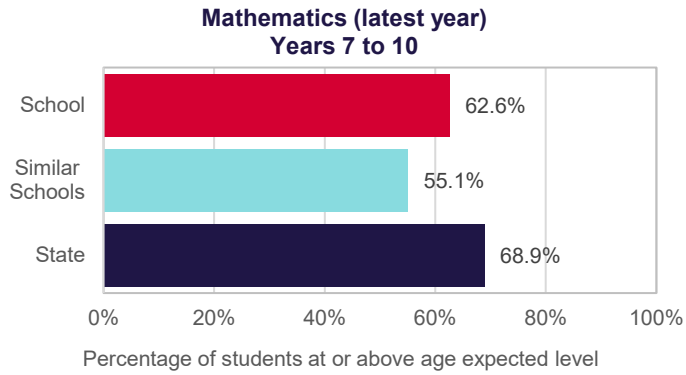
Teacher Judgement of student achievement against the Victorian Curriculum

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:	60.1%
Similar Schools average:	63.3%
State average:	75.1%



Mathematics **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	62.6%
Similar Schools average:	55.1%
State average:	68.9%



LEARNING (continued)

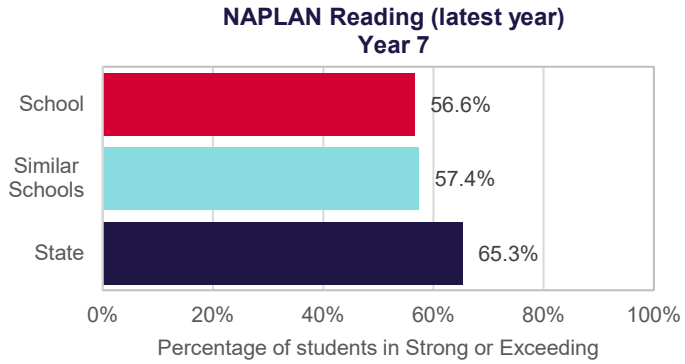
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

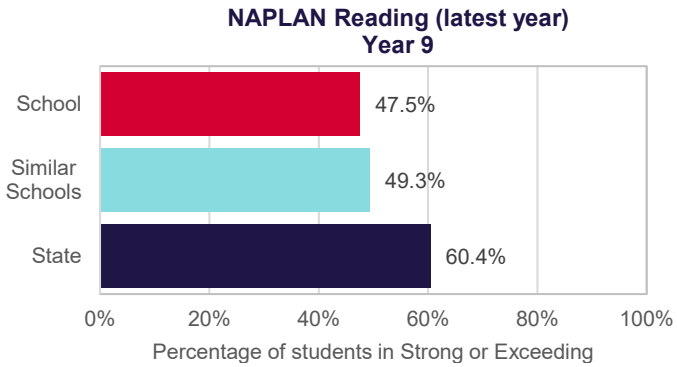
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

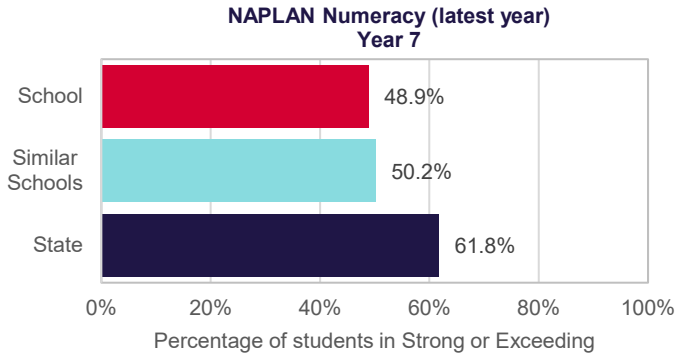
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.6%	53.7%
Similar Schools average:	57.4%	56.3%
State average:	65.3%	65.7%



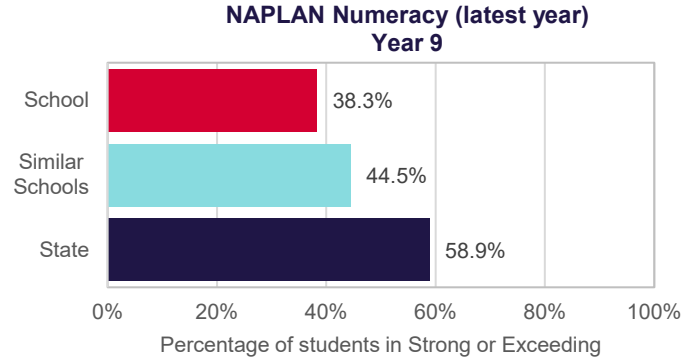
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.5%	44.4%
Similar Schools average:	49.3%	48.8%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.9%	47.8%
Similar Schools average:	50.2%	50.0%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.3%	37.9%
Similar Schools average:	44.5%	45.5%
State average:	58.9%	59.4%



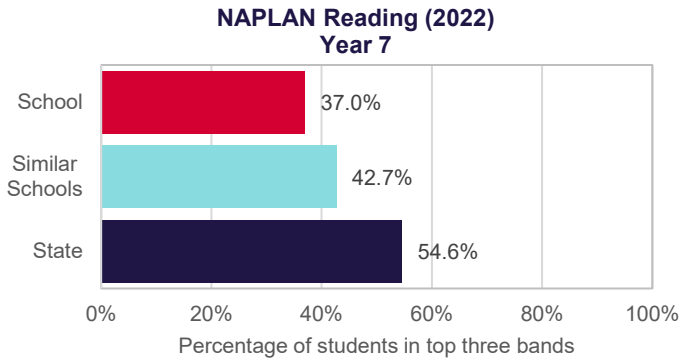
LEARNING (continued)

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)

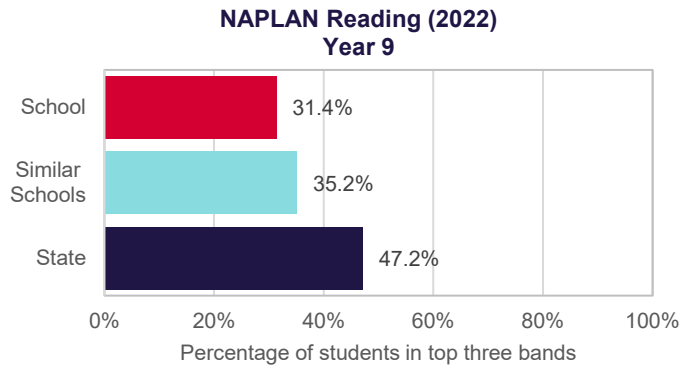
Reading
Year 7

	(2022)
School percentage of students in the top three bands:	37.0%
Similar Schools average:	42.7%
State average:	54.6%



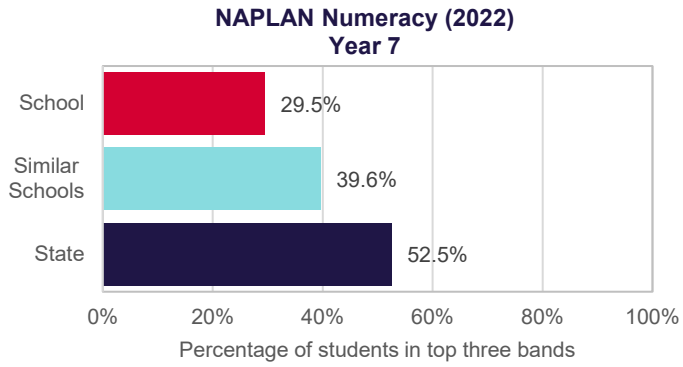
Reading
Year 9

	(2022)
School percentage of students in the top three bands:	31.4%
Similar Schools average:	35.2%
State average:	47.2%



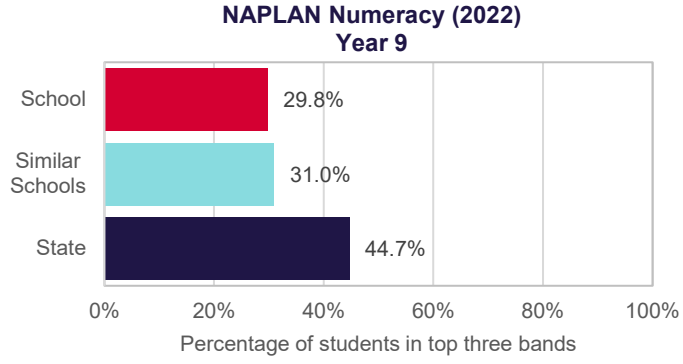
Numeracy
Year 7

	(2022)
School percentage of students in the top three bands:	29.5%
Similar Schools average:	39.6%
State average:	52.5%



Numeracy
Year 9

	(2022)
School percentage of students in the top three bands:	29.8%
Similar Schools average:	31.0%
State average:	44.7%



LEARNING (continued)

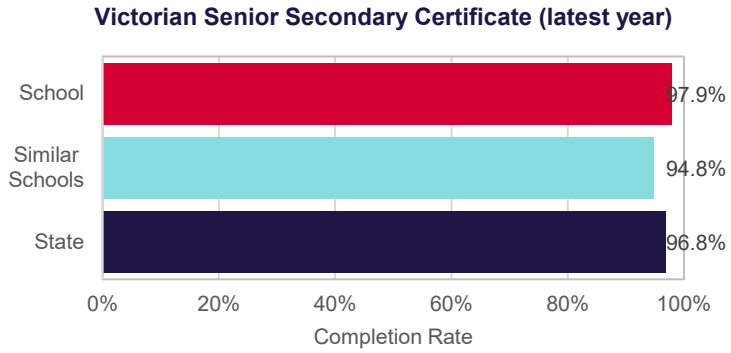
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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:	97.9%	95.8%
Similar Schools completion rate:	94.8%	95.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	24.9
Number of students awarded the VCE Vocational Major	25
Number of students awarded the Victorian Pathways Certificate	7
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	36%
Percentage VET units of competence satisfactorily completed in 2024:	86%

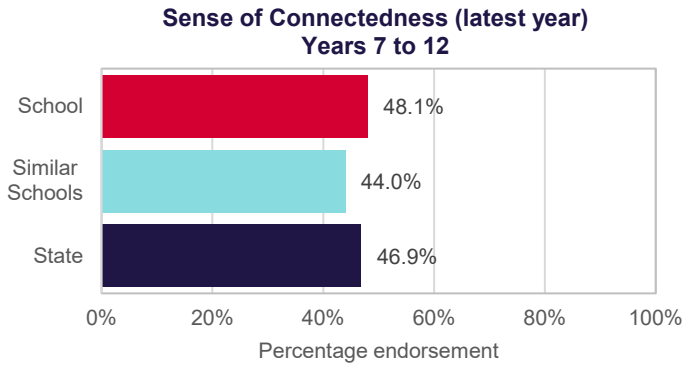
WELLBEING

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).

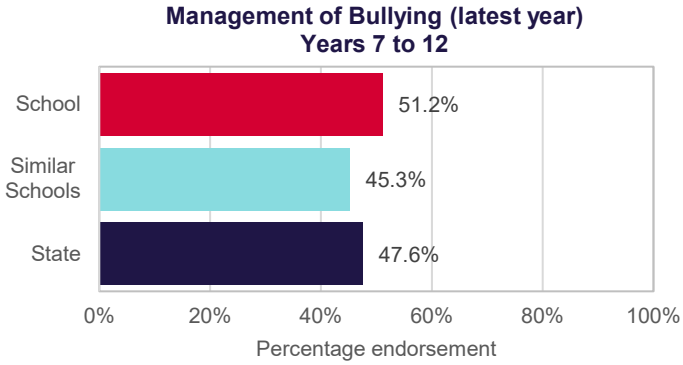
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	48.1%	46.1%
Similar Schools average:	44.0%	45.6%
State average:	46.9%	48.0%



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%	48.6%
Similar Schools average:	45.3%	47.0%
State average:	47.6%	49.1%



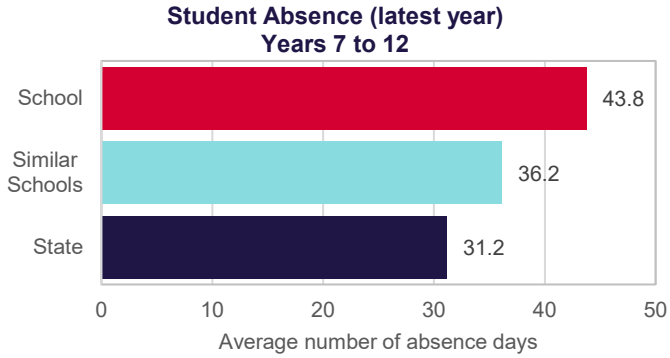
ENGAGEMENT

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:	43.8	37.0
Similar Schools average:	36.2	30.8
State average:	31.2	27.2



Attendance Rate (latest year)

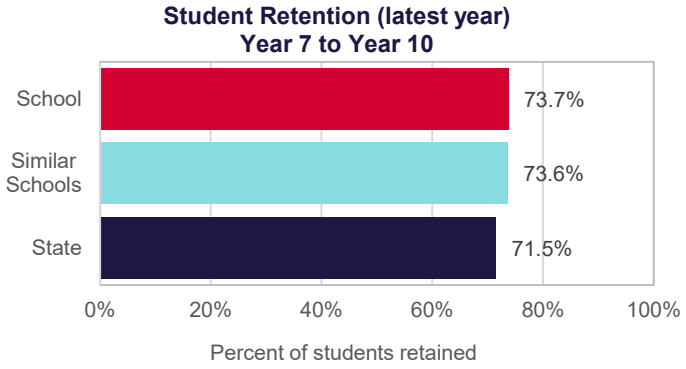
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	80%	79%	75%	72%	80%	85%

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:	73.7%	74.5%
Similar Schools average:	73.6%	73.7%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

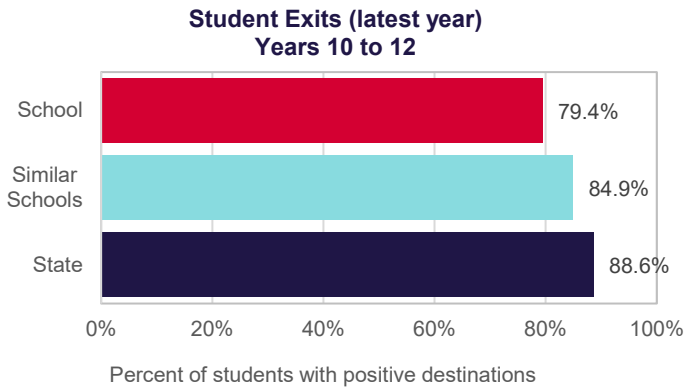
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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:	79.4%	80.3%
Similar Schools average:	84.9%	87.2%
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	$13,671,941
Government Provided DET Grants	$2,131,878
Government Grants Commonwealth	$10,922
Government Grants State	$11,170
Revenue Other	$524,171
Locally Raised Funds	$324,855
Capital Grants	$0
Total Operating Revenue	**$16,674,937**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,639,579
Equity (Catch Up)	$136,406
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$1,775,985**

Expenditure	Actual
Student Resource Package [2]	$13,235,052
Adjustments	$0
Books & Publications	$5,866
Camps/Excursions/Activities	$192,870
Communication Costs	$37,902
Consumables	$363,181
Miscellaneous Expense [3]	$335,723
Professional Development	$110,347
Equipment/Maintenance/Hire	$131,757
Property Services	$177,471
Salaries & Allowances [4]	$317,785
Support Services	$846,223
Trading & Fundraising	$14,733
Motor Vehicle Expenses	$59
Travel & Subsistence	$45
Utilities	$90,149
Total Operating Expenditure	**$15,859,164**
Net Operating Surplus/-Deficit	**$815,772**
Asset Acquisitions	**$94,736**

(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 22 Feb 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	$3,750,017
Official Account	$250,973
Other Accounts	$0
Total Funds Available	**$4,000,990**

Financial Commitments	Actual
Operating Reserve	$444,775
Other Recurrent Expenditure	$41,155
Provision Accounts	$0
Funds Received in Advance	$656,562
School Based Programs	$174,881
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$168,299
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$200,000
Capital - Buildings/Grounds < 12 months	$150,000
Maintenance - Buildings/Grounds < 12 months	$300,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$1,400,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$3,535,672**

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.