

2024 Annual Report to the School Community

School Name: Alkira Secondary College (8874)



- 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 14 April 2025 at 08:24 AM by John Shaw (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 14 April 2025 at 08:25 AM by John Shaw (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

The school continues to be a school of choice in the local area forcing us to manage extreme enrolment growth and transition of students across all year levels reflecting a shift in demographics and diversity of our surrounding community. In August 2024 the school peaked at 1875 FTE enrolments not including a number of International students and part time students enrolled in online or offsite programs. Our SFOE index is Medium at 0.4337. The enrolments include students from a wide and diverse background or needs including EAL students, NCCD students, Level 1 Equity funded students and Level 2 equity funded students. To ensure we maintain our sense of community and strong relationships, our school is broken up into four distinct sub schools and is also emerging into a senior and junior school. This Schools within school SWIS model helps to ensure every student is known and their personal, educational, and social needs are monitored, managed and supported by a staff of over 200.

2024 continued to be a challenging year for staffing across the State. Our school moved in and out of full staffing and managed higher than expected transition of staff and increased longer term absences and leave. Our budget for casual relief, part time and short term contracts significantly increased from 2023 and we developed improved process to support consistency across classes and protocols for the increasing number of shared classes.

Our Statement of Purpose that; *"We exist to secure the entitlements of every child. Alkira SC in partnership with parents will provide personalised education in a happy learning environment, addressing the needs of the student's unique learning styles, cultivating independent thought, promoting respect integrity, excellence and for others building self confidence and self esteem"* has never been more relevant than now as we emerge from the social and educational disruption of Covid19, increased unemployment, social disadvantage and emerging social and political tensions.

The College investment into student health and wellbeing is complemented with the opening of a dedicated student centre with over 10 specialist staff including psychologists, counsellors and student support staff. The College has also greatly increased our intervention and support programs, especially in the areas of EAL and priority cohorts needs.

2024 also saw the implementation of a more intensive careers education program and an improved partnership with HeadStart and other providers to support student pathways. The College implemented senior school reforms and provides a full Vocational Major program within the VCE. Our 2024 95.39% of our VCE students received first round offers for university and further education. Our dux received an ATAR of 97.2, 8 students achieved an ATAR of 90 or above and 34 students achieved an ATAR of 80 or above

Our extreme enrolment pressures challenge our ability as a Public Private partnership school to maintain adequate facilities and infrastructure in a timely manner. We continue to work with Partnerships Victoria in Schools (PVIS) and Victorian School Building Authority (VSBA) to plan for immediate and future needs. At present we have over 56 classrooms housed in relocatable buildings compared to 37 in our original permanent facilities. 2023 saw the completion of a VCE pod of 24 10 mod (double storey portables) classrooms. Our priority remains the building of a new gymnasium and VCE study area to support the holding of whole cohort assemblies and testing programs.

We look forward to 2025 with increasing confidence.

Progress towards strategic goals, student outcomes and student engagement

Learning

The integration of Professional Learning Communities (PLCs) has been instrumental, promoting peer observation and fostering a culture of feedback. Furthermore, the use of Maestro Analytics for data analysis has allowed staff to improve their data literacy and differentiate instruction based on pretest data, driving measurable growth across year levels. A key focus has been aligning our curriculum with the Victorian Curriculum in consistent documentation and tracking progress through a skills continuum. In key learning areas, the approach of grouping students based on pretest data for targeted instruction has led to a decrease in student variance. The work that we have been doing throughout teaching and learning has highlighted the need to have improved teacher judgements that are more reflective of students' capability.

PLCs continue to support staff in sharing best practices and refining differentiation strategies, while external professional development for middle leaders has ensured alignment in instructional practices across the school. The learning from this saw a PLT team codifying a practice from the model of instruction, this has shown some success but also highlighted the need for further work to be undertaken in the model of instruction. Peer observations and learning walks clearly indicated the visibility of the model of instruction in classrooms across the school. Despite these successes, time constraints for staff professional development and the need for greater consistency in differentiation across teams remain challenges.

Wellbeing

In 2024, our school continued to prioritize the holistic wellbeing of our students, emphasizing mental, emotional, and physical health as foundational to their success. Building on last year's initiatives, we further deepened our commitment to inclusivity, resilience, and accessibility, ensuring that every student has the tools and support they need to thrive in a positive and welcoming environment.

A key focus this year has been our active involvement with the Disability Inclusion Profile (DIP) fund. This initiative has allowed us to step forward with fidelity in addressing the unique needs of students with disabilities. The DIP fund has not only enabled us to create tailored adjustments and modifications to our learning spaces but also fostered exceptional collaboration with specialists, families, and external partners. Through this work, we've seen meaningful progress in providing a truly inclusive education for all students. We've successfully implemented a range of interventions, from physical classroom adjustments to innovative learning tools, ensuring that each student, regardless of ability, has equal access to quality education.

In 2024, we expanded our resilience programs, continuing to build on the strong foundation set by The Resilience Project. This initiative remains a cornerstone of our approach, engaging students

in gratitude, empathy, mindfulness, and stress management strategies. The Resilience Project is now embedded into our curriculum for students in grades 7-9, with an emphasis on equipping them to handle life's challenges, both academically and personally and improve emotional literacy.

We've also seen significant success with our Multitiered Systems of Support (MTSS) team. The team itself has increased to include psychologist and mental health practitioner participation. The team has worked tirelessly to create more precise, data-driven interventions for students who need additional support. These interventions range from mental health programs to tailored academic support, ensuring that no student is left behind. Our work with students with disabilities and other complex needs has been enhanced by the expanded resources available through the DIP fund, allowing us to better integrate modifications into day-to-day classroom practices.

Our inclusion initiatives have continued to grow, particularly in terms of one-on-one support for students with learning differences. The expansion of our Inclusion Team has enabled us to provide personalized support that is flexible, adaptive, and responsive to the evolving needs of our diverse student body. Moreover, we have made significant strides in ensuring that the needs of our Koori students and those in Out of Home Care (OOHC) are met with a more focused approach. Strength-based student support meetings have been central to fostering engagement and ensuring that these students feel seen, heard, and valued.

Engagement

Our school fosters student engagement through strong partnerships with families, community organisations, and student involvement. Regular parent meetings and information nights strengthen communication and collaboration, ensuring families are actively engaged in their child's learning.

Student Attendance Analysis:

In 2024, **59% of students attended at least 90% of school days**, while **31% attended 95% or more**, surpassing both **similar schools (26%)** and **state schools (23%)**. This marks a **4% increase** from 2023, highlighting the effectiveness of our attendance initiatives in promoting consistent school participation.

Key Engagement Highlights:

- **Recognition & Belonging:** Events such as Harmony Day and Family Fun Night foster an inclusive and connected school culture.
- **Experiential Learning:** Programs like STRIVE and various excursions provide valuable hands-on learning experiences that support both academic and personal growth.
- **Student Voice & Agency:** Student leadership opportunities, including SRC, Sustainability clubs, and action teams, empower students to contribute to school decisions and initiatives.
- **Family & Community Engagement:** We utilize multiple communication platforms, including Facebook, Compass, and newsletters, to keep families informed and engaged in school life.

Through these initiatives, we continue to build a supportive and inclusive environment where students feel valued, connected, and motivated to achieve their best.

Other highlights from the school year

2024 saw the continued focus on supporting our approach to wellbeing and learning through which the College completed its second year of Berry St Education Model training and the implementation of some key college wide practices through this professional learning. Our continued rollout of the Resilience Project and training was a key part of the development of staff to approach learning with greater clarity and mindfulness about the young learners they work with every day. A continued highlight was the amount of programs and support that was run out of the Student Health and Wellbeing Centre which was in its second year and clearly highlighted the important investment the College made in these resources and of its importance in our approach to education at Alkira.

The year began with our annual First Day conferences for all students who collaboratively set future learning and wellbeing goals that were revisited and monitored throughout the year. Part of the connection at the conferences was also about strategically working with our community to have them also attend or mid-year homegroup teacher conferences to address the complexities around our ever increasing parent numbers from non-English speaking backgrounds. It is this thinking that we have adopted college wide that is supporting our community connection.

The focus on students playing an active role in their school and the focus on student voice saw us early in the year hold our second Alkira Citizen Day. This program is a day long series of events where students complete a variety of activities associated with what it means to be a good citizen at the school and how this connects in school values: Respect, Integrity, Caring and Excellence. This day whilst coordinated by staff had a lot of input from the student leadership team and during the whole school assembly the students were the ones who drove the key message around how the actions of all of us and our respect of the school values can only lead to a welcoming and respectful and inclusive learning community.

Our NAPLAN results were again pleasing with 84% of students with high or medium relative growth in numeracy (Year 7-9) which has been credit to the work by staff and resources that has gone into improving the experience of maths in the junior year levels. As our facilities continued to grow with our increasing numbers further delivery of two further 10 modular double storey portables allowed us greater flexibility in supporting our senior school program and create a purposeful connection for our senior students. As the college continues to grow we are seeing the impact of our focus on improve teaching and learning outcomes with improved results in our VCE outcomes and NAPLAN results. Our annual valedictory awards evening celebrated the experiences and successes of our students. It was tremendous to see the students at the college get great results again, in terms of the Victorian Certificate of Education: 96% of our students had satisfactory VCE completion: our Median Study Score remained at 29; there were 34 students who achieved an ATAR of 80 or above; the highest ATAR was 97.2. At our annual end of year presentation evening many of our successful students spoke about not only the critical support they received from their teachers right throughout but the many and varied experiences outside the classroom that enabled them to grow in the College community. Our year twelve students are also involved in a STRIVE program that helped them develop a sense of self and confidence for a challenging year. This was further supported through the year with Elevate sessions around preparing for study and being your best.

We also celebrated our wide cultural diversity through: Cultural Diversity week, Harmony Day, Nowruz, Chinese New Year, IDAHOBIT Day, Naidoc week, Diwali festival and Reconciliation week. We also continued to recognise important opportunities for remembrance for Anzac Day, Holocaust Ceremony, Sorry Day and Armistice Day. These are important iconic cultural days that

we hope will integrate and teach our students about important social and historic events. Camps and excursions were well attended with the Year 7 transition camp and we returned to Central Australia for the annual tour to the centre of Australia. This coupled with our swimming and athletics carnivals demonstrates the volume of activities available in the school. Our sports academy and variety of interschool sport competitions, where the school continued their successes at regional and state levels.

Our development of a College wide school recognition program through our sub-school saw many students gaining points and recognition through the year as they were presented with badges for community, sport etc. Our arts students enjoyed success in local and State exhibitions, our own Annual Arts show was a great success highlighting the work of our students across a range of arts subjects. The school production was a fantastic show and some of the singing and dancing was outstanding. The talent of our music students continues to grow each year and along with the many times they performed on theme days to support other aspects of the College. The mid-year and end of year music concerts showcased outstanding student and group performances. These programs go from strength to strength as the changes we made to the middle school curriculum opens up opportunities for students to pursue their passions.

Financial performance

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. The impact of lower parent contributions over the past 2 years is becoming more evident and lack of other funding to address this shortfall is concerning. With strong financial management strategies in place we are monitoring the situation and working hard to try to ensure this shortfall doesn't impact our delivery of curriculum.

For more detailed information regarding our school please visit our website at <https://www.alkirasecondarycollege.com.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 1,925 students were enrolled at this school in 2024, 912 female and 1012 male.

51 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).

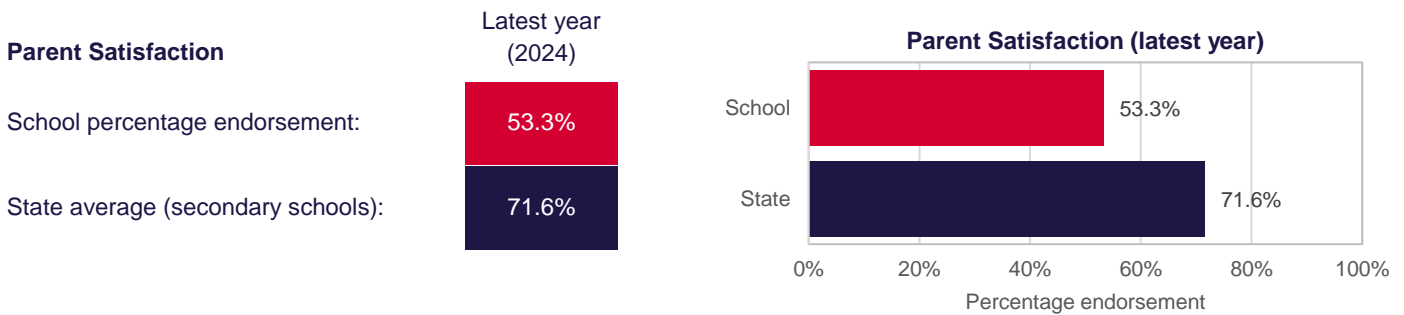
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

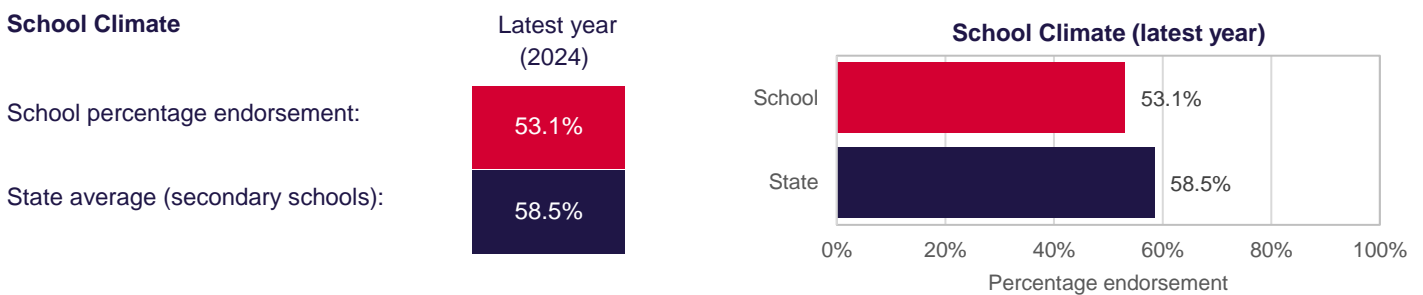


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

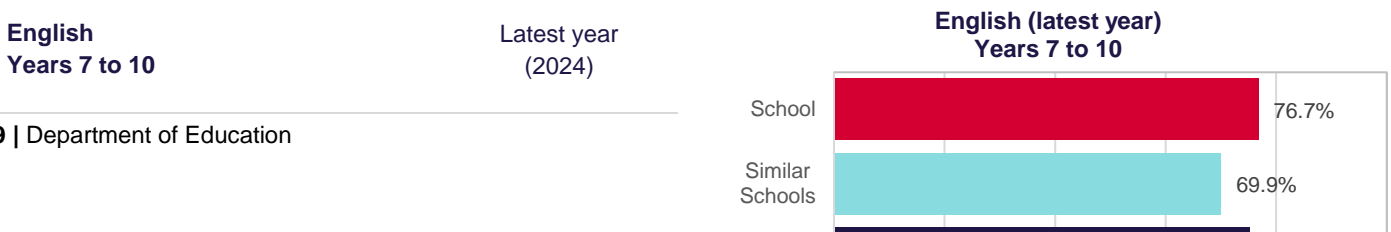


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:

76.7%

Similar Schools average:

69.9%

State average:

75.1%

**Mathematics
Years 7 to 10**

Latest year
(2024)

School percentage of students at or above age expected standards:

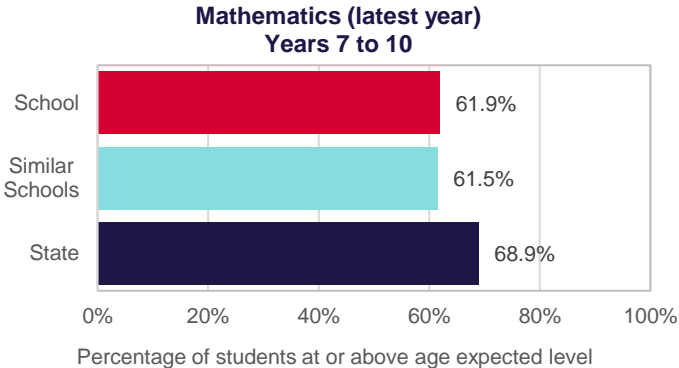
61.9%

Similar Schools average:

61.5%

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.

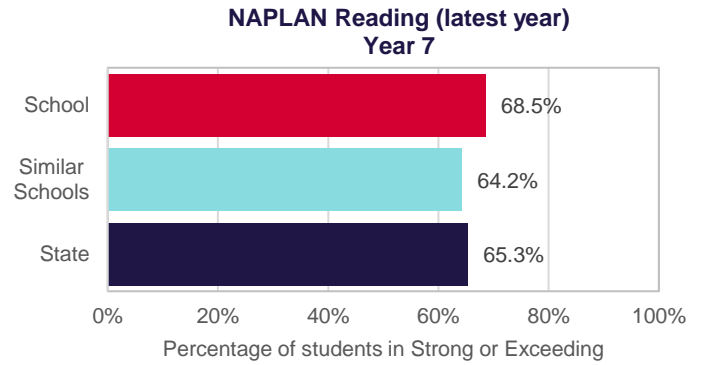
NAPLAN

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.

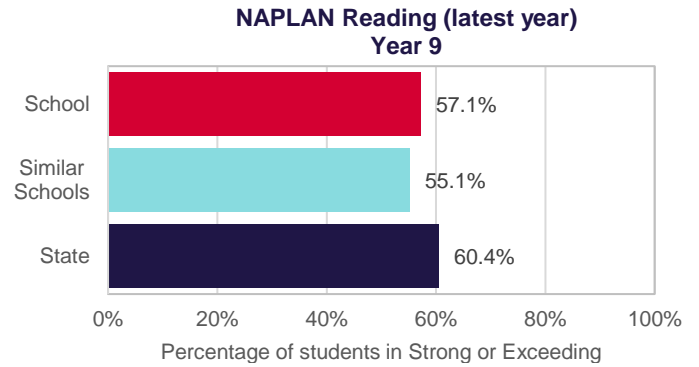
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.5%	69.7%
Similar Schools average:	64.2%	63.9%
State average:	65.3%	65.7%



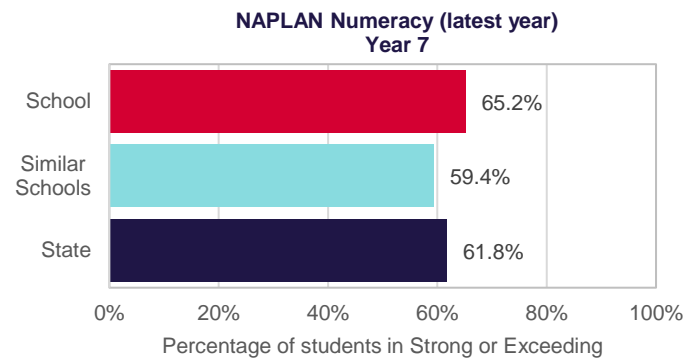
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	61.5%
Similar Schools average:	55.1%	54.6%
State average:	60.4%	60.2%



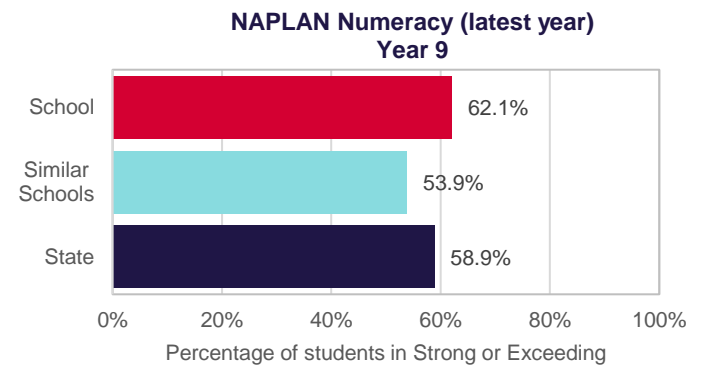
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.2%	66.6%
Similar Schools average:	59.4%	59.7%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.1%	63.5%
Similar Schools average:	53.9%	54.5%
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:

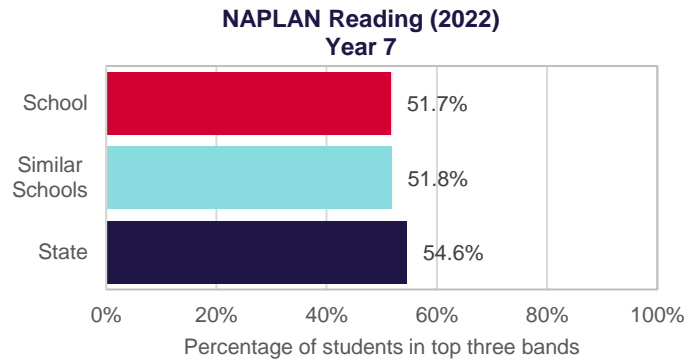
51.7%

Similar Schools average:

51.8%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

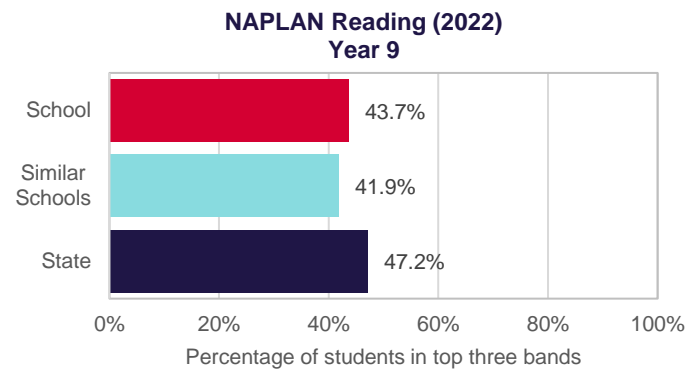
43.7%

Similar Schools average:

41.9%

State average:

47.2%



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

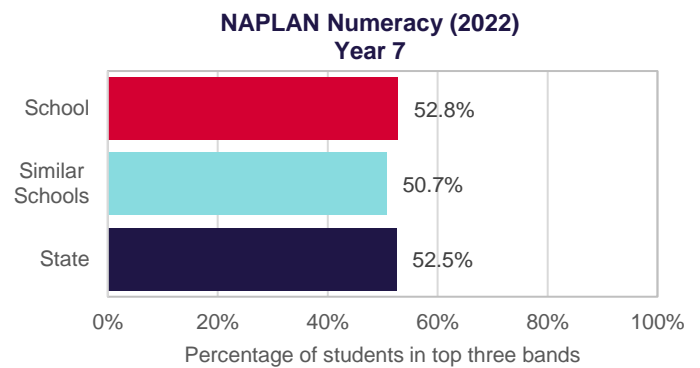
52.8%

Similar Schools average:

50.7%

State average:

52.5%



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

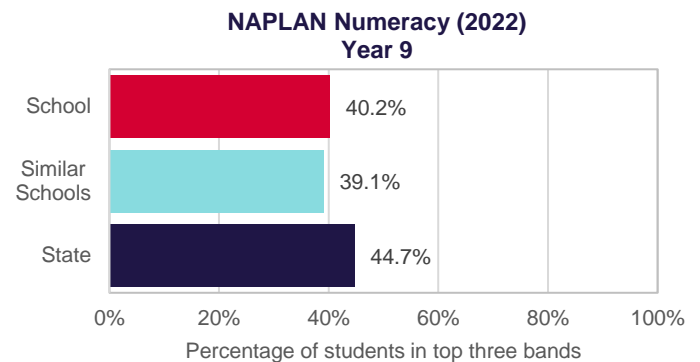
40.2%

Similar Schools average:

39.1%

State average:

44.7%



LEARNING (continued)

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

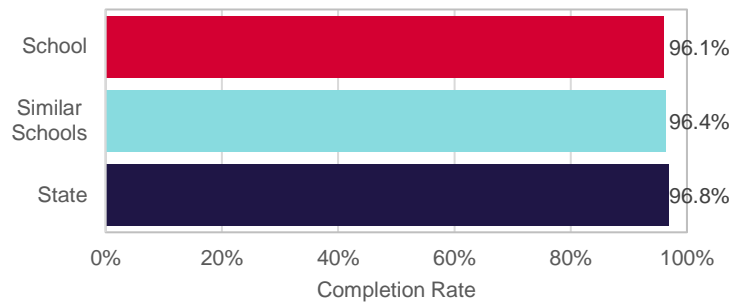
Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	96.1%	97.4%
Similar Schools completion rate:	96.4%	96.5%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.4

Number of students awarded the VCE Vocational Major

59

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

30%

Percentage VET units of competence satisfactorily completed in 2024:

88%

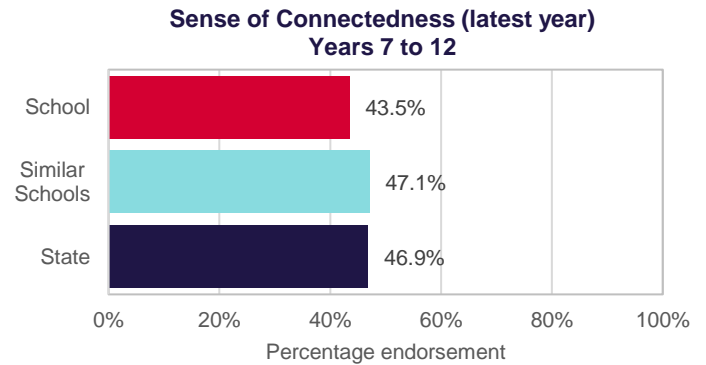
WELLBEING

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).

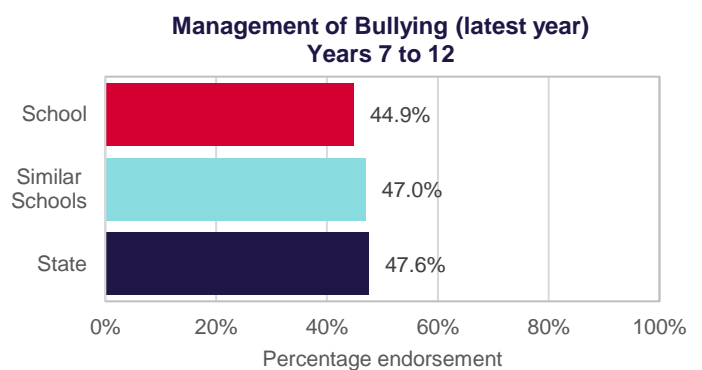
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	43.5%	45.0%
Similar Schools average:	47.1%	48.5%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	44.9%	45.4%
Similar Schools average:	47.0%	49.2%
State average:	47.6%	49.1%



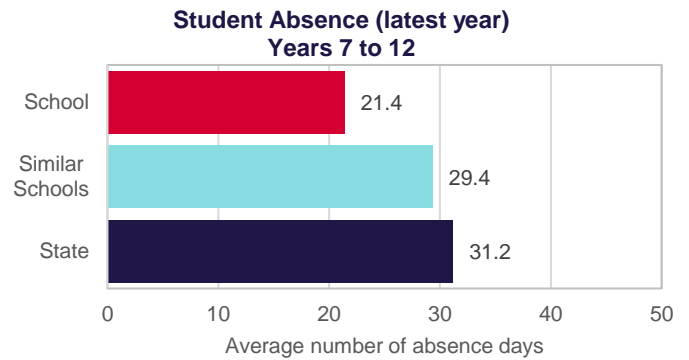
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	21.4	21.7
Similar Schools average:	29.4	25.7
State average:	31.2	27.2



Attendance Rate (latest year)

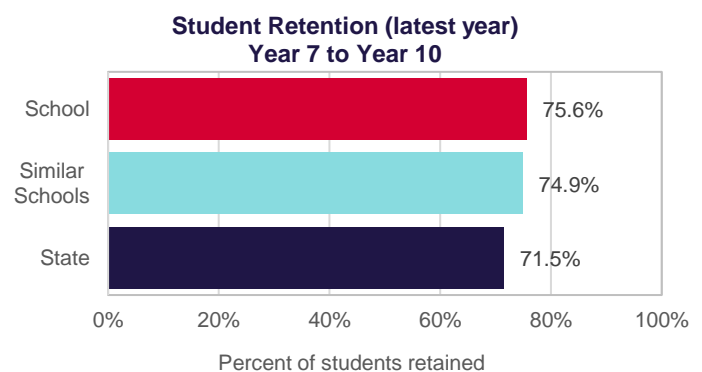
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	90%	88%	88%	88%	92%	92%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	75.6%	77.7%
Similar Schools average:	74.9%	76.8%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

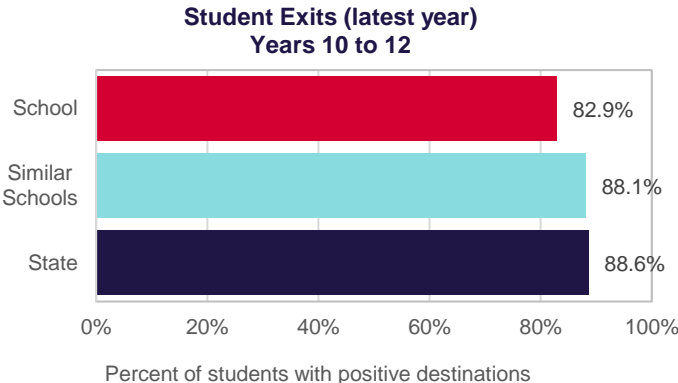
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	82.9%	86.7%
Similar Schools average:	88.1%	89.9%
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	\$23,504,815
Government Provided DET Grants	\$2,293,391
Government Grants Commonwealth	\$11,929
Government Grants State	\$13,102
Revenue Other	\$332,635
Locally Raised Funds	\$736,185
Capital Grants	\$0
Total Operating Revenue	\$26,892,056

Equity ¹	Actual
Equity (Social Disadvantage)	\$981,045
Equity (Catch Up)	\$123,815
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,104,859

Expenditure	Actual
Student Resource Package ²	\$23,918,978
Adjustments	\$0
Books & Publications	\$9,940
Camps/Excursions/Activities	\$413,340
Communication Costs	\$2,824
Consumables	\$429,720
Miscellaneous Expense ³	\$82,923
Professional Development	\$76,509
Equipment/Maintenance/Hire	\$596,018
Property Services	\$16,687
Salaries & Allowances ⁴	\$273,766
Support Services	\$1,753,859
Trading & Fundraising	\$47,020
Motor Vehicle Expenses	\$1,102
Travel & Subsistence	\$0
Utilities	\$161,302
Total Operating Expenditure	\$27,783,989
Net Operating Surplus/-Deficit	(\$891,933)
Asset Acquisitions	\$83,325

- (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	\$3,721,031
Official Account	\$289,829
Other Accounts	\$0
Total Funds Available	\$4,010,861

Financial Commitments	Actual
Operating Reserve	\$646,338
Other Recurrent Expenditure	\$45,000
Provision Accounts	\$0
Funds Received in Advance	\$44,450
School Based Programs	\$1,352,111
Beneficiary/Memorial Accounts	\$3,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$1,500,000
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,965,899

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.