

2024 Annual Report to the School Community

School Name: Monbulk College (8065)



- 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 26 March 2025 at 11:57 AM by Mark Quinlan (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 26 March 2025 at 11:57 AM by Mark Quinlan (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

School Vision and Values

Monbulk College empowers our students to be proud, resilient, aspirational, creative, and critical members of the local and global community. Monbulk College staff, students and community believe in:

- Respect – treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.
- Excellence – achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow; Being a motivated, life-long learner and critical global citizen.
- Responsibility – taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

School Size and Structure

Monbulk College has built an educational model around the stages of learning comprising Middle Years - Years 7 to 9 and Senior School - Years 10 to 12. Within this model of education, we are better able to meet the holistic needs of our students. The staffing profile comprises approximately 70 staff, including 3 Principal Class, 3 Leading Teachers, 3 Learning Specialists and 40 teachers, 12 equivalent full time Education Support Staff and 1 Mental Health Practitioner.

Geographic Location

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community.

Social and Enrolment Characteristics

A total of 602 students were enrolled at this school in 2024 and 5.9% were Aboriginal or Torres Strait Islanders. Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index (0.3078) for Monbulk College indicates a low to medium level of social disadvantage. Features of the College The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students to explore Japan and develop their language skills, hosting students from sister schools, engaging in inter-school sport such as Volleyball or studying Instrumental Music. Monbulk College offers the Senior School Certificate options including the Victorian Certificate of Education (VCE), Head Start and the Victorian Certificate Education Vocational Major (VM). Students can study Vocational Education and Training (VET) subjects within these certificates.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Monbulk College continued to focus on the priority goals of:

Student learning - with an increased focus on pedagogical practices, literacy and numeracy. Our teachers have continued to focus on building pedagogical practices, the science of learning, literacy and numeracy skills. The development of the pedagogical practices and the science of learning to improve literacy and numeracy outcomes was discussed and trialled in our regular professional learning communities.

In 2024 we achieved the following:

VCE - Our college dux gained an ATAR of 99.85, which places them in the top 0.15% of the State. This was an outstanding result for the college. Two students received scores above 90+ and 31% of our students were in the top 30% of the state. The percentage of students with 37+ scores in English was 18% and the percentage of students with 40+ scores was 5.1%. Some of our top subject study scores were - Art Creative Practice – 45; English – 50; Health & HD – 50; Psychology – 44.

NAPLAN - Eighty-Three percent (83%) of our Year 7 students were ranked as strong or exceeding for reading compared to 65% in the state and 66% of our Year 9 students were ranked as strong or exceeding for reading compared to 60% in the state. Seventy percent (70%) of our Year 7 students were ranked as strong or exceeding for numeracy compared to 62% in the state and 59% of our Year 9 students were ranked as strong or exceeding for numeracy compared to 54% in the network. 77% of our Year 9 students had medium or high relative growth (Years 7 to 9) for reading and 78% of our Year 9 students had medium or high relative growth (Years 7 to 9) for numeracy. Participation rates for NAPLAN was 90% or above.

Instructional Model - We have continued to embed our unique Instructional Model (LEARN) in 2024. This can be seen on Compass lesson plans and curriculum planning documentation.

Learning Support Programs - Students were targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS) and had Individual Education Plans (IEPs) developed and utilised throughout the year. The College's cohort of Disability Inclusion (DI) students are well supported and are making good progress, achieving all identified personal learning goals. Our students with a disability and additional learning needs each have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings.

Professional Learning Communities (PLC) - Our PLCs focused on literacy, numeracy, differentiation, engagement, formative assessment and pedagogical strategies. This allowed teachers to share best practice with each other and develop new practices across learning areas and within learning area teams.

Wellbeing

In 2024, Monbulk College continued to focus on the priority goals of:

Student wellbeing - Happy, Active and Healthy Kids. Our highlights were:

Wellbeing Team - The Wellbeing Team continued with foodbank to provide healthy breakfast, two days a week and food snacks throughout the day for all students. This is extremely popular for our students. The college continued to access the regional nurse program two days a week and a Yarra Ranges funded counsellor to improve education in the areas of drug and alcohol education. Our students had full access to support programs throughout the school day. External agencies were organised to provide additional support. The various support teams continually informed our students, through posters/assemblies/classrooms, where students could access help. The school conducted regular wellbeing intake meetings facilitated by senior staff and wellbeing team and used weekly support from School Support Services (SSS). The team has continued to conduct various seminars and workshops organised for students and/or staff. For example, vaping, harm minimisation, consent, cyber-safety, gender identity, dealing with trauma students and anxiety to name a few. Our student wellbeing team have conducted various focus groups and small group counselling sessions to better support our students.

Engagement

In 2024, Monbulk College continued to focus on student engagement. Our achievement and highlights were:

Attendance - Attendance is a key indicator of students' engagement with the school and with their learning. Specific re-engagement programs for individual students were utilised, including the introduction of an attendance officer. The percentage of students with a positive attitude to school attendance was at 58%. An analysis of student attendance showed that 22% of students had less than 10 days absent but 33% of students had 30 plus days absent.

School Wide Positive Behaviour Support (SWPBS) - The College has continued to develop the SWPBS initiative. In 2024, the College developed and implemented the SWPBS behaviour matrix which is based on our school values which clarified the behaviour expectations that we want to see around the College in various school settings. This has been successfully implemented across the school.

Student Leadership Framework - The college have continued to develop student voice and agency. Our student leadership group focused on developing the SWPBS behaviour matrix and continued to build, through student committees, inclusivity, student learning, student voice, sustainability and student wellbeing.

Camps - Year 7 - successfully conducted a Year 7 camp with a focus on building relationships, building resilience and self-confidence, teamwork and character building within Year 7. Year 8 - We have a new partnership with Rubicon Outdoor School. This Department of Education school conducted two 5-day camps for our Year 8 students. The theme of the camp was water and many of the activities were based around this theme. Our students really enjoyed the camp, stating that it was the best adventure/outdoor camp. Year 9 - Our Year 9 students were invited to attend the Outdoor School - Bogong Campus which is situated mid-way between Mount Beauty

and Falls Creek, in the foothills of the spectacular Bogong High Plains. This is a new camp partnership. Bogong provides high quality, exciting and challenging outdoor education programs and experiences including bushwalking, overnight camping, rock-climbing, orienteering, high ropes course, mountain bike riding, environmental studies, canoeing and rock hopping. The college continued to access the "School for Student Leadership (SSL) program - The School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. Our college sent 6 students and have focused on their challenging project of developing an indigenous garden within the school. This project is not completed at this stage.

Excursions - The college has developed a strong partnership with the Yarra Ranges TECH school to conduct various STEM projects for Years 7 to 9. A number of workshops are conducted at the Yarra Ranges TECH School throughout the year. The college conducted a number of incursions, excursions, whole school sport carnival days, sports competitions (School Sport Victoria and Sporting Association special competitions) Clubs - Many student organised clubs were available to the all Year 7 to 12 year levels. For example - STEM, we can't sit straight group, chess club, dungeons and dragons, music bands to name a few.

Other highlights from the school year

Monbulk Parent Club - The Monbulk College Parent Club has continued to conduct various working bees, parent forums, morning teas, BBQs and fund-raising events. The club organised the yearly fund-raising event, "Hilltop Music Festival". It was a day jam packed with wonderful music, community connectedness, joy and celebration. Total attendance was actually 828 including 108 performers, 48 volunteers, and 8 special guests. Total funds raised was approximately \$15000.

Art & Technology Show - The Art & Technology teams conducted the Art & Technology Exhibition on Thursday 14th November 2024. The Art and Technology Teams along with other staff and the Monbulk Parent Club made the exhibition such a success. The exhibition was a wonderful display of student work from Years 7 to 12.

Sports - We had continued success with the school volleyball program. In the Volleyball Victoria Junior Open, we had great success with a number of teams - Year 8 Girls – Gold; Year 8 Boys – Silver; Year 7 Boys (2 Teams) – Silver/Bronze; Year 11/12 Girls - Silver.

Japanese Language Sister School Trip - Our students engaged in a valuable language exchange with Yamasho, building cross-cultural friendships. In 2024, this marked the 30th anniversary of Yamasho and Monbulk College's sister school relationship. The trip offered a deep immersion into Japanese culture and language, greatly enhancing students' language skills through real-world interactions like ordering food and navigating public transport. The key highlights were Tokyo: Students experienced the blend of modern and traditional Japan, visiting sites like Shibuya Crossing and Asakusa Temple; Kyoto: Exploring the Kiyomizu-dera Temple which deepened their appreciation for Japan's heritage; Hiroshima: The Peace Memorial Park visit was a profound moment, fostering a strong understanding of peace and resilience; and the week at the sister school.

Financial performance

Monbulk College maintained a sound financial position throughout 2024. The 2020 to 2024 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. In 2024, the College building program continued Stage 3B, with the final completion of the bus road. The renovation of the theatre was delayed due to the completion of the bus road taking longer than expected. The College looks forward to the completion of Stage 3B of the Building Program in 2025, with the completion of the theatre renovation. MYLNS/Tutoring teacher funding is provided in the cash grant, and the College engages with a range of memorandum of understanding (MOU) to support student engagement (MDLC, Box Hill TAFE, CFA). Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further support. The effective use of the school's resources for 2024 was reflected in two main components; the use of allocated SRP funding and locally raised funds. With the new facilities, additional expenditure was required to ensure that classrooms and study spaces were adequately resourced. Acquisition of subject-specific learning materials, additional furniture and provision of technology infrastructure across the College was extensive. The Monbulk Parent Club raised funds for music equipment (\$14142) and drama equipment (\$368).

**For more detailed information regarding our school please visit our website at
<https://www.monbulkcol.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 602 students were enrolled at this school in 2024, 260 female and 340 male.

2 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

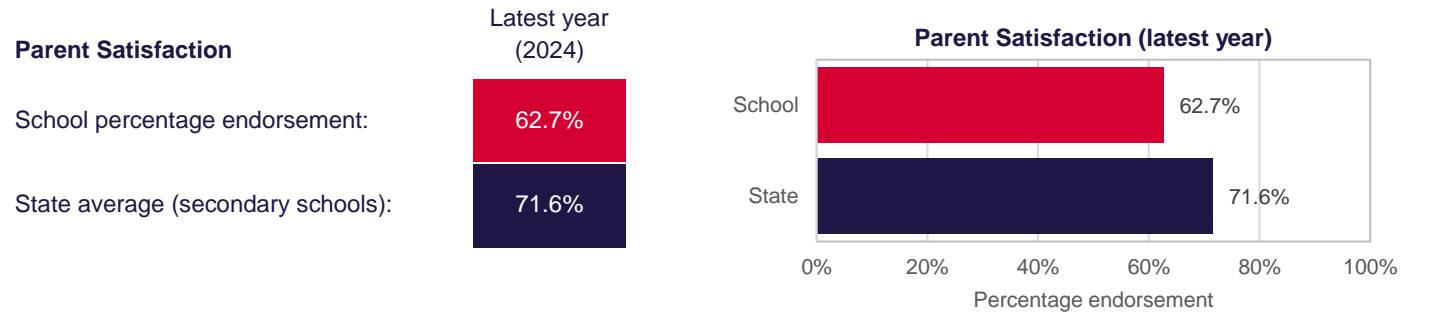
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

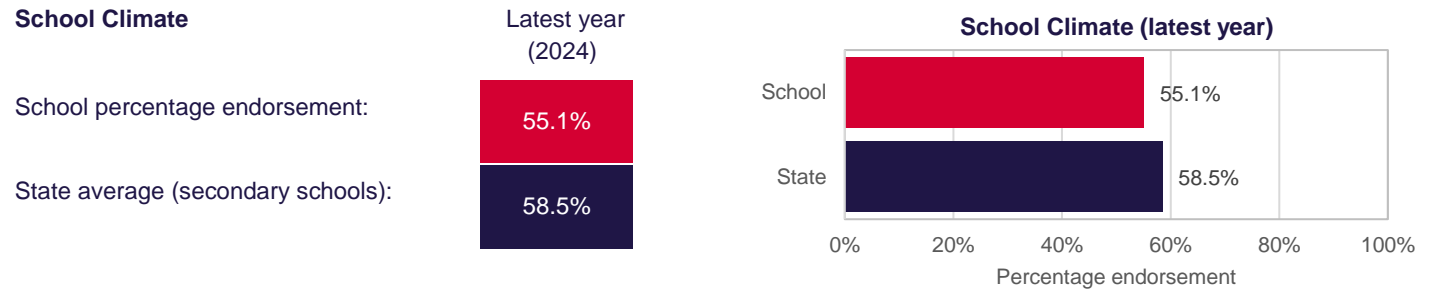


School Staff Survey

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.



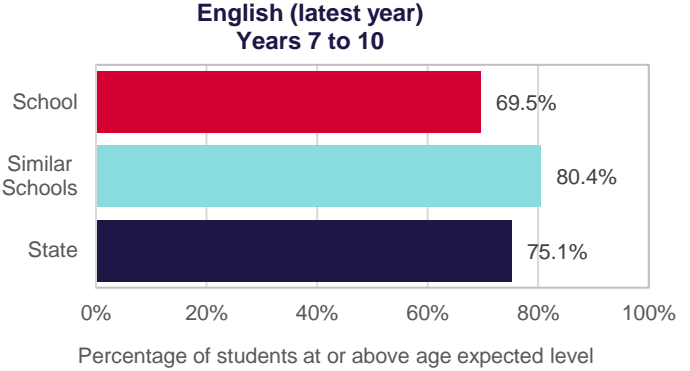
LEARNING

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.

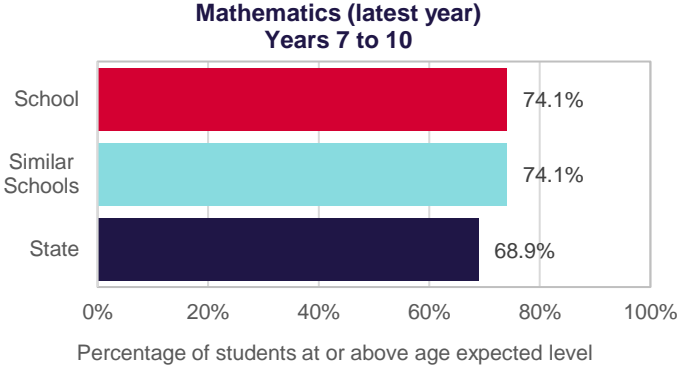
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	69.5%
Similar Schools average:	80.4%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	74.1%
Similar Schools average:	74.1%
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.

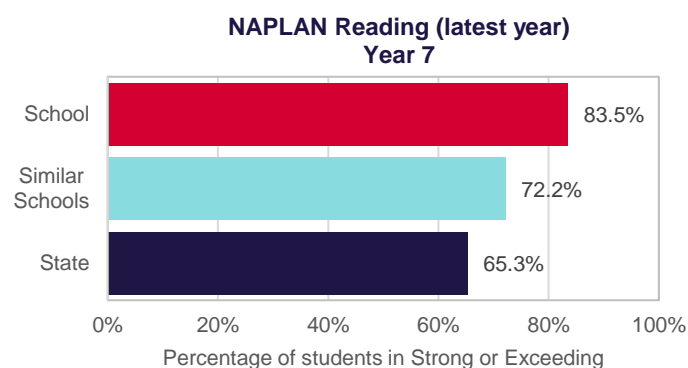
NAPLAN

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.

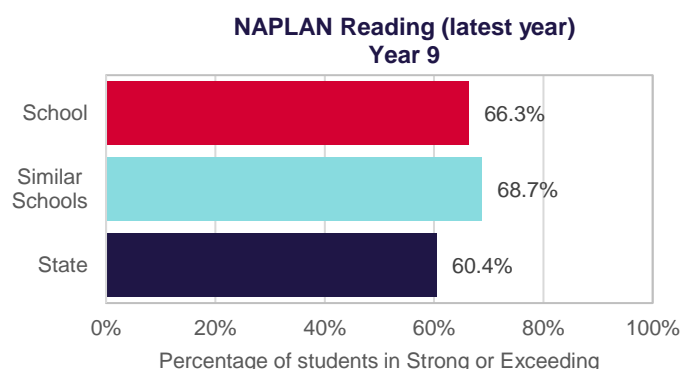
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.5%	80.6%
Similar Schools average:	72.2%	72.9%
State average:	65.3%	65.7%



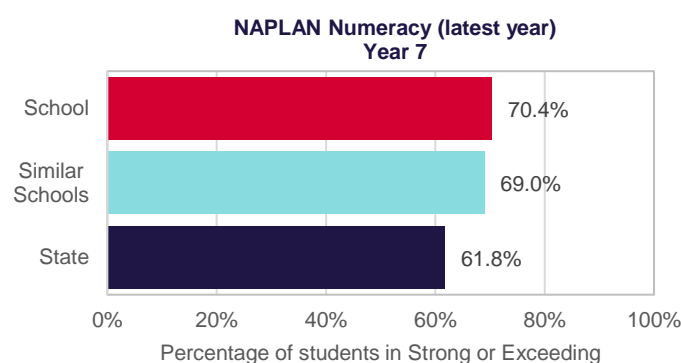
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.3%	66.7%
Similar Schools average:	68.7%	68.0%
State average:	60.4%	60.2%



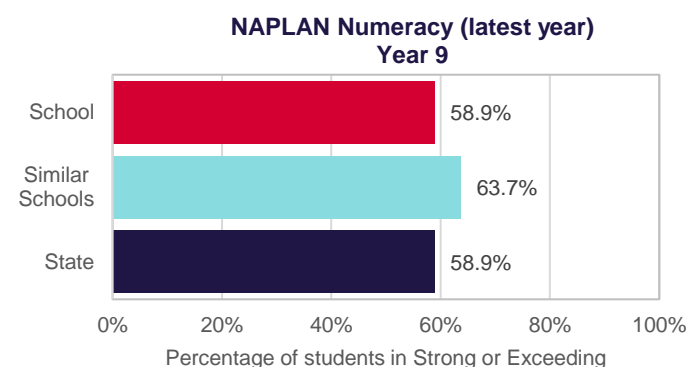
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.4%	69.1%
Similar Schools average:	69.0%	68.8%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.9%	59.6%
Similar Schools average:	63.7%	64.4%
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:

59.6%

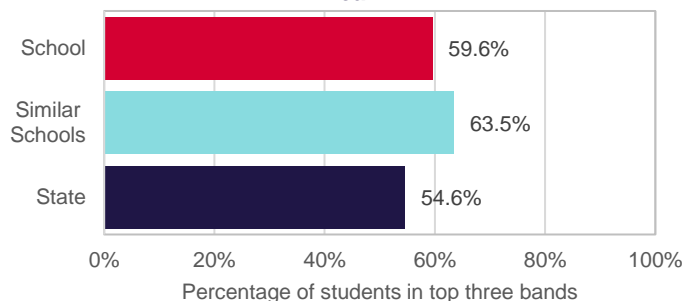
Similar Schools average:

63.5%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

44.1%

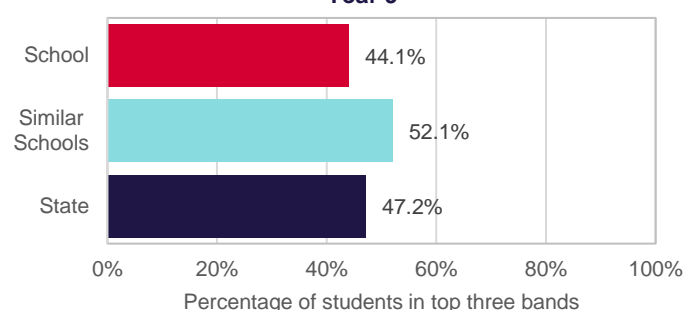
Similar Schools average:

52.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

44.1%

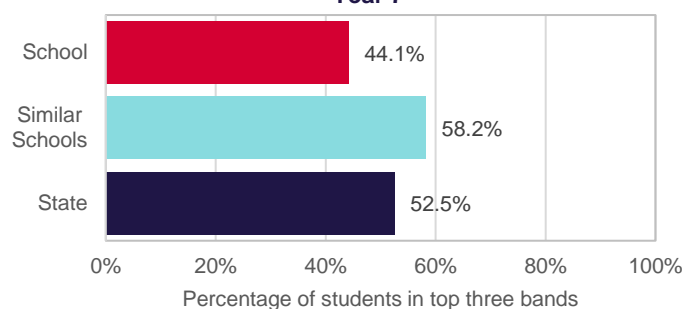
Similar Schools average:

58.2%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

35.5%

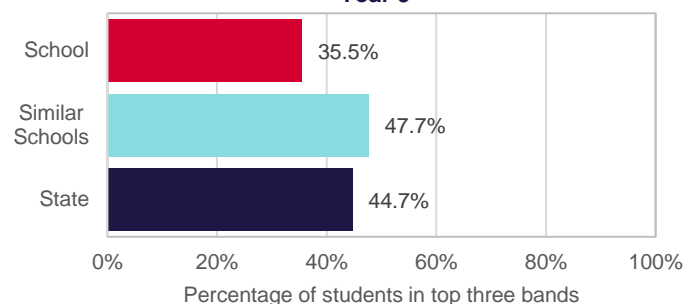
Similar Schools average:

47.7%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

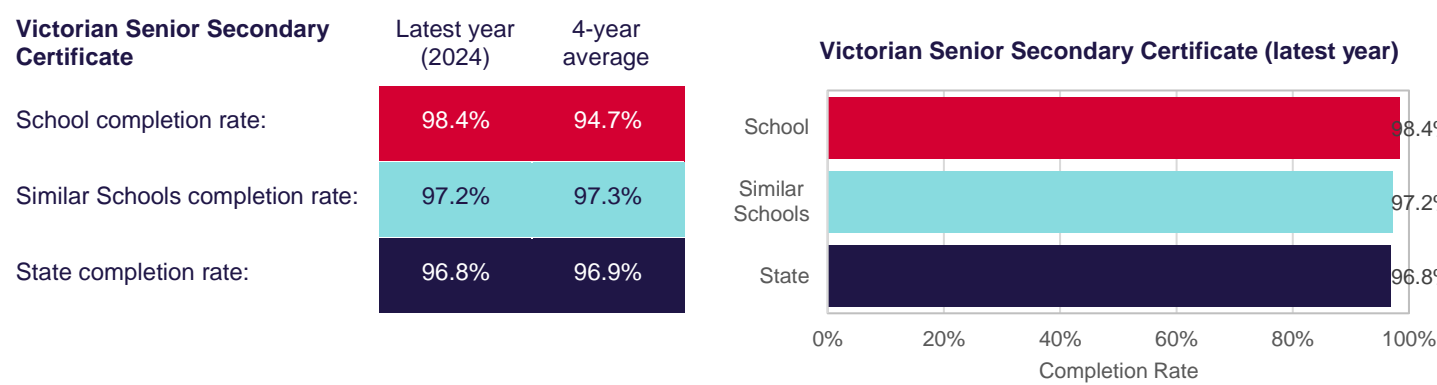


LEARNING (continued)

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:	25.7
Number of students awarded the VCE Vocational Major	14
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%

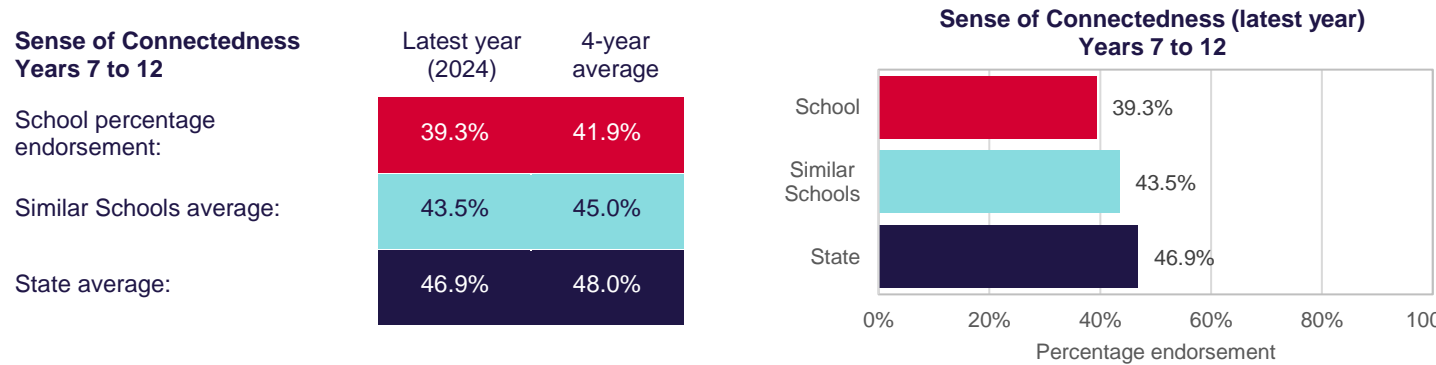


WELLBEING

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.

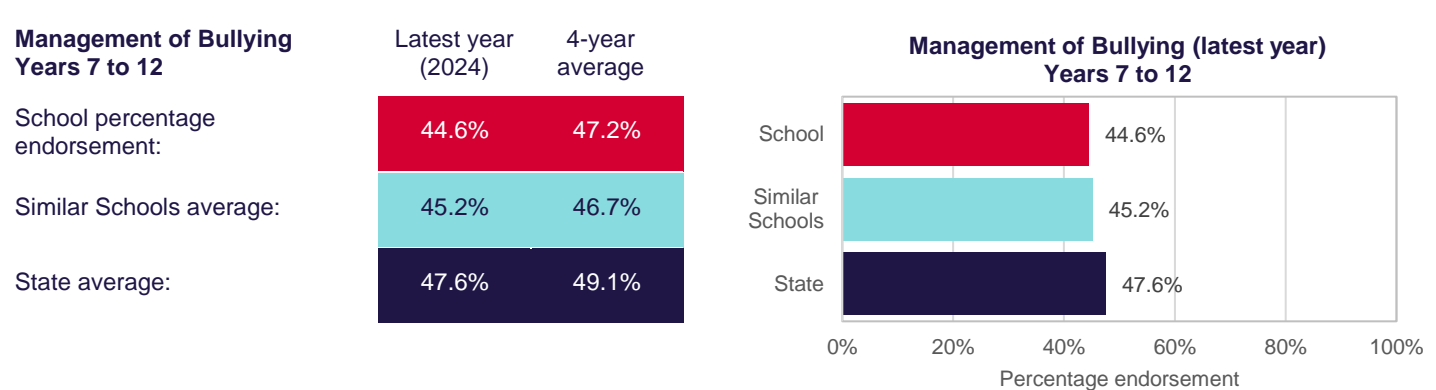
Student Attitudes to School – Sense of Connectedness

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).



Student Attitudes to School – Management of Bullying

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

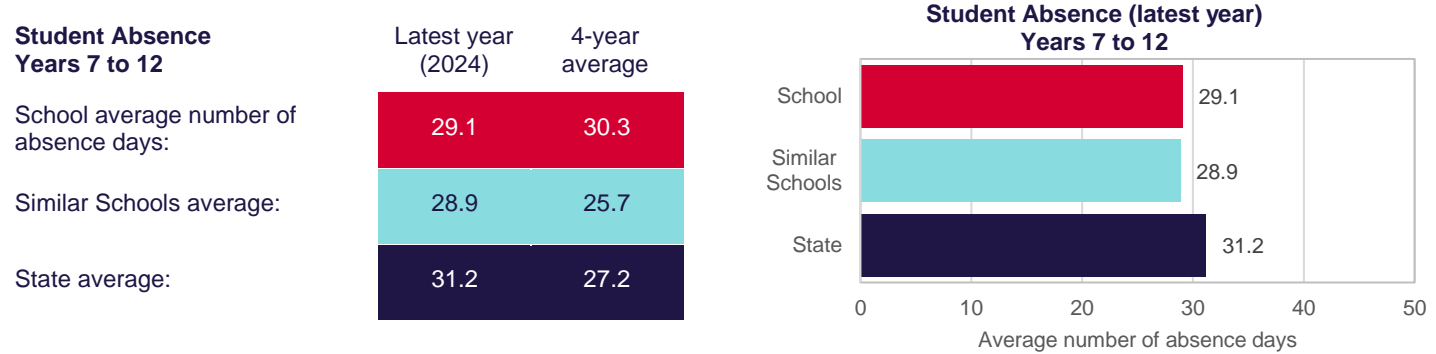


ENGAGEMENT

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

Average Number of Student Absence Days

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



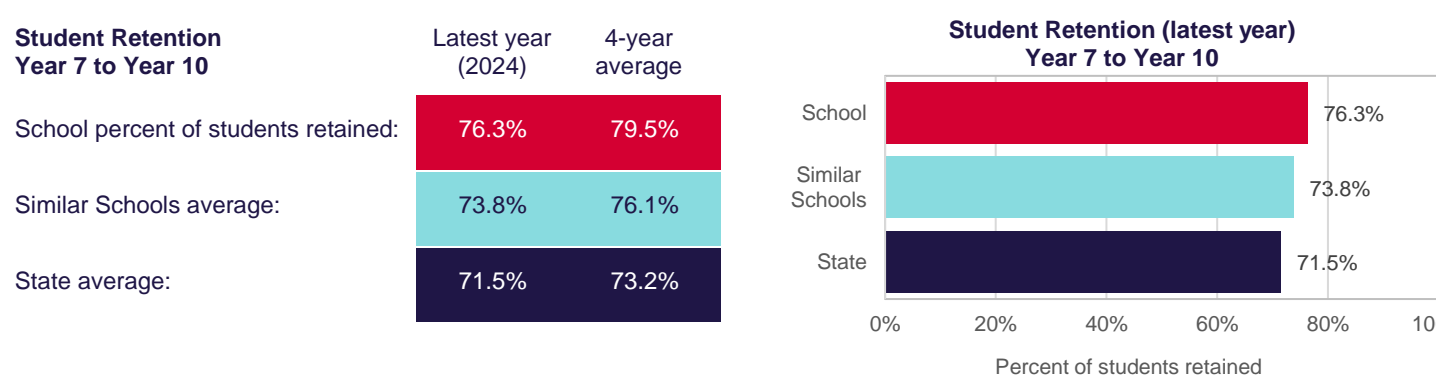
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	84%	84%	85%	85%	90%	85%

Student Retention

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



ENGAGEMENT (continued)

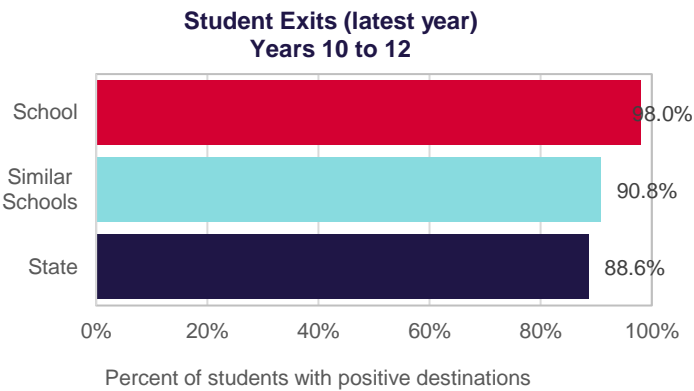
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	98.0%	95.1%
Similar Schools average:	90.8%	92.6%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$7,647,733
Government Provided DET Grants	\$1,021,207
Government Grants Commonwealth	\$0
Government Grants State	\$445
Revenue Other	\$93,136
Locally Raised Funds	\$613,356
Capital Grants	\$0
Total Operating Revenue	\$9,375,877

Equity ¹	Actual
Equity (Social Disadvantage)	\$62,342
Equity (Catch Up)	\$37,439
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$99,781

Expenditure	Actual
Student Resource Package ²	\$7,762,115
Adjustments	(\$14,079)
Books & Publications	\$68
Camps/Excursions/Activities	\$232,689
Communication Costs	\$66,628
Consumables	\$256,336
Miscellaneous Expense ³	\$69,175
Professional Development	\$32,919
Equipment/Maintenance/Hire	\$124,583
Property Services	\$324,194
Salaries & Allowances ⁴	\$247,145
Support Services	\$152,300
Trading & Fundraising	\$76,302
Motor Vehicle Expenses	\$2,055
Travel & Subsistence	\$0
Utilities	\$88,730
Total Operating Expenditure	\$9,421,161
Net Operating Surplus/-Deficit	(\$45,284)
Asset Acquisitions	\$0

- (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	\$1,449,703
Official Account	\$93,079
Other Accounts	\$0
Total Funds Available	\$1,542,782

Financial Commitments	Actual
Operating Reserve	\$278,854
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$428,077
School Based Programs	\$34,704
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$366,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$135,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,542,635

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.