

# 2024 Annual Report to the School Community

School Name: Footscray High School (7842)



- 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 21 March 2025 at 04:12 PM by Jillian English (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 08 May 2025 at 11:12 AM by Jillian English (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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.

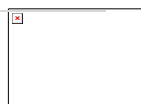
### NAPLAN

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

At Footscray High School, we are committed to fostering the intellectual and personal growth of our students while upholding the core pillars of UNITY, RESPECT, ENDEAVOUR, and CREATIVITY. Our focus on achievement and success, combined with strong support and connection, ensures that students are well-prepared for a wide variety of post-secondary pathways.

Footscray High School is a multi-campus school in Melbourne's vibrant inner west, comprising two Junior 7-9 campuses and one 10-12 campus, with a total enrolment of 1,334 students. Footscray High School provides a modern, innovative, and structured learning environment where students feel safe and supported. We prioritise both academic progress and personal development, encouraging engagement with the broader community.

Since our establishment in 2020, our success has been supported by parents and the sustained commitment of staff. The school has 164.5 full-time equivalent staff, including 7.6 Principal Class members, 113.3 teachers, and 43.6 Education Support Staff. We recognise the complexity of teaching and emphasise the use of research-based strategies to ensure consistency in classroom instruction. In alignment with the Victorian Teaching and Learning Model 2.0, we are working towards a common instructional language that supports high-quality teaching and learning.

In addition to academic development, we focus on fostering key skills such as resilience, self-motivation, curiosity, and communication to equip students for future challenges and opportunities.

Footscray High School has a well-established International Student Program, currently enrolling 100 students from countries including China, Vietnam, and Thailand. Our global outlook is further supported by our language programs that offer international study experiences in Italy and Japan.

The school also maintains a one-acre urban farm, which supports sustainability initiatives and serves as an educational resource for students and the broader community.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Footscray High School's commitment to excellence and student-centered programs has driven outstanding academic achievements in 2024. Our results highlight the effectiveness of our high-quality teaching, and strong school culture, with learning data that is commensurate with the state and similar schools.

Our 2024 VCE outcomes reflect our commitment to academic success: the median study score is 29, just below the state average. The highest ATAR achieved was 97.45, demonstrating our capacity to support high-achieving students. Additionally, 33 students received study scores of 40 and above, indicating subject excellence. In terms of ATAR achievements, 12 students scored above 90, 23 students scored above 80, and 42% of students achieved an ATAR above 70, placing them in the top 30% of the state. These results reflect our rigorous curriculum delivery, dedicated teachers, and extensive student support across the school.

Teacher Judgment of student achievement against the Victorian Curriculum at Footscray High School highlights strong progress from Year 7 to Year 10 in both English and Mathematics. 94.9% of year 7 to 10 students are working at or above the age-expected standards in English. This is significantly higher than both the state, at 75.1%, and similar schools at 89.4%. In Mathematics, 90.7% of year 7 to 10 students are working at or above the age expected standards of the Victorian Curriculum. Again, this is significantly higher than the state, at 68.9%, and similar schools, at 84.1%. This data is reflected in the year 7 and 9 NAPLAN data, which also indicates strength in our curriculum, and literacy and numeracy programs.

In Year 7, 72.8% of students achieved 'Exceeding' or 'Strong' proficiency in reading, well above the state which sat at 65.3%. 69.1% reached top proficiency levels in numeracy, which is higher than the state, at 61.8% but lower than similar schools. In Year 9, 74% of students achieved 'Exceeding' or 'Strong' proficiency in reading, on par with similar schools and significantly above the state, which reported 60.4%. 67.7% reached top proficiency levels in numeracy which is significantly higher than the state result of 58.9% but lower than similar schools. Footscray High School's two-year average (2023-2024) remains higher than the state in all domains of NAPLAN but lower than that of similar schools.

These outcomes result from our continued focus on differentiation and the ongoing improvement in our curriculum and assessment practices. Strong recruitment, and school based professional learning through our Curriculum Improvement Team, Learning Area Teams, and Professional Learning Communities has also contributed to this result in 2024.

We also offer innovative learning programs such as the Community Inquiry Program, which engages students in real-world learning through local projects, fostering critical thinking and problem-solving skills. Our Year 9 programs include EATWELL, promoting nutrition, food sustainability, and healthy eating habits, and BIKEHUB, which encourages active transport, urban mobility, and sustainability.

Furthermore, our Disability Inclusion Program provides individualized support, ensuring all students achieve growth, while our Tutor Learning Initiative leads to above-expected literacy and numeracy growth. Through high-impact teaching strategies, student engagement, and strong community partnerships, Footscray High School ensures every student reaches their full potential, with learning outcomes that are commensurate with the state and similar schools.

## Wellbeing

In 2024, Footscray High School remains committed to prioritising student wellbeing as a critical component of academic success and personal development. Building on our previous work, we focused on enhancing our School-Wide Positive Behaviour Framework (SWPBS) to create a supportive and inclusive school environment.

The 2024 Attitudes to School Survey data indicates an improvement of approximately 10% across all domains compared to the previous year. This positive trend reflects the effectiveness of our targeted strategies and initiatives aimed at enhancing student wellbeing, including the appointment of wellbeing leaders and teams across all campuses and the establishment of Inclusive Education Leaders. These roles are vital in providing tailored support to students, ensuring that their needs are met effectively.

Our initiatives also include the continued support of a School Nurse and the Doctors in School Program, which together strengthen our approach to student health and wellbeing. We maintain a strong emphasis on daily attendance, coupled with a structured wellbeing referral system, ensuring timely access to support for students who need it.

The entire school community continues to engage with the Rights, Resilience, and Respectful Relationships Program, fostering a culture of respect and inclusivity. In 2024, we continued our commitment to promoting awareness of gender diversity and non-binary identities through targeted language initiatives and training.

Additionally, we are actively implementing our Inclusion Policy, and the Marrung Initiative, which emphasises professional learning and resource allocation to support diverse student needs. We are also focused on upholding child safety standards across the school, ensuring a secure and nurturing environment for all students. Our ongoing commitment to wellbeing extends to parents, staff, and students. We provide resources and strategies to foster a positive school environment, while students identified as at risk receive ongoing interventions with a variety of allocated resources.

## Engagement

In 2024, Footscray High School reported average student absence days higher than the state and similar schools. At Footscray High School students were absent for an average of 31.4 days, versus 31.2 days for the state and 26.2 days for similar schools. The four-year average of 25.7 days for Footscray High School, however, remains lower than the state which sits at 27.2 days but higher than similar schools which report an average of 22 days. Footscray High School is committed to ensuring that student engagement remains a priority in our next strategic cycle and annual implementation plan. We are also committed to continuing the implementation of effective attendance strategies across the school.

Our four-year average of 93.8% of students progressing to further study or full-time employment, which is on par with similar schools, and above the state result of 89.5% underscores our strong post-school transition programs, which include career guidance, academic mentoring, and a future-focused learning approach.

Footscray High School's Year 7 to 10 student retention rate of 70.7% was lower than the state which recorded a result of 71.5% and similar schools which sit at 79.5%

To improve engagement, Footscray High School has implemented several initiatives, including strengthening staff capacity to create positive learning environments where students feel safe, supported, and motivated, primarily through SWPBS, and maintaining a strong emphasis on fostering positive relationships in class through the FHS Learning Model. The school has also implemented a student led House System designed to build strong connections between students and the school community to enhance students' sense of connection and belonging. These strategies aim to further improve attendance rates and overall student engagement.

## Other highlights from the school year

Footscray High School values excellence in all areas of the student experience. The school provides opportunities for extension, enrichment, and engagement in the broader life of the school. This includes:

### Camps

- Year 7 Transition Camp, part of our Year 7 Orientation Program, Year 8 Surf Trip, Year 9 Survival Camp, and international study trips to Italy and Japan.

### School Production

- Annual, cross-campus performances where students have the opportunity to sing, dance, act, and work behind the scenes on the production. They are accompanied by high-achieving music students who also play the score.

### Music Concerts

- Several musical performances occur throughout the year. Students involved in classroom music, the instrumental music program, and VCE and VET Music perform for the school community, both on-campus and at a local live venue, Kindred Studios. Students are also involved in the technical aspects of music production such as lighting and sound engineering. FHS has an annual, cross-campus student vs staff vs parents battle of the bands that was a student-led initiative.

### Inter-school Sports

- A wide variety of athletics and sporting opportunities are available. This includes our rowing program which operates in collaboration with Footscray City Rowing Club, school carnivals in swimming and athletics as well as high-level performance in the regional and state competitions. There are also opportunities to participate in activities such as the Great Vic Bike Ride.

### Art Exhibition

- Senior students exhibit their work in a public gallery.
- Junior students exhibit their work on campus as part of the school theatre production evenings.
- Film and Media students exhibit their films annually at a public cinema.

### The provision of challenge and enrichment including

- The school maintains a one-acre urban farm, which supports sustainability initiatives and serves as an educational resource for students and the broader community.
- The Year 7-9 Community Inquiry Programs and bespoke Year 9 Program including the Year 9 Bike Hub and Eat-Well programs.
- The school has introduced an Enrichment Program for selected students.
- The school has students participating in the Victorian High Ability Program (VHAP) and the Centre of Higher Education Studies (CHES).

### Financial performance

Footscray High School continued its efforts to create a strong and sustainable financial position throughout 2024 with the endeavour to develop and implement strategies to future proof the school's financial security in 2025 and beyond. The school's Strategic Plan and Annual Implementation Plan continue to provide the framework for efficient and effective resource allocation to support the school and to achieve positive student outcomes. The Student Resource Package, which funds teacher and support staff salaries, indicates a significant staffing deficit for 2024 which is largely a legacy of a school merger and subsequent staffing conditions placed on the school. Despite the staffing deficit the school did not compromise on any programs and was still able to deliver all its innovative and high-quality education programs such as EAT WELL canteen, Bike Hub, The Farm and the Community Inquiry programs, as well as developing a fully-fledged rowing program. Whilst delivering these programs the school constantly developed and honed strategies around sound financial management and budgeting which will provide the framework for a sustainable and exciting future. Traditionally Footscray High school relies on its International Student Program (ISP) as a pillar of financial stability and as a means to help manage the school's staffing deficit. The program developed momentum in 2024 with around 100 international student enrolments. The school was able to manage its cashflow successfully enough to pay off the 2023 deficit (\$726,093) and two first instalments (\$203,809 each) after signing an agreement with the Department to pay over six year the carry over deficit from the merger. Footscray High School's end of year reconciliation reflected a significantly smaller 2024 deficit than planned during the year.

**For more detailed information regarding our school please visit our website at  
<https://footscray.vic.edu.au/>**



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1,387 students were enrolled at this school in 2024, 647 female and 734 male.

17 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).

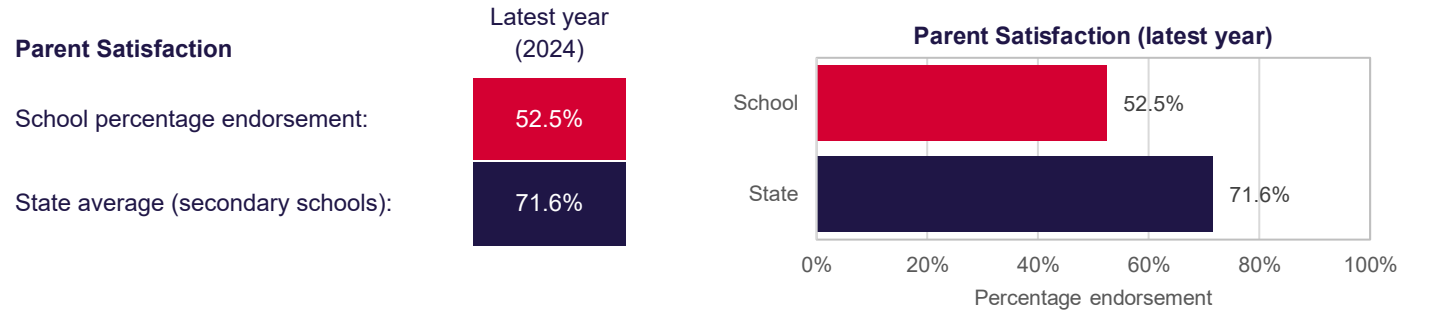
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

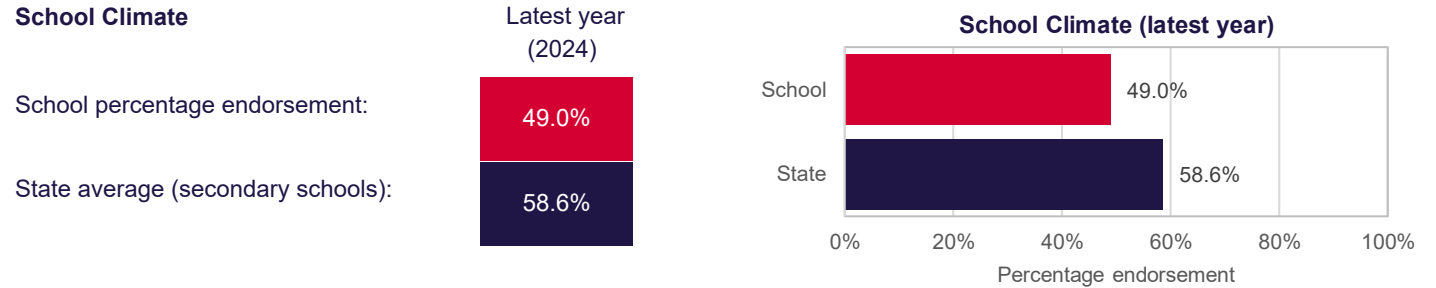


### School Staff Survey

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.



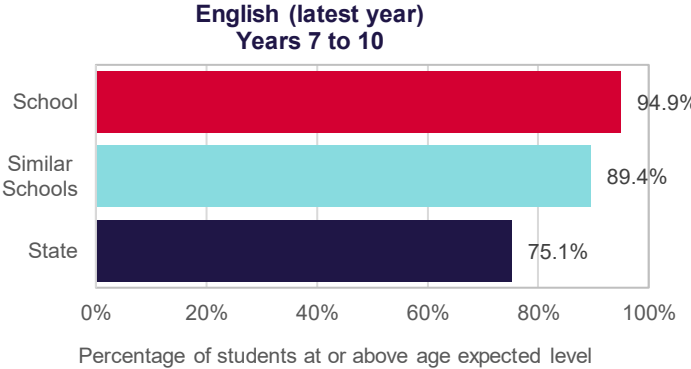
LEARNING

**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.

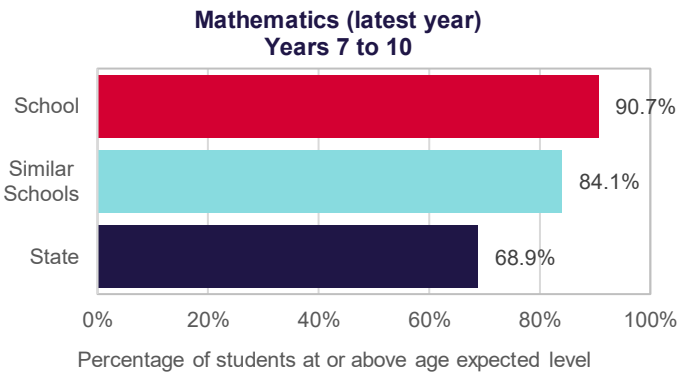
Teacher Judgement of student achievement against the Victorian Curriculum

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:	94.9%
Similar Schools average:	89.4%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	90.7%
Similar Schools average:	84.1%
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

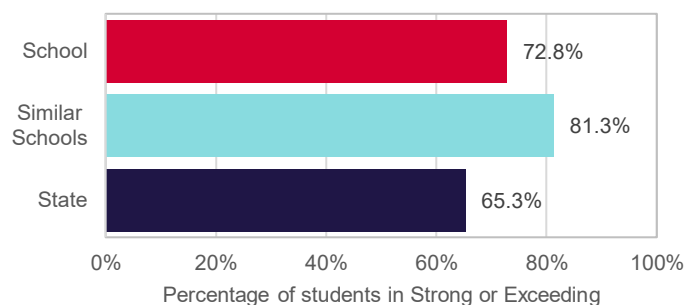
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	72.8%	77.9%
Similar Schools average:	81.3%	81.4%
State average:	65.3%	65.7%

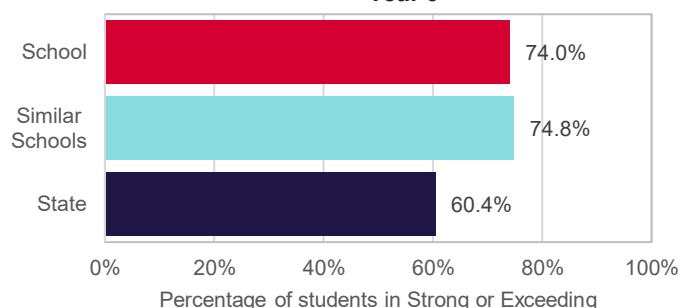
#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.0%	74.1%
Similar Schools average:	74.8%	74.5%
State average:	60.4%	60.2%

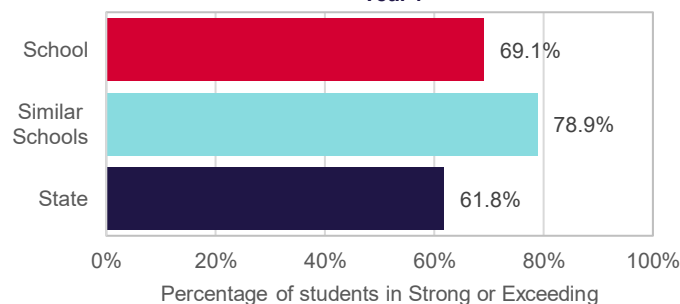
#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.1%	73.8%
Similar Schools average:	78.9%	79.2%
State average:	61.8%	62.3%

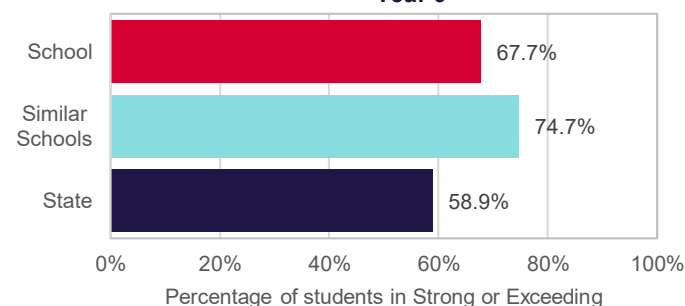
#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.7%	68.5%
Similar Schools average:	74.7%	74.9%
State average:	58.9%	59.4%

#### NAPLAN Numeracy (latest year) 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.

### NAPLAN (continued)

#### Reading Year 7

(2022)

School percentage of students in the top three bands:

72.8%

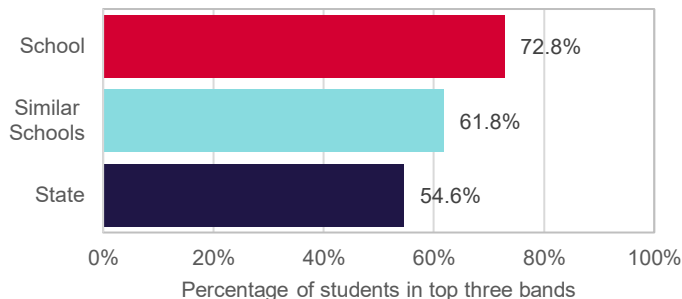
Similar Schools average:

61.8%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

68.9%

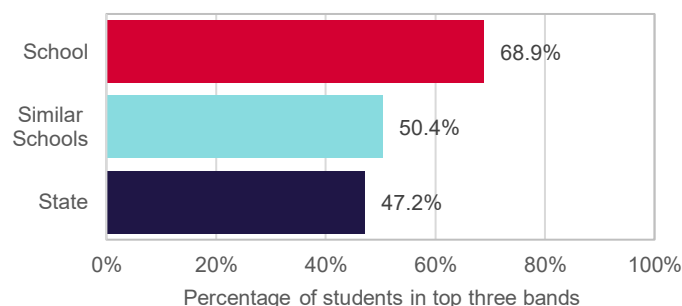
Similar Schools average:

50.4%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

66.8%

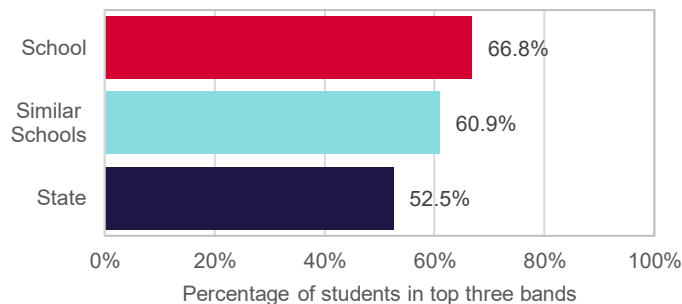
Similar Schools average:

60.9%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

55.8%

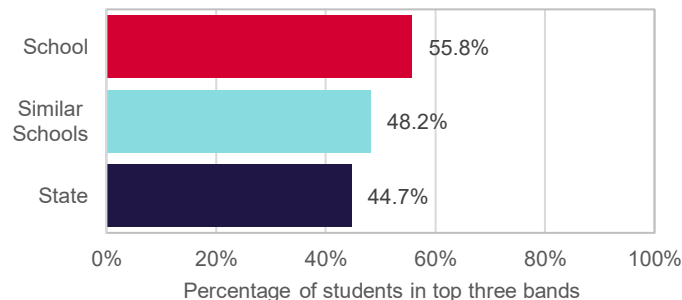
Similar Schools average:

48.2%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

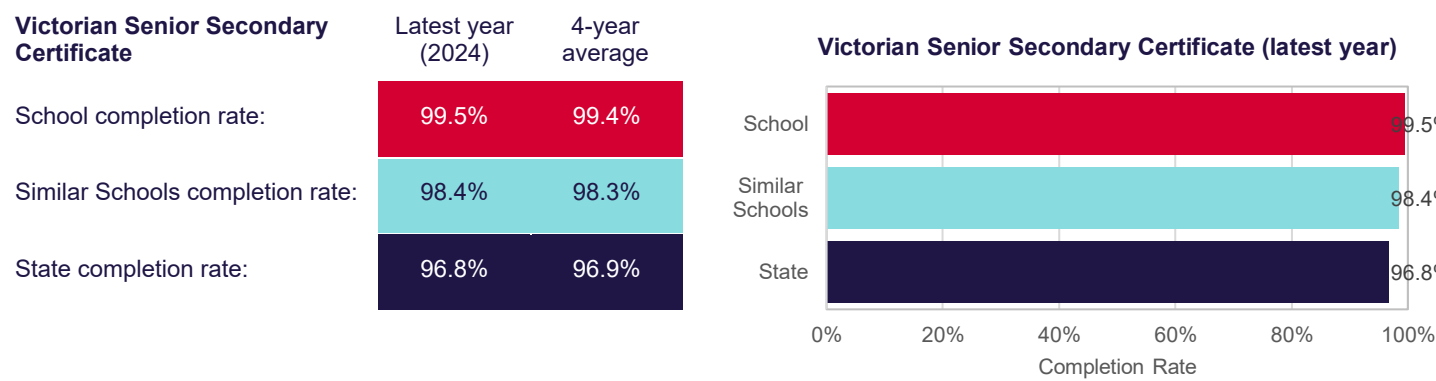


LEARNING (continued)

**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:	28.9
Number of students awarded the VCE Vocational Major	17
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:	19%
Percentage VET units of competence satisfactorily completed in 2024:	67%

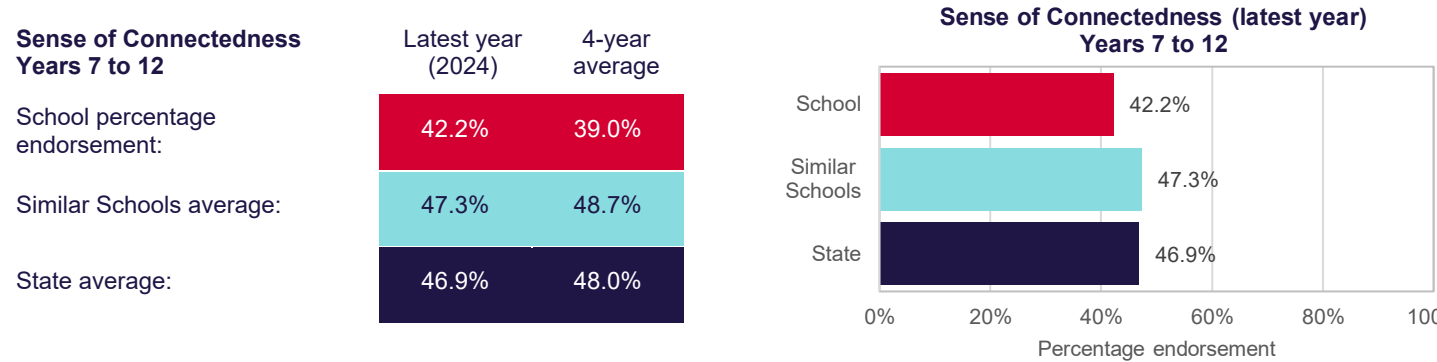


WELLBEING

**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.*

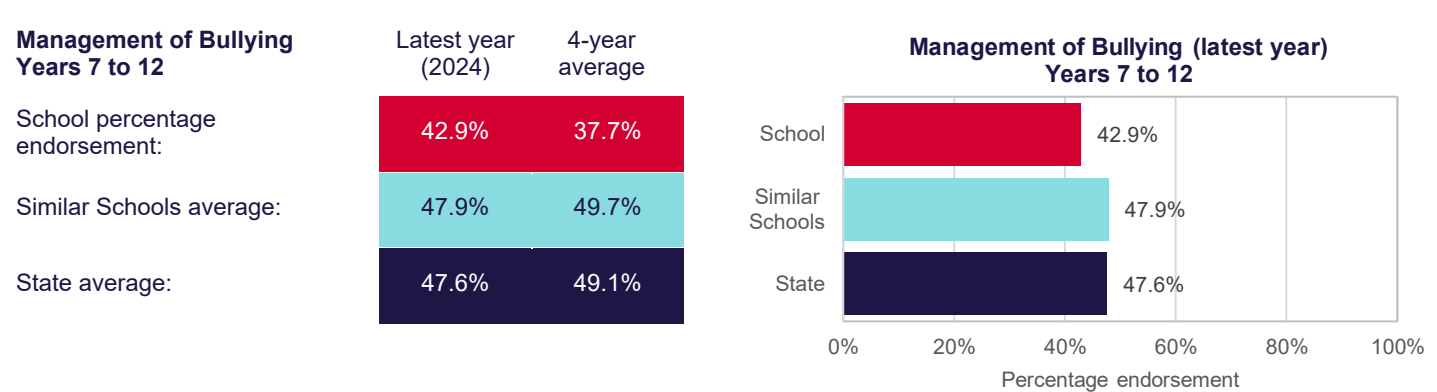
Student Attitudes to School – Sense of Connectedness

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).

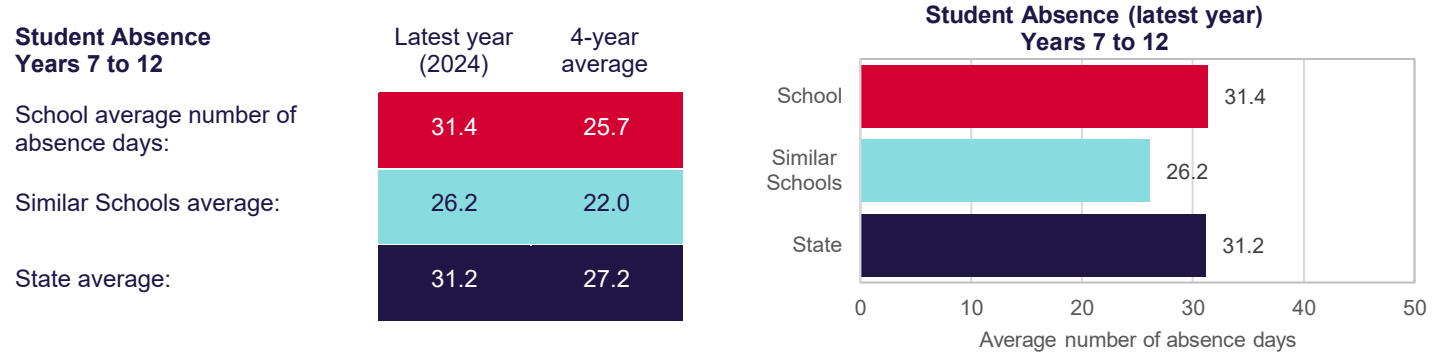


ENGAGEMENT

**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.



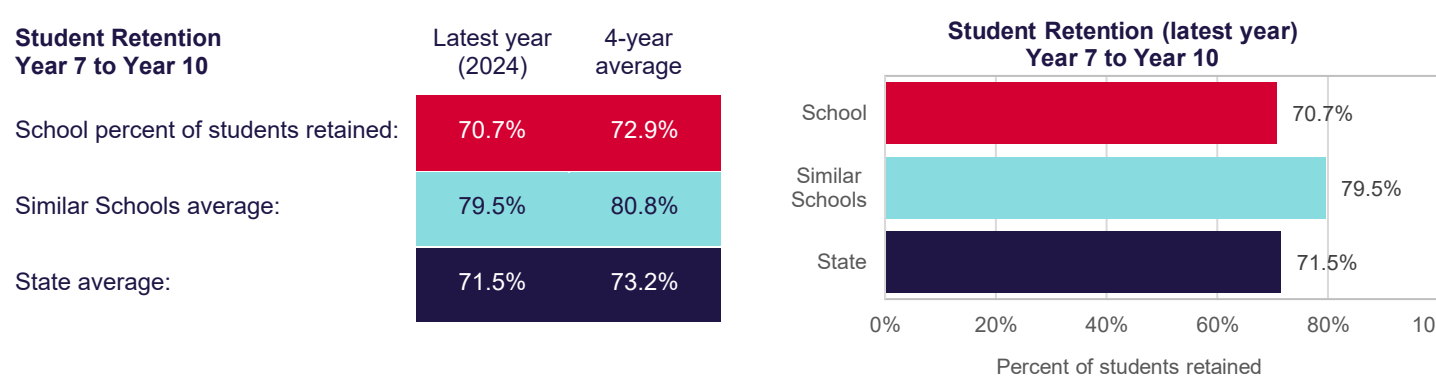
Attendance Rate (latest year)

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):	86%	83%	81%	84%	87%	84%

Student Retention

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



## ENGAGEMENT (continued)

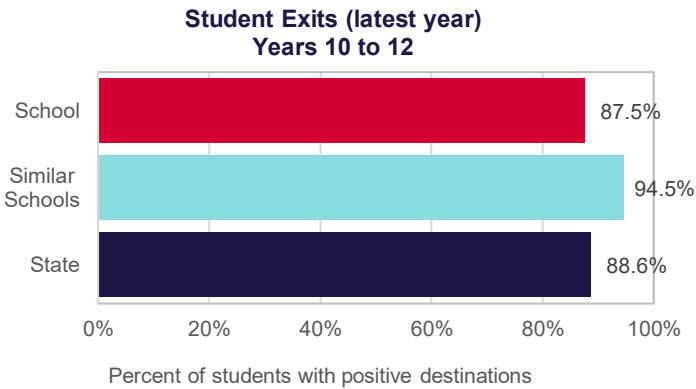
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	87.5%	93.8%
Similar Schools average:	94.5%	94.5%
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	\$17,343,026
Government Provided DET Grants	\$2,550,110
Government Grants Commonwealth	\$22,819
Government Grants State	\$99,251
Revenue Other	\$223,272
Locally Raised Funds	\$1,389,825
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$21,628,303</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,248,769
Equity (Catch Up)	\$44,532
Equity (Social Disadvantage – Extraordinary Growth)	\$3,898
<b>Equity Total</b>	<b>\$1,297,200</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,381,337
Adjustments	\$0
Books & Publications	\$22,626
Camps/Excursions/Activities	\$410,016
Communication Costs	\$61,949
Consumables	\$591,329
Miscellaneous Expense <sup>3</sup>	\$136,335
Professional Development	\$68,789
Equipment/Maintenance/Hire	\$429,228
Property Services	\$293,722
Salaries & Allowances <sup>4</sup>	\$251,423
Support Services	\$1,550,602
Trading & Fundraising	\$210,023
Motor Vehicle Expenses	\$14,578
Travel & Subsistence	\$1,721
Utilities	\$407,108
<b>Total Operating Expenditure</b>	<b>\$22,830,787</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,202,484)</b>
<b>Asset Acquisitions</b>	<b>\$14,992</b>

- (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 03 Mar 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,741,959
Official Account	\$65,271
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,807,231</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$741,775
Other Recurrent Expenditure	\$27,436
Provision Accounts	\$0
Funds Received in Advance	\$621,095
School Based Programs	\$77,748
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,026
Repayable to the Department	\$1,346,772
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$62,126
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,890,979</b>

*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.*

