

2024 Annual Report to the School Community

School Name: Western Port Secondary College (7893)



- 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 29 April 2025 at 10:26 AM by Christopher Quinn (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 29 April 2025 at 10:26 AM by Christopher Quinn (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.

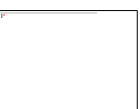
NAPLAN

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

Western Port Secondary College is a medium sized secondary school with a total population of 710 students, a team of 110 FTE staff working within our socio-economic profile which includes a Student Family Occupation and Education index which is in the high band. We have a small number of students with English as an additional language and 7% identifying as Aboriginal or Torres Strait Islander. Our college vision is to 'Empower our community to grow and achieve together through CARE, innovation and excellence'.

The college is set on 11 hectares of land in the town of Hastings on the Mornington Peninsula with outstanding modern building including newly renovated classrooms across the school. At the beginning of 2024, we proudly opened our state-of-the-art Senior, Year 7, and Wellbeing Centres following the completion of our \$11.56M building project which was started in 2021.

Our core CARE values are Community, Achievement, Respect, and Engagement which are threaded through programs, practices, and student leadership and achievement structures. Our core business remains focused on teaching and learning and ensuring all students are explicitly taught at their level in order to progress along the continuum. Our teaching and learning programs are underpinned by the principles of the science behind learning and are guided by the Victorian Teaching and Learning Model 2.0. From the time a young person joins the Western Port SC family, our goal is to ensure they complete their senior certificate and are equipped with the skills and knowledge to be successful in their chosen career or pathway.

We continue to position ourselves as a school of choice for the families living within our school zone and work closely with our local feeder primary schools to ensure young people across our community have the academic and wellbeing skills to transition effectively to our secondary setting with students known before they arrive. Our college continues to build from our 2022 school review with a strong focus on ensuring we have a safe and orderly school environment, and our staff are committed to personal and professional growth to ensure we are targeting the learning of every student, every day.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Year 9 NAPLAN Reading data shows that we had 51.1% of our students perform at Exceeding/Strong level which is a 9% improvement on the previous year, a 4.8% improvement on our 2-year average and above the average for similar schools. Showing similar improvements was our Year 9 NAPLAN Numeracy data which shows we had 47.9% of our students perform at Exceeding/Strong level which is a 12% improvement on the previous year, a 5.7% improvement on our 2-year average and above the average for similar schools.

Our Year 7 NAPLAN Reading data shows we had 68.3% of our students perform at Exceeding/Strong level which is a 16.4% improvement on the previous year, a 7.8% improvement on our 2-year averages above the state average. Our Year 7 NAPLAN Numeracy data shows similar improvements with 58.4% of our students perform at Exceeding/Strong level which is a 15.7% improvement in the previous year, a 7.5% improvement on our 2-year averages and well above the averages for similar schools.

These improvements in our NAPLAN results reflect the strong focus we have had to ensure that we have a guaranteed and viable curriculum with low variance across the college underpinned by science of learning principles and a high-quality teaching team to target learning for all students. Across Year 7 and 8, students identified at risk in reading were supported through a LEAP program with additional tutor learning initiative resources supporting classroom teachers to close the gaps in norm referenced tests which included DIBLES. Tutors were also assigned to junior maths classroom teachers to provide additional supports to scaffold learning for our students.

Moving into the second year of the reforms to the senior secondary certificate which includes the Victorian Certificate of Education (VCE), the Victorian Pathways Certificate (VPC), the VCE Vocational Major (VCE-VM) all to be completed over a minimum of a two-year period. The completion rate of our students in relation to their senior certificate increased by 3.7% to 94.8% in 2024. The mean VCE English study score increased to 25.8 and the mean VCE All Study score also increased to 25.9. We were very proud of our 2024 cohort which included two students who achieved ATAR scores in the 90's with our top ATAR score 91.

With a stronger understanding of the application of the senior reforms, our leadership structure in the senior school was reviewed bolstered to including acting leaders for both the VCE and VM/VPC pathways to ensure that students were well supported in their final years of secondary education which has supported these improvements in senior data sets.

Wellbeing

Our Principal class team welcome every student to school at the gate which also provides important wellbeing checks for students to identify where additional supports may be needed for the day. This is also a chance to make sure they are in full school uniform and have their learning materials for the day. Our School Wide Positive Behaviour System (SWPBS) continues to be a focus of the college with a number of processes and procedures falling under this framework. A primary component of the SWPBS processes begins with acknowledging positive behaviour with the aim for this to be reinforced and repeated. Ensuring a safe and orderly classroom does at times, require processes address behavioural issues which in our school include the 5 R's which are known and used in all classrooms in a sequential way when needed to quickly and consistently address any issues. The 5R's are Remind, Relocate, Remove, Re-teach, Re-enter or Reset.

In alignment with our staff training in trauma informed practices from the Berry Street Education Model, Ready to Learn plans are used by students to assist with self-regulation and can include in class strategies or where required, students may request an external ready to learn plan which provides them with a 5min out of class break. This is monitored by a team of youth workers who roam the school and provide touch point wellbeing check in's with students.

Our approach to provide early intervention supports continued with a number of proactive approaches to building skills in our students to support their wellbeing through a team of highly skilled wellbeing staff including mental health practitioner/psychologists, youth workers,

counsellors and a school nurse. The team strengthened connections with Peninsula Health, Headspace, Western Port Community Support, Living Free and Willum Warrain along with networking with other schools within the Health Promoting Schools Framework. The mental health of our students has remained a priority for our well-being programs and initiatives in 2024 given is again most prevalent reason for wellbeing sessions for our students.

Reflecting our commitment to inclusive education at the college, we have structured tracking processes to check at risk factors for our students within their mainstream programs. Inclusion panels at each year level meet every 5 weeks to review the academic, attendance and wellbeing for every student in the school following 5 weekly or semester-based reporting processes. Recommendations then go back to teams to address any missed opportunities to address wellbeing, engagement or learning gaps in their processes. This inclusion process ensures that no student slips through the gaps and any required alterations occur at least every 5 weeks. Individual Education Plans ensure that the wellbeing and learning supports for students requiring these for one of the mandated reasons and are used for targeted students based on their needs and profile.

Evidence of the wellbeing approaches used across the year are reflected in the students' sense of connection to our school with 54% of students across year 7-12 which is 7.5% above the state average and 13% above our own 4-year average. Our safe and orderly processes within the SWPBS framework has also had a strong positive impact on students' perception regarding managing bullying at our school with 63.6% of year 7-12 students positively endorsing this work which is 16% above the state average and 17.4% above our own 4-year average.

Engagement

We are proud of the programs which support students in building resilience, and persistence to be active members of our college and broader community and continue to develop our inclusive processes to build on our existing youth commitment work. This includes a focus on the early identification of vulnerability and a team approach to implementing strategies and supports covering everything from academic progress to wellbeing, and attendance which continues to be a system wide issue in post covid environments. The average number of student absence days across year 7-12 was 32.6 which up from the previous year, however, remains below similar schools for both 2024 and the 4-year average. Dedicated attendance officers contacting families and following up absences plays a role in the lower result compared to similar schools as do our Inclusive programs which include Elevate and Outreach.

Elevate provides targeted teaching of skills gaps which are documented through individual education plans with goal setting and targeted core literacy and numeracy skills to support students to re-engage with their education and remain linked to a mainstream setting. The college has a unique onsite and offsite education delivery platform through our Outreach program which includes a team of teachers who support over 70 students who have completely disengaged from school ranging from locations across Bayside Melbourne and Mornington Peninsula.

Along with inclusive education programs to keep students connected to school, we have a dedicated careers curriculum delivered through iCARE programs which prepare students pathways plans from junior school. Our qualified careers practitioner leads this work and meets individually with ever senior school student to personalise their post-secondary plans for further education or training. Student retention rates for students in years 7-10 were 77% in 2024 which is 5.5% above the state average and slightly below our 4-year average which reflects consistency in this work overtime. Student exit rates to further education or training for students between years

10-12 were at 84.2% which was slightly above similar schools and slightly below our 4-year average.

Other highlights from the school year

A significant highlight for senior school and our new year 7 students was the opening of our \$11.56M capital works project which both had the enhancement of student outcomes and student wellbeing at the forefront of the design process. The dedicated exam centre provided an excellent student experience for School Assessed Coursework and external examinations and the year 7 hub supported transitions from primary to secondary school.

We have a proud Koori student population of 46 students who identify themselves as the 'Western Port Mob'. The Mob continued work to establish our Koori gathering space with a mural designed by our students along with a local indigenous artist and Western Port SC alumni who has strong links with our local Aboriginal meeting place Willum Warrain. Our Mob also hosted Koori students from 14 surrounding secondary schools through the Koori Emerging Leaders in Schools (KELiS) program in term 4 which enhanced leadership skills and confidence in many of our students.

The Mornington Peninsula Learnign Guarantee (MPLG) which is generously supported by the Mornington Peninsula Foundation (MPF) expanded to include more primary schools and another secondary school from across the Southern Peninsula Network. Exciting things are on the horizon for this program and our system level collaboration to improve student outcomes in 2025 and beyond. Work to establish a stronger science of learning focus within the secondary setting occurred throughout 2024 with clear impacts on student outcomes references in this report.

The cluster music role continued to provide musical curriculum and experiences to students from three local primary schools with financial contributions from each school and some philanthropic support from MPF to ensure this is viable. The aim of this is to ensure the language of music is accessible to all students which can be continued when they transition to Western Port S.C. We continue to run a combined Spring and Winter cluster music concerts which includes primary and secondary school aged children which is extremely well attended by our cross-school families.

The philanthropically supported MyTech program was implemented in 2020 which has provided every student in year 7, 8 and 9 with access to a school-managed device in 2024. This three-year funded program was extended from the start of 2024 through to 2026 as a result of the success of the program to ensure that every student from year 7-9 has access to a laptop.

Financial performance

Western Port Secondary College remains in a balanced financial position with final payments towards the capital works project to be finalised in 2025. Given it is known that the budget for this project forced a number of value management items out of the original scope of works, the college has been ready to use consolidated revenue to ensure that our students get some of the items removed which will enhance the quality of the finished product which will be an asset to the school and the community for many decades to come.

The MPLG remains as a pipeline of support for the transition of students from our local feeder primary schools to Western Port SC with wrap-around supports and teaching and learning programs aligned to the science of learning. The MPLG also supports our Elevate program which is an innovative approach to engage the disengaged in a very deliberate learning program that targets skill gaps for students with the aim to return them to the mainstream setting. We continue to drive the cluster music initiative which has a WPSC staff member working across four schools to expose students to music education and to support to transition of these students to WPSC to continue a music program.

Philanthropic support also supports our MyTech laptop program which will ensure that every year 7-9 student to support 21st-century learning. The philanthropic support ensures that we can do this at no cost to families so that barriers to access are removed for all students.

With our close links to not for the profit organisation Abacus Learning centre who are currently leasing school land, we were able to include Commonwealth funding to support our students. This funding included \$300K to ensure that our wellness centre was included to support the wellbeing and mental health of our students which is particularly important in a post covid environment. A planned staffing deficit for 2025 will be supported by the 2024 cash reserve which will continue to provide support to students learning outcomes and other extra-curricular programs the college offers our students.

**For more detailed information regarding our school please visit our website at
www.westernportsc.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 710 students were enrolled at this school in 2024, 323 female and 382 male.

2 percent of students had English as an additional language and 7 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).

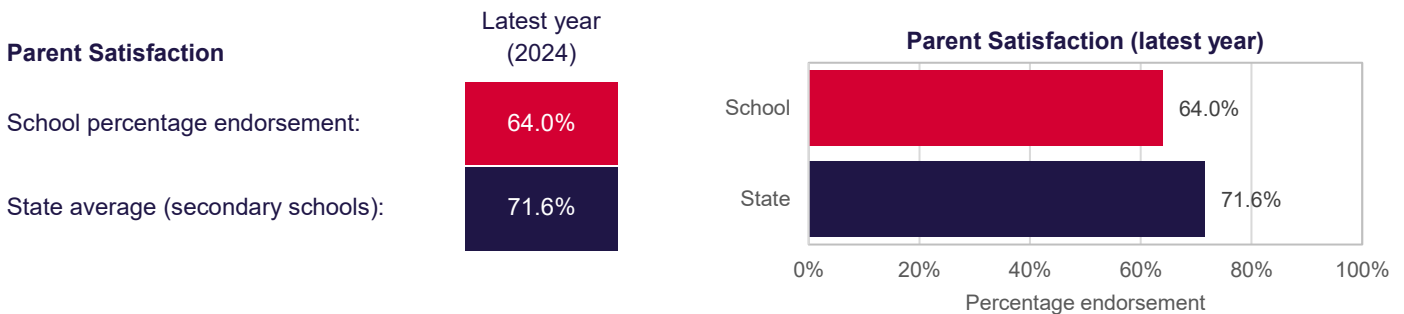
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

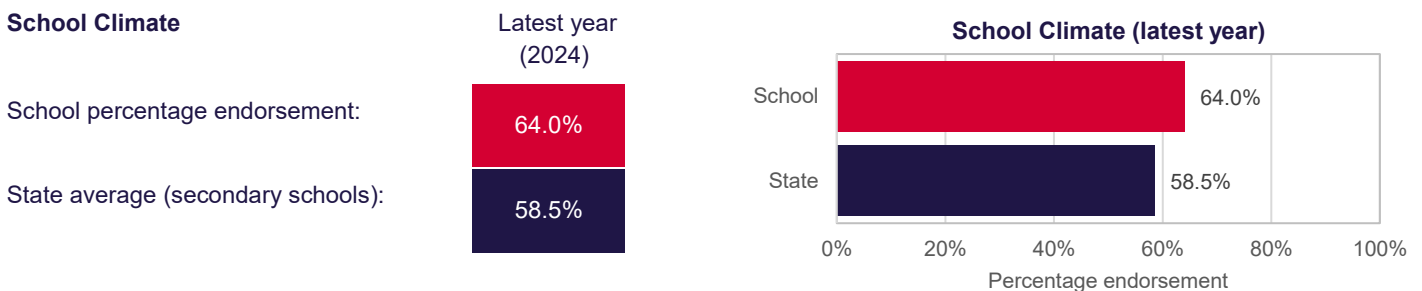


School Staff Survey

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.

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

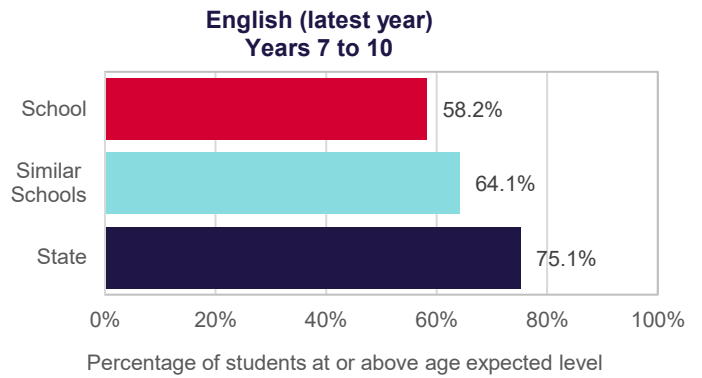
58.2%

Similar Schools average:

64.1%

State average:

75.1%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

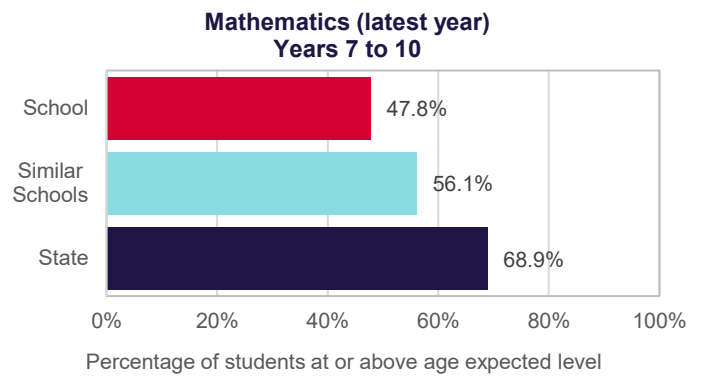
47.8%

Similar Schools average:

56.1%

State average:

68.9%



LEARNING (continued)

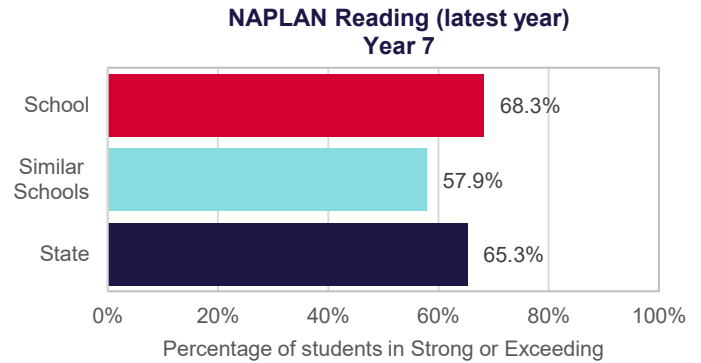
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NAPLAN

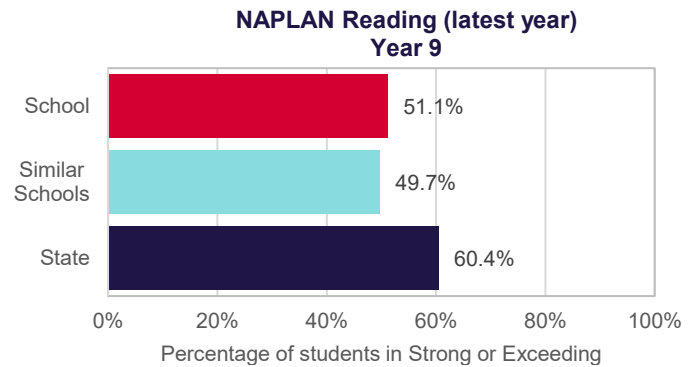
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

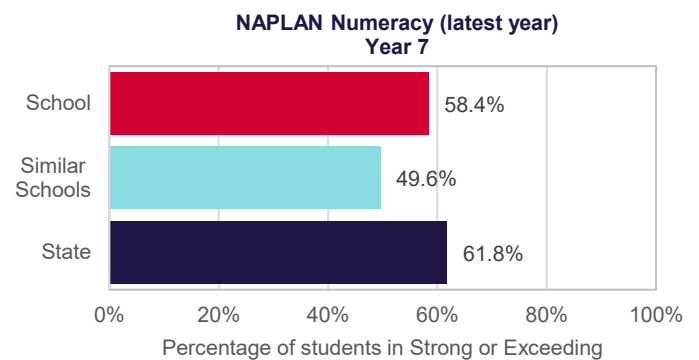
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.3%	60.5%
Similar Schools average:	57.9%	57.9%
State average:	65.3%	65.7%



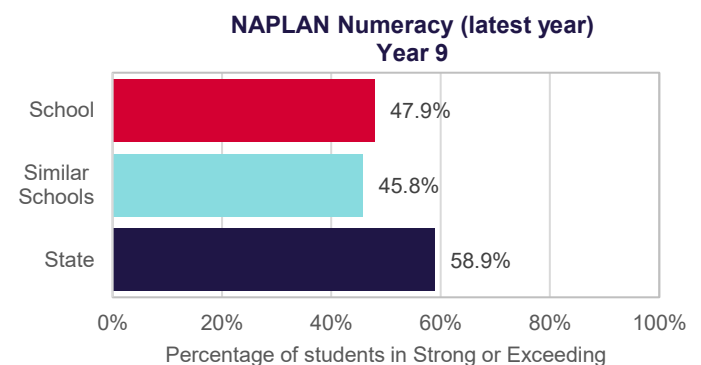
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.1%	46.3%
Similar Schools average:	49.7%	49.7%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.4%	50.9%
Similar Schools average:	49.6%	50.8%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.9%	41.2%
Similar Schools average:	45.8%	45.9%
State average:	58.9%	59.4%

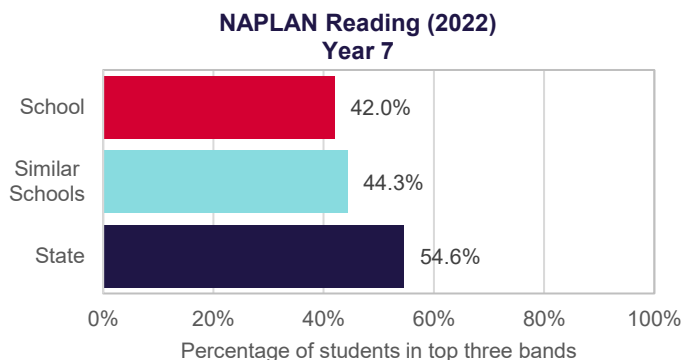
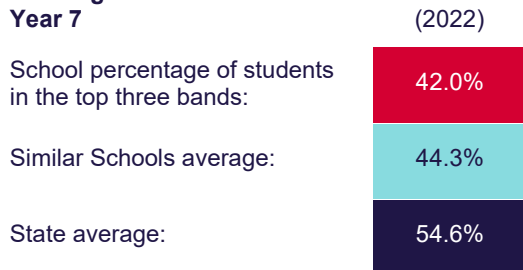


LEARNING (continued)

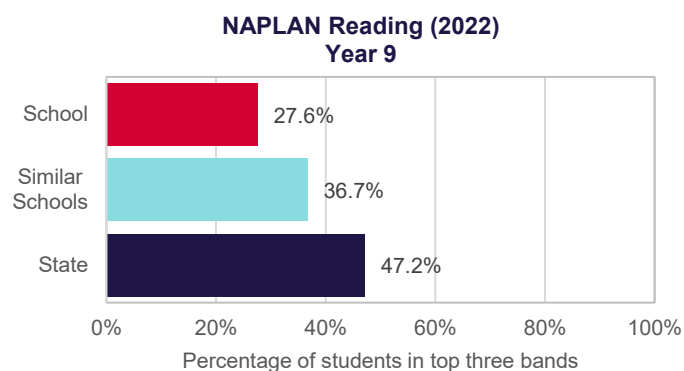
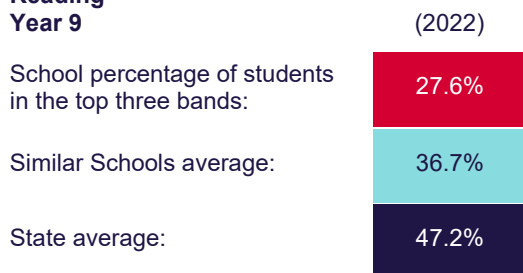
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

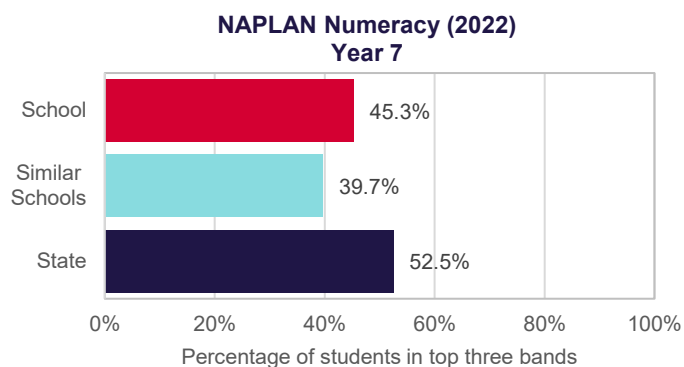
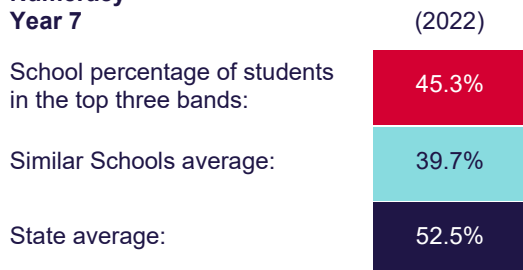
Reading Year 7



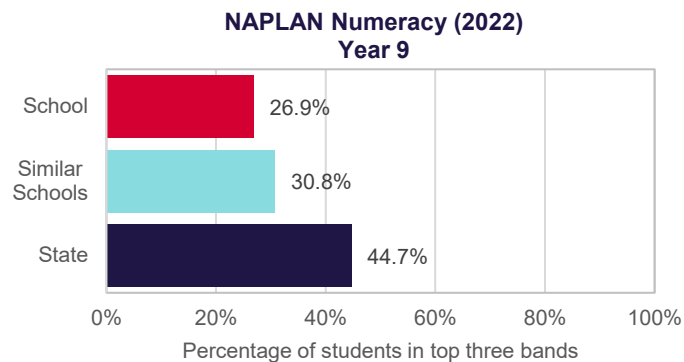
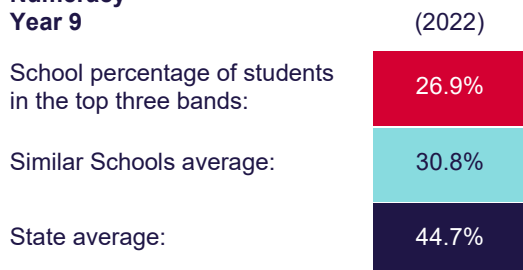
Reading Year 9



Numeracy Year 7



Numeracy 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.*

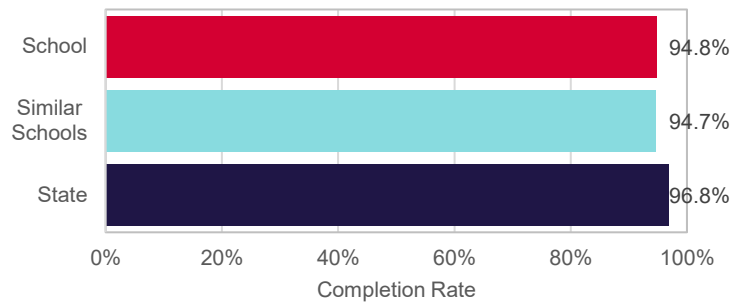
Victorian Senior Secondary Certificate

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	94.8%	91.1%
Similar Schools completion rate:	94.7%	95.1%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.9

Number of students awarded the VCE Vocational Major

16

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:

29%

Percentage VET units of competence satisfactorily completed in 2024:

57%

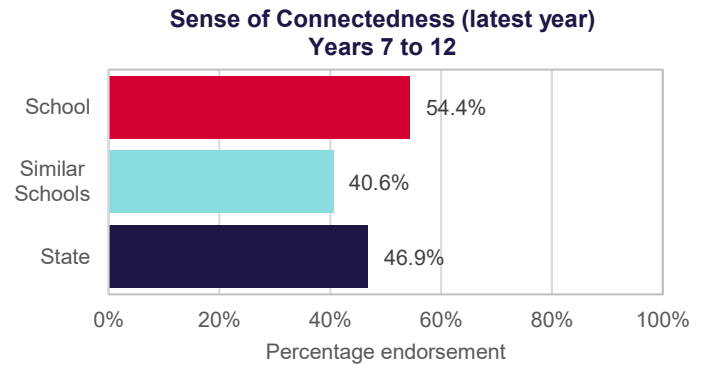
WELLBEING

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).

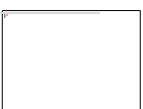
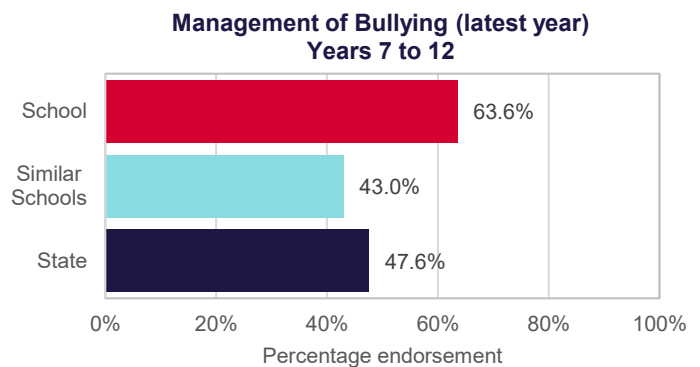
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	54.4%	41.4%
Similar Schools average:	40.6%	41.7%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	63.6%	46.2%
Similar Schools average:	43.0%	44.3%
State average:	47.6%	49.1%



ENGAGEMENT

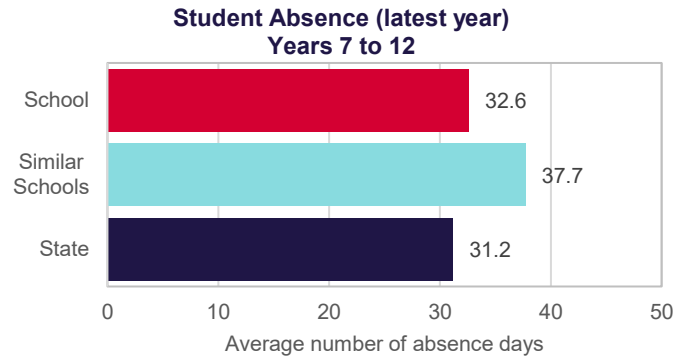
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	32.6	29.0
Similar Schools average:	37.7	32.1
State average:	31.2	27.2



Attendance Rate (latest year)

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

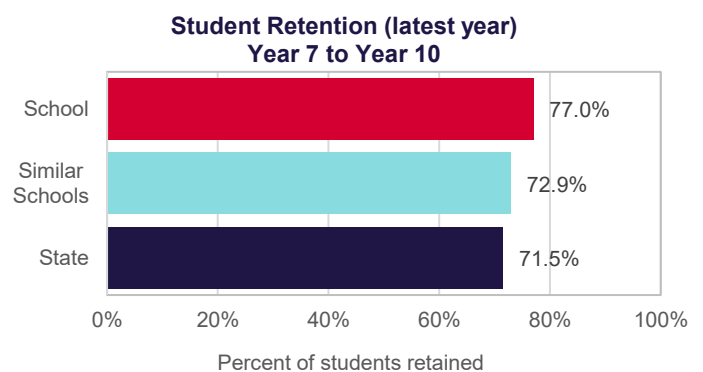
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	83%	77%	83%	85%	87%	90%

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:	77.0%	77.7%
Similar Schools average:	72.9%	73.3%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

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

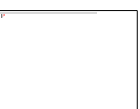
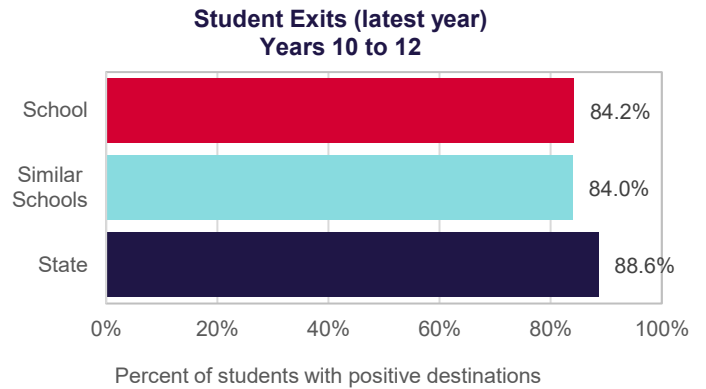
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	84.2%	84.4%
Similar Schools average:	84.0%	85.9%
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	\$10,731,128
Government Provided DET Grants	\$1,606,634
Government Grants Commonwealth	\$30,200
Government Grants State	\$20,027
Revenue Other	\$326,095
Locally Raised Funds	\$927,781
Capital Grants	\$0
Total Operating Revenue	\$13,641,865

Equity ¹	Actual
Equity (Social Disadvantage)	\$809,135
Equity (Catch Up)	\$66,557
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$875,691

Expenditure	Actual
Student Resource Package ²	\$10,852,692
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$193,506
Communication Costs	\$25,194
Consumables	\$235,210
Miscellaneous Expense ³	\$69,035
Professional Development	\$53,427
Equipment/Maintenance/Hire	\$722,260
Property Services	\$848,920
Salaries & Allowances ⁴	\$241,806
Support Services	\$475,081
Trading & Fundraising	\$133,666
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$110,173
Total Operating Expenditure	\$13,960,970
Net Operating Surplus/-Deficit	(\$319,105)
Asset Acquisitions	\$278,333

- (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	\$1,280,375
Official Account	\$290,624
Other Accounts	\$41,143
Total Funds Available	\$1,612,142

Financial Commitments	Actual
Operating Reserve	\$379,606
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$63,054
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$11,239
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$850,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$290,000
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	\$1,593,899

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.

