

2024 Annual Report to the School Community

School Name: Essendon Keilor College (8806)



- 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 25 March 2025 at 09:21 AM by Adam Potter (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 25 March 2025 at 09:22 AM by Adam Potter (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

Essendon Keilor College (EKC) is a vibrant three-campus school nestled in the heart of Moonee Valley, we've been committed to nurturing accomplished citizens who contribute, live meaningfully, and succeed since the school was established in 1993. At Essendon Keilor College, our school wide expectations of Be Respectful, Be Engaged, Be Aspirational and Be a Learner are central to our focus in allowing our students to achieve positive learning outcomes. With our middle years campuses situated in East Keilor and Niddrie, catering to students from Years 7 to 9, we provide a seamless pathway for their transition to our senior campus nestled in the heart of Essendon. Each campus is equipped with state-of-the-art facilities, including specialist spaces for Music, Science, Technology, Engineering, and Mathematics (STEM), as well as sporting amenities. We provide an enriching environment for holistic learning and growth with distinct advantages linked to supporting educational opportunities in a multi-campus school. In 2024, our student body comprised 621 local students, and 50 international students which is an increase of approximately 4% with our student numbers on the previous year. Our dedicated team, led by our Principal and five Assistant Principals, along with 59 teachers and 26 full-time equivalent (FTE) education support staff, ensures every student receives personalised attention and support. At our two middle years campuses, we offer a wide range of opportunities for our students, including our High Achievers Program for accelerated learning and specialised Sporting Academies in AFL, Netball, and Basketball with dedicated coaching. Our curriculum is diverse and aligned with the Victorian Curriculum, offering a variety of elective programs for students in Years 7 to 9 including music, art, technology, languages, health and physical education and science. Transition is a key focus for us as our students progress to our senior campus, where they experience an adult-like learning environment. Here, they have the opportunity to choose from a range of subjects alongside the core curriculum, which helps them best prepare for the Victorian Certificate of Education (VCE) or Vocational Major (VM). Our goal is to ensure that all students find pathways that suit their needs beyond secondary school. Our commitment to student learning and wellbeing is paramount, as we strive for all our students to achieve positive learning outcomes within a supportive and respectful environment. One of the distinct advantages of a multi campus school is that we can truly get to know each of our students well and address their individual learning and wellbeing needs effectively. At Essendon Keilor College, we're dedicated to fostering a nurturing and inclusive learning community where every student can thrive and reach their full potential. In 2024, our Year 9 NAPLAN results in reading and numeracy, aligned with the State Education targets. Remarkably, 85% of students demonstrated medium to high growth in reading and 71% in numeracy from Year 7 to Year 9. Furthermore, our destination data linked to VCE completion indicated that 86% of students who successfully completed the VCE received a 1st or 2nd round offer to university. Join us on this journey of learning, growth, and achievement.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Essendon Keilor College continued to place a strong emphasis on learning growth for all students. This emphasis was directly aligned with the school's strategic plan, which prioritised enhancing student achievement across all subjects and year levels. As part of our commitment to professional learning, we adopted a collaborative approach across the school.

During 2024, our professional learning focus shifted to responsive teaching strategies. The purpose of responsive teaching is to gauge students' skills and understanding throughout each lesson through regular checks for understanding and then differentiate teaching so as to meet students at their level of learning. Our Professional Learning Community (PLC) shifted its focus to developing a shared understanding of the impact of responsive teaching techniques. We prioritised regular professional learning in this space where staff were enabled to trial techniques in their classrooms and then come back to PLC meetings and assess the impact of responsive teaching.

We continued to implement parent information evenings across all year levels, where we worked with students and families to focus on increasing student aspirations. We highlighted the importance of effective homework, study, and revision habits to drive learning performance. Alongside this, we implemented a growth mindset model, emphasising the importance of learning from mistakes and approaching each learning challenge with a positive mindset.

The school also embedded the change in leadership structure with the Teaching & Learning leaders ensuring a continued focus on student learning and pedagogy through analysis of student achievement data, further consolidating our GANAG instructional model, embedding peer observations and aligning curriculum & teaching and learning priorities within our staff professional learning days.

The school performance report indicated that Essendon Keilor College achieved exceptional results in NAPLAN reading and numeracy. In 2024, 85% of our Year 9 students demonstrated medium or high growth in reading from Year 7 to Year 9. Similarly, in numeracy, 71% of students achieved medium or high growth. This growth data is a continuation of the previous year and places our Year 9 students above state and similar school measures. Our VCE and VM outcomes indicated that 97% of students successfully completed their chosen certificate. 86% of our students were successful in gaining a 1st or 2nd round offer to university which highlights our ability to support students with their chosen pathway.

Wellbeing

Our strategic plan prioritises enhancing student wellbeing to support their learning journey. We are dedicated to creating a safe, supportive, inclusive, and respectful learning environment where all students feel nurtured and valued. Positive connections are highly valued at our school, and we

emphasise the importance of mutual care and support among our students and school community.

In 2024, we made a concerted effort to enhance student wellbeing by introducing and prioritising the explicit teaching of key wellbeing initiatives, particularly in the middle years. As part of this commitment, we also expanded the number of student incursions across the college. We continued to collaborate with external organisations such as Project Rokit and Elephant Education to provide learning opportunities for our students through incursions. These workshops focused on developing respectful and healthy relationships, enriching our students' understanding and skills in this critical area.

A significant step was the implementation of our pastoral care program in the middle years, which created dedicated time and structured opportunities for students to engage with crucial wellbeing and mental health initiatives. This program allowed us to explicitly teach essential life skills, resilience strategies, and emotional regulation techniques, ensuring students were equipped with the tools to navigate challenges both within and beyond the school environment.

An integral component of this initiative was the delivery of the Respectful Relationships curriculum, which played a key role in promoting positive relationships and a culture of respect within our school community. Through targeted lessons and discussions, students developed a deeper understanding of empathy, inclusivity, and the importance of healthy and respectful interactions with their peers.

By embedding these well being-focused programs and incursions into our educational framework, we continue to strengthen our commitment to supporting students' social, emotional, and mental health, ultimately creating a more inclusive and supportive learning environment.

We have also focused on consistently embedding our approach to student wellbeing across the college. As part of this, we held a professional learning day with regional leaders, who supported our staff in effectively managing student disclosures. This training is an important step in ensuring we can provide the best possible support for all students and their wellbeing needs.

The percentage of positive endorsement from our students in managing bullying increased by 6% across the college, placing us above the State benchmarks. Additionally, 85% of students reported that they had not experienced bullying in 2024. This reflects the ongoing efforts of our staff and school community in fostering a safe and supportive environment for all students.

Engagement

Our Strategic Plan identifies student engagement in learning as a key focus, with attendance remaining a core priority. Our Student Engagement and Wellbeing Team has developed a systematic approach to encourage students to attend school every day. A central feature of this initiative was an EKC graphic illustrating the cumulative impact of missed classes over a year. This was regularly shared with families via Compass, newsletters, and social media channels. Attendance expectations were also emphasised during Parent Information Evenings and included in student and parent handbooks.

Attendance was carefully monitored, with families receiving timely correspondence across all campuses at strategic points throughout the year. A consistent approach was taken to minimise unexplained absences, including daily contact with families who had not informed the school of a

student's absence. This proactive, well-being-focused communication helped strengthen positive relationships between students, families, and the school.

While we continue to work towards reducing student absences, our current average number of absence days per student is 26.3, compared to the state average of 31.2.

We continued the focus on the 3-way partnership between students, school and home by hosting parent information evenings for every year level. These were a valuable way in which key information was delivered to support students and families in processes, study & revision techniques, and expectations.

We remain committed to expanding opportunities for our students through our extracurricular programs. By aligning these programs with students' passions and overall academic performance, we have fostered strong engagement. Our sporting academies, performing arts programs, student leadership initiatives, and general extracurricular activities have all seen increased participation.

Following our curriculum review conducted in 2023, 2024 marked the first year of implementing a targeted wellbeing curriculum for students in Years 7–9. This initiative includes fortnightly well-being-focused sessions, delivered through teacher-led focus groups and whole-cohort incursions.

The Student Engagement and Wellbeing team worked collaboratively to develop a structured wellbeing curriculum that integrates explicit teaching of our SWPBS expectations and the DET-mandated RRRR curriculum. Additionally, a college-wide incursion map was designed to align with specific learning outcomes outlined in this curriculum framework.

The development of this college wide approach to wellbeing coupled with an increase in student engagement in our broad extra offerings has led to increased levels of sense of connectedness by our students from 42% to 48% in 2024.

In 2024 we achieved Tier 1 fidelity in our implementation of our SWPBS framework. Our core positive behaviour expectations (Respect, Engage, Aspire, Learn) form the foundation of positively acknowledging students. Students who receive positive acknowledgement and strong GPA results and/or improvement are rewarded and recognised with special events, lunches

Other highlights from the school year

In 2024, we were nearing the completion of our Asset Management Plan (AMP) as part of our master planning project and look forward to sharing this with our school community. This initiative represents a \$2 million investment in master planning for the college as we shape our approach to future capital investment.

Alongside this master plan, we have made significant investments across the Later Years campus, including upgrades to Science and Art facilities, changerooms, and amenities, as well as the addition of a new Year 12 study centre. We remain committed to enhancing the college's infrastructure to create positive and supportive learning environments for our students.

In partnership with Moonee Valley City Council, we finalised a joint user agreement for the oval spaces at our Niddrie campus. This agreement will enable the development of a soccer hub while ensuring a multifaceted approach that allows all sports to benefit from the upgraded oval facilities. In 2024, the design brief was reviewed, and further planning is set to take place in 2025, with the goal of securing funding commitments beyond this.

We have continued to strengthen community partnerships and establish Memorandums of Understanding (MOUs) to provide our students with valuable learning opportunities beyond the classroom. This includes a partnership with Melbourne University and its Science Centre of Excellence, giving our students access to university facilities as part of our STEM curriculum. Additionally, we have maintained our partnership with the Essendon Football Club to support our AFL academies across the college, and at the end of 2024, we formalised an MOU with the Keilor Basketball Association to support our basketball academy.

We look forward to collaborating with all stakeholders as we embark on these exciting initiatives, ensuring that Essendon Keilor College continues to thrive as a hub of learning, growth, and achievement for our students and the broader community.

Financial performance

The school's budgeting and staffing processes ensure that resources are allocated to the identified FISO and strategic plan priorities. The school has long operated with a staffing credit deficit due to its multi-campus structure and the need, in some instances, to run smaller class sizes.

At the end of the 2024 school year, the reconciliation reported a deficit of \$247,188, which was offset by a cash-to-credit transaction as part of an annually managed budget. By reducing our credit deficit through the alignment of staff allocations and resources across the school, we have been able to focus on increasing resources for students. This includes, where appropriate, upgrading facilities and equipment to better support positive learning outcomes.

The large locally raised funds figure is primarily due to fees paid by students in our International Student Program. However, this remains lower than pre-COVID years due to a decline in international student enrolments.

Equity funding was allocated to Literacy and Numeracy support through the employment of intervention staff and additional education support for students in need. Additionally, we factored in running smaller classes to better support students' learning needs.

In 2024, family contributions were affected—like in many schools—by changes to the Parent Payment Policy. Specifically, schools were no longer able to issue statements to families, with an increased emphasis placed on voluntary contributions.

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 671 students were enrolled at this school in 2024, 314 female and 357 male.

17 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).

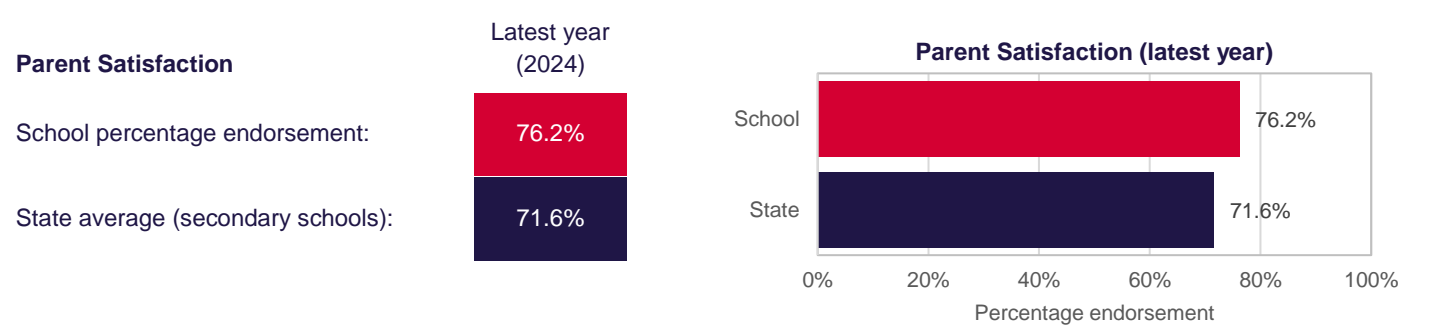
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

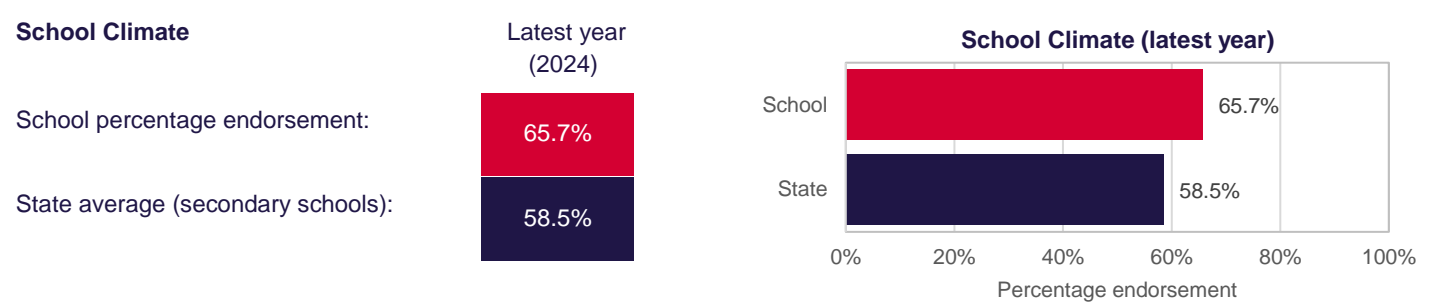


School Staff Survey

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.

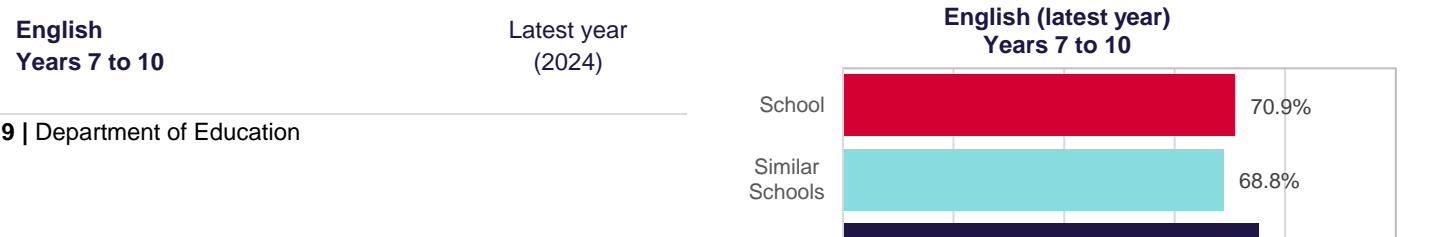


LEARNING

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.*

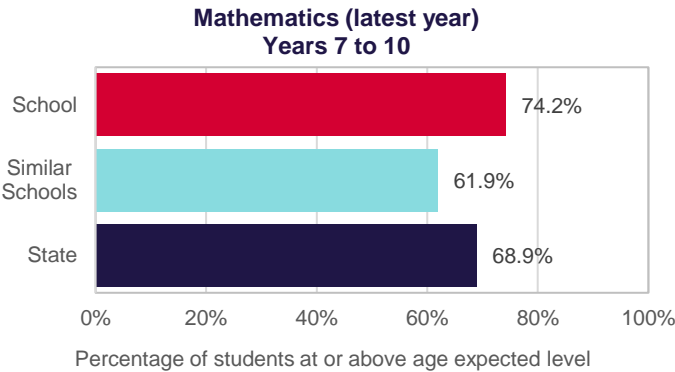
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	70.9%
Similar Schools average:	68.8%
State average:	75.1%

Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	74.2%
Similar Schools average:	61.9%
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.

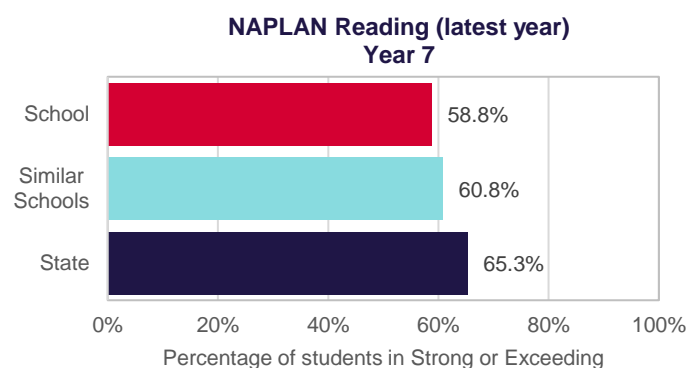
NAPLAN

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.

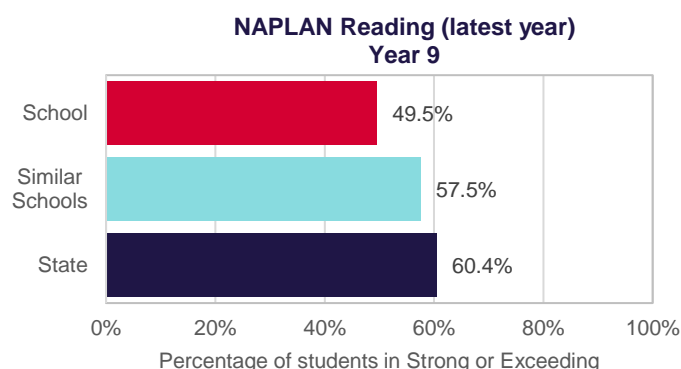
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.8%	58.9%
Similar Schools average:	60.8%	62.0%
State average:	65.3%	65.7%



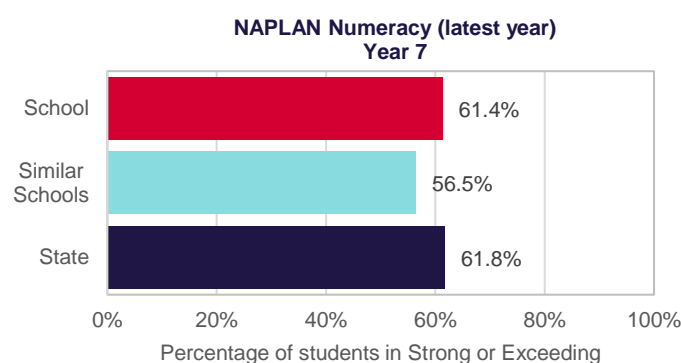
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.5%	55.4%
Similar Schools average:	57.5%	57.5%
State average:	60.4%	60.2%



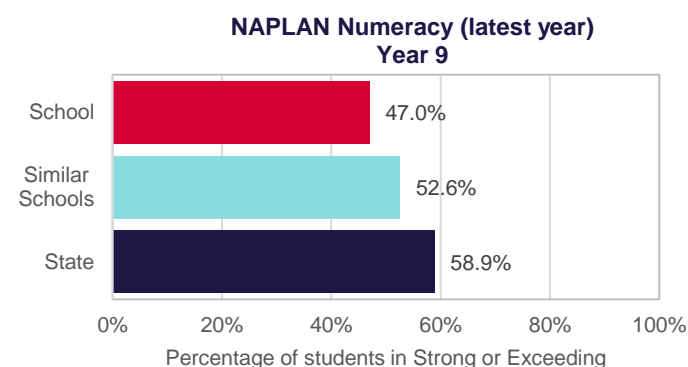
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.4%	62.2%
Similar Schools average:	56.5%	57.5%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.0%	54.0%
Similar Schools average:	52.6%	53.8%
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:

36.2%

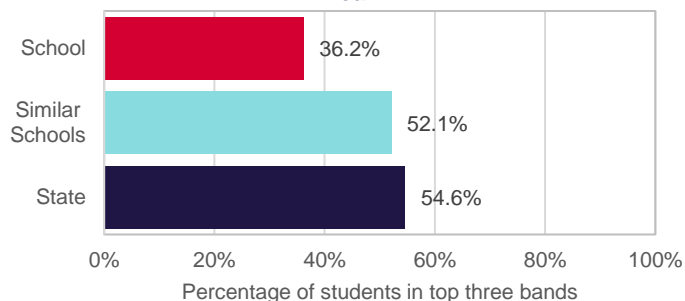
Similar Schools average:

52.1%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

34.4%

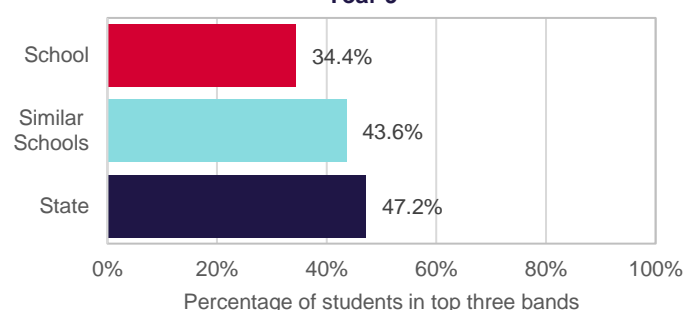
Similar Schools average:

43.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

37.4%

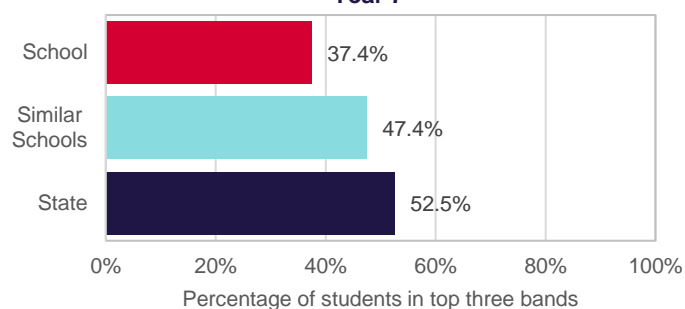
Similar Schools average:

47.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

26.0%

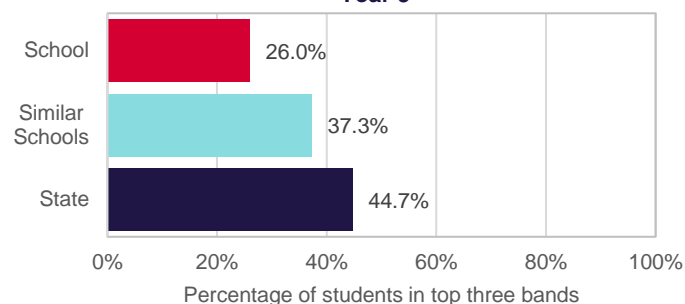
Similar Schools average:

37.3%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

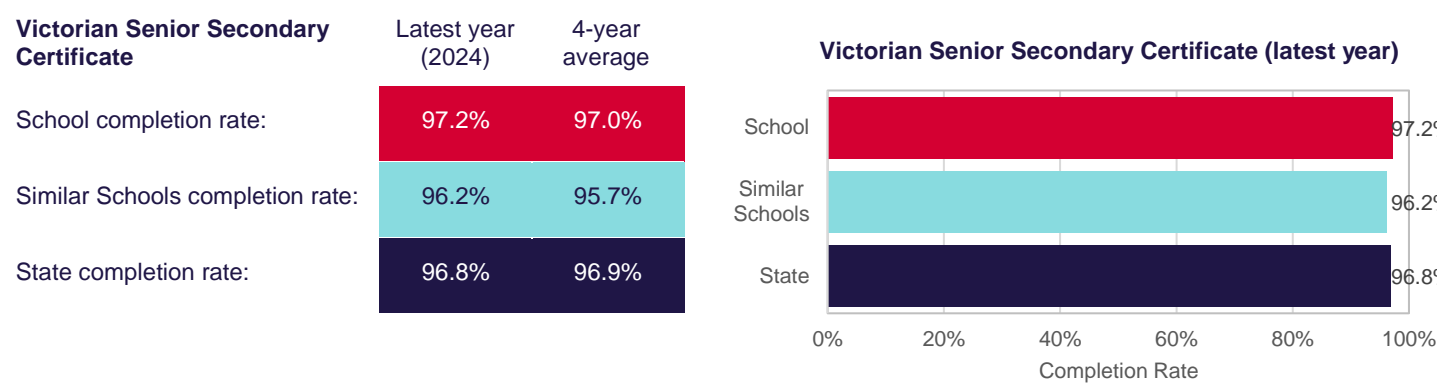


LEARNING (continued)

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:	26.4
Number of students awarded the VCE Vocational Major	35
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:	49%
Percentage VET units of competence satisfactorily completed in 2024:	71%



WELLBEING

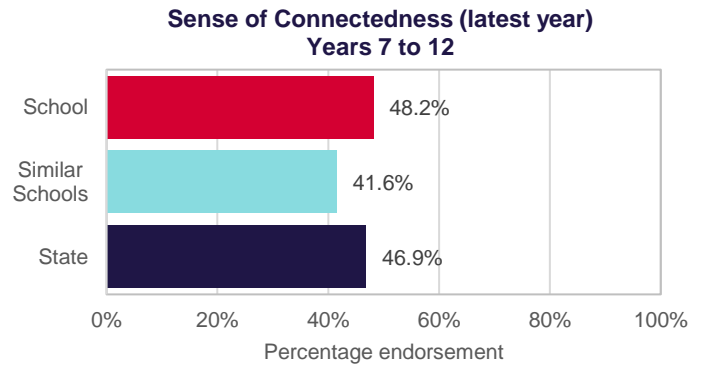
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	48.2%	42.6%
Similar Schools average:	41.6%	42.5%
State average:	46.9%	48.0%

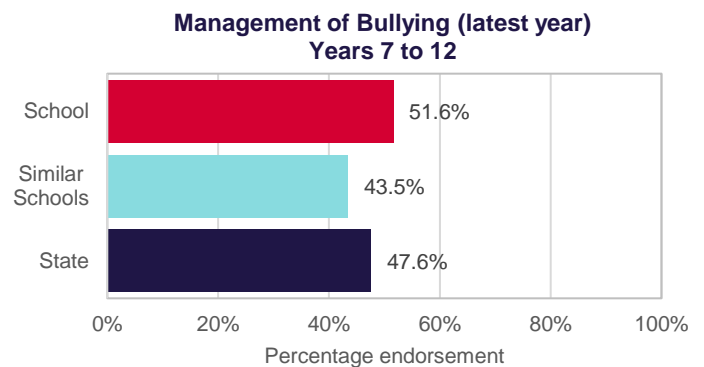


Student Attitudes to School – Management of Bullying

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%	46.3%
Similar Schools average:	43.5%	44.7%
State average:	47.6%	49.1%

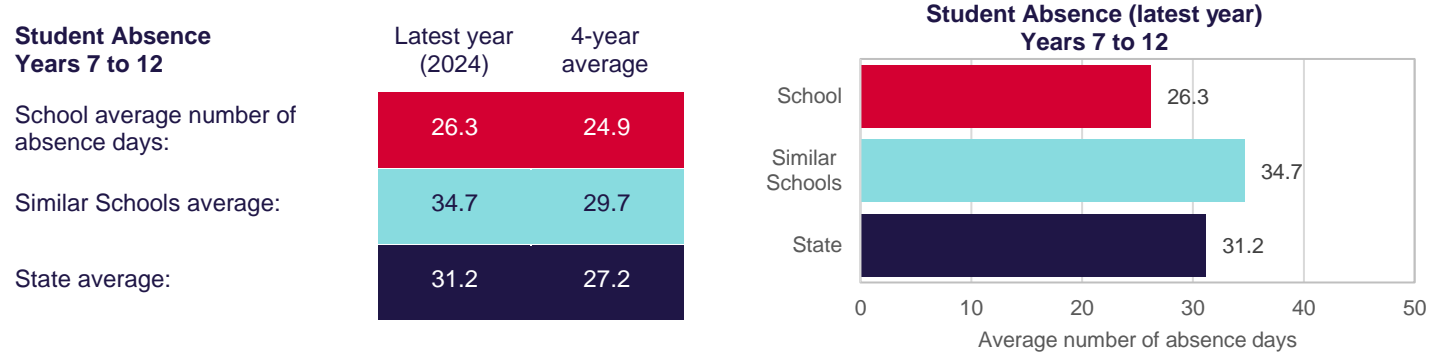


ENGAGEMENT

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.



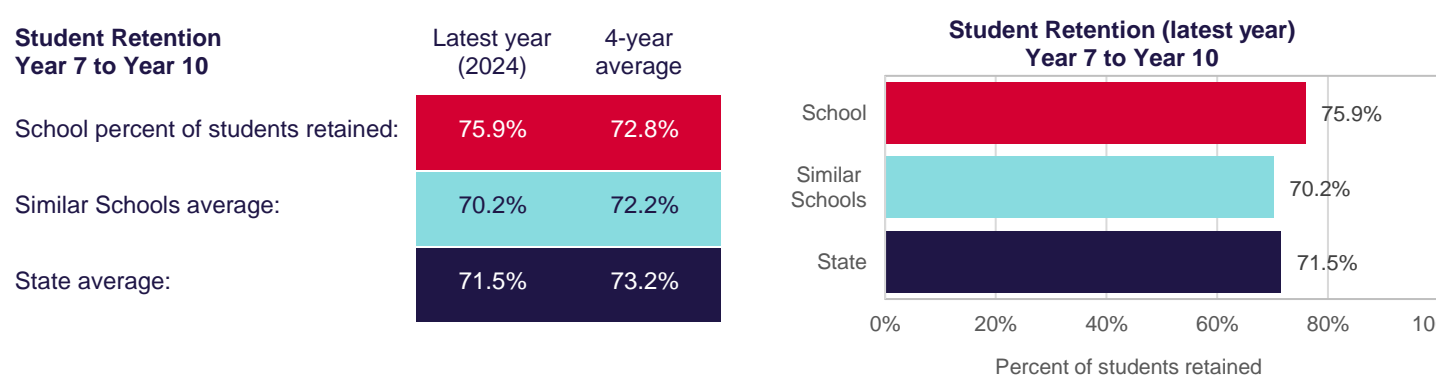
Attendance Rate (latest year)

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%	86%	82%	88%	90%	90%

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.

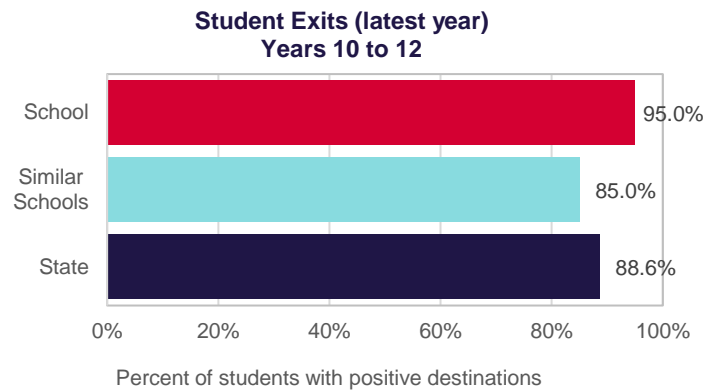
Students exiting to further studies or full-time employment

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:	95.0%	94.2%
Similar Schools average:	85.0%	87.0%
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	\$10,221,548
Government Provided DET Grants	\$1,250,312
Government Grants Commonwealth	\$14,100
Government Grants State	\$0
Revenue Other	\$79,625
Locally Raised Funds	\$988,370
Capital Grants	\$0
Total Operating Revenue	\$12,553,955

Equity ¹	Actual
Equity (Social Disadvantage)	\$274,639
Equity (Catch Up)	\$47,958
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$322,598

Expenditure	Actual
Student Resource Package ²	\$10,464,155
Adjustments	\$0
Books & Publications	\$733
Camps/Excursions/Activities	\$518,613
Communication Costs	\$27,196
Consumables	\$180,698
Miscellaneous Expense ³	\$88,756
Professional Development	\$51,201
Equipment/Maintenance/Hire	\$202,866
Property Services	\$328,802
Salaries & Allowances ⁴	\$128,240
Support Services	\$334,078
Trading & Fundraising	\$50,518
Motor Vehicle Expenses	\$5,756
Travel & Subsistence	\$7,593
Utilities	\$145,568
Total Operating Expenditure	\$12,534,775
Net Operating Surplus/-Deficit	\$19,180
Asset Acquisitions	\$139,801

- (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	\$1,085,960
Official Account	\$41,819
Other Accounts	\$39,998
Total Funds Available	\$1,167,777

Financial Commitments	Actual
Operating Reserve	\$350,504
Other Recurrent Expenditure	\$56,758
Provision Accounts	\$0
Funds Received in Advance	\$260,660
School Based Programs	\$143,115
Beneficiary/Memorial Accounts	\$50,271
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,399
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,504
Capital - Buildings/Grounds < 12 months	\$235,253
Maintenance - Buildings/Grounds < 12 months	\$33,113
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,187,576

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.