

2024 Annual Report to the School Community

School Name: Bundoora Secondary College (7874)



- 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 24 March 2025 at 11:12 AM by Anesti Anestis (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 10 April 2025 at 12:28 PM by Anesti Anestis (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

School vision and values

We empower a lifelong love of learning to thrive in a rapidly changing world. We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs). School purpose The core purpose of this College is to provide a broad and challenging education to develop students' 21st-century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

School structure, including the number of staff Workforce composition FTE Teaching staff 24.6, including 2 Assistant principals, 10 leading teachers /learning specialists. Education support staff 16

School size, structure and geographic location

Bundoora Secondary College is a Year 7 to 12 co-educational post-primary College in a quiet residential area of Bundoora, a northern suburb of Melbourne. It is well serviced by College buses and public transport, Latrobe University and RMIT Bundoora Campus. The traditional year-level classes do not bind students at BSC. Instead, the school is broken into Entry Year (the conventional Year 7), PACE21 (traditionally Years 8-10) and VCE/VCAL (traditionally Years 11 and 12). This vertical offering of subjects creates student choice. It provides flexibility in the learning program, ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need. This complex is set within spacious grounds that include courtyard-style buildings, which contain specialist areas, including the recently refurbished Admin and Reception Area, Outdoor Piazza, Library Resource Centre; the ECA Centre consists of a gymnasium, a new fitness facility, and a Drama studio; the Arts and Technology areas include a Food, Art and Craft, Woodwork, Ceramics, Media and Music laboratories. A new Science and Environment was built by the end of 2024 to complement the evergrowing Farm, Food and Animals program. The school has a 1:1 BYOD laptop program, and laptops are accessible throughout the College to support specialist curriculum learning programs. The school continues to value all pathways equally, demonstrated by a successful implementation of the VCE VM program in 2023 whilst still supporting those students through an ATAR or NonATAR VCE Pathway. All students continue to have an individualised

Social and enrollment characteristics

We are a diverse community from various backgrounds, including indigenous, ESL and refugee families. The enrolment has been increasing since its bottom around 2019. This increase can be attributed to implementing new leadership and adopting the 'Take Control' empowerment education model. The implementation of the model is attracting greater interest and enquiry well outside the designated school zone. We provide various opportunities for students' voices at BSC, such as a Student Leadership Council, student lead tours, hosting of assemblies, and holding positions on the College Council. At Bundoora, students have an authentic voice and agency in the decision-making at the school. Strong emphasis is placed on catering for the individual learning style of each student. Achievements are recognised and celebrated. Bundoora promotes an environment that encourages students to investigate, understand and actively participate in their learning through various teaching and learning strategies. Parents are welcome and encouraged to participate in all College activities and work with teachers to develop positive

educational outcomes for their children. While formal reporting to parents occurs twice a year, the College emphasises the continual monitoring and communication (3 week cycle of coursework reporting) of student progress (Termly progress reports and Semester Reports and student lead presentations to parents). The school continues to value all pathways equally, demonstrated by a successful implementation of the VCE VM program in 2024 whilst still supporting those students through an ATAR or NonATAR VCE Pathway. All students continue to have an individualised pathways plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

BSC is a school that prides itself on every student having the opportunity to have agency over their own educational journey.

Achievement is demonstrated in multiple ways and determined by individuals in relation to their own journey, with 100% of students above Entry level having an Individualised Learning Plan. Teacher judgments determined through assessment against Victorian Curriculum levels, take place twice each year. PAT-R testing is a common format used to identify and support individual progress in Literacy and our Maths Pathways program data guides our Numeracy Program

Our students performance in Naplan Reading (for students Strong or Exceeding) was 7% (Year 7) and 10% (Year 9) lower than that of the state average.

Our students performance in Naplan Numeracy (for students Strong or Exceeding) was 4% (Year 7) and 14% (Year 9) lower than the state average. above the state average for English and Mathematics. NAPLAN reporting changed in 2023 with new categories for student

achievement. TC performed particularly well in our Year 9 reading results where we outperformed both the state and similar

schools. Our numeracy data was well above the state average for Year 7 and 9 but we will continue to aim to outperform similar

schools in the future. Students on our Program for Students with a Disability (PSD) set and worked toward their learning goals.

TC's parent community support the use of additional mechanisms used by the school for feedback, such as a Work and Study

Habits Index (WASHI), including a measure for progress relative to self, that is completed twice each term. TC offers multiple

Templestowe College

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pathways for students in their learning, and 2023 saw the first students graduating with a Vocational Major accreditation as part of

their VCE certificate. 2023 saw our VCE results mean score at the state average of 29. We had a lower percentage of students

achieve study scores over 40, an area of focus for further development in 2024. Given the focus

upon self-regulation and student-led learning, virtually all graduates transition successfully into tertiary education or into employment.

Progress against Learning goals

VCE Goals- The College Goal was to ensure all graduating students had a pathway (either study or work) post completion of their final year. There were targets in VCE performance in terms of study score that were generally met.

The Mean study score went from 23-26. 9 Students completed their Vocational Major. 89% of students completed school with the remaining students 11% engaging in apprenticeships or traineeships or began alternate pathways through TAFE.

Naplan

Highlights

Wellbeing

Whole-school Wellbeing aligns with the core values and philosophy of BSC where we foster student, family, staff and community wellbeing. Policies such as 'Yes is the Default' drive all that we do. Student wellbeing is supported through a PAL who the student sees three times per week, a Sub School Leader (Middle and Senior) and a Social worker. The HUB centre provides Specialist Wellbeing Services for more targeted support, Inclusion support and Pathways support. The Principal Team continued to support staff, with a particular focus on Staff Wellbeing in terms of professional development, resources and support.

In 2024 we continued to develop our Tier 1 and 2 wellbeing strategies with long term preventative and small group targeted approaches, led by our Climate of Learning team, these programs are delivered through our PAL program. The Respectful Relationships program was developed utilizing Department of Education resources and was delivered in PAL. Presentations were given to the whole school on vaping, bullying, active bystander. Student voice and agency continued to be an integral part of our college culture with three School Captains being appointed, along with Omega, Phoenix, House and PAL Leaders. These students were able to take an active role in leading community events as well as making decisions about the College programs. Subject selection was driven by student choice. Our Learning Supports program, focusing on our PSD funded students and students with additional needs, continued to develop with a Leading Teacher overseeing the area.

Engagement

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the local and global community. Attendance is one of many indicators of students' engagement with the school and with their learning. The average days absent per full-time equivalent student was 43.2, the unapproved absences were 12.1 and the average attendance rate across the school was 79%. The BSC

empowerment program attracts some students who have not experienced any success at their previous schools, and while we make significant transformations in their lives, their data significantly skews the results. Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance was also monitored by the attendance officer and the School level Leaders (Middle and Senior). Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday. Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis. Student retention rates for Years 7-10 continue to reach Similar Schools and State median benchmarks. We expect the retention rates to remain lower than other schools. Students discover BSC and sometimes unlearn their conditioning to acclimate in this contemporary environment, sometimes the change is too great. Our College continues to ensure that all Year 10-12 students who leave the school, continue to high quality pathways or employment. Students are supported with a comprehensive careers education program from the start of their schooling. Students are expertly supported through regular and ongoing careers counselling and pathways planning. Student exit data reflects a culture of life readiness, aspiration and thorough preparation for further studies. The College percent of students to further studies or full-time employment at 98% is markedly higher than Similar Schools and the state average. This continued positive trend is partly related to students having greater access to vocational pathways via VET, VM and Headstart programs at the College.

Other highlights from the school year

In 2024, the college completed STAGE 1 of the Master Plan. This involved 3 parts:

1. the refurbishment of an existing area to create a new Entry, admin and staff centre
2. A new science and environment centre comprising of 4 classrooms, 2 labs, 3 integrated open learning areas, 1 Horticulture and environment space.
3. Demolition of the Admin/Staff centre and creation of new Open and partially covered Piazza- adjoining the Cafe and new relocated Music centre.

The Banyule city council provided an additional \$100k towards the Urban Agriculture centre and positive discussion regarding began with a community group called 'Local Food Connect'. The College successfully ran 2 Productions, 1 each semester, with each production exceeding the previous numbers Camps were conducted across multiple year levels: Year 7 (Entry) Toolangi, PACE 1 - The Summit, PACE 2 - City Experience, GRAD - Study and VM camp The College introduced Semester House celebrations with a prize pool commensurate with points standing. The College ran 2 community celebrations (CQEEES days), celebrating and showcase student growth and achievement.

Financial performance

Bundoora SC ensures the efficient allocation of resources to optimise the achievement, engagement and well-being of all students. The College prioritises investment in leadership development and continual staff professional learning directly related to the identified College key priorities and targets. Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers of support. Within the School budgetary processes, we have ensured that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to families across the community. The College remains in a sound financial position as we prudently and responsibly plan to improve its learning program and physical environment.

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 522 students were enrolled at this school in 2024, 247 female and 265 male.

9 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: **Low - Medium**

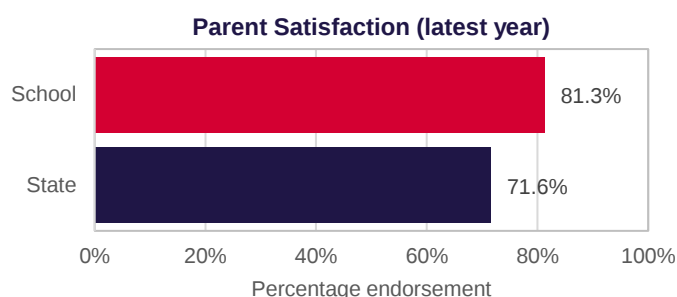
Parent Satisfaction Summary

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

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

Parent Satisfaction

Latest year
(2024)



School percentage endorsement:

81.3%

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)

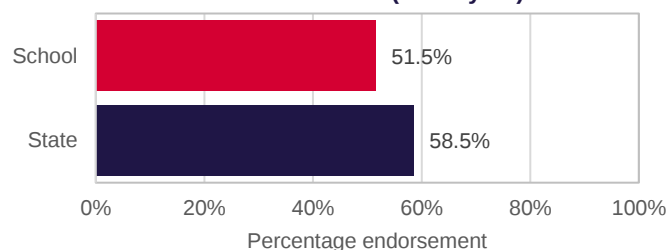
School percentage endorsement:

51.5%

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:

74.3%

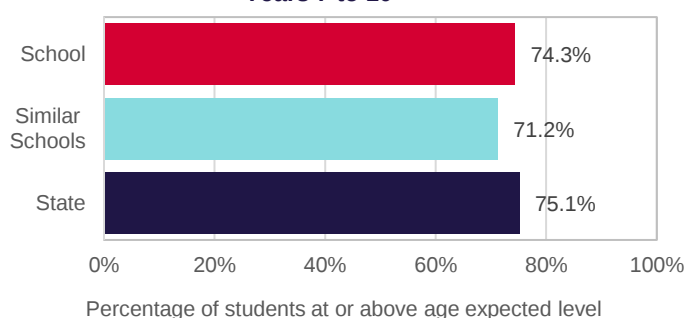
Similar Schools average:

71.2%

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:

65.0%

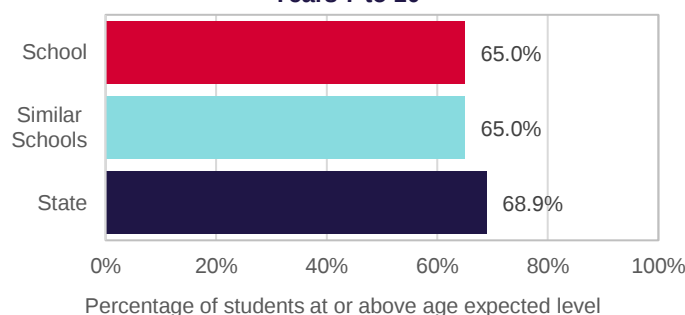
Similar Schools average:

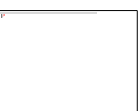
65.0%

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.

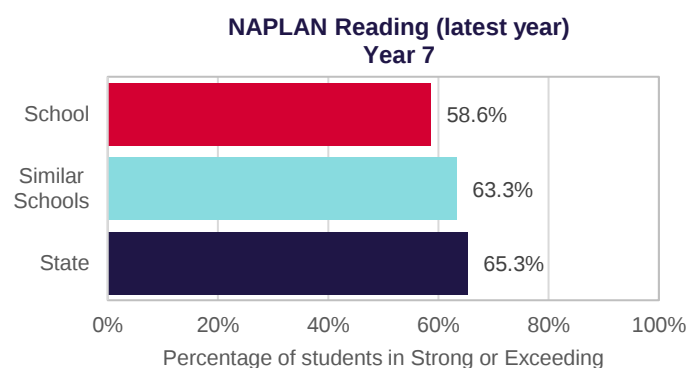
NAPLAN

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.

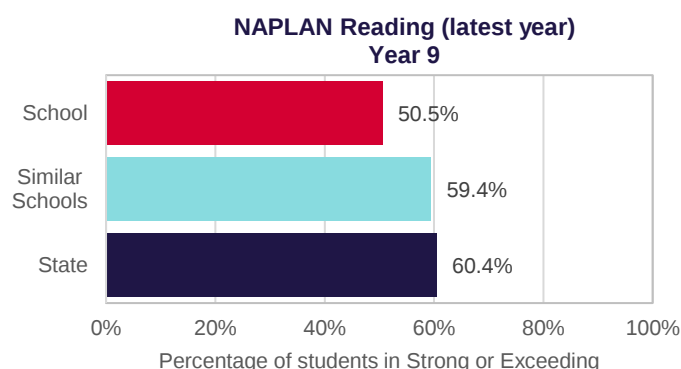
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.6%	62.0%
Similar Schools average:	63.3%	64.3%
State average:	65.3%	65.7%



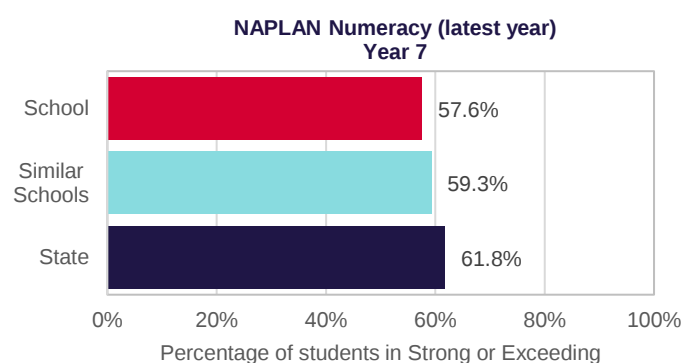
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.5%	61.9%
Similar Schools average:	59.4%	59.5%
State average:	60.4%	60.2%



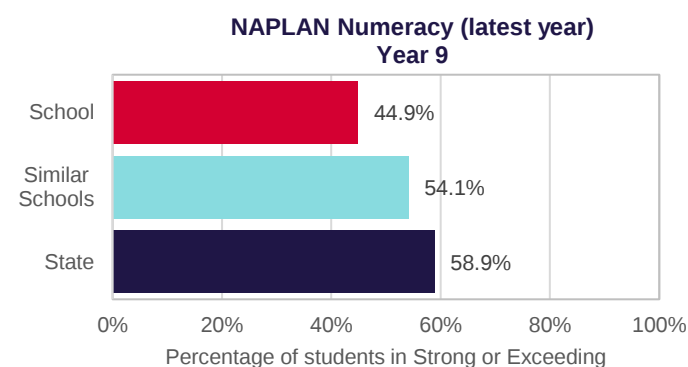
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.6%	56.7%
Similar Schools average:	59.3%	59.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.9%	44.7%
Similar Schools average:	54.1%	55.3%
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:

54.0%

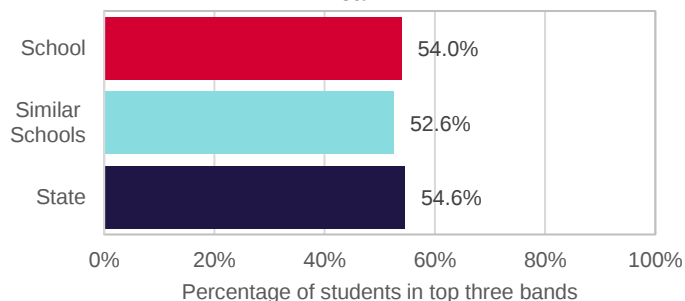
Similar Schools average:

52.6%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

56.6%

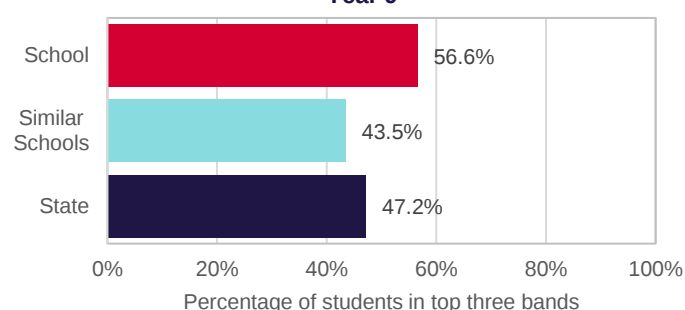
Similar Schools average:

43.5%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

45.3%

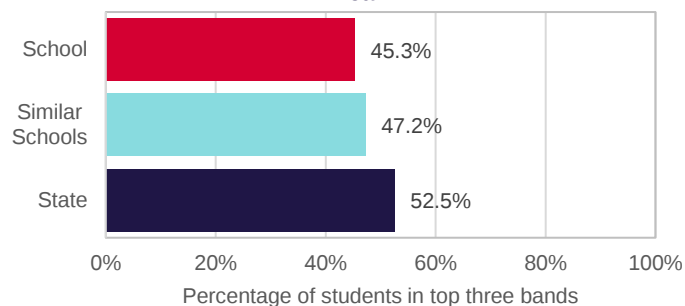
Similar Schools average:

47.2%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

46.0%

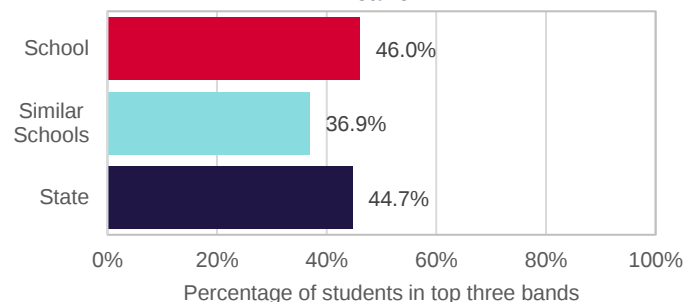
Similar Schools average:

36.9%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

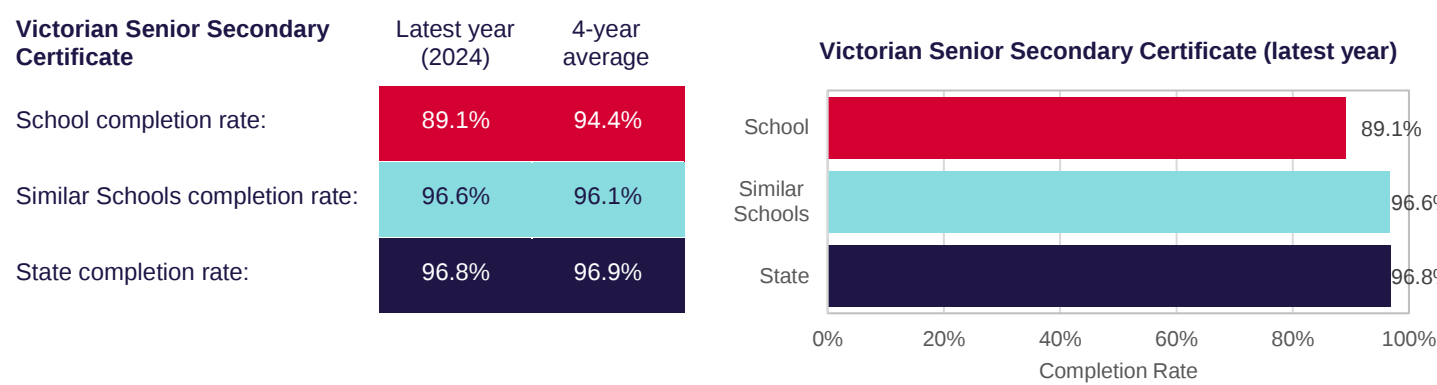


LEARNING (continued)

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:	26.0
Number of students awarded the VCE Vocational Major	9
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	45%
Percentage VET units of competence satisfactorily completed in 2024:	74%



WELLBEING

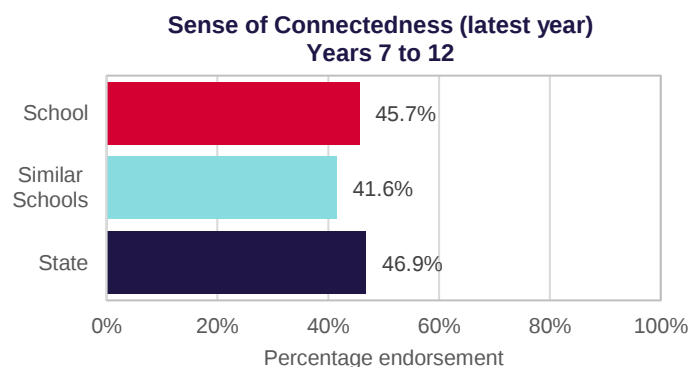
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	45.7%	45.9%
Similar Schools average:	41.6%	42.7%
State average:	46.9%	48.0%

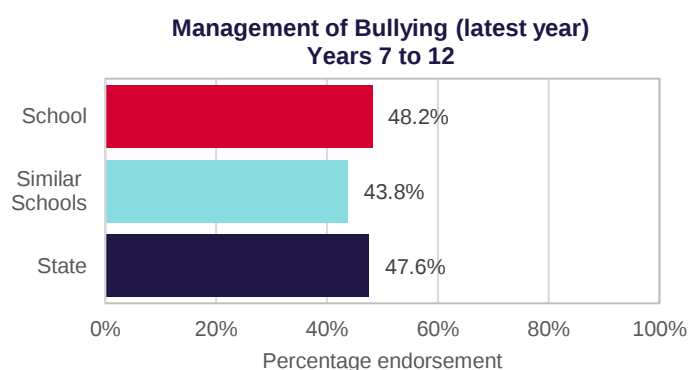


Student Attitudes to School – Management of Bullying

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:	48.2%	51.9%
Similar Schools average:	43.8%	44.9%
State average:	47.6%	49.1%



ENGAGEMENT

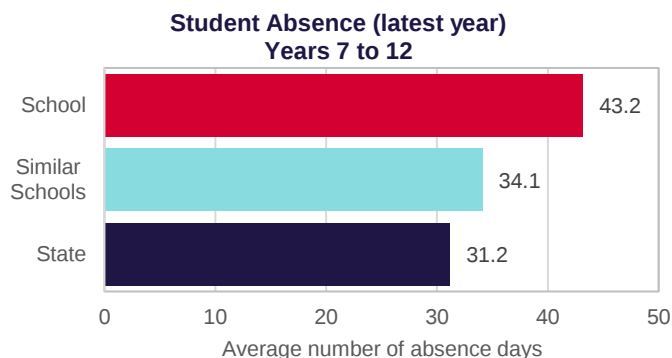
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	43.2	34.9
Similar Schools average:	34.1	29.2
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.

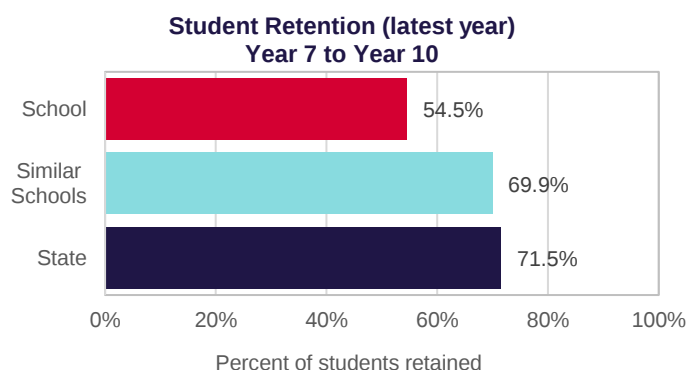
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	83%	73%	77%	80%	77%	82%

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:	54.5%	63.6%
Similar Schools average:	69.9%	72.8%
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.

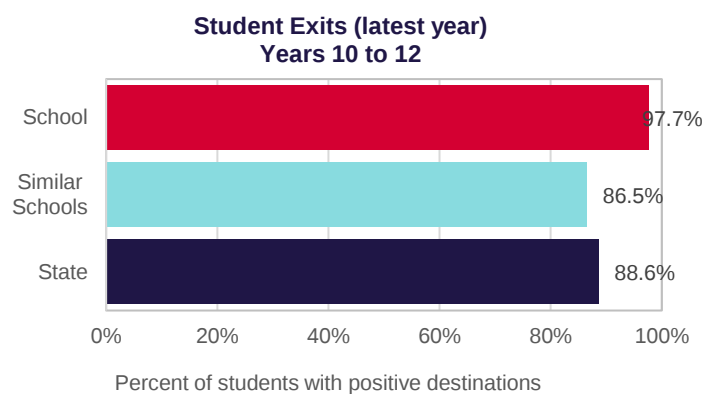
Students exiting to further studies or full-time employment

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:	97.7%	89.2%
Similar Schools average:	86.5%	88.0%
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	\$7,473,604
Government Provided DET Grants	\$1,404,211
Government Grants Commonwealth	\$10,000
Government Grants State	\$2,250
Revenue Other	\$277,716
Locally Raised Funds	\$558,427
Capital Grants	\$0
Total Operating Revenue	\$9,726,207

Equity ¹	Actual
Equity (Social Disadvantage)	\$170,382
Equity (Catch Up)	\$45,267
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$215,649

Expenditure	Actual
Student Resource Package ²	\$6,919,486
Adjustments	\$0
Books & Publications	\$2,838
Camps/Excursions/Activities	\$174,482
Communication Costs	\$18,394
Consumables	\$208,153
Miscellaneous Expense ³	\$298,971
Professional Development	\$61,492
Equipment/Maintenance/Hire	\$254,989
Property Services	\$257,533
Salaries & Allowances ⁴	\$266,933
Support Services	\$172,636
Trading & Fundraising	\$98,680
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,172
Utilities	\$81,141
Total Operating Expenditure	\$8,816,899
Net Operating Surplus/-Deficit	\$909,309
Asset Acquisitions	\$384,277

- (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	\$1,428,890
Official Account	\$71,001
Other Accounts	\$32,812
Total Funds Available	\$1,532,704

Financial Commitments	Actual
Operating Reserve	\$318,906
Other Recurrent Expenditure	\$46,437
Provision Accounts	\$0
Funds Received in Advance	\$90,928
School Based Programs	\$134,749
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,379
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$611,398

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.