

2024 Annual Report to the School Community

School Name: Koonung Secondary College (7954)



- 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 01 April 2025 at 04:51 PM by Andrew Mcneil (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 01 April 2025 at 04:51 PM by Andrew Mcneil (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.

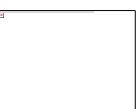
NAPLAN

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

Koonung Secondary College's vision is to create an innovative, challenging and engaging learning environment in which students are empowered to excel academically, socially and emotionally. Our mission is to equip every student with the skills, knowledge, and resilience to be successful learners today, and develop as successful citizens into the future. We are committed to developing and delivering an engaging and challenging curriculum that nurtures individuals' passions, talents and interests, supporting our learners in transforming these into fulfilling pathways and careers.

As a 21st Century learning community, we recognise the imperative of developing the global competencies essential for individuals to be successful citizens in the future. These competencies include digital literacy, communication, collaboration, critical thinking, creativity, social skills, innovation, problem solving and leadership. Our College is dedicated to providing our students with the best possible set of skills, capabilities and knowledge to equip them to build a harmonious, prosperous and sustainable future.

Koonung Secondary College is a co-educational state school, located in the City of Whitehorse, in the Eastern suburbs of Melbourne. The College has exceptional transport links to the CBD of Melbourne, as well as to Box Hill and Doncaster. The College is situated on a large site, with excellent sporting facilities adjacent to parkland and sports grounds. The school was founded in 1964. College buildings include the original, light timber construction core building with 28 relocatable classrooms. Some of the original buildings have been modified to create a Senior Study Centre, Wellbeing Hub, and a Science and Food Technology centre. Other facilities include a theatre, basketball stadium, multi-purpose artificial turf sports field and library complex. The College is currently managing a Capital Works Program which has provided new classrooms for the Middle Years Centre, an Auditorium and Administration and will see the completion further classroom spaces to accommodate classroom learning for all Year 7, 8 and 9 students in modern, comfortable 21st Century learning spaces.

In 2024 there were 1175 students enrolled in the College, 473 female and 697 male. There are 113 FTE staff members at the College. Enrolments have been steadily increasing over the past five years and we are seen as a school of choice in the local community. We proudly serve a diverse community by reflecting the diversity of our community and include an active and vibrant International Student Program with a cap of 90 students as part of our community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Koonung Secondary College is exceptionally proud of the achievements of its students in the VCE. In 2024, the median score of all Koonung students in the VCE was 32, with 9.8% of all study scores above 40 and over 27% of students achieving an ATAR above 90. In 2023, the College introduced the VCE Vocational Major program together with the Headstart Apprenticeship and Traineeships program. This saw our first cohort of Vocational Major students complete the VCE: VM for the first time in 2024. The VCE VM at Koonung includes students undertaking School-Based Apprenticeships and Traineeships (SBATs) through the Head Start program, students enrolled in a wide range of VET programs (Automotive, Bakery, Building and Construction, Design, Electrical, Engineering, Hospitality and Cookery, Plumbing and Sport and Recreation) as well as the Victorian Pathways Certificate (VPC).

Koonung Secondary College continues to see its students achieve well above state average and above similar schools not just in the VCE, but also in NAPLAN and Teacher judgements. NAPLAN, together with PAT Testing and Teacher judgements are used to identify the learning needs of our students in the key learning areas of Literacy and Numeracy. The College has identified that at both Year 7 and Year 9, many students are either Strong or Exceeding (based on the 2024 NAPLAN reporting proficiency levels) with over 80% of students entering the College in Year 7 either Strong or Exceeding in Reading and Numeracy. This supports teams of teachers working together as part of a professional learning community in collaboratively planning point of need learning to cater and extend students in the top two proficiency levels, as well as students who need support at and below expected level. Core to this work has been the focus in staff professional learning in using data to identify the learning needs of every student and developing differentiated curriculum to challenge and extend every student.

To support all learners in the College, an assessment schedule was established and students in need of intervention identified, and support allocated in class. This saw over 90 students provided with additional Literacy support, 60 students provided with additional Numeracy support, 16 Year 7 students provided with Quicksmart Literacy support and 16 Year 7 students provided with Quicksmart Numeracy support. Koonung Secondary College was able to maintain the TLI program in 2024 with the focus in Semester 2 to be to improve the Mathematics outcomes of students in Year 7 and 8.

Support for students achieving above expected levels saw over 100 Year 7 and 8 students participate in 10-week extension course in Mathematics and English as part of the Victorian High Ability Program and 25 Year 9 students involved in a Year 9 Mathematics extension program. Our partnership with a network school for a full day Master class program in addition to the VHAP program for these students continues and provides rich enhancement and extension opportunities for our students. In 2024, we introduced two new extension programs to support our students. This include the Koonung Maths High Ability Program (MHAP) and an extension Science program supported through Emerging Sciences Victoria (ESV). The MHAP program sees extra teachers of Mathematics employed t eah year level in the Middle Years to support access and instruction in extension Mathematics. The aim of this program is to increase the

number of students engaged in higher level Mathematics in the Senior years. The ESV program supports students in Years 9 and 10 to select extra Science subjects and undertake them via on-line learning as part of their program in Year 9 and 10. Students can select from 6 different semester length subjects including Medical Physics, Indigenous Science, Biotechnology, Neuro Science, Astrophysics and Nature and Beauty of Mathematics. The College also supports students to access enhancement learning opportunities through the Centre for Higher Education (CHES) for studies in Year 10, VCE and Higher Education Studies (early start University programs). To support in class differentiation, staff professional learning focused on using data to identify point of need instruction for all students and staff then working collaboratively in developing high quality, point of need curriculum and engaging assessment tasks.

Wellbeing

Koonung Secondary College has embraced the School Wide Positive Behaviours Supports program as a key aspect of its approach to improving the wellbeing of all members of the Koonung College community. We are particularly proud to be recognised in 2024 as a Silver level school after receiving Bronze in 2023. Ongoing SWPBS team meetings and staff Professional Learning support the whole staff to collaboratively develop and implement approaches to building student capacity in their social and emotional learning. In 2024, Koonung extended its Positive Classroom subject to include Year 8 to ensure both a continuation and integration of the SWPBS program and build on the key learnings from the Healthy Minds program. We are also particularly proud to be recognised in our School Performance Report as a 'High' level school in supporting student wellbeing and engagement. As part of our on-going professional learning for staff, we embed the High Impact Wellbeing Strategies (HIWS) into our work in the PLC program to explore approaches to supporting students emotionally and socially so they can perform academically.

In 2024, as part of their transition from Middle School to Senior School, all Year 9 students completed a program in Peer Support training and the Senior Youth Mental Health First Training. This training for all Year 9 students builds on the College's practice of Youth Mental Health First Aid training for staff and is designed to equip students with the skills to support whole college well-being. The Peer Support training enables our Year 10 students to work with Year 7 students in the Positive Classroom program and builds on the learning from our Year 9 'Live Life' program. Feedback from our students indicate that the 'Live Life' program at Year 9, and particularly the Community component where students engage in community service work helps to build organisation, resilience and connection to the wider community.

In 2024, the College introduced Wellbeing Days for students in Years 7, 8 and 9. Wellbeing Days occur once per term and support the explicit teaching of skills in resilience, connection, engagement and allows the College to engage a wide range of external providers to deepen the work in building social and emotional learning from our Positive Classrooms and Live Life programs. Student leadership provides many opportunities for students in the senior school to mentor students in the Middle school. The Think Fast program delivered by our Year 12 leaders is a peer tutoring and support program which runs each week for the Middle Years students. It

acts as a natural adjunct to the Quicksmart Literacy and Numeracy program which is delivered by trained student instructors.

Building connections for students to their peers, programs and staff is a core focus of the work undertaken at Koonung. To support this, an extensive array of lunchtime activities and clubs provides all students with the opportunity to engage with like-minded peers and supports their connection to the College. Clubs and lunchtime activities include sporting clubs (e.g. Futsal, Table Tennis, Chess) interest areas (Cultural clubs, Gardening, Virtual Reality and STEM, Art, Drama and Music) or connections (Think Fast tutoring, Wellbeing Club, Faith Club and the Equality Collective).

Engagement

Student attendance is the key indicator for student engagement. Attendance at Koonung Secondary College is strong. In 2024, the whole college attendance continued to be higher than both all Victorian schools and similar schools. Koonung Secondary College has a clear and supportive attendance policy which is supported through the two sub-schools within the College. Each sub school, the Middle School at Years 7,8 and 9, and Senior School at Years 10,11 and 12, operates with a dedicated Administrator for each sub school with the responsibility to build relationships with students and families and implement the College's Attendance Policy. It is clear that it is not OK to be away, and, through the use of the Compass learning management system and the Sub-School Administrator, support is provided to ensure high levels of attendance. Supporting the attendance procedures of the school are a focus on creating an effective learning environment for all and the development of points of connection for students to the College. However, we are aware that attendance at school has decreased since COVID. In 2024, we employed a Learning Specialist to focus on engagement, both at a whole school level and through targeted programs. We re-structured our Well-being approach and employed a Learning Specialist to focus on Social and Emotional learning and added an additional Attendance Officer to support the attendance of our students.

The College provides a wide range of extra-curriculum activities to build connections and relationships. These include; the annual College production (2024- Shrek the Musical), Instrumental Music opportunities with a focus on increased ensembles; the lunch time Clubs program, a Homework Club called 'Study and Snack', Talent quest, the annual Koonung Day event, House Activities and Carnivals, Leadership opportunities for all, including the Student Representative Council and the introduction of a student led and operated homework and mentoring club. Student agency and voice are extremely important components of the culture of the College. The College is particularly proud of its Year 9 Live Life program. The Live Life program is a year long program where students complete four modules across the year: Self, Life, Community and Group. In 'Self', students organize student led excursions, 'Life' involves key life skills such as banking, tax etc, 'Community' involves a term long placement with a community group and 'Group' involves an individual project that benefits a community group. The college employs a range of targeted engagement programs including the Raise mentoring program, the Raise summit that involved students leading the design of engagement programs at Years 9 and 10 and frequent acknowledgment assemblies to recognise students for their attendance, positive behaviour and achievement.

Other highlights from the school year

The Student Resource Package income stream further increased in 2024 due to the College's growing enrolments. The number of international students enrolled at the College increased to 43 in 2023 due to the re-opening of international borders following COVID-19. Salaries to operate this program form part of the Student Resource Package expenditure line. Locally raised funds from the hire of facilities such as the basketball stadium, the theatre, the hockey pitch and classrooms for community use both support the College financially and reflect strong connections with our wider community.

The overall staffing FTE increased slightly in order to staff further tutors and specialists in literacy and numeracy. In 2024, the College continued to invest significantly in infrastructure development and refurbishment, including both minor and major capital works. The College has funded the refurbishment of the theatre amenities, constructed new Locker bays for Year 7 and 8 students and invested in more outdoor furniture and covered outdoor learning areas. This expenditure is reflected under the Miscellaneous Expense category of the statement of financial performance. College Council has approved several minor and major improvement projects for 2025. these commitments are reflected in the financial commitments section of the statement of financial position. The total funds available to the school at the end of 2024 and its overall financial position remains strong

Financial performance

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For more detailed information regarding our school please visit our website at <https://www.koonung.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 1,175 students were enrolled at this school in 2024, 473 female and 697 male.

31 percent of students had English as an additional language and NDP 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.

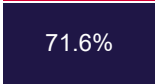
Parent Satisfaction

Latest year (2024)

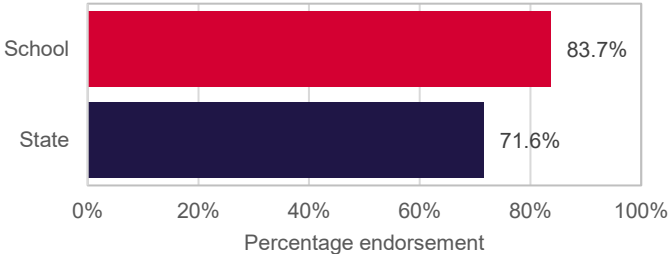
School percentage endorsement:



State average (secondary schools):



Parent Satisfaction (latest year)



School Staff Survey

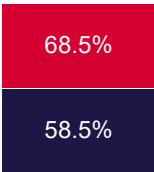
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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.

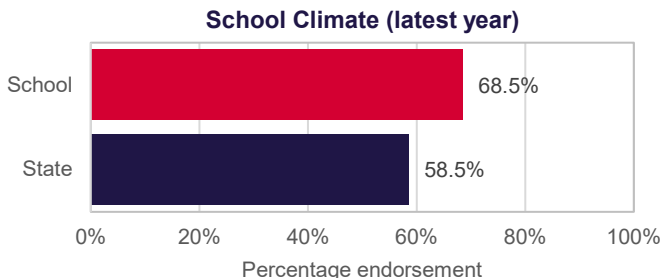
School Climate

Latest year (2024)

School percentage endorsement:



State average (secondary schools):



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.

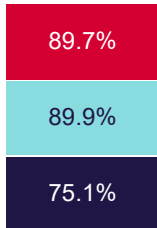
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

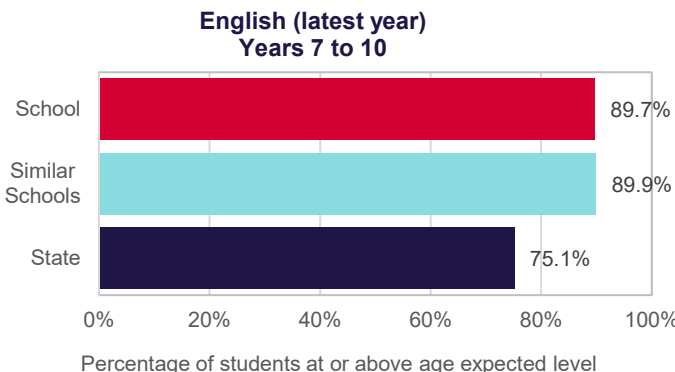
Latest year (2024)

School percentage of students at or above age expected standards:



Similar Schools average:

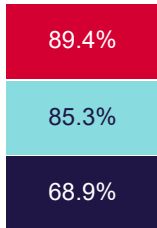
State average:



Mathematics Years 7 to 10

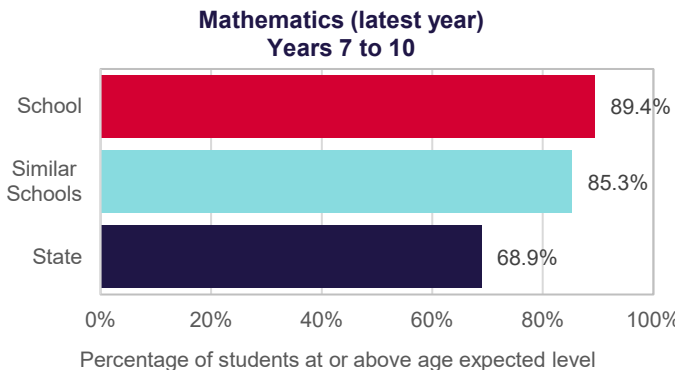
Latest year (2024)

School percentage of students at or above age expected standards:



Similar Schools average:

State average:



LEARNING (continued)

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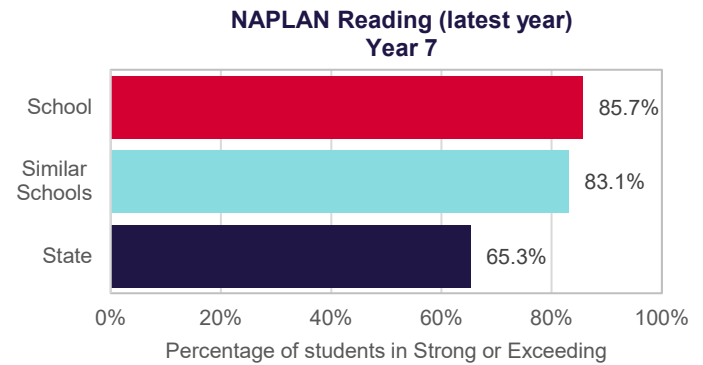
NAPLAN

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.

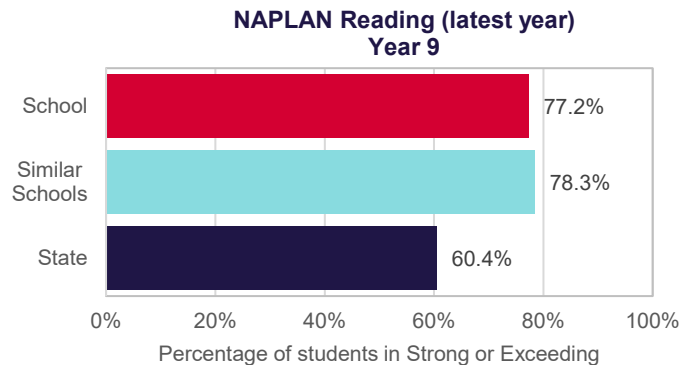
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	84.1%
Similar Schools average:	83.1%	83.4%
State average:	65.3%	65.7%



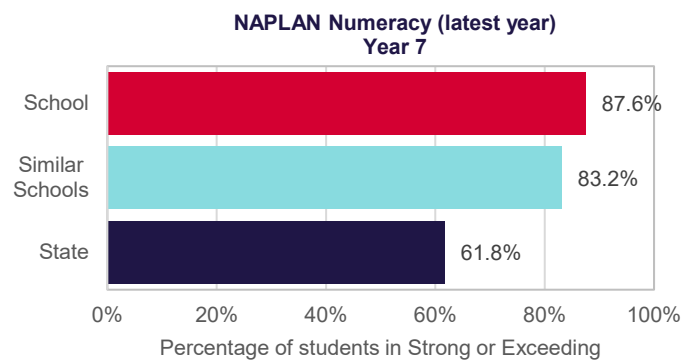
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.2%	78.1%
Similar Schools average:	78.3%	78.4%
State average:	60.4%	60.2%



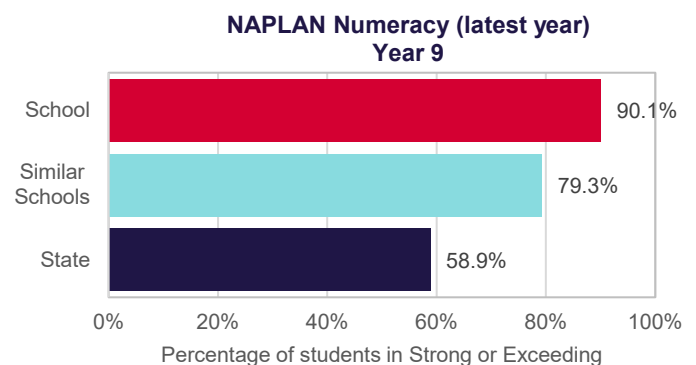
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.6%	86.7%
Similar Schools average:	83.2%	83.3%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.1%	88.4%
Similar Schools average:	79.3%	79.6%
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:

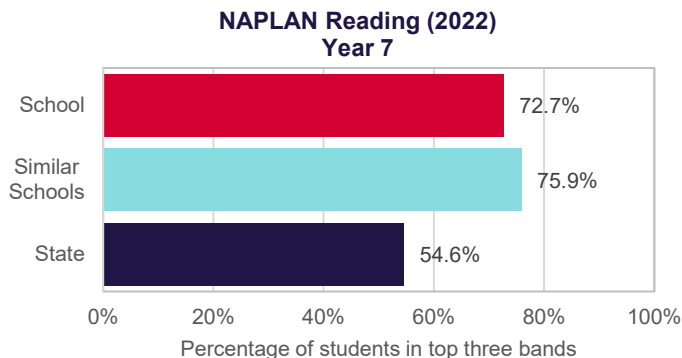
72.7%

Similar Schools average:

75.9%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

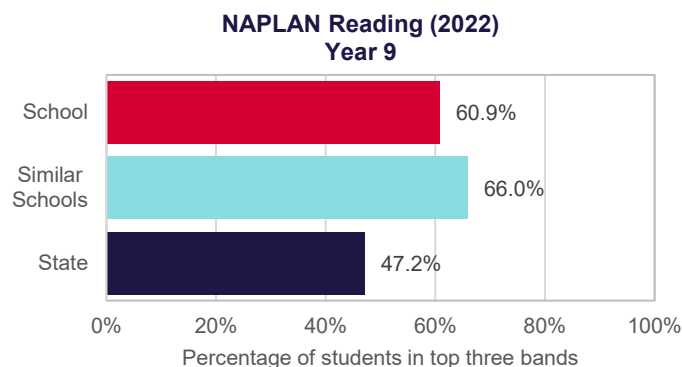
60.9%

Similar Schools average:

66.0%

State average:

47.2%



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

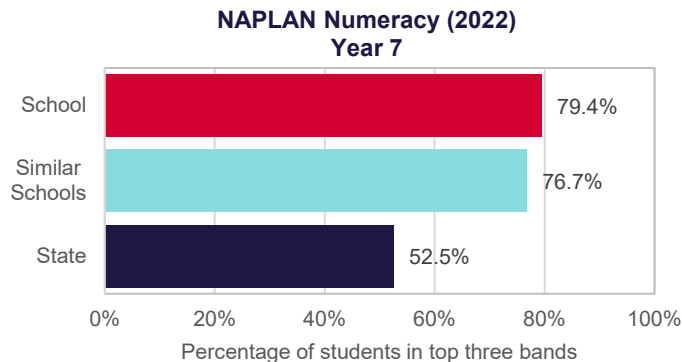
79.4%

Similar Schools average:

76.7%

State average:

52.5%



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

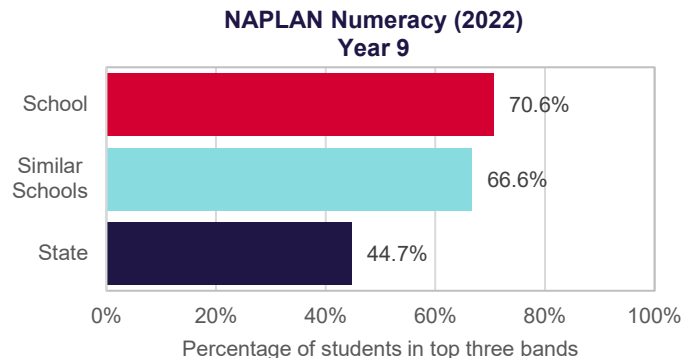
70.6%

Similar Schools average:

66.6%

State average:

44.7%



LEARNING (continued)

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

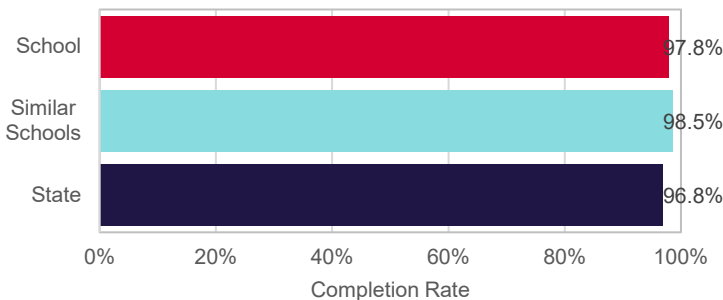
Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	97.8%	98.6%
Similar Schools completion rate:	98.5%	98.5%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:	32.0
Number of students awarded the VCE Vocational Major	12
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:	17%
Percentage VET units of competence satisfactorily completed in 2024:	84%



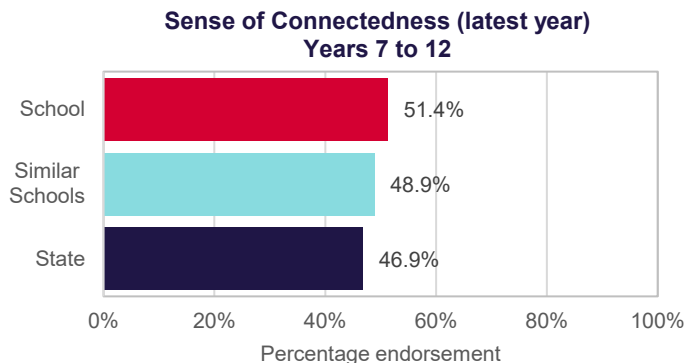
WELLBEING

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).

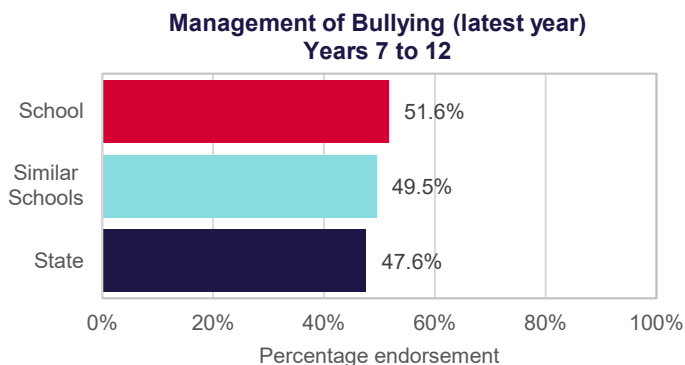
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	51.4%	52.1%
Similar Schools average:	48.9%	49.5%
State average:	46.9%	48.0%



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:	51.6%	53.3%
Similar Schools average:	49.5%	50.5%
State average:	47.6%	49.1%



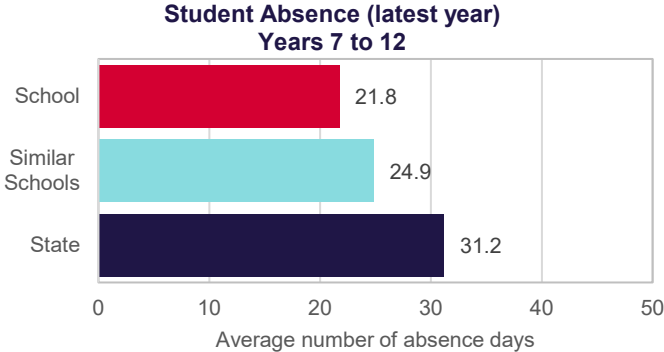
ENGAGEMENT

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:	21.8	17.6
Similar Schools average:	24.9	21.0
State average:	31.2	27.2



Attendance Rate (latest year)

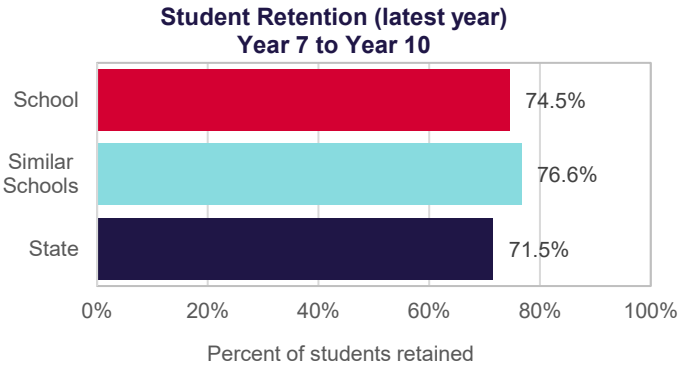
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	91%	88%	89%	88%	89%	89%

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:	74.5%	80.3%
Similar Schools average:	76.6%	77.5%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

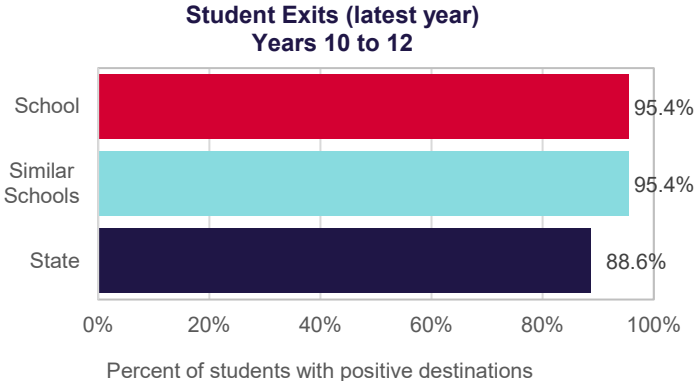
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	95.4%	94.9%
Similar Schools average:	95.4%	95.6%
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	\$12,981,656
Government Provided DET Grants	\$1,674,927
Government Grants Commonwealth	\$32,464
Government Grants State	\$4,056
Revenue Other	\$259,887
Locally Raised Funds	\$1,809,820
Capital Grants	\$0
Total Operating Revenue	\$16,762,810

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,140
Equity (Catch Up)	\$20,064
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$96,204

Expenditure	Actual
Student Resource Package ²	\$13,206,558
Adjustments	\$0
Books & Publications	\$15,106
Camps/Excursions/Activities	\$676,188
Communication Costs	\$10,429
Consumables	\$215,072
Miscellaneous Expense ³	\$116,526
Professional Development	\$31,827
Equipment/Maintenance/Hire	\$215,542
Property Services	\$281,495
Salaries & Allowances ⁴	\$449,806
Support Services	\$466,028
Trading & Fundraising	\$40,799
Motor Vehicle Expenses	\$445
Travel & Subsistence	\$5,909
Utilities	\$141,809
Total Operating Expenditure	\$15,873,539
Net Operating Surplus/-Deficit	\$889,271
Asset Acquisitions	\$251,325

- (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	\$5,105,781
Official Account	\$102,287
Other Accounts	\$678,070
Total Funds Available	\$5,886,138

Financial Commitments	Actual
Operating Reserve	\$446,567
Other Recurrent Expenditure	\$29,319
Provision Accounts	\$5,340
Funds Received in Advance	\$501,553
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$663,460
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$60,667
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$419,905
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$585,000
Asset/Equipment Replacement > 12 months	\$60,000
Capital - Buildings/Grounds > 12 months	\$630,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,901,812

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.

