

2024 Annual Report to the School Community

School Name: Healesville High School (7900)



- 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 27 March 2025 at 01:57 PM by Allan Rennick (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 02 April 2025 at 03:05 PM by Allan Rennick (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

Healesville High School is a small semi-rural school in the Yarra Valley with a 2024 student population of 333. The school's Student Family Occupation and Education index band value is medium. Two percent of students had English as an additional language and nine percent were Aboriginal or Torres Strait Islander. We aim to provide engaging and effective learning experiences for all students within a caring school community that nurtures and motivates individuals to reach their full academic and personal potential. The school's values of respect, responsibility, relationships, and teamwork are fundamental to our core principles.

Student needs are paramount. The school offers programs to extend and support learning, with advanced classes at Years 7-9 and Year 10 students encouraged to undertake one, or occasionally two, VCE studies. Students may study Japanese, become members of the hugely successful instrumental music program, participate in numerous sports, develop leadership skills, and perform in our annual school production. Students in 2024 were also provided the opportunity to be involved in the three-month long School For Student Leadership experience, participate in interstate trips to Central Australia and the Gold Coast, Queensland and participate in year level camps at each year level.

The school has contemporary teaching facilities, structured around hubs for specific year levels, a bright and functional administrative building, library, and specialist facilities including a Media Centre, a Performing Arts Centre, and a Trade Training Centre. These facilities complement excellent sporting and other facilities including an indoor swimming pool managed by an external aquatic facility management company, indoor basketball courts, gymnasium, and music rooms. Our sporting and recreation facilities provide access for students both within and outside school hours, further enhancing the close links between the school and the broader community.

Throughout the most recent School Strategic Plan the focus has been on improving student academic outcomes, student wellbeing and student and parent engagement. The overriding priorities have been the development of a culture of excellence in teaching and learning and the creation of a positive climate for learning.

This school has 48.40 equivalent full-time staff: 1 principal class, 1 assistant principal class, 32.08 teachers and 14.32 education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The percentage of students in Year 7-10 performing at or above age expected standards in English was 81.1%, well above similar schools (63.3%) and marginally above the state average (75.1%). The percentage of students in Year 7-10 performing at or above standards in Mathematics was 63.0%, well above similar schools at 55.1% and below the state average of 68.9%. All later year students have Career Action Plans, ensuring access to a full range of

educational and vocational options. The percentage of students in the Strong or Exceeding proficiency levels category for NAPLAN reading at Year 7 was 54.2%, below similar schools (59.1%) and well below the state average (65.3%). The percentage of students in the Strong or Exceeding category for numeracy at Year 7 was 51.0%, slightly below similar schools at 52.7% and below the state average of 61.8%. The percentage of students in the Strong or Exceeding proficiency levels category for reading at Year 9 was 46.9%, below similar schools (54.1%) and well below the state average (60.4%). The percentage of students in the Strong or Exceeding category for numeracy at Year 9 was 46.4%, slightly below similar schools at 50.3% and below the state average at 58.9%. The school uses NAPLAN data and school-based testing such as Progressive Achievement Testing to target student extension and support provision, and especially tutor learning initiative and middle years literacy and numeracy support. The school's VCE study score mean was 27.4, a significant improvement from the 2023 mean of 24.8. Completion of studies was achieved by 88.2% of Victorian Senior Secondary Certificate students. The completion rate of 88.2% was slightly below than the school's 4-year average of 92.5%. 21% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence and 87% of VET units of competence were satisfactorily completed.

Wellbeing

The core wellbeing focus for 2024 was student engagement with, and connectedness to, school. This focus continued to emphasize a whole-of-staff concentration upon the physical, mental, and emotional health of every student and every staff member and supported the whole-of-school concentration on the attainment of excellence in teaching and learning. Communication from school to the broader community and between all stakeholders in our school community continues to be a cornerstone of success. Further developments of close connection between school, students, parents and the broader Healesville community from strategic use of the Compass management system were achieved and the successes of the use of social media platforms such as the school Facebook page enabled communication with parents and families to continue effectively. Immediate access to lesson plans and resources via Compass is a requirement, supported by all staff members, and the use of positive chronicle entries for students is routine in the daily working approach of teachers and non-teaching staff members. The introduction of a cross-year level daily home group program, aligned to the existing four-House structure in 2023, and continued in 2024, has succeeded significantly in strengthening the connections between students and staff members, and within the student body. Students from Years 7-12 meet daily at the start of each school day to connect, engage with each other and their two allocated staff members and work on activities, challenges and events, amassing points for their home group and House. The percentage endorsement (positive responses - agree or strongly agree) on the Sense of Connectedness factor, as reported in the Student Attitudes to School Survey of 2024 was 55.4% for our school, a significant increase from 49.7% in 2023, and 37.8% in 2022 and comparing extremely favorably in 2024 with the figure of 39.5 for similar schools and 46.9% for the state average. The school looks upon these results proudly as they indicate programs introduced are impacting student connectedness in an overwhelmingly positive way. The percent endorsement on the Management of Bullying factor, as reported in the Student Attitudes to School Survey was also pleasingly above similar school and state figures. 59.1% for our school, improved from 52.5% in 2023, and comparing positively with the 2024 figure of 42.2% for similar schools and the state average of 47.6%.

Engagement

The school has continued to focus heavily upon improving student engagement and motivation to learn throughout the lifespan of the current School Strategic Plan. In 2024, building the instructional effectiveness of teachers via a whole school approach to instructional practice and an agreed instructional model was maintained as a key improvement strategy. The calm and orderly structure to classes and the overall school day was a strong focus in 2023 and was a continued priority in 2024. Data relating to the school's average number of student absence days demonstrated strong connection between students and school. The school average number of absence days (16.5) compares extremely favorably with the similar school's average of 36.9 and with the state average of 31.2. The four-year average of Healesville High School (2021-2024) is 17.9, which compares very favorably with similar school's average (32.0) and the state average (27.2). Attendance rates by year level remain high: 91% at Year 7, 90% at Year 8, 91% at Year 9, 91% at Year 10, 94% at Year 11 and 94% at Year 12. The percentage of students who commenced in Year 7 in 2021 and remained at the school in Year 10 in 2024 was 77.3%, compared with 70.9% for similar schools and 71.5% for the state. Our four-year average (2021-2024) was also above similar schools and state with our figure being 78.5%, similar schools (71.8%) and state (73.2%). The percentage of students from Years 10-12 exiting to further studies or full-time employment (latest year data- 2023) was 81.3%, compared with similar schools 82.9% and the state average of 88.6%. Throughout 2024 the school pursued numerous initiatives to address engagement of students, including the further refinement of the home group structure, the maintenance of a strong focus upon student voice, agency and leadership, and individual education plans for all students at risk of disengagement from education. Career action plans for Year 9 students, a whole-of-staff focus upon the usage of Compass positive chronicle entries and regular celebratory Year Level assemblies continued as the norm. Regular morning tea sessions enabled the celebration of student successes in achievement and leadership. Students and staff were invited to share in the celebrations on these occasions, with the further benefit of such gatherings being the enhancement of staff and student connection.

Other highlights from the school year

The Talbot Room continued to grow in strength, quality and contributions to student outcomes, and achieved outstanding results in promoting an inclusive school environment throughout 2024. The program has grown from an initial enrolment of three students in 2018 to its current size of 18 and boasts specialized and individualized learning experiences of exceptional quality for students in need of such additional support. Wellbeing practices have developed even greater proactivity. Programs to support and raise awareness for LGBTQ+ students were regularly implemented and RUOK Day is now a fixture on the school calendar. The school's involvement in the Lilydale District and Yarra Valley Education Plan (LDVYEP) has further improved the engagement of Koorie students with their learning and Koorie families with school events. The school's involvement in the LDVYEP has continued to offer support as we further enhanced the promotion of cultural inclusivity, and focused upon the development of Aboriginal and Torres Strait history and cultural awareness programs. Engagement with the school and local community has long been, and remains a strength of this school. Communications are clear, connections are personal, and students, parents and families are individually supported. The school enjoys outstanding physical facilities and made exceptional use of those facilities to enhance student learning,

engagement and growth in 2024. Throughout the past year outstanding extra-curricular activities were offered and delivered in abundance and included an exceptional school production, brilliant instrumental music events, the annual art exhibition, outdoor education, interstate, and international camps. Students enjoyed a plethora of opportunities and remained part of a small, caring and connected community. Resourcing has been of paramount importance and students benefitted from small class sizes, supporting the maintenance of an orderly and academically-focused school environment.

Financial performance

The school was favorably placed financially, in preparation for 2024 and planned for an operating deficit. The deficit of \$372,483 (5.2% of total revenue, 4.9% of total expenditure) enabled the school to employ additional staffing to offer an extra class at Year 7, ensuring small class sizes at that year level. In addition, employment of extra staff members supplemented the government funded Tutor Learning Initiative program to double the number of tutor hours provided to students and increased the in-class and out of class literacy and numeracy support hours offered. The school contributed reserve funds to increase staffing numbers at the senior school level, to ensure a broad range of subject choices were available to all students, and this resulted in average class sizes of 7.2 students per class at Year 12 VCE level. The school again invested heavily in the Mental Health Practitioner program, matching the government funding to the program to double the number of days per week the mental health practitioner was available to students. Significant investment in further development of physical resources and assets occurred in 2024 including landscaping, refurbishment, upgrade, and replacement of physical assets, further enhancing the amenity for students and staff, and further promoting the reputation of Healesville High School as a school with outstanding physical resources. A contractor was employed two days per week to beautify gardens and landscapes, supplementing and supporting the existing full-time maintenance manager role, and significant financial investment enabled the re-asphalting of car parks and bus lanes, the renewal and upgrade of electrical switchboards, the complete refurbishment of indoor basketball and gymnasium facilities and the installation of media resources in each classroom.

**For more detailed information regarding our school please visit our website at
<https://www.healesvillehs.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

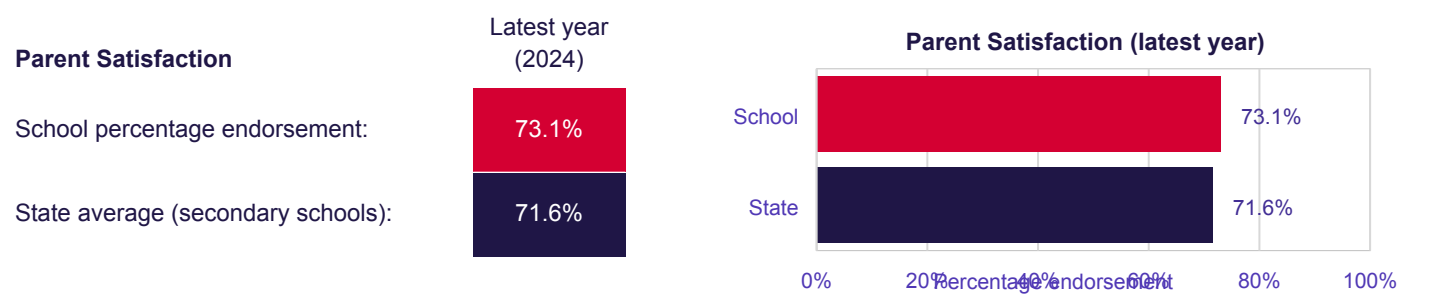
A total of 333 students were enrolled at this school in 2024, 175 female and 157 male.
2 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

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**

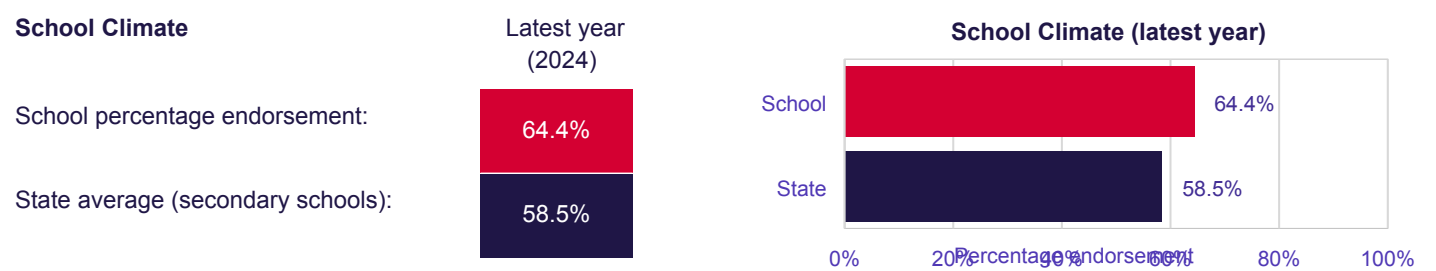
Parent Satisfaction Summary

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.

English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

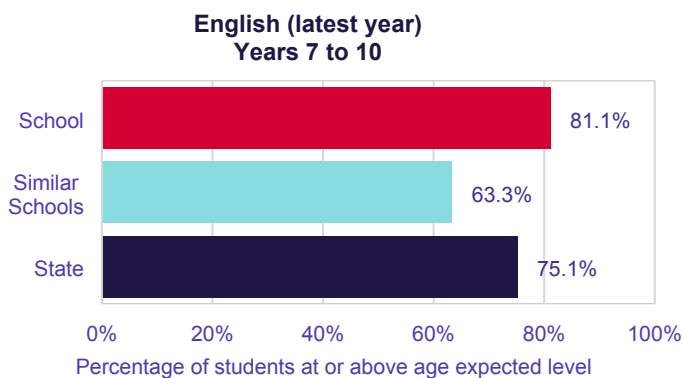
81.1%

Similar Schools average:

63.3%

State average:

75.1%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

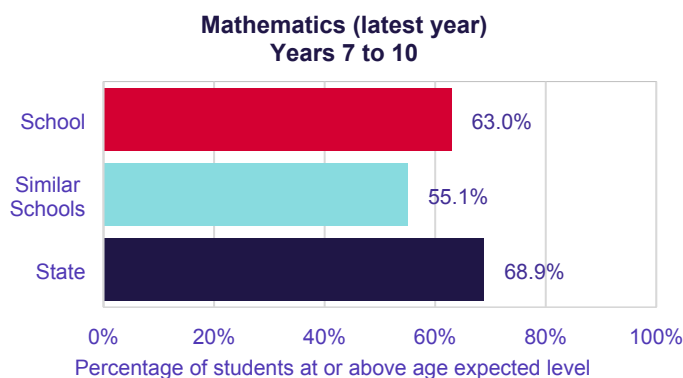
63.0%

Similar Schools average:

55.1%

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.

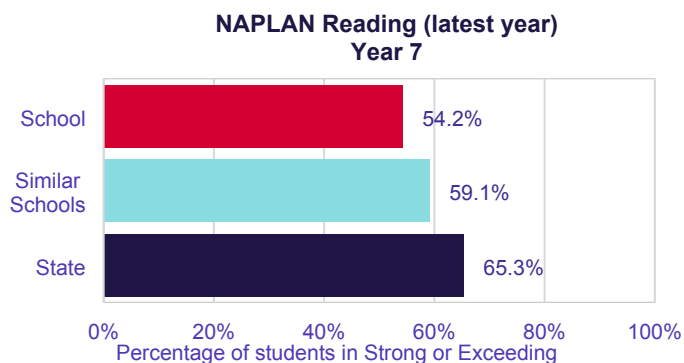
NAPLAN

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.

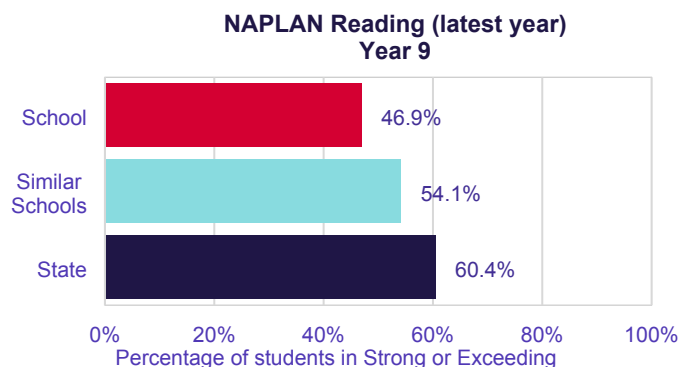
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.2%	58.1%
Similar Schools average:	59.1%	59.3%
State average:	65.3%	65.7%



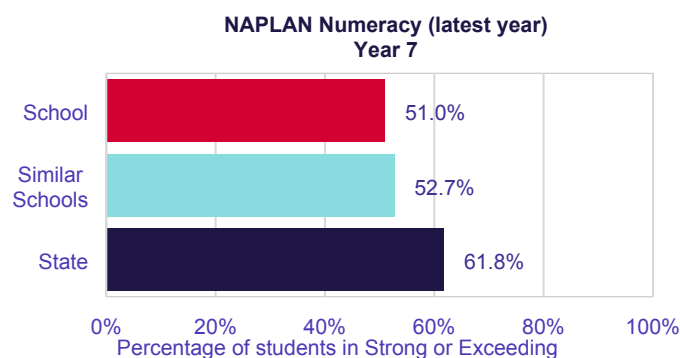
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.9%	48.1%
Similar Schools average:	54.1%	53.9%
State average:	60.4%	60.2%



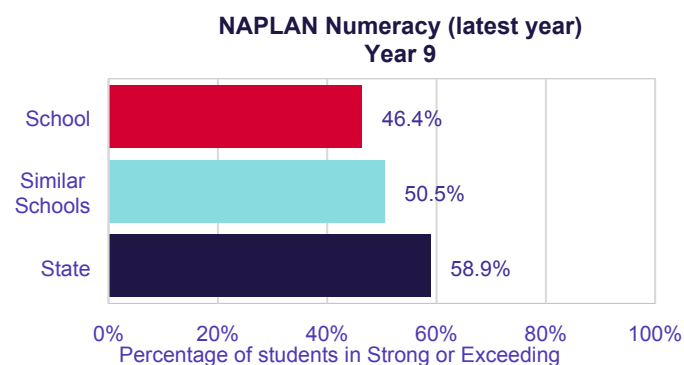
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.0%	46.6%
Similar Schools average:	52.7%	53.3%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.4%	50.7%
Similar Schools average:	50.5%	50.5%
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:

42.9%

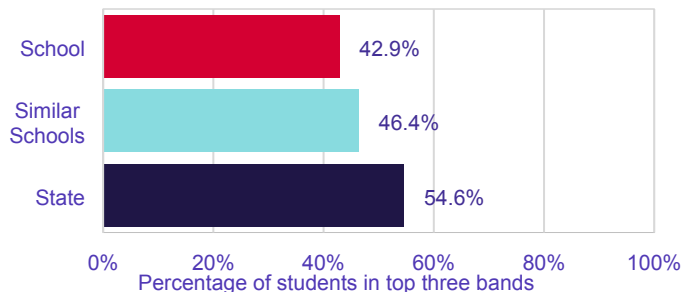
Similar Schools average:

46.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

22.0%

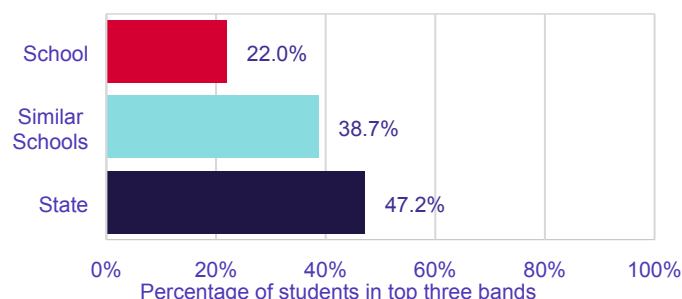
Similar Schools average:

38.7%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

27.3%

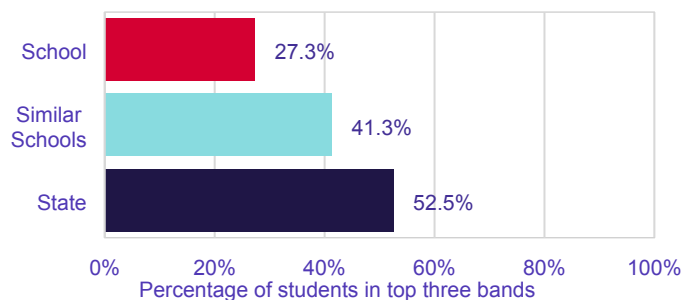
Similar Schools average:

41.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

16.7%

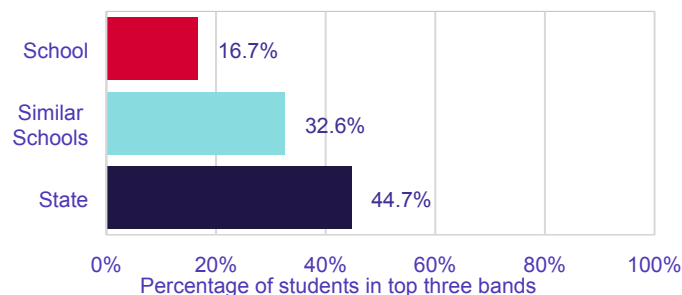
Similar Schools average:

32.6%

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

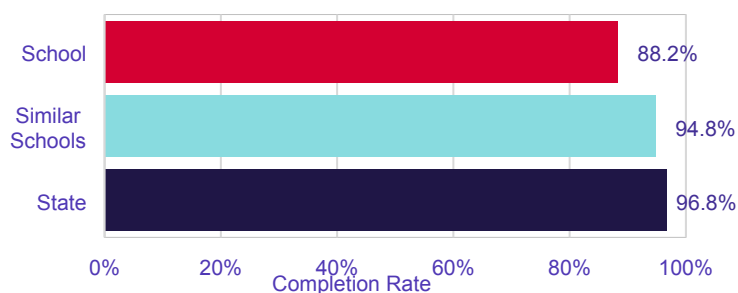
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

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.

Victorian Senior Secondary Certificate

	Latest year (2024)	4-year average
School completion rate:	88.2%	92.5%
Similar Schools completion rate:	94.8%	94.7%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.4

Number of students awarded the VCE Vocational Major

4

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:

21%

Percentage VET units of competence satisfactorily completed in 2024:

87%

WELLBEING

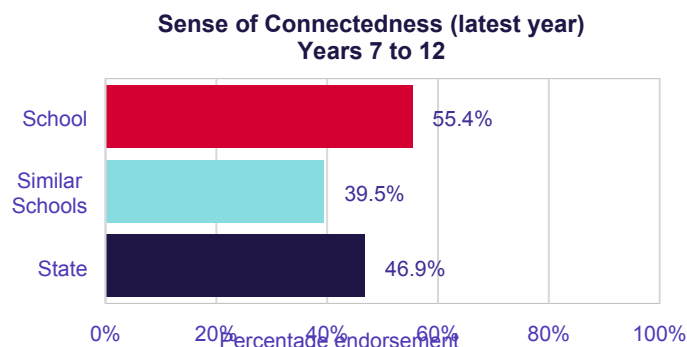
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	55.4%	47.9%
Similar Schools average:	39.5%	40.6%
State average:	46.9%	48.0%

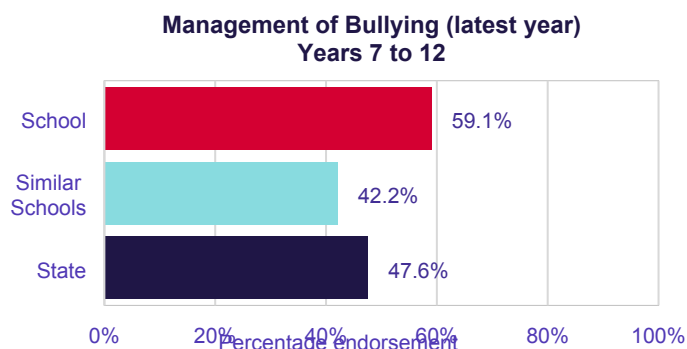


Student Attitudes to School – Management of Bullying

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:	59.1%	51.9%
Similar Schools average:	42.2%	43.3%
State average:	47.6%	49.1%



ENGAGEMENT

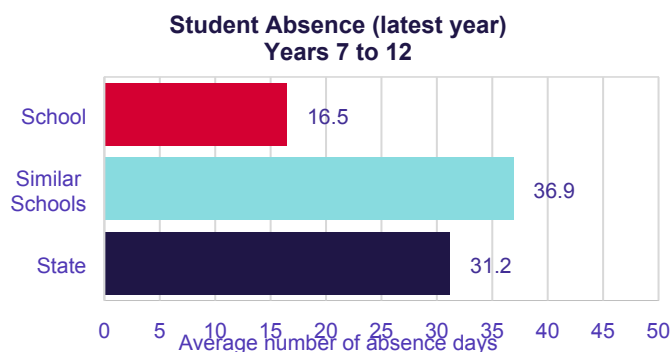
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	16.5	17.9
Similar Schools average:	36.9	32.0
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.

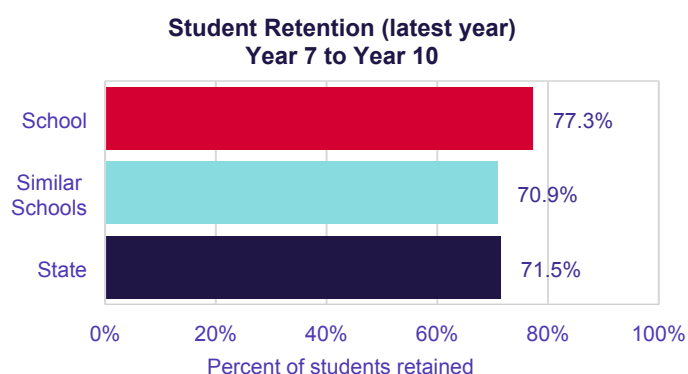
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	91%	90%	91%	91%	94%	94%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	77.3%	78.5%
Similar Schools average:	70.9%	71.8%
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

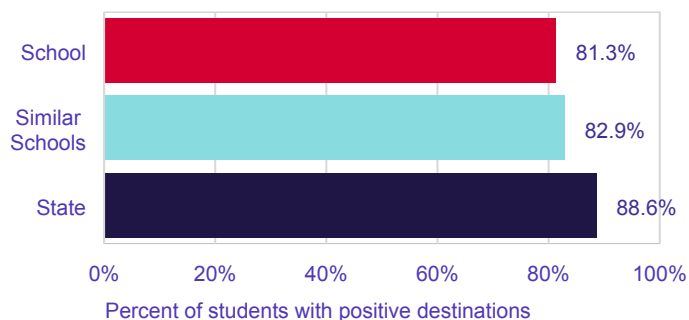
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	81.3%	84.4%
Similar Schools average:	82.9%	85.6%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$5,869,425
Government Provided DET Grants	\$841,079
Government Grants Commonwealth	\$7,197
Government Grants State	\$15,707
Revenue Other	\$228,334
Locally Raised Funds	\$269,101
Capital Grants	\$0
Total Operating Revenue	\$7,230,843

Equity ¹	Actual
Equity (Social Disadvantage)	\$236,127
Equity (Catch Up)	\$48,083
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$284,210

Expenditure	Actual
Student Resource Package ²	\$5,837,584
Adjustments	\$73,368
Books & Publications	\$1,402
Camps/Excursions/Activities	\$204,001
Communication Costs	\$10,063
Consumables	\$143,648
Miscellaneous Expense ³	\$100,222
Professional Development	\$16,688
Equipment/Maintenance/Hire	\$230,299
Property Services	\$361,065
Salaries & Allowances ⁴	\$216,229
Support Services	\$243,352
Trading & Fundraising	\$2,596
Motor Vehicle Expenses	\$10,276
Travel & Subsistence	\$0
Utilities	\$152,533
Total Operating Expenditure	\$7,603,326
Net Operating Surplus/-Deficit	(\$372,483)
Asset Acquisitions	\$38,423

- (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	\$638,137
Official Account	\$111,191
Other Accounts	\$199,059
Total Funds Available	\$948,387

Financial Commitments	Actual
Operating Reserve	\$283,078
Other Recurrent Expenditure	\$6,844
Provision Accounts	\$40,000
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$329,922

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.