

2024 Annual Report to the School Community

School Name: Box Hill Senior Secondary College (7050)



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

Attested on 14 March 2025 at 12:31 PM by Warren Dawson (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 09:45 AM by Warren Dawson (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

Our vision at Box Hill Senior Secondary College is to develop a community of learners where our students and teachers inspire each other to achieve their maximum potential in a safe and supportive environment. Box Hill Senior Secondary College achieves its mission of preparing our senior students for their transition into further learning, employment and life as global citizens through quality teaching programs. Box Hill Senior Secondary College is committed to providing quality educational programs, embedded with high expectations, commitment and effort to ensure academic progress and achievement over time, linked to successful future pathways for all of our students. Box Hill Senior Secondary College values guide our students and instill the essence of what makes us unique.

Our core values or the 4R's are: Respect, Resilience, Responsibility and Relationships

Located in Mont Albert North, our purpose at Box Hill Senior Secondary College is to provide high quality individual educational programs that cater for all students to maximise their potential and the future pathways opportunities available to them. Our DET School Review in 2023 supported the College objective of offering high quality programs and a range of pathway options to meet the needs of the community. Our College goals for the current strategic plan focus on the key areas of students outcomes linked to improved achievement, engagement and well-being. These areas are central to achieving our stated purpose.

Given that we had our DET Strategic Plan Review in March 2023, the focus for 2024 was on the following learning and well-being goals:

Our Learning Goal was to improve literacy and numeracy, by implementing literacy and numeracy improvement plans, while also supporting the development and improvement of use of data, through the implementation of PLC's across the College..

Our Well-being Goal was to improve the overall wellbeing of students, supported through a range of measures to build staff capacity to respond to the learning and wellbeing needs of individual groups and priority cohorts.

It should be noted however, that the College continued to struggle to employ an adequate number of teaching staff throughout the course of the year, which did have significant teaching and learning and well-being impacts on students, particularly at Years 9 and 10, due to the widening staffing crisis across Victoria.

The workforce composition consisted of 1 Executive Principal class member, 1 Assistant Principal, 2 x Leading Teachers, 29 teaching staff, 16 ES staff, 2 para-professionals (industry based training) and 5 casual staff (sports academy coaches) for a total of 56 staff overall. It should be noted that all of para-professional and casual staff were part time employees, along with approximately 8 of our ES staff as well. A total of 296 local enrolments and 22 international students were enrolled at this school in 2024. Unfortunately, the decline in local enrolments was impacted upon due to the on-going staffing shortages experienced in 2023 and somewhat in Semester One in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school continued to focus on improving its overall learning outcomes through the on-going investment in time, associated learning resources and professional learning to support and build teacher professional practice over time. There has been an on-going focus on improving teacher judgements, particularly in relation to VELS standards and that work continued throughout 2024, as an area of on-going improvement. While teacher judgements for Maths were not available due to technical issues, the English results indicate that 68.7% of our students at Years 9 and 10 were at or above the expected standard for 2024. Some of these results, linked to support through programs such as MLYNS and TLI have assisted in supporting student learning progress, although this support was impacted upon throughout the first half of 2024 due to on-going staff replacement difficulties. Moving ahead the College is working towards attempting to address staffing challenges, particularly in English and Mathematics.

NAPLAN results indicate that 81.8% of students were in the Strong or Exceeding categories for Reading which is above the average for the past two years. Reading results also indicated that 25.6% of students in 2022 were in the top 3 bands. However, Numeracy results of 52.2% of students in the Strong or Exceeding categories, was below the previous two year average. Numeracy results also indicated that 42.4% of students were in the top 3 bands. These results justified the need to continue to look at ways to improve the general teaching and learning across Years 9 and 10, in regards to English and Maths (literacy and numeracy general). On-going professional support through consultants, professional development and involvement in Network based learning were accessed to support teacher professional practice. Further development of literacy and numeracy plans, to embed improved instructional practice, also supported through PLC's has also continued throughout 2024.

School completion rates have risen above the 4 year average to 97.1%, indicating improved pathways access and related information to support students across all programs in the College. Improved access to applied learning streams has also led to improved engagement and better supports for students as well. Our overall VCE results have continued to improve, with eleven subject areas at State or above and a VCE Study Mean of 27.7 which is the highest in the school's history. This continues the overall trend of improvement in terms of VCE results, also linked to improved teacher practice, high expectations and improvements to vocational and applied learning pathways which also now see 36% of Year 12's undertaking at least one unit of VET industry and training courses.

Wellbeing

In 2024, the College was able to maintain a much more stable and calm learning environment and with on-going changes to learning programs and the implementation of a new pastoral care program (called G.E.M. - Gratitude, Empathy & Mindfulness), Student Connectedness improved to 51.5%, which was an improvement from 2023. This result was also above similar schools and the

State average in general terms, although we are continuing to strive to further improve student connections to their school and the learning community as a whole. There was on-going professional learning regarding the G.E.M. Program, delivered through the Resilience Project and this will be an on-going area of focus and support over time. The College also struggled to find a replacement Mental Health Practitioner, taking almost 6 months to successfully find a new staff member, so this also contributed to some of our difficulties in providing support to students and/or strategies to staff when needed.

Management of Bullying also improved to 51.7%, which again reflects a calmer school environment, based around improved student and teacher supports and learning. Improved use of DET and local government programs and providers, also provided the College with additional programs, excursions and guest speakers to assist students with their own wellbeing, while also building on staff capacity as well.

Engagement

Despite ongoing improvement of general learning and student academic progress across the College, student attendance declined across the year. There were some issues with incorrect data entry, collation and collection through Compass that were identified as part of a College wide attendance audit conducted in Semester 2, however inconsistent follow-up and communication with families was identified as areas of concern to be actively addressed into the future. Improvements were also identified regarding specific learning plans for high-absentee students, with a need to more actively create improved return to school plans or other supports to ensure that student learning and wellbeing needs were better met over time. Work on improving retention across Years 9-12 is also required, although we have experienced a higher percentage of students exiting the College into preferred post-secondary pathways such as employment, industry training programs or full time TAFE enrolments. On-going development of on-site trade training and industry based pathways will improve retention, along with improved course counseling and pathways advice, to assist students with their planning and general engagement in school based solutions and opportunities into the future. The revised Assembly and Student Leadership program has certainly provided more active student voice and agency since its inception, however there is an on-going need to improve student recognition across all areas of the College. It should also be noted that communication to parents has also improved, with the majority of parents feeling that they better understand what is occurring across the school. However, we still need to improve some of our specific messaging to parents when events, activities or follow-up is needed to address individual learning needs.

Other highlights from the school year

During 2024, the College was able to continue to develop and improve a range of co-curricular and extra-curricular activities, events and camps that had not been able to be delivered consistently over the past few years. During the year, the College instituted a revised Year Level and Whole School Assembly timetable and associated protocols, where student leaders led all Assemblies and parents were invited to all of the Assemblies held. As part of the structural changes made, more student awards were developed, allowing students to be acknowledged and

recognised in front of their parents and related family members. The resulting feedback from parents was overwhelmingly positive, while more actively building student voice and agency into our Assembly protocols. The revised Assembly focus and structure, also allowed the College to link more consistently into the local and wider community through the increased use of guest speakers, allowing for improved partnerships and utilizing community knowledge and skills on a regular basis. The year also saw the return of an international camp, delivered through a basketball tour to the USA for interested Senior students, which was the first time in six years. This highly valuable experience will be available for students to consider every two years as a potential extra-curricular learning opportunity. In 2024, the school continued to grow its vocational and industry based programs, including introducing an "Employer's Forum", which allowed all Senior students to listen to and speak with business owners and corporate staff, to assist with general career pathways and education. This experience was such a positive for students, staff and the industry guests in attendance, that it will be further developed for 2025 and beyond due to interest. The Year 9 Urban Camp, Senior Formal and the many industry or subject excursions that ran throughout the year, further reinforces our on-going commitment to promote and grow relationships and improved curriculum links to the "real world" to assist students and their learning. There were also structural changes across our Sports Academy programs, with the introduction of a new High Performance Manager, and the introduction and use of new technologies to support student-athlete development, also linked to curriculum outcomes. Into the future we are planning on offering all Academy students, VET pathways learning opportunities in Sports Coaching and Strength and Conditioning, which will continue to be an area of strategic development over time. Our Sports Academy teams across Basketball, AFL/AFLW and Tennis, all continued to participate in a variety of State Schools Sport, Champions Cup/League (invitational competitions) and other tournaments with pleasing results placing BHSSC amongst the better performing Academy based schools.

Financial performance

The College has experienced a staffing/credit deficit for 2024, linked primarily to falling local enrolments from 2023 to 2024. While a growing number of international enrolments has delivered a greater level of cash resources into the school, more strategic planning is needed to grow our local enrolments over time, particularly as the teaching and learning performance has improved quite significantly over the past three years. It should be noted that our international student enrolments will double for 2025 and our international cap has improved to 80 students which will provide additional revenue to school moving ahead. In general terms, despite reductions in overall budgets across the College linked to smaller enrolments, learning programs continued to improve in terms of overall results. Our extra-curricular and non-compulsory Academy programs, which do incur fees, were well supported and fee payments were particularly strong throughout 2024. Improved messaging and communication from the school to families has helped improve in the collection of fees for these non-compulsory programs. As part of the strategic re-development of the school, we have employed a range of part-time VET instructors, given the workshops and physical resources in the College. While class numbers were low in 2024, we expect these course numbers to grow with better communication to our local schools, along with the intention of offering up to eight VET industry based courses on-site in 2025. Securing the high quality and knowledgeable staff to begin to grow our applied learning profile and the associated resources and programs available to both internal and external students across the Inner East, does require making early investments into staffing to support the curriculum development and delivery of these courses. Due to the age of the school's buildings, there is a need to apply for additional DET

support regarding the upgrade, repair or refurbishment of areas of the school, also related to the actual size of the school site as we have encountered on-going and expense repairs due to general age and wear and tear of the school facilities. Equity funding and PSD funding was invested primarily into staffing, to best support specific student learning needs, although there is a further need to improve program delivery and supports linked to the specific staffing requirements needed.

For more detailed information regarding our school please visit our website at <https://www.bhssc.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 315 students were enrolled at this school in 2024, 132 female and 182 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

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

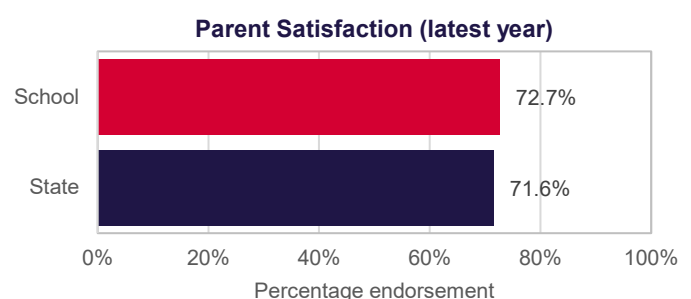
Parent Satisfaction Summary

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

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

Parent Satisfaction

Latest year
(2024)



School percentage endorsement: 72.7%

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.

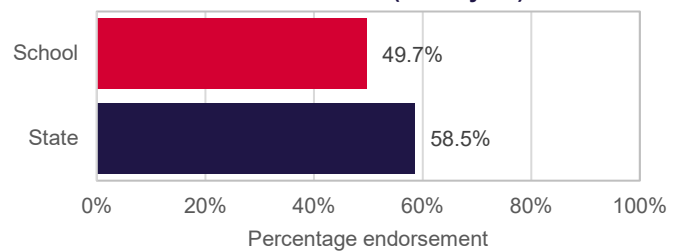
School Climate

Latest year
(2024)

School percentage endorsement: 49.7%

State average (secondary schools): 58.5%

School Climate (latest year)



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

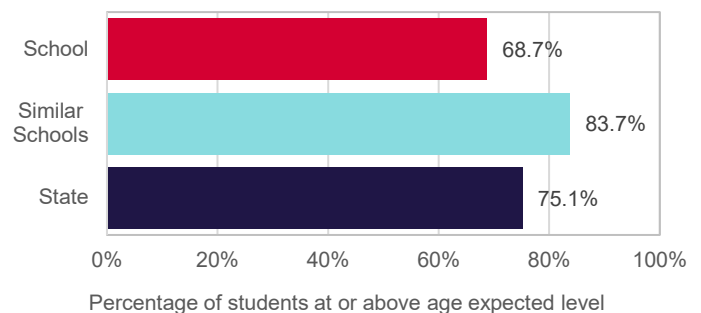
Latest year
(2024)

School percentage of students at or above age expected standards: 68.7%

Similar Schools average: 83.7%

State average: 75.1%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

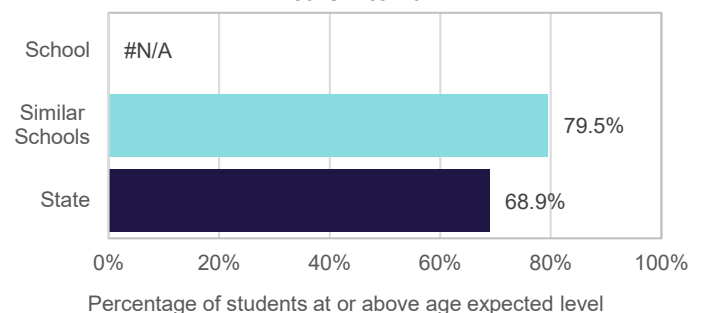
Latest year
(2024)

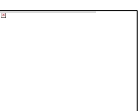
School percentage of students at or above age expected standards: NDA

Similar Schools average: 79.5%

State average: 68.9%

Mathematics (latest year) Years 7 to 10





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

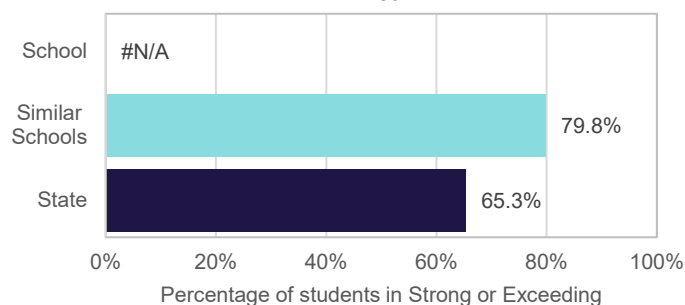
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	NDA	NDA
Similar Schools average:	79.8%	80.4%
State average:	65.3%	65.7%

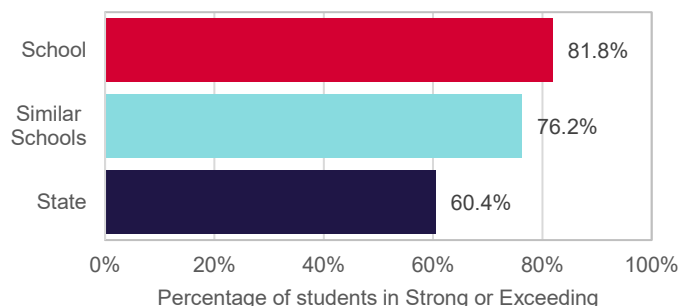
NAPLAN Reading (latest year) Year 7



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.8%	77.4%
Similar Schools average:	76.2%	76.5%
State average:	60.4%	60.2%

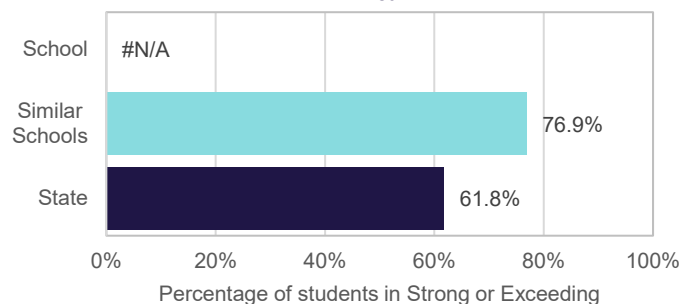
NAPLAN Reading (latest year) Year 9



Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	76.9%	77.3%
State average:	61.8%	62.3%

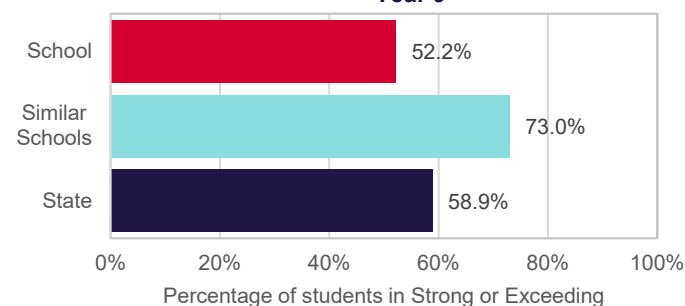
NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.2%	64.6%
Similar Schools average:	73.0%	74.6%
State average:	58.9%	59.4%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

NDA

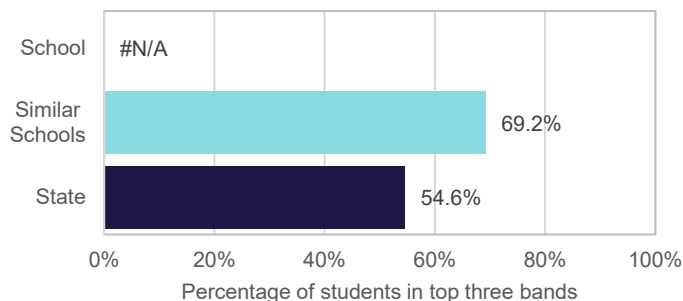
Similar Schools average:

69.2%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

25.6%

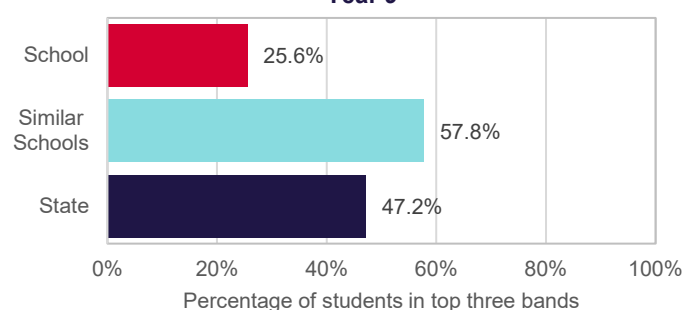
Similar Schools average:

57.8%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

NDA

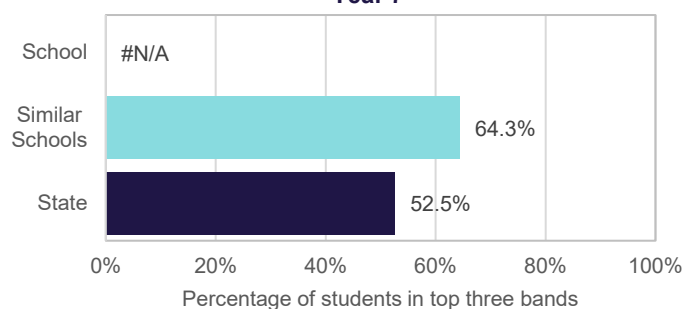
Similar Schools average:

64.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

42.4%

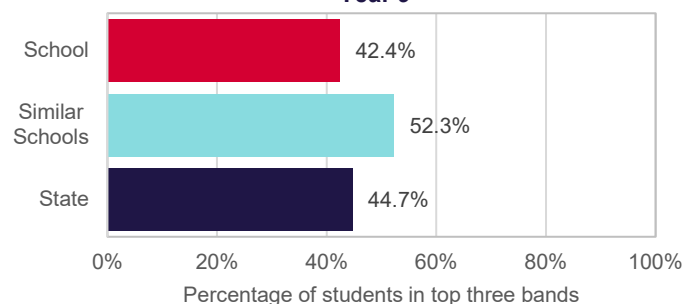
Similar Schools average:

52.3%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

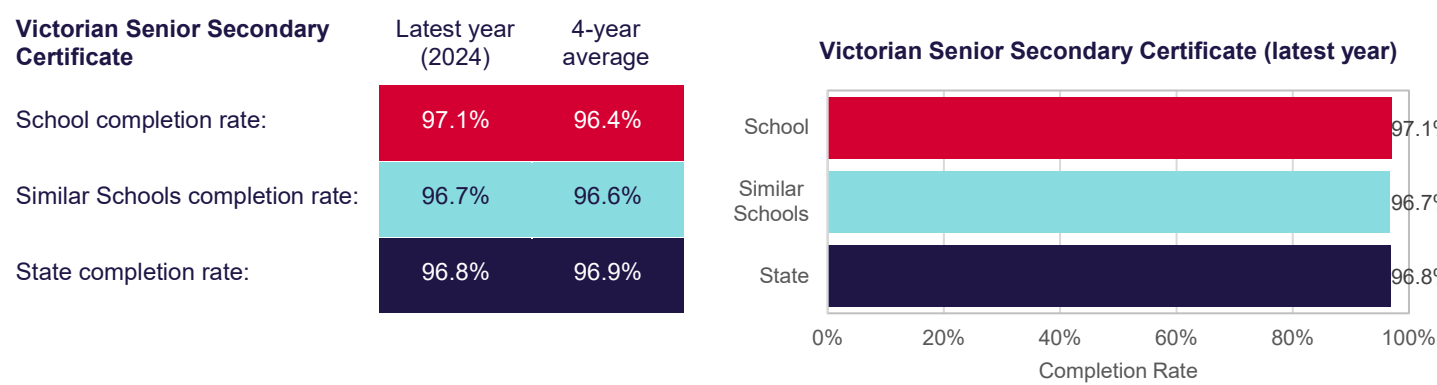


LEARNING (continued)

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:	27.7
Number of students awarded the VCE Vocational Major	18
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:	36%
Percentage VET units of competence satisfactorily completed in 2024:	67%



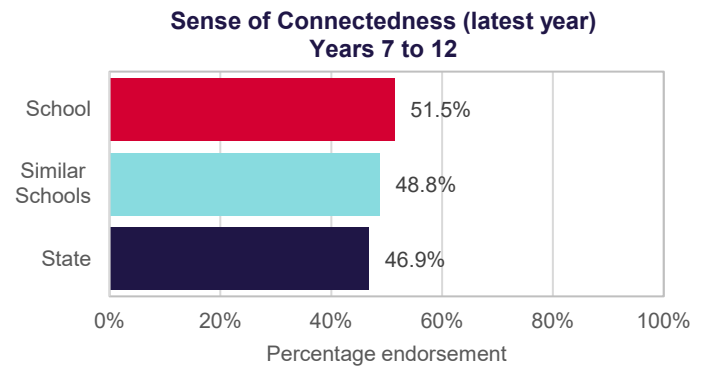
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

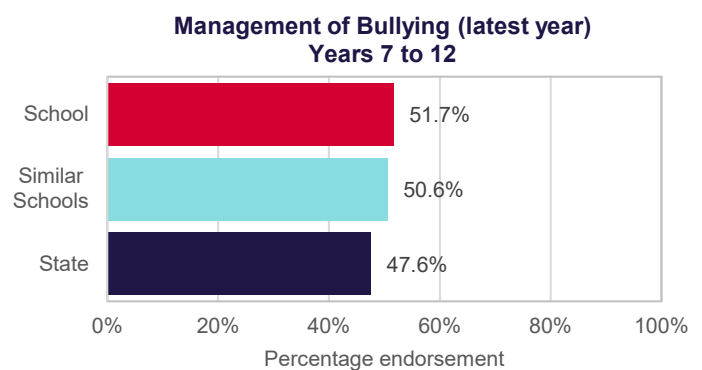
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	51.5%	60.5%
Similar Schools average:	48.8%	50.1%
State average:	46.9%	48.0%



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:	51.7%	53.4%
Similar Schools average:	50.6%	51.6%
State average:	47.6%	49.1%



ENGAGEMENT

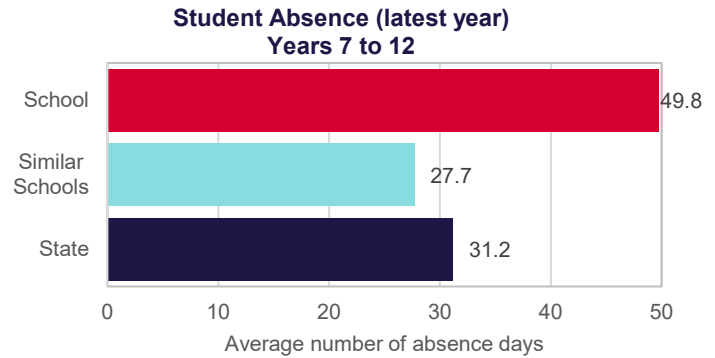
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	49.8	38.7
Similar Schools average:	27.7	23.8
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.

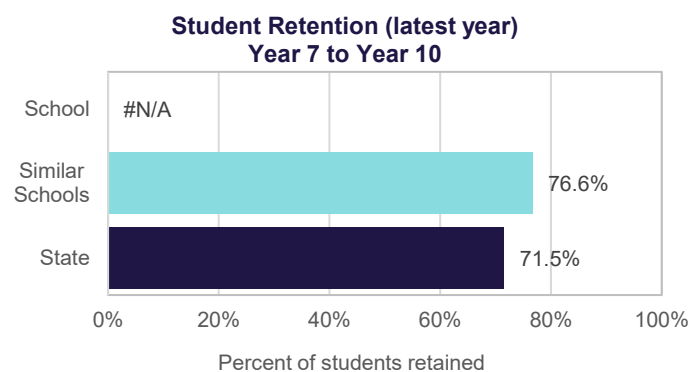
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	NDA	NDA	75%	69%	77%	79%

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:	NDA	38.5%
Similar Schools average:	76.6%	77.3%
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.

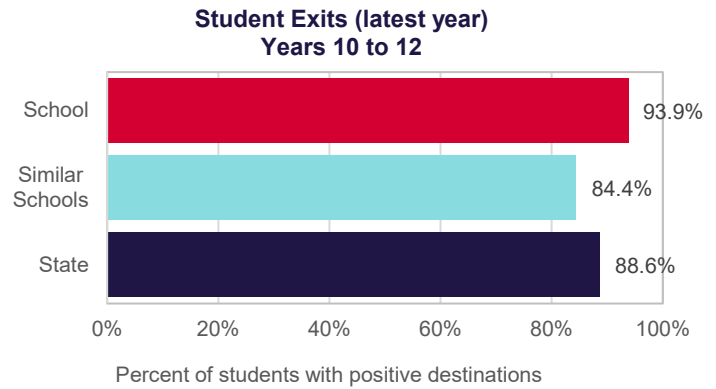
Students exiting to further studies or full-time employment

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:	93.9%	88.8%
Similar Schools average:	84.4%	84.7%
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	\$4,091,135
Government Provided DET Grants	\$831,603
Government Grants Commonwealth	\$1,515
Government Grants State	\$6,068
Revenue Other	\$41,731
Locally Raised Funds	\$651,399
Capital Grants	\$0
Total Operating Revenue	\$5,623,452

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,208
Equity (Catch Up)	\$29,119
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,327

Expenditure	Actual
Student Resource Package ²	\$4,735,770
Adjustments	(\$10,500)
Books & Publications	\$545
Camps/Excursions/Activities	\$67,272
Communication Costs	\$13,884
Consumables	\$121,227
Miscellaneous Expense ³	\$72,689
Professional Development	\$22,084
Equipment/Maintenance/Hire	\$113,451
Property Services	\$201,173
Salaries & Allowances ⁴	\$259,042
Support Services	\$336,470
Trading & Fundraising	\$84,323
Motor Vehicle Expenses	\$1,400
Travel & Subsistence	(\$36)
Utilities	\$93,182
Total Operating Expenditure	\$6,111,977
Net Operating Surplus/-Deficit	(\$488,525)
Asset Acquisitions	\$29,158

- (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	\$390,272
Official Account	\$74,588
Other Accounts	\$61,666
Total Funds Available	\$526,526

Financial Commitments	Actual
Operating Reserve	\$232,362
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,500
Funds Received in Advance	\$149,438
School Based Programs	\$5,149
Beneficiary/Memorial Accounts	\$7,712
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$36,527
Capital - Buildings/Grounds < 12 months	\$17,427
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$451,115

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.