

2024 Annual Report to the School Community

School Name: Colac Secondary College (8864)



- 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 30 April 2025 at 08:54 AM by Skye Bannan (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 30 April 2025 at 08:54 AM by Skye Bannan (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

Our core business at Colac Secondary College is student learning, and we have an unrelenting focus on achieving 12 months learning growth in 12 months for every student. We empower our students to aim and aspire for success and to achieve their educational pathways. We promote the development of emotional intelligence for every student so that our students are equipped to become respectful and responsible members of the community.

The College values of;

Respect

Honesty

Achievement

Responsibility

..... guide our fundamental principles of action across all areas of the school.

The College is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement. Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs.

School Size and Structure: Colac Secondary College accommodates approximately 471 students across Years 7 to 12, 220 female and 251 male.

Two percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. Our dedicated team of over 70 staff members includes teachers, support staff, and administrative professionals, united in our mission to provide quality education and support to our students.

Geographic Location: Nestled in the heart of Colac, Victoria, our school enjoys the benefits of a close-knit community while also being situated amidst the natural beauty of the region.

Surrounded by lush greenery and with easy access to recreational areas, our location enhances the overall learning experience for our students.

Social and Enrolment Characteristics: Colac Secondary College reflects the diverse fabric of our local community, welcoming students from various cultural and socio-economic backgrounds. 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

We pride ourselves on our inclusive approach, striving to create an environment where every student feels valued, respected, and supported on their educational journey. Other Notable Features: Strong emphasis on student well-being and pastoral care; Wide range of extracurricular activities, including sports, arts, and community service initiatives; Partnerships with local organizations and businesses to enrich learning opportunities; Commitment to continuous improvement and innovation in teaching and learning practices.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over the past 12 months at Colac Secondary College, progress has been made in strengthening teaching and learning practices, but the work is ongoing. Our structured, knowledge-rich curriculum has provided students with a coherent and sequenced learning experience, ensuring they develop the skills and knowledge required for academic success. The implementation of a clear instructional model, aligned with Explicit Direct Instruction and Rosenshine's Principles, has enhanced the consistency and effectiveness of classroom teaching.

Teachers have embedded responsive teaching strategies to check for understanding and provide students with many opportunities to respond within the instructional model. The use of Common Assessment Tasks (CATs) in Years 7-10, alongside rigorous moderation processes, has ensured reliable and valid measures of student achievement. In VCE, alignment with study designs has strengthened the quality of assessment and preparation for senior students.

These refinements are beginning to show in student outcomes. In Reading, 51.8% of Year 7 students achieved Strong or Exceeding, slightly below similar schools (56.1%) and the state average (65.3%). The two-year average (59.1%) suggests past strengths, and understanding the recent decline will be key to improving outcomes. In contrast, Year 9 Reading results (54.4%) exceeded similar schools (49.4%) but remained below the state (60.4%), reflecting the impact of recent instructional improvements and providing a foundation for further growth.

In Numeracy, Year 7 students performed at 57.1%, ahead of similar schools (51.8%) but trailing the state. The two-year average (57.6%) indicates stability, yet further gains are needed. Year 9 Numeracy (53.7%) showed growth beyond similar schools (45.5%), surpassing the previous two-year average (51.4%). This positive trajectory suggests that curriculum refinements and instructional approaches are having an impact, but further work remains to bridge the gap with state performance.

Professional collaboration has played a key role, with teachers using documented strategies and evidence-based practices to drive student growth. Regular reporting cycles have sustained communication with students and families. While there is evidence of progress, sustained effort is required to ensure all students achieve at the highest levels. Strengthening high-quality instruction, rigorous assessment, and ongoing curriculum refinement remains central to our work moving forward.

Wellbeing

Colac Secondary College has a strong and structured wellbeing framework designed to foster self-worth, personal identity, and positive relationships among students. Results from our Student Attitudes to School Survey highlight both strengths and areas for further growth across various measures.

Key strategies supporting student wellbeing include:

- The appointment of an Assistant Principal dedicated to wellbeing and engagement.
- Whole-staff professional development on the Berry Street Education Model.
- Embedding the Zones of Regulation into pastoral care programs.
- SPPIKE training for the Principal Class and the Koorie Student Support Leader.

In 2024, a tiered approach to wellbeing was firmly established. Whole-school wellbeing initiatives included:

- A four-week Body Kind Schools awareness raising event.
- Expanded access to the Headspace Youth Mental Health Service.
- An extended Breakfast in School program.
- Increased availability of the School Wellbeing Team, now consisting of two Wellbeing Social Workers, a Mental Health Practitioner, a School Nurse, and additional support through the Doctors in Schools program, including an extra clinical nurse.
- Visits from the School Dental Van to support student health.

Targeted programs were also implemented for specific student cohorts, featuring presentations and workshops from organizations such as:

- SOCIT & Cyber Safety
- Headspace
- REACH Foundation
- Pat Cronin Foundation
- Senior Stress Management

Our Koorie students were supported through the Koorie Support Worker, who helped celebrate Indigenous culture within the school. This group developed their own Acknowledgment to Country, now used at whole-school events, and participated in Koorie Student Immersion Days to strengthen aspirations.

To improve student attendance, CSC strengthened its partnership with Barwon Bridges, providing additional support for students and families. We also reinforced the 'Every Day Counts' initiative through regular communication with families to emphasize the importance of consistent school attendance.

To foster a positive learning environment, we reviewed and refined the 'Stations & Actions' student management process. We also reinforced a set of classroom protocols that all staff follow, along with the '5 Non-Negotiables for Every Classroom', ensuring all students are 'ready to learn.'

Colac Secondary College remains committed to implementing and expanding the Respectful Relationships program across the school. A whole-school approach, involving year-level teams, will be essential in ensuring this initiative reaches all students and their families

Engagement

Throughout the 2024 school year, we continued to foster a culture of learning by introducing a range of support programs across all areas of the school. These programs aimed to strengthen the link between engagement and learning by nurturing a growth mindset in all our students.

In 2024, we focused on increasing engagement in various aspects of school life—academic, wellbeing, social, and co-curricular opportunities. Our effective implementation of this strategy led to an improved student engagement environment, highlighted by:

- Reviewing the Student Engagement Framework (Stations and Actions)
- Implementing a PLC cycle focused on strategic student engagement practices within lessons
- Partnering with Classroom Mastery to develop consistent classroom management practices
- Enhancing teacher capacity through professional learning, including Berry Street and Literacy with Emina McLean, to better engage students through contemporary pedagogical practices
- Refining strategies within our English and Maths classes to build engagement and growth in student outcomes
- Introducing a Dance Academy and continuing the Football Academy and Sporting Pathways

We dedicated significant energy to reviewing and enhancing transition practices for students in years 7-12, supporting their move into post-secondary pathways. We created a Year 7 Transitions position to focus on transitioning from Primary to Secondary School. Additionally, we began evolving our Senior Years Transitions and Careers space, which will remain a major focus to ensure students feel connected and confident throughout their secondary education.

Our disability inclusion team held several Disability Inclusion Profile meetings to transition students to the new funding model. We identified 15 Tier 3 and 35 Tier 2 students who have received additional supports such as IEPs, SSGs, and differentiated teaching, adopting a holistic approach focused on individual learning needs.

The Student Representative Council was reviewed and transformed based on student feedback. The induction process is now more rigorous, with greater student involvement. Meetings are student-led, and the direction of the SRC is driven by student voice and agency.

Year 8 building renovations were completed to provide calm spaces with reduced distractions, supporting positive behaviors and enabling greater engagement and focus on learning. Year 7 building renovations were also approved, with work commencing early in 2025. Furniture upgrades are being implemented in stages throughout the College, creating more comfortable and suitable learning environments.

In 2024, the College, in partnership with various community support agencies, further developed our re-engagement strategy, focusing on vulnerable students and their families. This initiative aimed to address the FISO domains and break the link between social disadvantage and reduced schooling outcomes.

The college takes attendance at school very seriously and continues to develop new approaches to supporting students and families to improve school attendance. The school wellbeing team has

a strong focus on attendance and works closely with Barwon Bridges to engage with families with children who have difficulty attending school. We continued to use the 'Every Day Counts' information through regular parent and student communication.

Financial performance

Colac Secondary College is currently in a very sound financial position which supports us to achieve the objectives of our School Strategic Plan.

We finished the 2024 school year with a healthy \$353,468 SRP Credit Surplus, along with a \$942,603 SRP carried forward surplus. These SRP surpluses, combined with the annual SRP Cash allocation – based on 481.50 students at census date, allowed the School Council to strategically continue to align financial resources and commitments to assist with our long-term planning for the improvement of literacy, numeracy, and wellbeing outcomes for students in all year levels.

We continue to invest funding in professional development opportunities for our staff which enhances depth of knowledge, skills and practice in priority areas. Targeted areas include instructional coaching and behavioural management professional development opportunities which specifically align to the college strategic and annual implementation plan (AIP). Another significant financial investment is the School Council approved upgrade our Year 7 and Year 8 Buildings. Common teaching points, larger classroom spaces, natural light, and new classroom furniture have all contributed to learning environments that are conducive to teaching and learning, aligning with our AIP to improve literacy and numeracy outcomes.

We also continue to allocate funds and develop new opportunities and community partnerships that provide long term viability. We support funding to our Trade Training Centre which runs in partnership with the Southwest Institute of TAFE, allowing us to provide a large variety of VET offerings to our students whilst significantly increasing student engagement. Another significant opportunity for our students is the financial provision of a variety of fitness and sporting opportunities through the onsite Bluewater Fitness Centre as well as our STRIVE Sports Pathway Program, Football Development Program, Dance Academy Program, Annual School Production, and the procurement of a synthetic multisport court, commencing in 2025. All of these opportunities further enhance student engagement and provide a positive climate for all students in years 7-12.

Our schools' buildings are in sound condition and our healthy cash flow allows us to maintain these assets to a high standard. This includes both planned maintenance, urgent works, and scheduled OH&S work orders. The School Council will remain to be actively involved in the development of the strategic planning of the college to ensure funds are aligned to focus on improving student outcomes and wellbeing.

**For more detailed information regarding our school please visit our website at
<https://www.colac-sc.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 483 students were enrolled at this school in 2024, 226 female and 252 male.

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

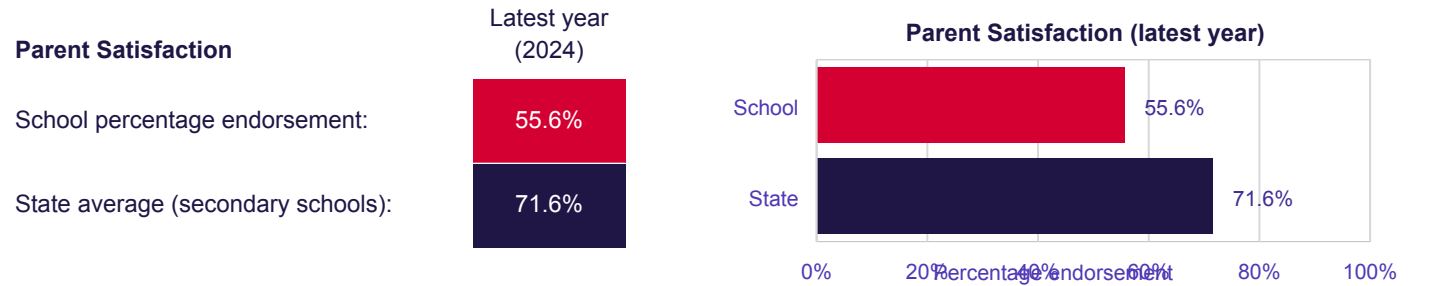
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

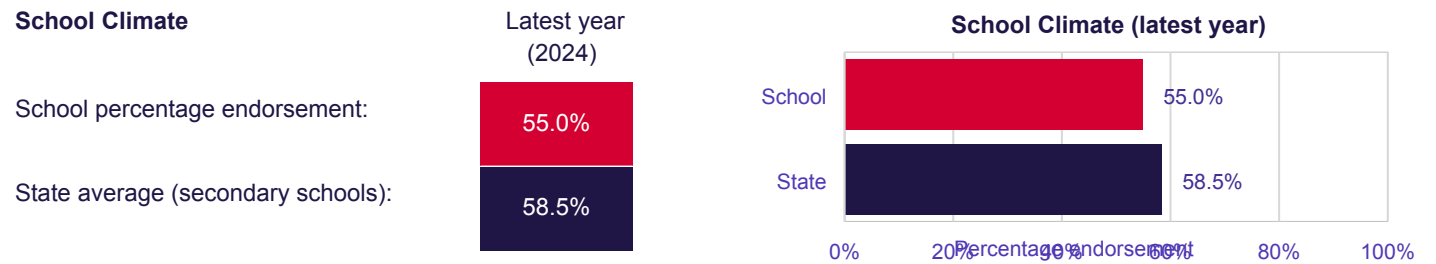


School Staff Survey

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:

Similar Schools average:

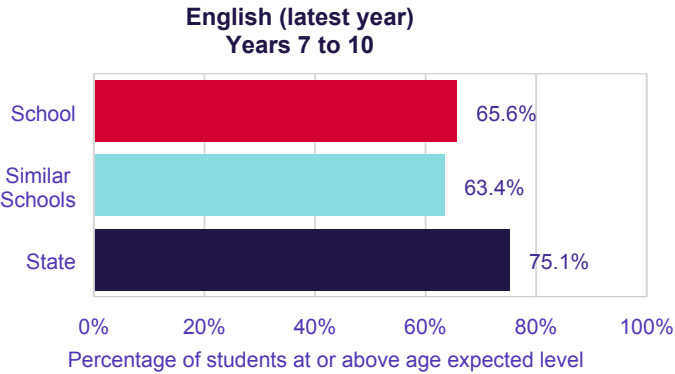
State average:

Latest year
(2024)

65.6%

63.4%

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

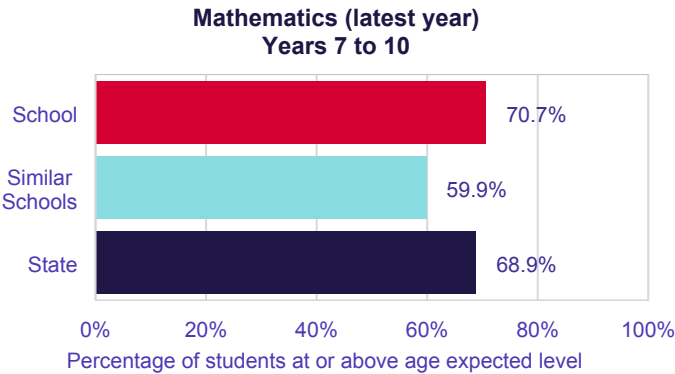
State average:

Latest year
(2024)

70.7%

59.9%

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.

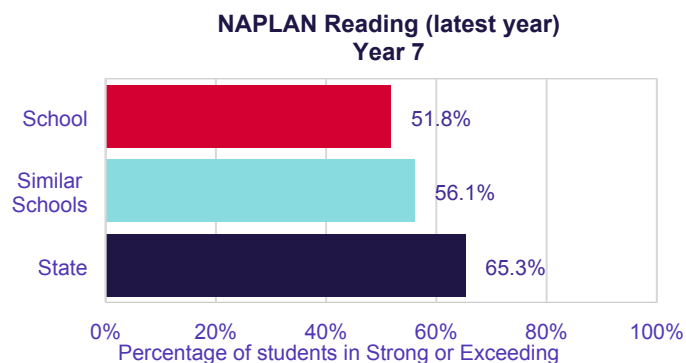
NAPLAN

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.

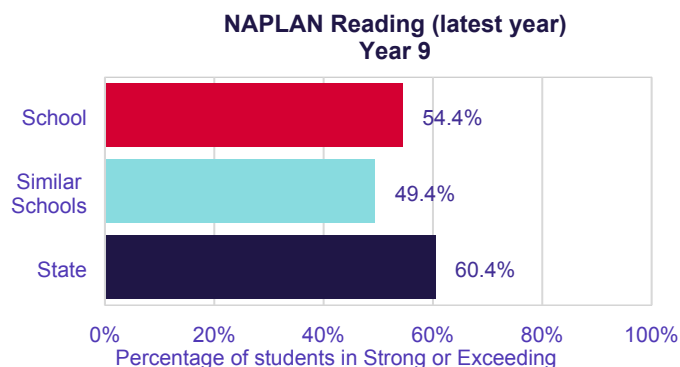
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.8%	59.1%
Similar Schools average:	56.1%	56.7%
State average:	65.3%	65.7%



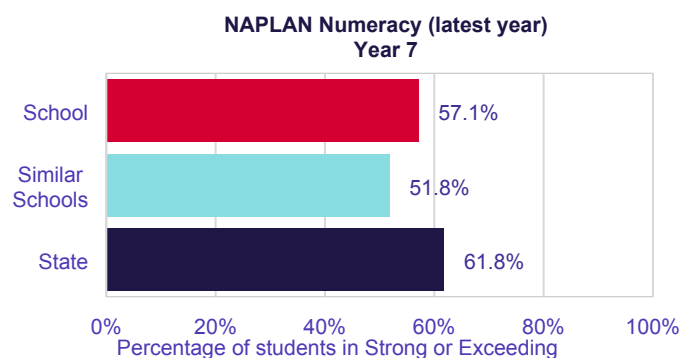
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.4%	50.3%
Similar Schools average:	49.4%	50.2%
State average:	60.4%	60.2%



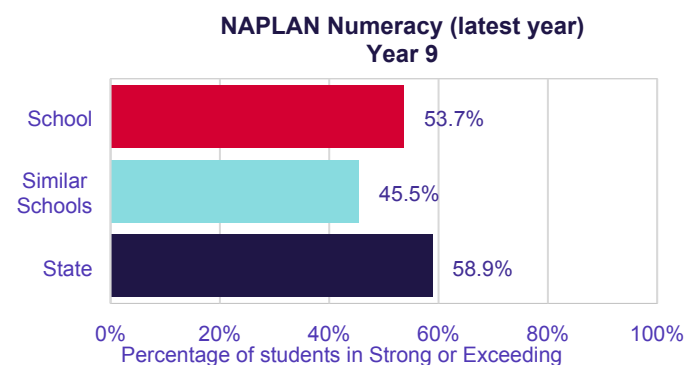
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	57.6%
Similar Schools average:	51.8%	52.3%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.7%	51.4%
Similar Schools average:	45.5%	47.0%
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:

41.6%

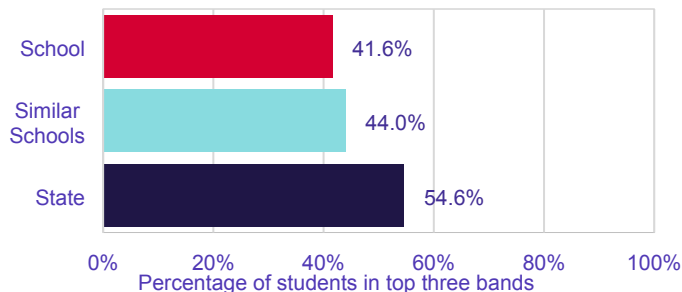
Similar Schools average:

44.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

32.9%

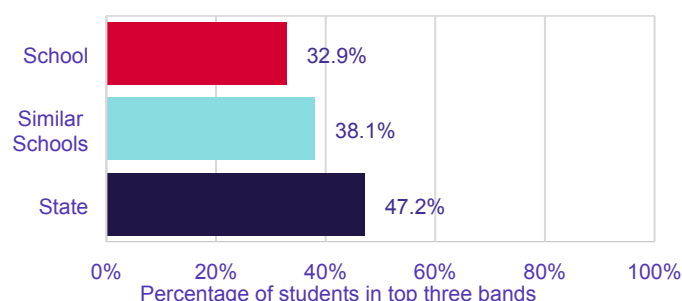
Similar Schools average:

38.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

25.0%

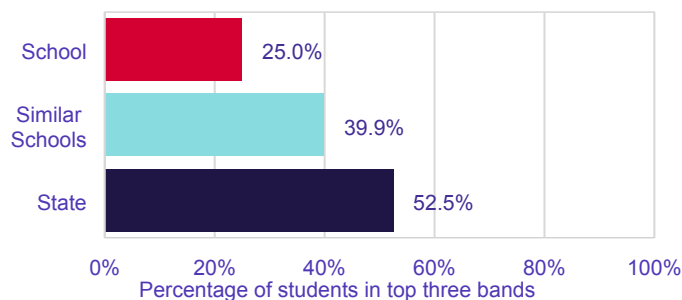
Similar Schools average:

39.9%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

27.6%

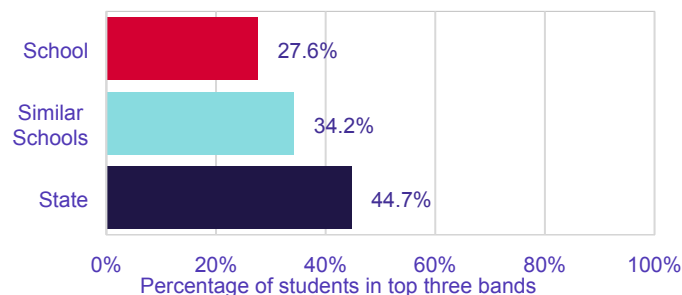
Similar Schools average:

34.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

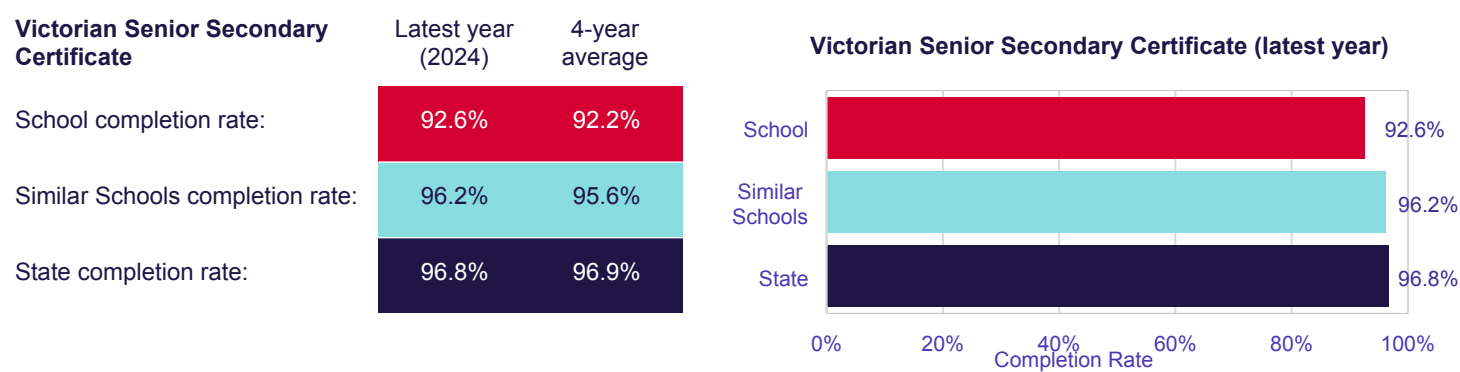


LEARNING (continued)

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:	23.6
Number of students awarded the VCE Vocational Major	9
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:	34%
Percentage VET units of competence satisfactorily completed in 2024:	79%

WELLBEING

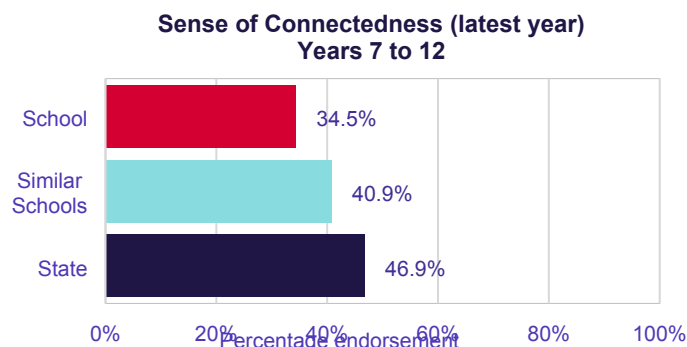
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	34.5%	40.4%
Similar Schools average:	40.9%	42.0%
State average:	46.9%	48.0%

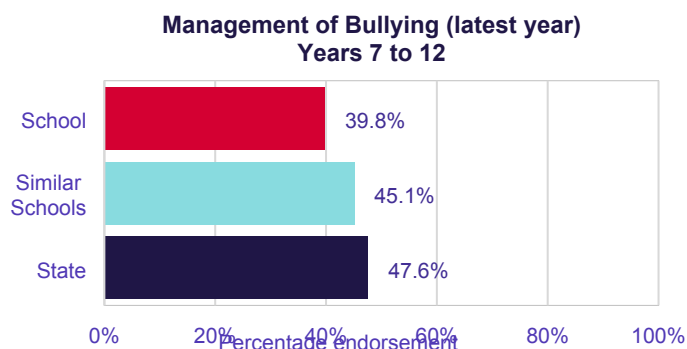


Student Attitudes to School – Management of Bullying

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:	39.8%	44.3%
Similar Schools average:	45.1%	45.3%
State average:	47.6%	49.1%

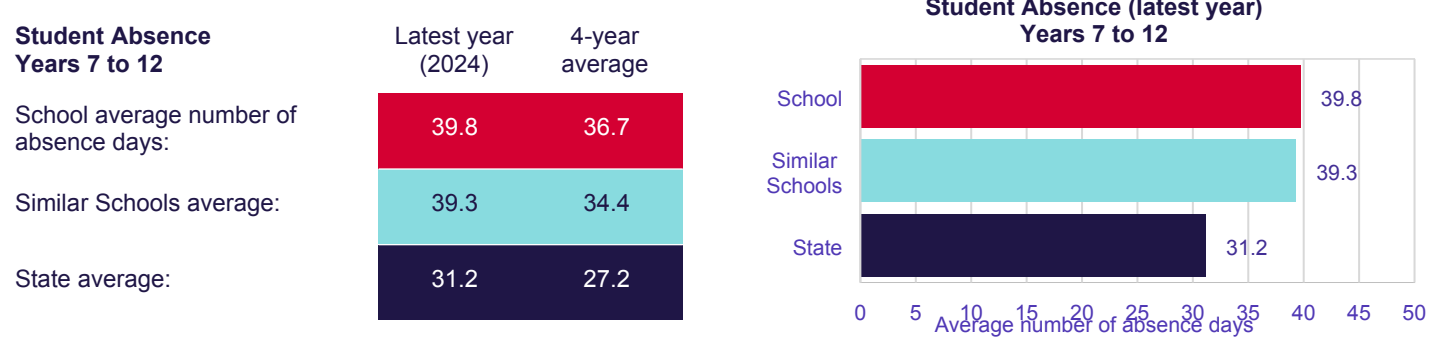


ENGAGEMENT

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.

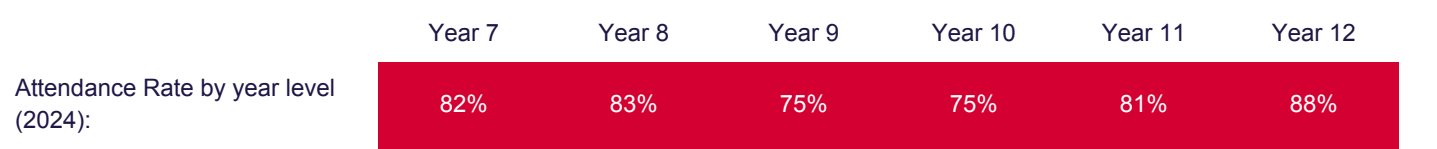
Average Number of Student Absence Days

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



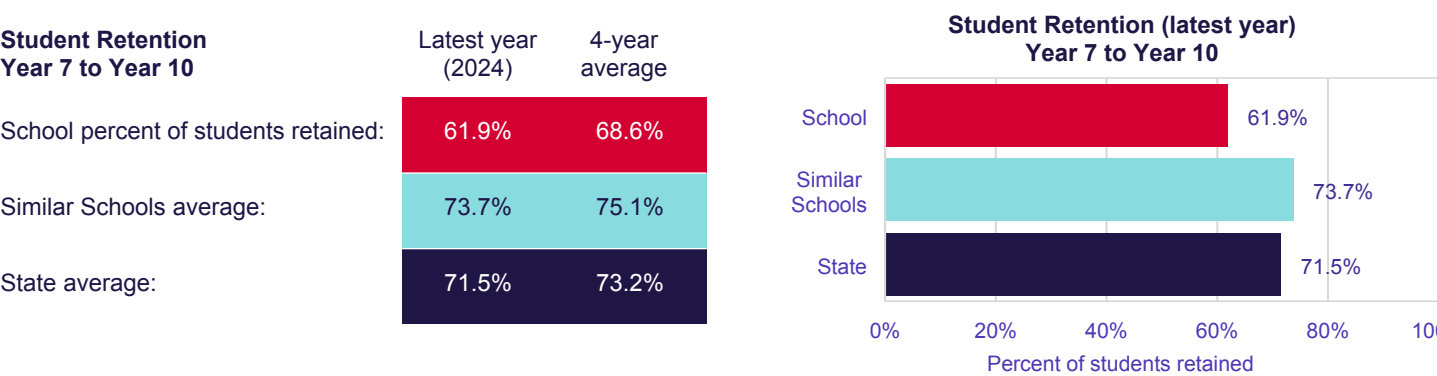
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

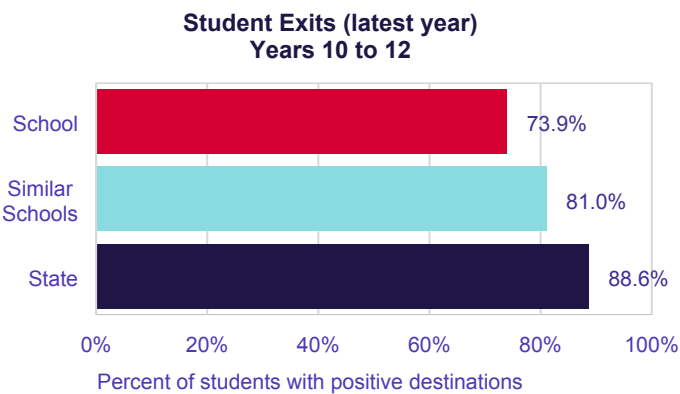
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	73.9%	79.0%
Similar Schools average:	81.0%	82.9%
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	\$7,388,496
Government Provided DET Grants	\$1,819,576
Government Grants Commonwealth	\$0
Government Grants State	\$15,897
Revenue Other	\$129,418
Locally Raised Funds	\$416,081
Capital Grants	\$0
Total Operating Revenue	\$9,769,469

Equity ¹	Actual
Equity (Social Disadvantage)	\$589,191
Equity (Catch Up)	\$31,564
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$620,755

Expenditure	Actual
Student Resource Package ²	\$7,022,685
Adjustments	(\$20,185)
Books & Publications	\$1,874
Camps/Excursions/Activities	\$170,553
Communication Costs	\$6,353
Consumables	\$172,224
Miscellaneous Expense ³	\$973,256
Professional Development	\$29,735
Equipment/Maintenance/Hire	\$221,791
Property Services	\$403,796
Salaries & Allowances ⁴	\$247,595
Support Services	\$827,690
Trading & Fundraising	\$107,750
Motor Vehicle Expenses	\$2,519
Travel & Subsistence	\$9,186
Utilities	\$127,085
Total Operating Expenditure	\$10,303,906
Net Operating Surplus/-Deficit	(\$534,438)
Asset Acquisitions	\$126,079

- (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	\$319,803
Official Account	\$27,997
Other Accounts	\$0
Total Funds Available	\$347,800

Financial Commitments	Actual
Operating Reserve	\$525,375
Other Recurrent Expenditure	\$1,746
Provision Accounts	\$14,328
Funds Received in Advance	\$250,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$81,727
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$873,176

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.