

2024 Annual Report to the School Community

School Name: Geelong High School (7855)



- 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 08 May 2025 at 11:09 AM by Davin Reid (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 08 May 2025 at 11:09 AM by Davin Reid (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

The Geelong High School vision and values are as follows:

Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

We are committed to:

- Developing caring and respectful relationships;
- Empowering people to realize their potential through effort, responsibility and teamwork; and
- Building healthy, resilient and productive global citizens

Our Values: Our values are summarized by the acronym and core value of RESPECT. They are: Responsibility Effort Service Positivity Excellence Creativity Teamwork. Student numbers in 2024 sit at 949 with 76 teaching and 36 ES staff (21.42EFT).. Thirty two students identify as indigenous. With 116 years of history, Geelong High School is the oldest government secondary school in the provincial city of Geelong. Geelong is a community transitioning from a traditional manufacturing based economy to a more diverse technology and service based community.

The largest industry sector remains the health and community services sector. Geelong High School enrolls students from up to 45 primary schools across the city and surrounding area. Enrolment is consistently above 950 students (max. 975). Demographically and socio-economically the school population is diverse. The SFOE of .3966 indicating the community is in the medium socio-economic quadrant.

Attendance remains a priority. This will be reflected in the school's 2025 AIP. We have made the switch to Google drive; given our assessment and reporting a facelift and put in place our GHS Instructional Model. Programs to support specific students such as Koorie, EAL and OOHC (out of home care) have will continue to be a focus in the 2025 AIP.

In the context of our aboriginal and Torres Strait Islander students the Marrung Aboriginal Education Plan needs to be given increased attention. As an initial step, an audit of current action and links to the curriculum needs to occur and attention given to opportunities for making links to indigenous culture in all learning areas

Progress towards strategic goals, student outcomes and student engagement

Learning

Student data and opinions on their schooling experience is very influential in terms of the ongoing direction the school will take with learning programs. Teachers at Geelong High are encouraged to regularly receive feedback from students relating to their experiences in the classroom. This

approach is seen as important if we as a school are to truly engage students in the learning process. Work has continued to focus on the development of positive and relevant pathways for our Year 10-12 students. In 2024 Geelong High continued to achieve good student learning outcomes. VCE results in 2024 were once again pleasing, with our results in line with the Victorian Government School mean study score. Our mean study score was 28.3 which has improved from 2023 and continues the upwards trend over the last four years. We had 4 student in the 90's but large number in the 80's and 70's. Pleasingly all students have a pathway for 2025 whether that be university or further employment/ training. Our completion rate for VCE is at 99% compared to state at 97%. This is extremely pleasing. Students are extensively supported by the Careers team. The school has 32 funded students as part of the Program for Students with Disabilities / Disability Inclusion. All students showed satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans. In 2024 7 students successfully complete the Vocational Major program with 88% of VET units completed satisfactorily. Staff were supported in modifying student work to cater for individual needs of students.

At Geelong High for 2024 the Year 9 NAPLAN Reading results were 4% behind the state average and 2% behind similar schools with students achieving strong or exceeding. In Numeracy results in Year 9 were 4% below similar schools and below the state by .9 %. The Geelong High mean study score for all VCE subjects in 2024 was higher than 2023 results, sitting just below the state score. In 2024, 99% of students satisfactorily completed their VCE studies which is above the state. Our VCE results has some positives with a number of very strong results above expected level. The trend over the last four years is positive, with 4 students in the 90's and a dux of 97. Teacher assessment 7-10 against the Victorian Curriculum indicates results in English and Mathematics were lower than the state average in year 7-10. These are teacher judgements need some work needs to be done to ensure teachers are making informed and accurate judgements about student performance. Geelong High School Staff were supported in modifying student work to cater for individual needs of students. Disability Inclusion students have demonstrated a broad range of progress. Pathways for these students continue to be facilitated through Student Support Group conversations with parents and students. A specific Disability Inclusion manager is employed to support families and students and that all ILP's are provided and are up to date with regular SSG meetings.

In 2025 Geelong High will continue to focus on Formative assessment with Bronwyn Rylie Jones and effective teaching strategies. We met some of our goals in relations to the student survey and staff survey. The tutor program has been successful in that students have been well supported and there has been significant process with the development of ILP's. The staff opinion survey is at 56% and increase by 6% on 2023 which is just 2 % below the state and similar schools, however it has improved significantly by over 20% since 2022. We are now similar to other schools. Our goals in relation to using student feedback continues to improve and this is through the use of Pivot, and we are meeting our goals in relating to planning differentiated activities which is a positive. The school performance report has seen us move out of the transform section in many sections and now we are stretch which indicated the desire for continuous improvement across the school. In 2024 the school undertook a strategic review. This allowed us to set goals for the next four years. A major focus in teaching and learning will be consistency. This is consistency of practice, planning and ensuring students are provided with high quality instruction across all teachers and all lessons.

Wellbeing

Overall wellbeing data for students across the school is very positive. Students feel a positive Sense of Connectedness with the school, and this has been a trend for the past three years. The support provided by the Student Wellbeing Team and has gone a long way to supporting students at the school. This has extended to our staff with this team delivering quality professional learning aimed at increasing the capacity of staff to respond and support student wellbeing matters. In 2024 the school will look to work on issues such as a more inclusive environment with a focus on girls at Year 8 and 9 . The school always has and will continue to pride itself on having student wellbeing as a priority. This is supported within the school by the Assistant Principals, House Leaders and School Counsellors who all provide excellent support for students and families. The wellbeing programs offered to the students include Life Changer, Wellio and Love bites Programs as well as a number of other practical based programs that are supported by outside agencies such as Nurse, police, CAHMs and TGP. Student leadership is valued at the school, with opportunities available at all year levels. Our School Captains continue to be the face of the school, running whole school assemblies and MCing prominent events. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices. With the support of the Welfare Team, and focused Home Group program the school will continue to actively support all students. The continued use of Compass has allowed for greater parent contact and feedback around absence. Transition programs offered to Primary schools continue to build positive relationships with the school allowing students to connect further through visits as they progress through their education. Leadership opportunities continue to develop capacity in staff and students at all levels. Student safety continues to be a focus for the school as we support all students to feel connected, valued and safe in our community.

Student connectedness at Geelong high is extremely strong and this is due to a number of factors in particular the House system. Connectedness is at 52% compared to the state at 42% and similar schools at 47%. The management of Bullying at Geelong High continues to be a focus and we will work on how we better support students and families can. In 2024 we have increased the supporting the space and improved training for staff. We are significantly above the state and similar schools in this area.

Engagement

The school provided and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting and performing arts program. The SRC continues to have a strong presence.

Maintaining a high level of student engagement and connectedness and further reducing student absences continues to be a school priority. House Leaders and classroom teachers and administrative staff maintain regular contact with families to ensure all students are supported to attend school on a regular basis. Our Student Absence Data indicates that we have similar attendance with the State median with 31.6 days compared to 31.2 across the state. This will be a focus of the school over the coming 12 months. We do how however have better attendance than similar schools The continued use of Compass has allowed for increased parent interaction and student connectedness to the school. Excursions and school events are publicized along with

student feedback to parents about progress and participation. Absences are also followed up through this online system. The role of the Leading Teacher Student Voice and Agency has been to upskill staff to support them in engaging students.

The introduction of the Hands On Learning program at Year 8 /9 has improved the engagement of targeted students throughout the school with regards to pathways, classroom application and connectedness to the wider school program. Student 7-10 retention data indicated the school sits above the state median which is a positive; however, it is also acknowledged that meaningful pathways are facilitated for all students exiting the school. Percentages of students undertaking full time work or further studies place the school above the state median for the 4-year period. The percentage of students into fulltime studies or employment is 98.4 % compared to the state at 88%. Staff opinion survey results are improving with the endorsement of School Climate. Parent satisfaction levels in 2024 were at 85% and this is well above the state average at 71% and should be celebrated. while school pride and confidence is at 83 %. There are always areas to improve, we should still celebrate these successes.

The school review in 2024 highlighted a number of positive aspects and our parents, staff and student data are all extremely positive. The new school performance report puts the school in the high zone for wellbeing and medium for teaching and learning. Over the next 12 months and four years of the strategic plan this will be a focus to ensure consistency of practice, documentation and that all staff are focused on improving the outcomes for all students at Geelong High

Financial performance

The 2024 year saw Geelong High School provide substantial investment into the school's infrastructure and equipment base, with considerable spending occurring in technology equipment, other plant & equipment upgrades, property maintenance, and major infrastructure asset purchases through office upgrades.

A very small net operating cash deficit of (\$20,471) was significantly underpinned by a very strong SRP credit surplus result of \$303,855.

The final Net Operating surplus result of \$285,377 was a very pleasing outcome, given the substantial investments made in equipment purchases and property related maintenance.

Less total Asset acquisitions of \$789,997 the final cash deficit was (\$506,613). This represents a sound use of the school's previously accumulated cash balances from prior years' surplus results.

SRP Credit funding

The school has generated an SRP credit funding surplus of \$303,855 which is the best result for the school since 2007, and the 2nd year in a row we have achieved this.

Several key factors of change are helping to drive this result:

- Staffing challenges due to some long-term staff vacancies needing to be filled with casual School Local Payroll employment, which draws on cash funds rather than credit.
- A combination of additional funding streams, namely the Disability Inclusion program and the Tutoring program.
- A continued focus to consolidate subject choices, by removing costly to run classes with low student numbers.
- And finally, a rapidly changing staffing profile that is more balanced. Total costs for teaching staff employed at level 2 decreased from 39.4% to 34.5% of the total SRP Credit budget over 3 years; whilst teaching staff employed at level 1 has increased from 8.0% to 12.0% of the total SRP Credit budget over the same period.

Cash funding & Locally Raised funds

Despite the expectation of continuing reductions in parental payments income, the cash budget was set in 2024 to provide a strategic focus on increasing expenditure on equipment infrastructure, major asset purchases on systems and buildings, and our maintenance program. To achieve this, we budgeted to reduce our cash reserves from previous years by almost \$470,000.

However, the final result was a Net Operating cash deficit of (\$20,471); and total asset acquisitions of (\$789,997) leading to a total cash reduction of (\$810,468). Whilst this was significantly higher than anticipated, we achieved significant results in improving our school's infrastructure, equipment, and facilities.

As expected, locally raised funds, driven predominantly by parent payments, fell by \$49,431 (5.9%).

However, spending on equipment, software infrastructure and systems increased by a combined \$245,415 (88%) over 2023; and spending on maintenance and property related infrastructure improvements increased by a combined \$131,881 (34%) over 2023.

Finally, spending on major asset purchases increased by \$298,431 (60%) over 2023. However, this did include bringing some major projects forward from 2025 and completing them ahead of schedule in 2024.

For 2025, we expect that our aggressive spending on asset acquisitions will subside significantly; and we anticipate continued reductions in parent payment contributions, which will necessitate further budget review and tightening. However, we will maintain our focus on ensuring our maintenance program continues to keep our school looking the very best it can.

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 949 students were enrolled at this school in 2024, 417 female and 531 male.

3 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).

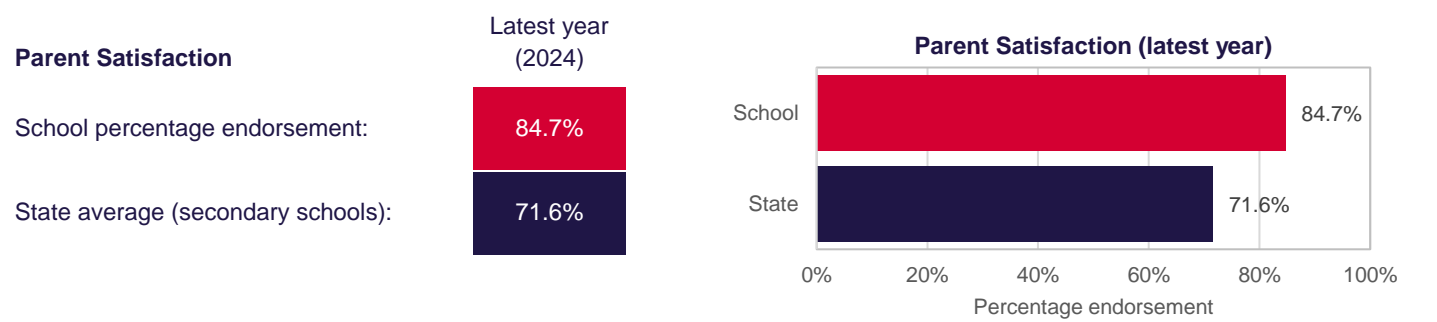
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

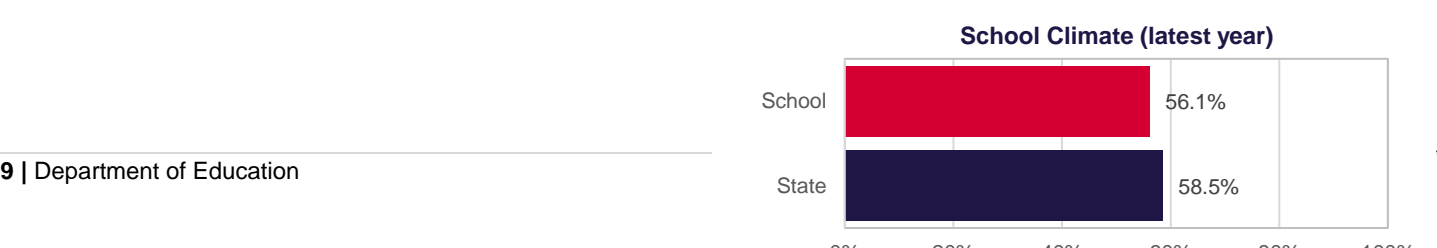


School Staff Survey

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:

56.1%

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:

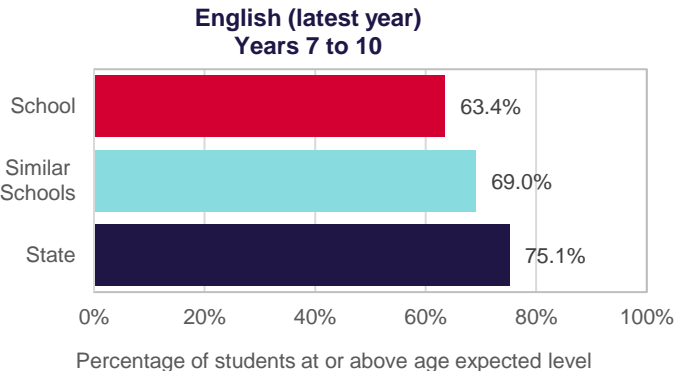
63.4%

Similar Schools average:

69.0%

State average:

75.1%



Mathematics
Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

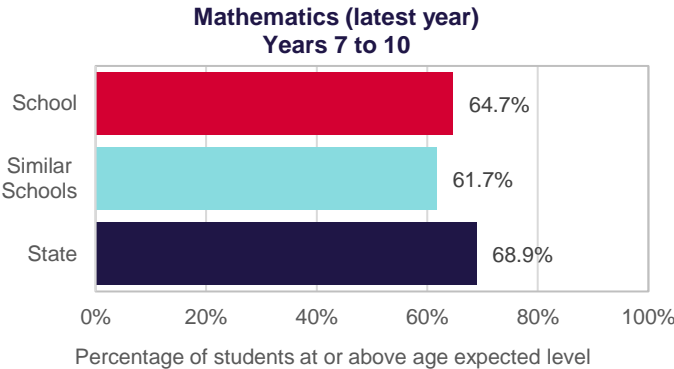
64.7%

Similar Schools average:

61.7%

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.

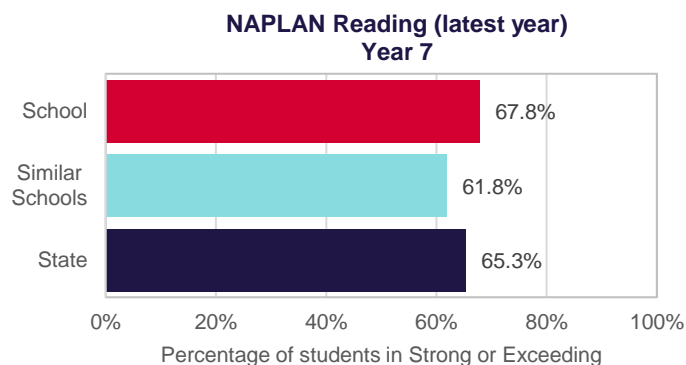
NAPLAN

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.

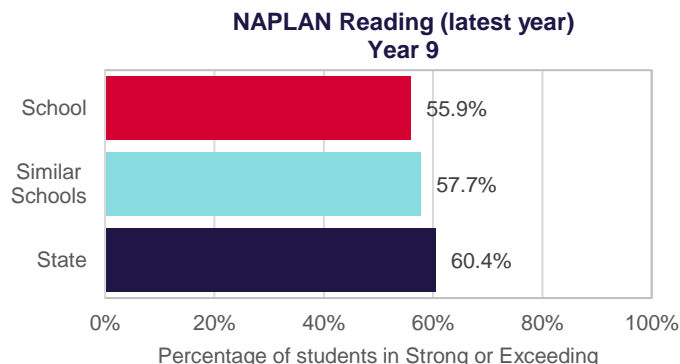
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.8%	66.2%
Similar Schools average:	61.8%	63.1%
State average:	65.3%	65.7%



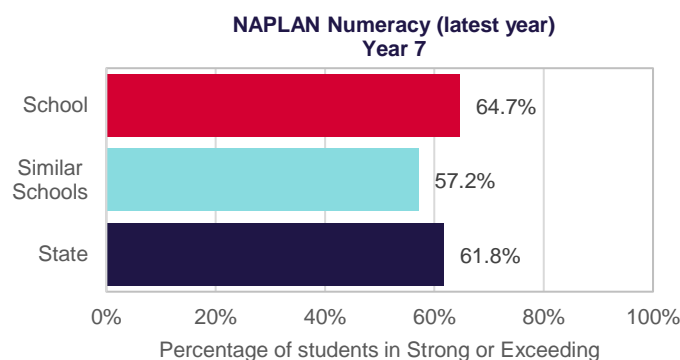
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.9%	58.0%
Similar Schools average:	57.7%	57.6%
State average:	60.4%	60.2%



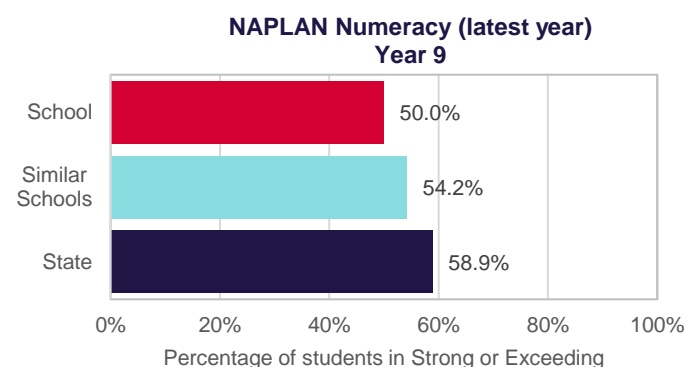
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	63.5%
Similar Schools average:	57.2%	58.1%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	54.9%
Similar Schools average:	54.2%	54.9%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

55.6%

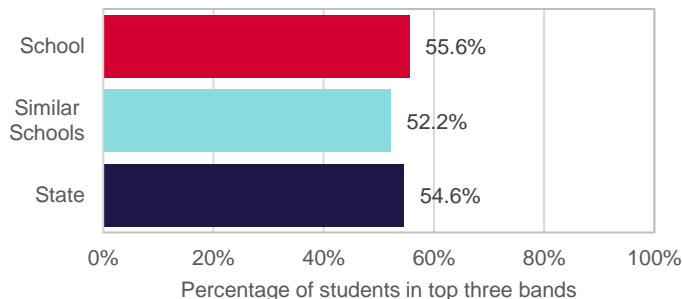
Similar Schools average:

52.2%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

49.6%

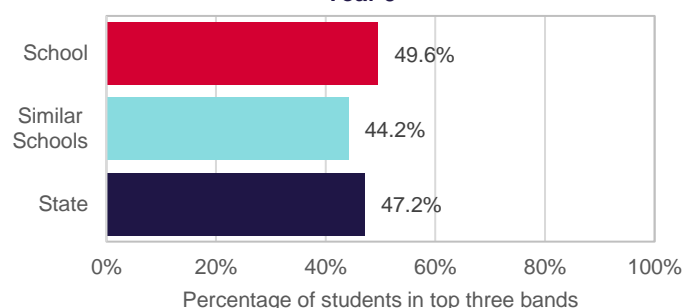
Similar Schools average:

44.2%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

51.4%

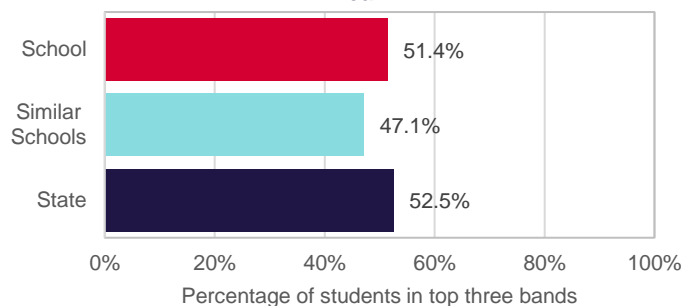
Similar Schools average:

47.1%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

40.2%

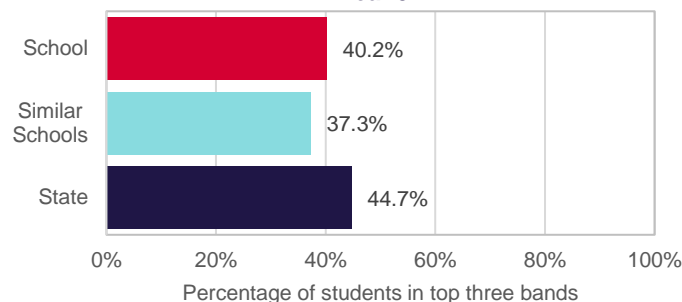
Similar Schools average:

37.3%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

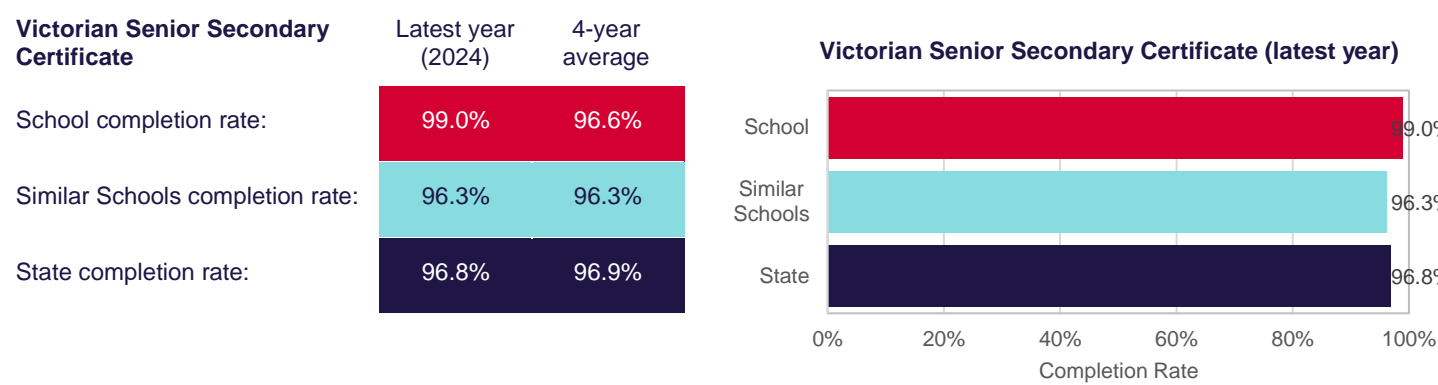


LEARNING (continued)

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:	28.3
Number of students awarded the VCE Vocational Major	7
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:	21%
Percentage VET units of competence satisfactorily completed in 2024:	88%

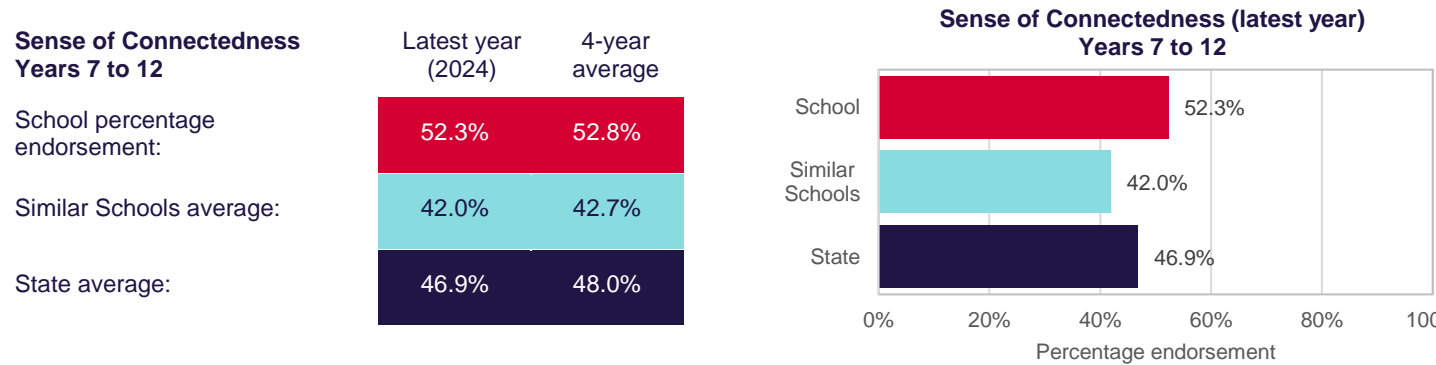


WELLBEING

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

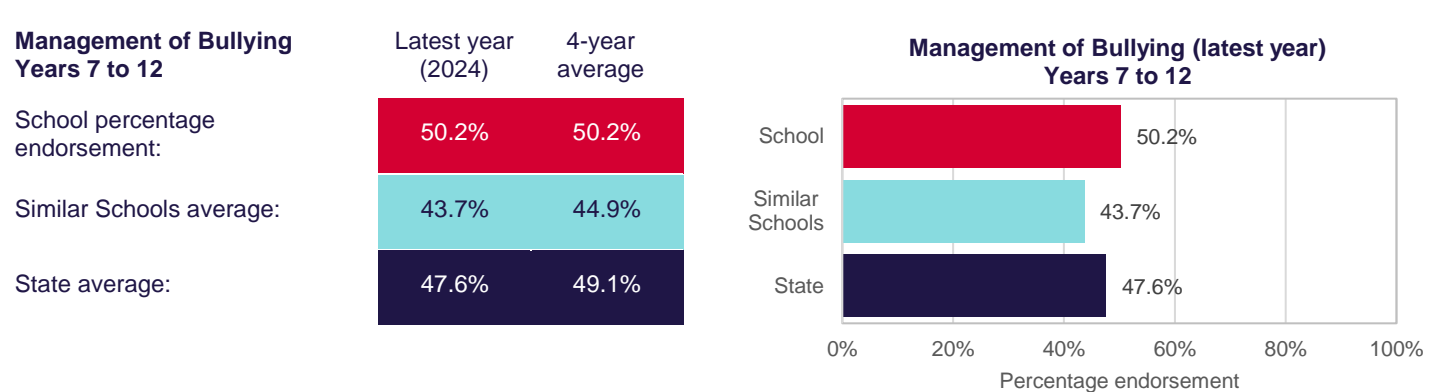
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

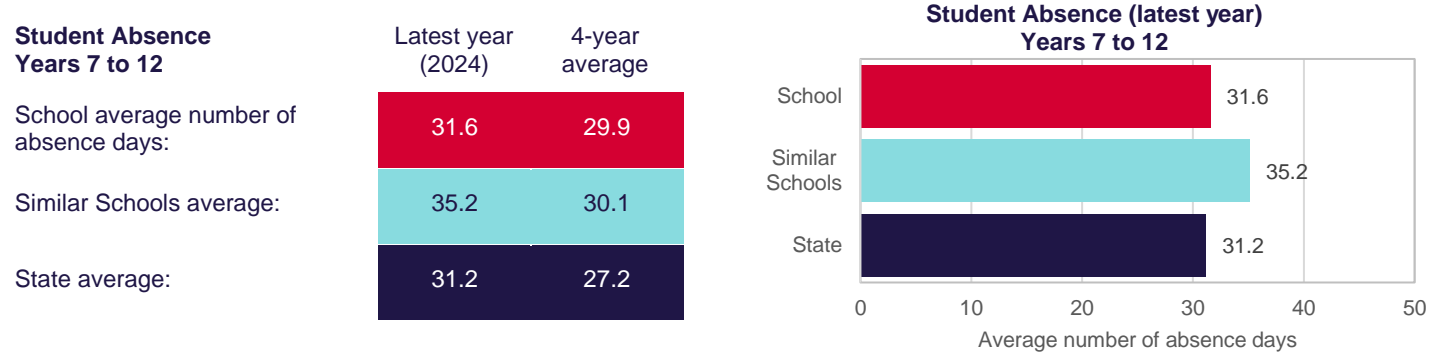


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



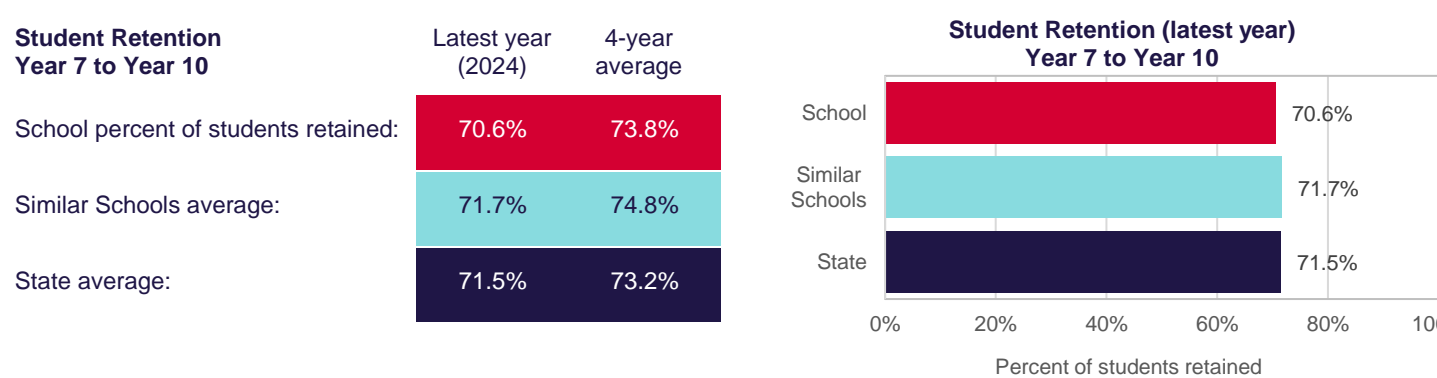
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	86%	82%	81%	82%	89%	88%

Student Retention

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



ENGAGEMENT (continued)

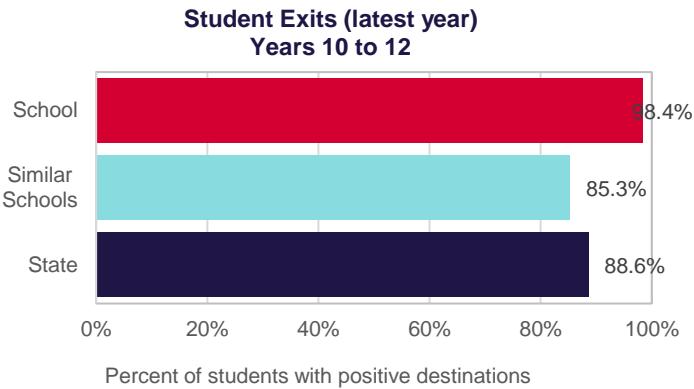
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	98.4%	95.4%
Similar Schools average:	85.3%	87.5%
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	\$12,263,685
Government Provided DET Grants	\$1,759,155
Government Grants Commonwealth	\$35,920
Government Grants State	\$18,138
Revenue Other	\$93,459
Locally Raised Funds	\$787,929
Capital Grants	\$0
Total Operating Revenue	\$14,958,286

Equity ¹	Actual
Equity (Social Disadvantage)	\$337,864
Equity (Catch Up)	\$41,965
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$379,829

Expenditure	Actual
Student Resource Package ²	\$11,959,830
Adjustments	\$0
Books & Publications	\$8,755
Camps/Excursions/Activities	\$376,606
Communication Costs	\$21,663
Consumables	\$292,365
Miscellaneous Expense ³	\$194,613
Professional Development	\$48,855
Equipment/Maintenance/Hire	\$329,150
Property Services	\$524,284
Salaries & Allowances ⁴	\$387,447
Support Services	\$370,042
Trading & Fundraising	\$37,648
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$53
Utilities	\$121,530
Total Operating Expenditure	\$14,672,909
Net Operating Surplus/-Deficit	\$285,377
Asset Acquisitions	\$789,997

- (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	\$423,248
Official Account	\$13,627
Other Accounts	\$7,423
Total Funds Available	\$444,297

Financial Commitments	Actual
Operating Reserve	\$452,512
Other Recurrent Expenditure	(\$27)
Provision Accounts	\$2,768
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$250,000
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	\$705,253

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.