

# 2024 Annual Report to the School Community

School Name: Wodonga Senior Secondary College (8480)



- 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 28 March 2025 at 09:41 AM by David Whitehead (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 23 April 2025 at 10:58 AM by David Whitehead (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').

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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

**Vision:** All students are empowered to take responsibility and ownership for their learning, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. This vision is expressed by our motto "Every Student, Every Opportunity, Success for All" Values - We ARE Wodonga Senior Secondary College A Aspiration R Respect E Engagement

**Environmental Context Geographical Context and Infrastructure** Wodonga Senior Secondary College is a government year 10 to 12 co-education school in the local government area of Wodonga. The College is located 1km from central Wodonga on 7.84 hectares surrounded by residential housing. Wodonga is one of the fastest growing regional cities in Victoria with a population of 45,101. It is located 3 hours and 20 minutes from Melbourne on the Hume Hwy. Being a regional centre, families can access social services, health, employment, art and culture. Families are also able to commute to Albury (7.8kms) for work and leisure. Employment opportunities for parents and carers of student centre on Manufacturing, Health Care and Social Assistance, Defence Industries, Public Administration, and Safety and Retail. Wodonga Senior Secondary College has exceptional, all abilities, access to high-quality facilities which meets the needs of our students and the wider community. The main building encompasses teaching and learning spaces for science, digital literacy, mathematics, literature, history and language. The College also offers industry standard learning spaces for trades, children services, hair and beauty, and hospitality. Students can also enjoy well equipped sporting and performing arts centres. The Seymour, Shepparton, Benalla and Wodonga Flexible Learning Centres and Choice Learning Space Wodonga make up the North East Flexible Learning Network and are campuses of Wodonga Senior Secondary College. These centres provide students who experience difficulties accessing mainstream school an educational pathway tailored to their often complex educational, social, developmental, psychological, health, legal or family situation.

**History and Enrolment Trends:** Wodonga Senior Secondary College was established in 2005 through the regeneration of government secondary education in Wodonga. This initiative took the three existing secondary schools in the city to form one Senior Secondary College (10 to 12) and one Middle Years College with two campuses that specialise in the education of year 7, 8 & 9 students. Today, the North East Flexible Learning Network, Wodonga Senior Secondary College and Wodonga Middle Years College work collaboratively to provide all students with every opportunity of success from 7 to Career.

**Student and Community Demographics.** The College currently has 1172 students. Over the last five years enrolment trends have increased. The majority of students transition from year 9 at Wodonga Middle Years College into year 10 at the Senior College. While 24 % of students are drawn from neighbouring communities (including New South Wales), and Independent schools. The College serves a community with socially, economically and culturally diverse needs. It actively embraces, respects and promotes the uniqueness of all students. For 3.1% of students English is their additional language and 15.9% of students are Aboriginal or Torres Strait Islanders. The School Family Occupation (SFO) in 2024 was 0.5814. This has remained relatively consistent over the last 3 years.

**Staffing and Leadership Profiles.** The College benefits from the highly professional teaching and support staff. The majority 80% of teaching staff are highly experienced teachers. This blends well with a consistent flow of new teachers each year. The Executive Team at the Wodonga Senior

Secondary College campus consists of 5 Principal Class focusing on high quality education for all students and continuous improvement. This team is supported by 20 leading teachers. There is an additional 5 principal class supporting the NEFLN. The school is sustained by highly dedicated Education Support Staff 56. This includes laboratory technicians, Librarians, administrative staff, maintenance and grounds staff, IT assistants and trainees.

The College has a strong commitment to the wellbeing of students and this is demonstrated through the six house leaders and assistants as well as a highly competent wellbeing team of social workers, Behaviour specialist, Provisional Psychologists, Counsellors, Doctors in School program, Koorie Support mentor, Inclusion Support and a Defence Transition Mentor. Curriculum and Specialisation Wodonga Senior Secondary College has the broadest range of subject choices in the region across all subject areas.

The College works with all students to design an individual pathway which provides them with every opportunity for success following their secondary education. VCE and VCAL are spread over two and half years at the College. Both pathways are well represented by students. In partnership with our external Registered Trained Organisations, the College delivers a diverse range of VET Subjects. The VET program within the College has a strong reputation within the College and the community. This can be attributed to the Industry professional teaching staff, high quality facilities and supportive placement host from industry. Students at the college have a wonderful opportunity to participate in and experience our global education programs.

Each year the Senior College has a number of overseas students studying at the College, students can study Japanese, Indonesian, Vietnamese, or Chinese face to face at the College as well as attend one of our international study tours to countries such as Cambodia, Japan, China, and Vietnam. The College has a healthy focus on extra-curricular activities. Students are encouraged to participate in the annual swimming and athletic carnivals, Interschool sport, Instrumental Music program, College musicals and celebrity events.

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

### Learning

The College's 2024 focus for learning is to continue to embed consistency of practice across the school. As a Senior College, there are only two sets of data that the College can be measured against other government schools in the Annual Report.

The first measurement is teacher judgements of student achievement against the Victorian Curriculum at Year 10. The 2024 data indicates that our students performed at slightly higher levels than in 2023 for maths and slightly lower for English, suggesting that the school's focus on providing Tier 1 universal strategies and reasonable adjustments continues to have a positive impact on student outcomes, especially in Maths.

The second measurement is VCE results—our 2024 results were slightly lower than in 2023 and comparable to other similar schools, though still below the median for government schools, which is consistent with previous years. Our VCE satisfactory completion rate remained at 86%.

We had a significant jump in VPC enrolments from 10% to 18%, reflecting a shift in our cohort.

The College remains committed to improving student outcomes across all areas through a

comprehensive program of personalised learning and ongoing professional development for staff to enhance their ability to teach to each student's point of need.

Throughout 2024, the College has further developed staff knowledge of and use of the WSSC Instructional Model, ensuring that we can gain consistency of instructional practice. Collaboration with Wodonga Middle Years College remains a key focus, strengthening the Year 7–12 learning continuum for future success.

NEFLN North East Flexible Learning Network programs are centred around a developmentally responsive personalised learning and pathway plan with a focus on development of literacy, numeracy, social development, pursuing student's interests and the development of a career pathway through planned skill development and carefully managed workplace experiences. The NEFLN campuses work collaboratively to deliver quality, rigorous, engaging programs in line with Victorian Curriculum, VCE and VPC senior secondary certificates along with a significant focus on VET courses. Each student will have an Individual Education Plan that has both short and long goals designed at the young person's point of need. These plans are regularly reviewed and updated with students and families.

## Wellbeing

In 2024, our school continued to recognise the importance of student wellbeing in their educational journey. We appointed a College Nurse to help bridge the gap between physical and mental health needs, and this has proven to be an integral step towards ensuring the wholistic wellbeing of all students.

We continued to implement Tier 1 strategies to ensure all staff feel well equipped to identify and respond to the wellbeing needs of our students through training in the areas of suicide prevention, responding to self-harm and reasonable adjustments for students with mental health needs.

The Wodonga Project was a welcome addition to our school in 2024 and strengthened our partnerships with many local youth organisations. The data from The Wodonga project provided a whole school look at how our young people are travelling with regard to their mental health, school engagement and risk of homelessness. We look forward to continuing this project in 2025.

In 2025 we look forward to focusing on High Impact Wellbeing Strategies and Social and Emotional Learning within the classroom, as well as a continued focus on using data to inform practices.

NEFLN: At the North East Flexible Learning Network the young people seeking enrolment at one of our Flexible Learning Campuses will usually be connected with a range of mental health, child protection or youth workers and have been disconnected for some time from schools and teachers. Our Flexible Learning Network provides the opportunity for young people to reconnect with teachers and learning. Staff will prioritise developing relationships with students by assessing student abilities both socially (Applied Learning) and academically (State Standards). The Individual Education Plan will then address holistic strategies for supporting the student to have successful outcomes that promote lifelong attainment and connection. All approaches are supported and guided by our NEFLN wellbeing coordinators and the Network Wellbeing Leadership team.



## Engagement

The 2024 focus was to develop and implement the Key Improvement Strategies from the Review conducted in 2023. With the goals of improving all students' achievement and learning growth and improving all students' wellbeing and engagement. This begun with an increased sharing and understanding of data across the school, with increased opportunities for staff to engage with the data and with student focus groups to delve deeper into the complex challenges of students and families. We aligned our Student Operations Teams with that of Wodonga Middle Years College to provide for a smoother transition and improved sharing of information. Our Careers Team were also restructured to align across the House Teams to build a shared language between teams and improve collaboration. Our Head Start Program was extended to four weeks to support continued engagement in Term 4 and to create a stronger transition in the new school year. Within this change we provided additional opportunities for engagement with families through the Year 10 subject selection process, transition interviews and Tier 2 and 3 transition supports between House Leaders, families and other professionals. Our Student Agency Curriculum at Year 10 was consolidated, further exploring Respectful Relationships, Careers, Road Safety, Financial Literacy as well as Civics and Citizenship, with renewed opportunities for engagement with guest speakers, incursions, tutorials, assemblies and extra-curricular activities provided for student engagement at Year 11 and 12. 2024 saw the creation of the Library Re-engagement Program to provide the intensive supports needed for Tier 3 students to overcome barriers for engagement.

Our SWPBS efforts continued in 2024 with an increased focus on staff professional learning. School Leaders across Student Operations and Teaching and Learning were trained in Positive Classroom Management Strategies and participated in a review of our SWPBS action plan. SWPBS professional learning opportunities were delivered within the Professional Learning Communities facilitated by those who had received this training. We continued to uphold the values of Aspiration, Respect and Engagement within a model of student management centred around the consistent application of school expectations relating to these values.

Our 2024 average attendance rate declined from 90.5% in 2023 to 89.3%. Students below 70% attendance increased from 7% in 2023 to 9% in 2024. Average attendance rates between equity and non-equity funded students were the same at 89.3%. There was only a marginal difference between gender groups with males at 89.7% and females at 89%, likewise aboriginal 89.6% and non-aboriginal 89.3%. The largest discrepancy was between EAL 88.2% and non-EAL 89.4%.

## Financial performance

In 2024, we continued to be in very sound financial position and were able to provide great facilities and the necessary resources for our students to succeed. We continue to have strong links with our school community and outside facility users who are able to use our facilities in the sporting, arts, music, and theatre fields on a regular basis. Our financial performance to 31st December 2024 shows an operating surplus of \$440k before any asset write downs and again due to WSSC paying our 2023 SRP deficit of \$3.1m from our cash reserves which is reflected in the expenditure of our Operating Statement Summary. We continue to improve the current campuses including those at the North East Flexible Learning Network based at Shepparton, Seymour, Benalla and Wodonga plus the Choice Learning Space in Wodonga. Our current cash reserves meets our SRP deficit plus all other reserves are committed as per our Financial Commitment Summary Report as at 31/12/24. There was no extraordinary revenue or expenditure

items that require any further commentary at this stage.

For more detailed information regarding our school please visit our website at <http://www.wssc.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 1,252 students were enrolled at this school in 2024, 617 female and 621 male.

7 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

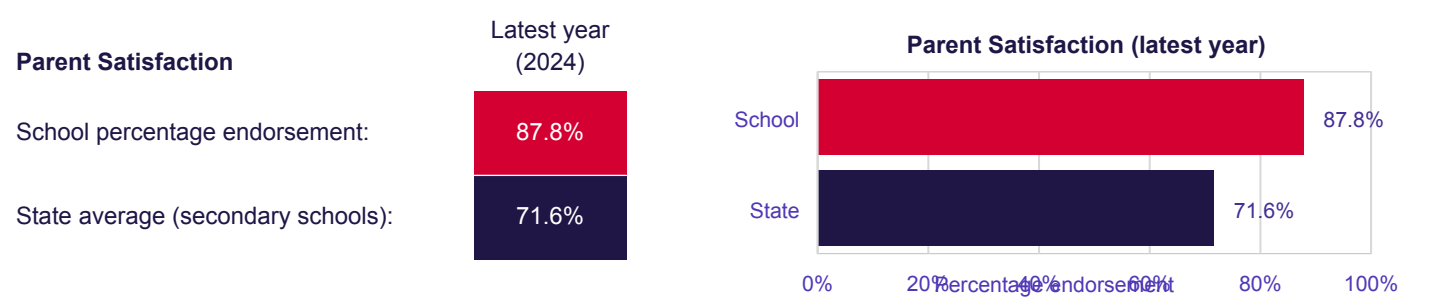
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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



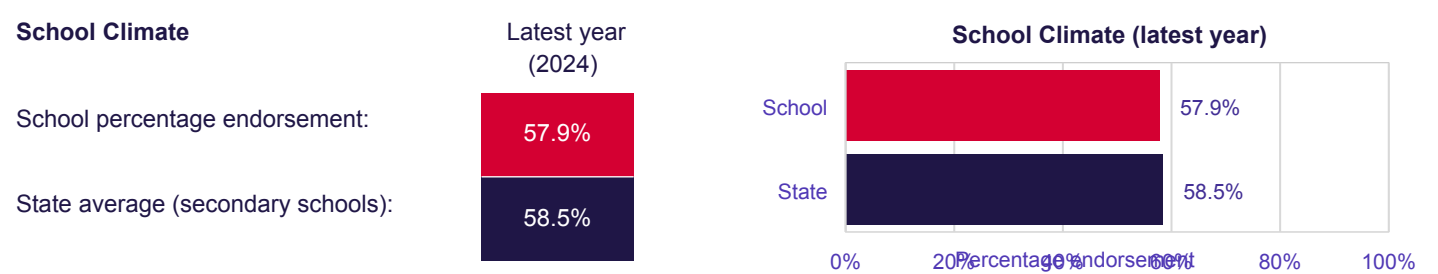


School Staff Survey

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

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

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

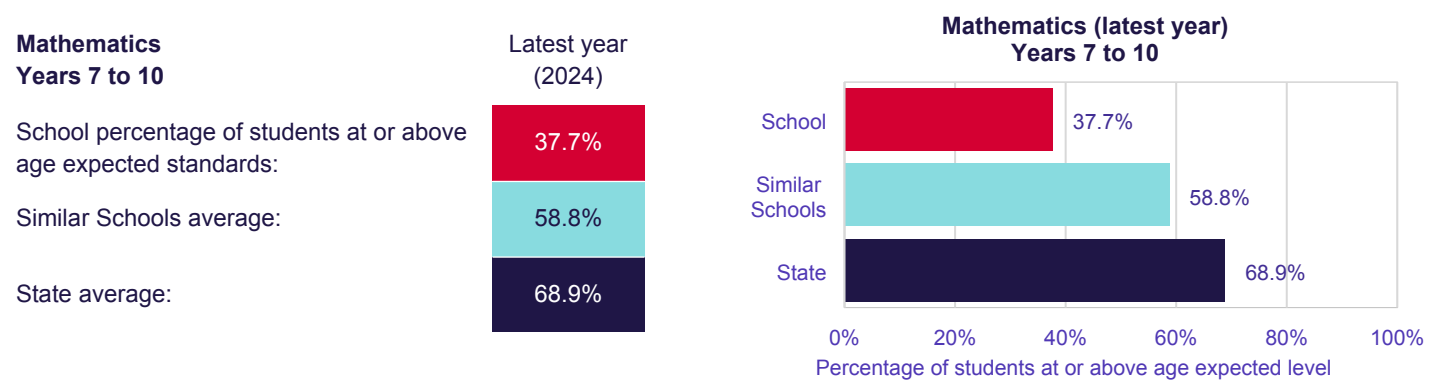
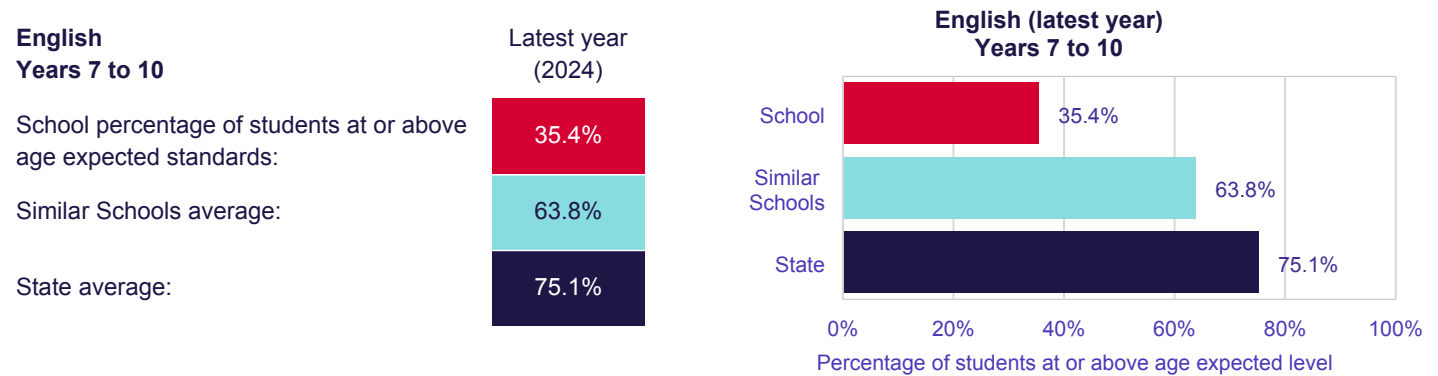


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



## 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.

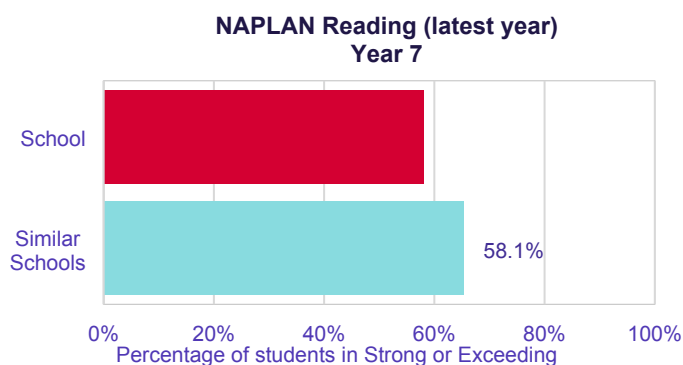
### NAPLAN

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.

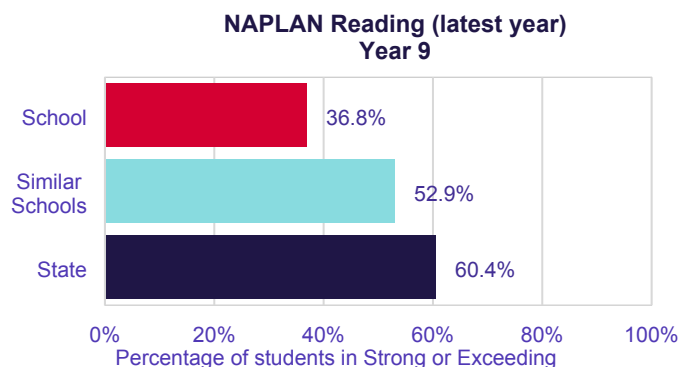
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	58.1%	58.6%
State average:	65.3%	65.7%



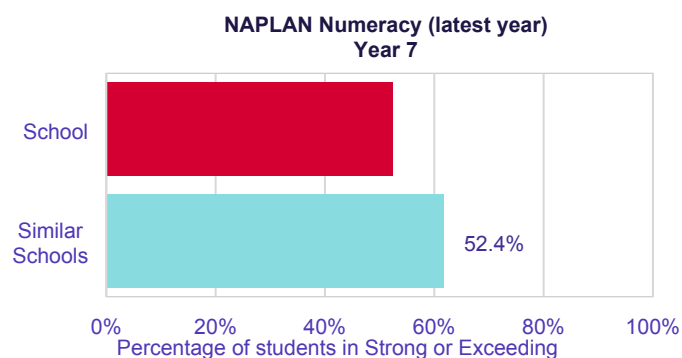
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	48.3%
Similar Schools average:	52.9%	52.1%
State average:	60.4%	60.2%



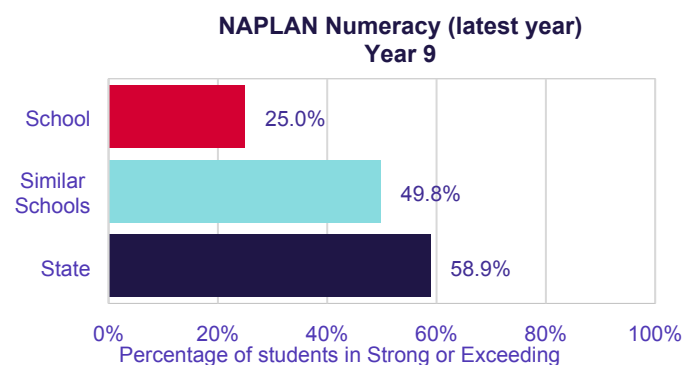
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	52.4%	53.2%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	19.0%
Similar Schools average:	49.8%	50.6%
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:

NDA

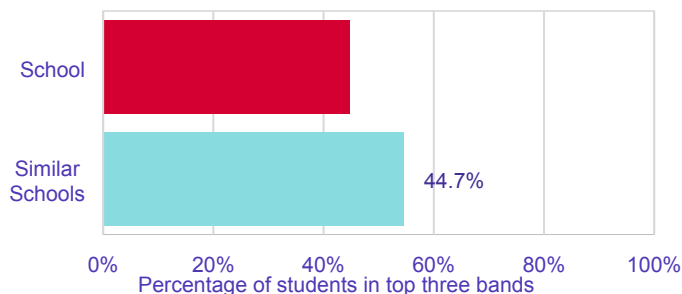
Similar Schools average:

44.7%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

31.6%

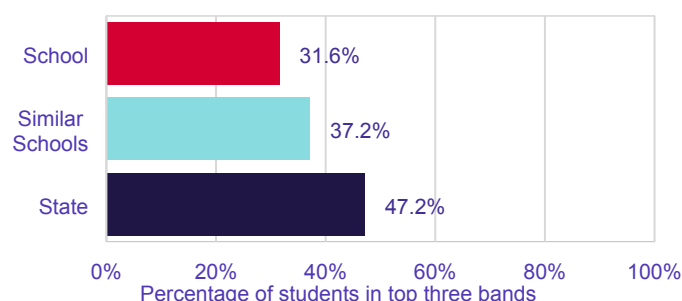
Similar Schools average:

37.2%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

NDA

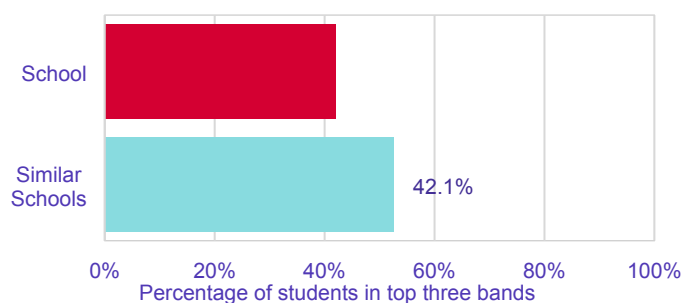
Similar Schools average:

42.1%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

7.7%

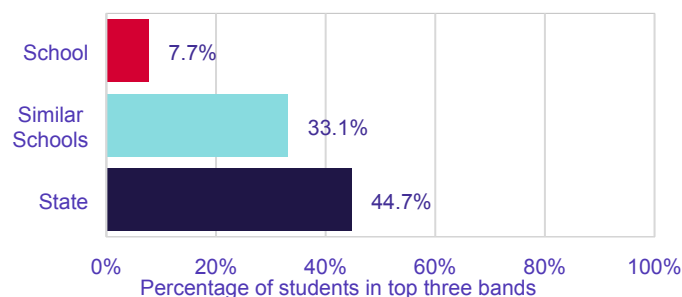
Similar Schools average:

33.1%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

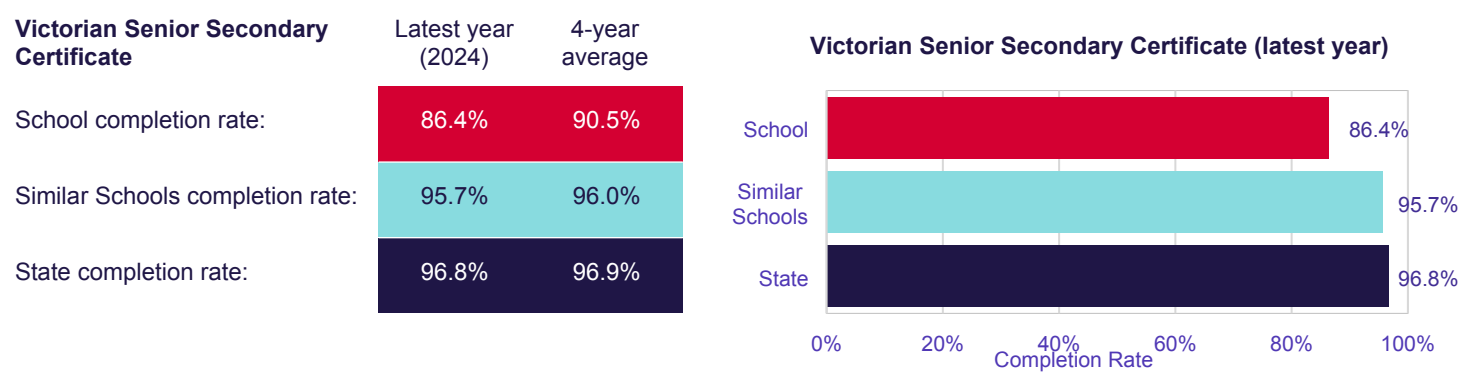


LEARNING (continued)

**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.



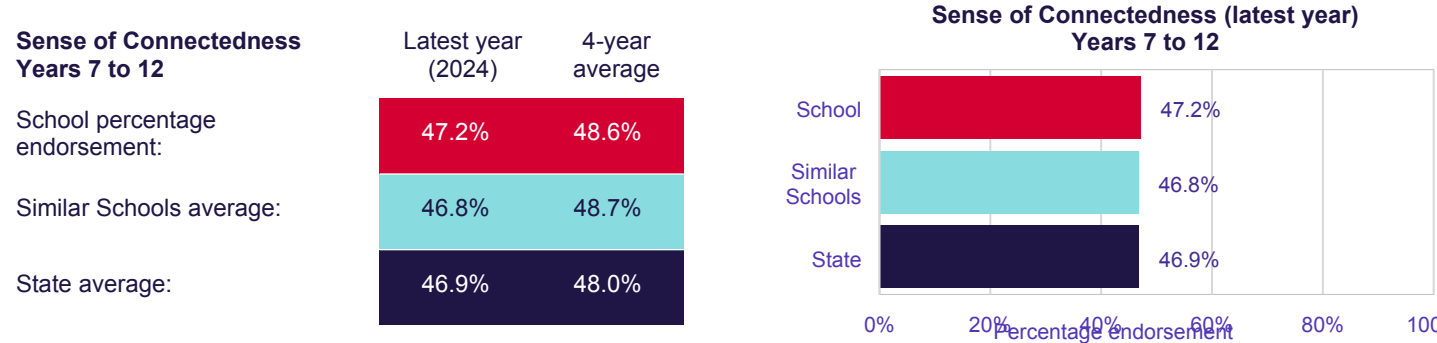
Mean study score from all VCE subjects:	22.2
Number of students awarded the VCE Vocational Major	30
Number of students awarded the Victorian Pathways Certificate	10
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	69%
Percentage 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.

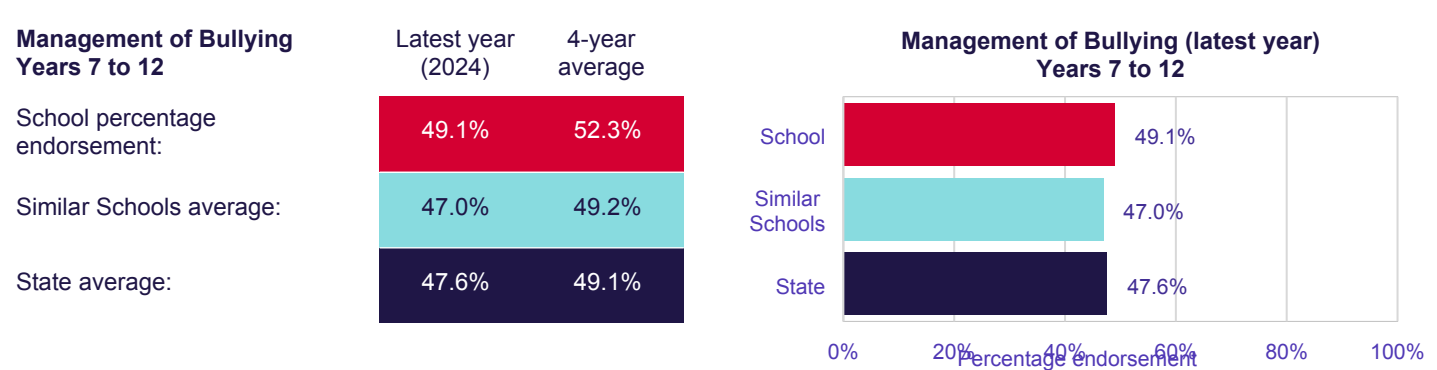
Student Attitudes to School – Sense of Connectedness

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).

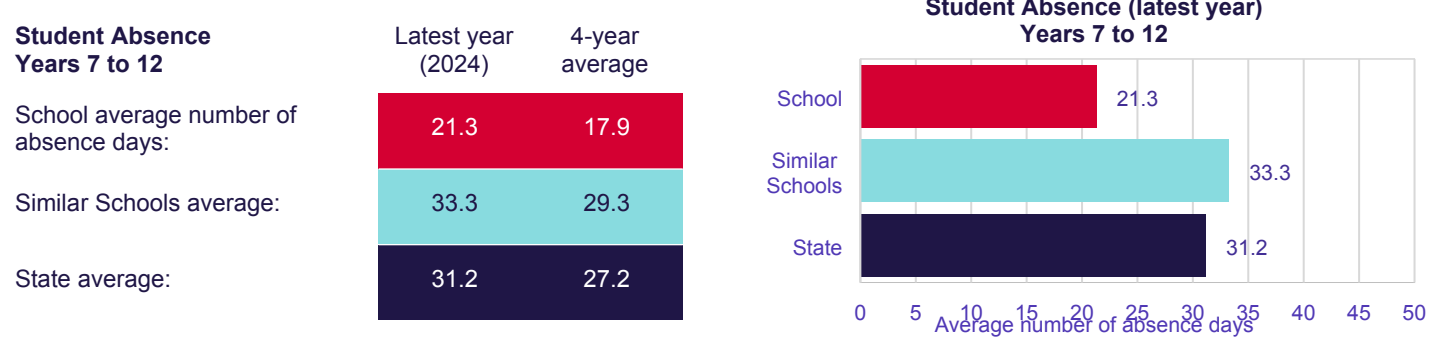


ENGAGEMENT

**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.



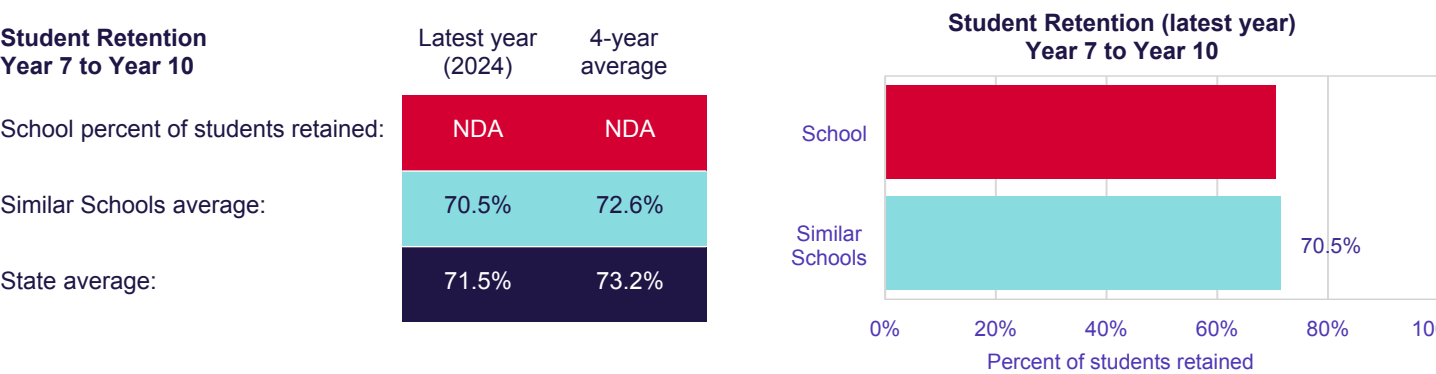
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

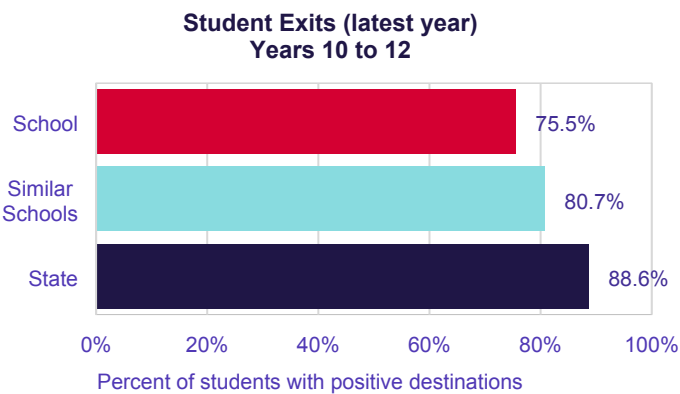
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	75.5%	74.7%
Similar Schools average:	80.7%	82.5%
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	\$18,775,385
Government Provided DET Grants	\$6,094,485
Government Grants Commonwealth	\$113,750
Government Grants State	\$53,931
Revenue Other	\$874,933
Locally Raised Funds	\$458,700
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$26,371,184</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,007,401
Equity (Catch Up)	\$138,862
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,146,263</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$22,201,091
Adjustments	\$0
Books & Publications	\$78,212
Camps/Excursions/Activities	\$160,909
Communication Costs	\$47,591
Consumables	\$307,432
Miscellaneous Expense <sup>3</sup>	\$3,329,517
Professional Development	\$196,345
Equipment/Maintenance/Hire	\$365,154
Property Services	\$888,922
Salaries & Allowances <sup>4</sup>	\$440,345
Support Services	\$749,426
Trading & Fundraising	\$172,260
Motor Vehicle Expenses	\$89,034
Travel & Subsistence	\$17,071
Utilities	\$314,124
<b>Total Operating Expenditure</b>	<b>\$29,357,435</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$2,986,251)</b>
<b>Asset Acquisitions</b>	<b>\$336,496</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$8,023,504
Official Account	\$173,829
Other Accounts	\$788
<b>Total Funds Available</b>	<b>\$8,198,121</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$1,194,116
Other Recurrent Expenditure	\$210,062
Provision Accounts	\$150
Funds Received in Advance	\$69,448
School Based Programs	\$420,317
Beneficiary/Memorial Accounts	\$14,917
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$4,074,188
Asset/Equipment Replacement < 12 months	\$908,322
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$520,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$8,011,520</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.*