

# 2024 Annual Report to the School Community

School Name: Glenroy College (8893)



- 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 04 April 2025 at 09:32 AM by Andrew Arney (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 22 April 2025 at 10:21 AM by Andrew Arney (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

Glenroy College is a co-educational Year 7-12 school in Melbourne's northern suburbs. The school is on the land of the Wurundjeri Woi Wurrung people, with students drawn from the communities of Glenroy, Coburg, Oak Park, Hadfield and Pascoe Vale. Our school began post the merger of Glenroy High, Fawkner Technical, Glenroy Technical, Hadfield High and Oak Park High in the 1990's. Initially called Box Forest College, it was renamed as Glenroy College in 2010. The College Values of Respect, Integrity, Achievement and Team Work underpin all of our student management processes and our student leadership. These values also underpin the College motto of 'Aspiring Together'

The College has a diverse student and family composition, with both families from refugee and asylum seeker backgrounds, as well as families who have lived in Glenroy for generations. This diversity feeds our desire to be an inclusive community where we share a passion for lifelong learning, a drive to build 21st Century skills and assist learners in seeking quality pathways.

We pride ourselves on our links to the community, including our involvement with Merri-Bek Council, the Glenroy Hub, and the inner Northern Local Learning and Employment Network. Our site is home to the Mulberry Community Gardens, and we host multiple Vocational Education and Training subjects (VET) available to local students including, VET Beauty Services, VET Business and VET Allied Health Service Assistance. We have close ties with Tertiary institutions including Melbourne University's STEM Centre of Excellence, the Swinburne University 'Children's University' program, where student engage broadly in the community for university credits, and we are host to the RMIT Master of Teaching Northern Hub, where the next generation of teachers experience ongoing learning within our school. All of these relationships support our vision of Glenroy College as a hub of Learning and opportunity.

Our Gym and Performing Arts Spaces are utilized for community sport and Calisthenics 7 days a week, and our classrooms are used by Language schools on the weekends. Our Performing Arts Centre regularly hosts community cultural events and Dancing competitions, and we are currently developing a joint use agreement for community use of our oval and outdoor spaces.

A number of plans are in motion to redevelop the outdoor spaces of the college, as well as a great deal of advocacy for government funding for a new master plan and Stage 2 and 3 funding. The College has approximately 83 staff, compromised of a Principal, 3 Assistant Principals, 3 Learning Specialists, 3 Leading Teachers, a number of Learning Tutors and MYLNS coaches, a Careers Advisor, 45 classroom teachers, 12 Inclusion Support, IT, First Aid and admin staff. Enrolment numbers are approximately 465 students.

Through strong relationships and community partnerships, our students experience authentic opportunities to "Aspire Together" and impact our world in positive ways.

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

### Learning

The learning improvement focus across the College throughout the 2024 school year has been grounded in improving shared teacher practice through ongoing in-house professional learning. In 2024, we continued to focus on literacy through training all incoming staff in the 3L ('Language and Literacy for Learning') work which has been ongoing at the school across a number of years, while continuing to upskill our longer-term teachers to embed the literacy work into their classroom practice. We also continued to work on a whole-school instructional model, trauma informed practice (Berry Street Education Model) and curriculum development, with our focus being on building consistency of teacher practice across the college.

We have seen the TLI and MYLNS program continue to develop SMART goals with small intervention groups to specifically address learning gaps. It is exciting to note that the reading growth in these programs is consistently more than 2 academic years per calendar year and is often more than 3. The result has been significant reading growth from a number of students throughout the cohort, and good growth in reading and writing measures across the whole school.

This is coupled with substantial growth from 2023 in the percentage of students at or above expected standards in both English 7-10 (13.9% growth) and Mathematics 7-10 (12.8% growth). Although these are still below the state average, it is heartening that the improvement trajectory is increasing upwards, particularly with our cohorts including 59% EAL learners and the majority of our students entering the college below the national standards in most areas.

At VCE level we saw an increase of almost 20% in VCE completions, with 100% achieving their Victorian Senior Secondary Certificate (above both state and like schools). We saw a continuation of students on average achieving above GAT predicted scores in many subjects, and were delighted for our College Dux to have achieved an ATAR of 86.25, again a substantial increase.

### Wellbeing

Glenroy College has continued to embed student centred learning and social and emotional development, through the framework of School Wide Positive Behaviours and Berry Street Models. In 2025, staff training in these frameworks have continued, further strengthening the schools focus on developing positive and meaningful relationships with students and families, which are central to the growth and success of our students.

Glenroy Colleges has continued its proactive positive youth developmental approach to increasing cultural and social capital for our students.

The school's early intervention and intervention approaches to address the diverse complex needs of our school's community, relies on the extensive and knowledgeable experience of our

well-being team as well as the schools long standing connections with expert community organisations, which include Head Space, Department of Education, YMCA Oak Park Leisure Centre, Victoria Legal Aid, Victoria Police, Orange Door, DFFH and other family services. These agencies enabled the links between wellbeing and learning to be embedded into our curriculum, particularly in PE/Health and Science. The school successfully implement a Dog Therapy Program for Neurodiverse students in 2024, which will continue in 2025. The Well-Being team continued to provide one to one counselling, support and case management for students with complex needs.

The dialogue around student well-being for 2025 has focused on proactive frameworks including Positive Youth Development, extracurricular experiential learning and lifelong learning, with the understanding that developing students' self-esteem, personal attributes and achievements through positive means will act as a protective factor, enhancing well-being and overall student success.

2024 and 2025 has seen a growth in student agency and participation, with the school's Student Leadership team amassing a membership of 40 leaders. As part of equipping students with the knowledge and skill for leadership, student leaders attended the GRIP conference at the Melbourne convention and expo Centre, which was a state wide training conference for student leadership. Students also attended Student Leadership Forum hosted by Brunswick Secondary College, brainstorming strategies on student voice and agency with a number of other schools in the local area.

Student leaders have effected policy changes relating to school uniform and the installation of a large number of water drinking fountains throughout the school. They have also taken a lead role in driving the celebration of awareness days, such as Harmony Day, Are You OK day, IFTAR dinner, and significant religious and cultural days, emphasising the message of respect for all.

2025 has seen the development of Glenroy College's Environmental group. The college has collaborated with Merri-bek Council and CERES, providing students with training around sustainability and environment. Students applied their knowledge in the creation and planting of native gardens around the school. These gardens were funded by CERES and continue to be maintain by students. Students have also developed a school wide composting system which works with the Mulberry Garden, neighbouring the school, in maintaining their garden and compost system.

Students school life experience has been enriched by the return of the annual Swimming and Athletics Carnivals, which saw house teams compete for the house trophy, which the student leaders supported. The Annual school Futsul Junior and Senior World Cup saw over 70 students compete, with winners receiving gold, silver and bronze medals as well as Golden Boot and Glove for outstanding performances.

## Engagement

At Glenroy College, we are committed to fostering strong partnerships with families, enhancing student engagement, and improving attendance. Over the past year, we have made significant strides in these key areas, leading to a more connected and thriving school community.

We have increased opportunities for families to engage with the college, particularly in discussions about teaching and learning. This is evident in the rise in attendance at parent-teacher interviews, reflecting stronger family involvement in student progress. Additionally, we have worked to build positive relationships and trust through inclusive events such as parent breakfasts, the Iftar dinner during Ramadan, and Parent Welcome Nights. These gatherings help create a sense of belonging and shared purpose within our school community.

To support student-teacher relationships, we have reviewed and refined our School-Wide Positive Behaviour Strategies (SWPBS) and invested in professional development, including training in the first module of the Berry Street Educational Model. Learning walks conducted each term have revealed an increased use of evidence-based strategies like “Do Nows” and “Positive Narration,” which have informed staff professional learning. As a result, we have seen a substantial rise in Gold Cards, signalling greater student agency and recognition of positive learning behaviours, alongside a decrease in classroom referrals. The reintroduction of our house system, including house swimming and athletics, has further strengthened school spirit. Additionally, student leadership opportunities have expanded, amplifying student voice in decision-making.

Student attendance has improved across most year levels compared to 2023, though we recognize the need for deeper intervention at the middle years. Student retention is also steadily increasing, approaching pre-COVID levels.

Through these efforts, Glenroy College continues to build an inclusive, supportive, and high-achieving learning environment for all students.

## Other highlights from the school year

### **Camps, excursions and activities**

- Overnight Camps at Year 7, 8, 9 and 12.
- Ongoing partnership with Melbourne University STEM Centre of Excellence
- Swinburne University - Children’s university program
- Year 9 visit to RMIT to study Health and Biomedicine.
- Year 10 Girls in STEM Day with RMIT
- Kangan TAFE taster days
- Gold card recipients enjoyed experiences such as: Puffing Billy, Adventure Tree Tops, Funfields, Luna Park, City Strolls, Classic Cinema, Rock Climbing and the snow trip to Lake Mountain
- Hosted Merri-Bek Innovators program

### **School productions and Sporting achievements**

- 2024 saw the return of Interhouse competition, including our Swimming and Athletics Carnivals, with the Golden Hornets coming out on top for both!
- Interschool sports teams included: Cricket, Volleyball, Basketball, AFL, Netball and Soccer. Teams were fielded from Junior, Middle and Senior Schools
- Divisional Representation at the Cross-Country trials.
- Junior and Senior Futsal competition
- Activities undertaken as part of community partnerships and school grants
- Primary school visits including our Science Day and Maths and DigiTech Olympics Music programmes included: piano, guitar, drums and singing
- The students also held the first music showcase in several years which was a huge success
- The drama students showcased their comedic mimes as entertainment for our visiting primary school
- Glenroy College Art and Technology show

### **Whole school events and celebrations**

- Unveiling of our Indigenous welcome installation at the front of the college
- International women's day, RUOK day, Harmony Day, Wear it Purple Day (Respect)
- The Big Freeze was celebrated by dunking Mr Arney with ice
- Inaugural Cake decorating competition
- Year 12 end of year celebrations included a trip to Funfields, the year 12 Graduation dinner as well as the presentation evening
- Whole School Awards evening
- Staff and student inducted into the "Extraordinary Women of Glenroy" installation at Glenroy Hub



## Financial performance

Glenroy College has continued to have a strong financial performance, due in part to strong financial controls, an increasing commitment from our families to pay for what is required for our students to achieve to their optimum, and hiring our facilities to local Community Groups.

The completion of the new Oval facilities, Upgrade to the Lighting in the Performing Arts Centre and outdoor recreation spaces have enhanced both social and learning areas for our students. The completed of a bespoke VET Beauty classroom allows for increased VET offerings, both to our students and students of our local area. Further redevelopment of the oval which will be a significant commitment of funds and efforts, including potential co-investment from Merri-Bek Council, and upgrades to the Junior Sub-School and a comprehensive maintenance program for all classrooms will allow students to focus their effort on learning.

Equity funds have been used to employ additional support staff, including Tutors to complement the DET-provided Learning Tutors; employ Family Liaison Officers to support students and families to engage effectively with learning; and to employ additional classroom support staff to assist students with additional learning needs. Equity funds are also used, when needed, to provide students with essential learning tools to assist with effective learning and ensure equitably access to opportunities that might not otherwise be possible. EAL funding is used to provide specific EAL classes with qualified teachers and support staff along with learning tools and equipment. Disability Inclusion Funding will assist in ensuring our most vulnerable Students have Individual Learning Plans and are supported in their learning.

**For more detailed information regarding our school please visit our website at  
<https://glenroycollege.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 457 students were enrolled at this school in 2024, 137 female and 320 male.

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

#### Overall Socio-Economic Profile

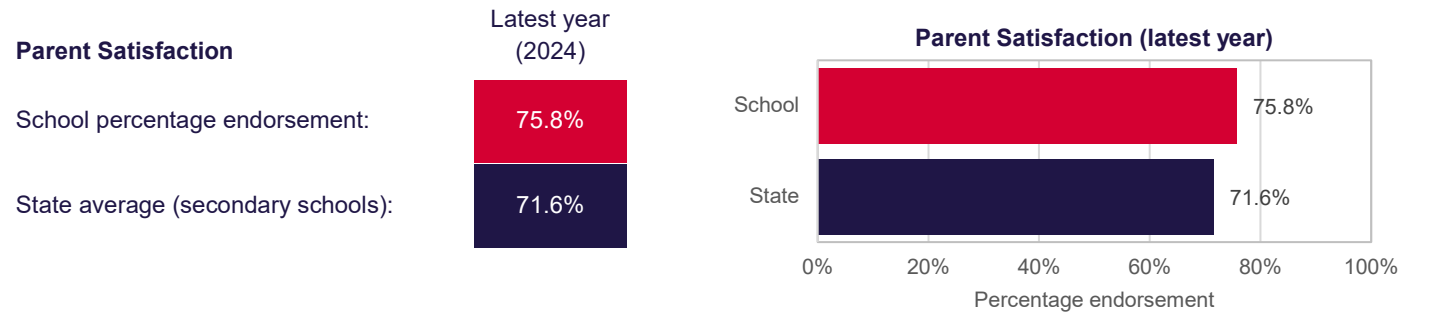
The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible 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.

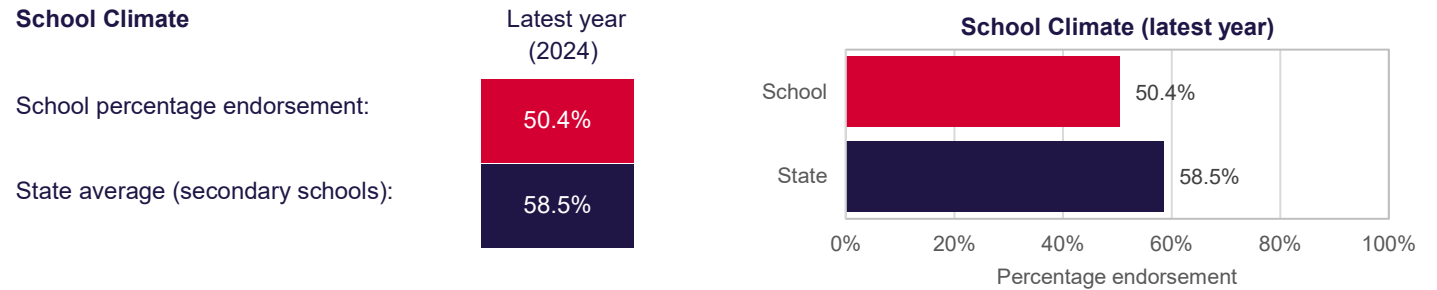


School Staff Survey

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.

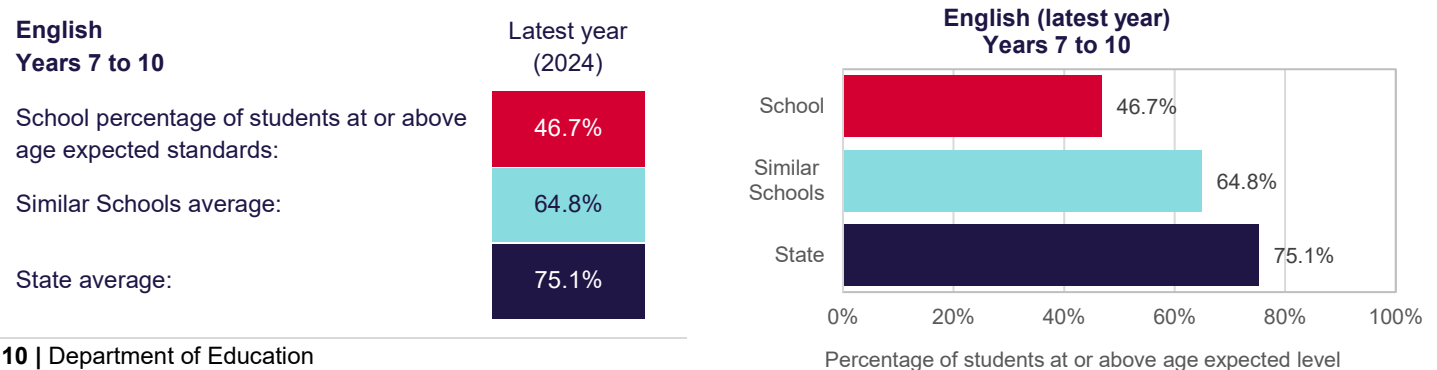


LEARNING

**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.



Mathematics  
Years 7 to 10

Latest year  
(2024)

School percentage of students at or above  
age expected standards:

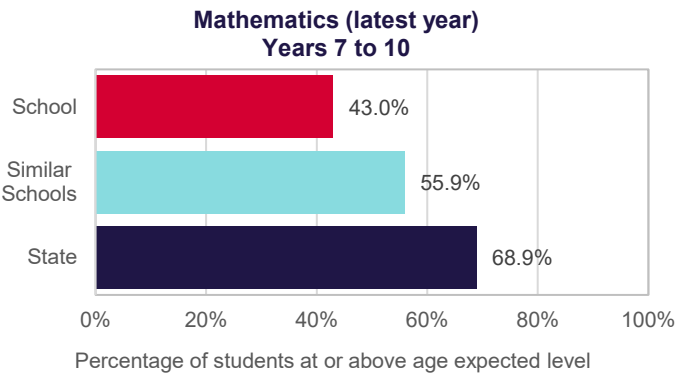
43.0%

Similar Schools average:

55.9%

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.

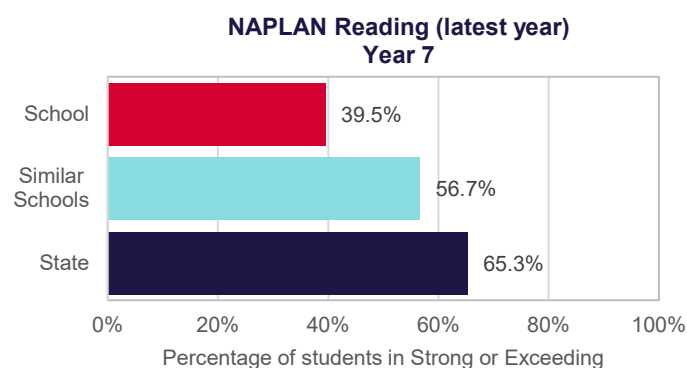
### NAPLAN

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.

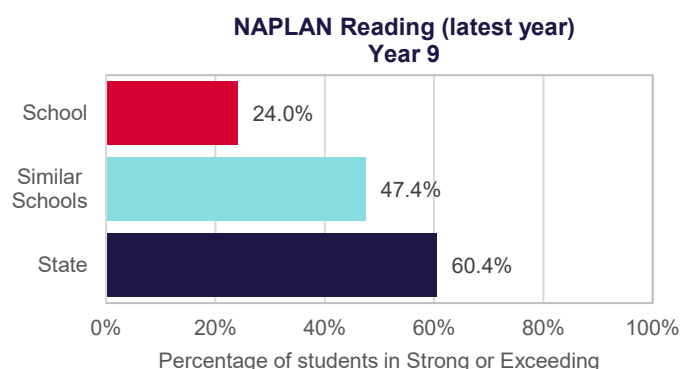
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	39.5%	29.5%
Similar Schools average:	56.7%	55.2%
State average:	65.3%	65.7%



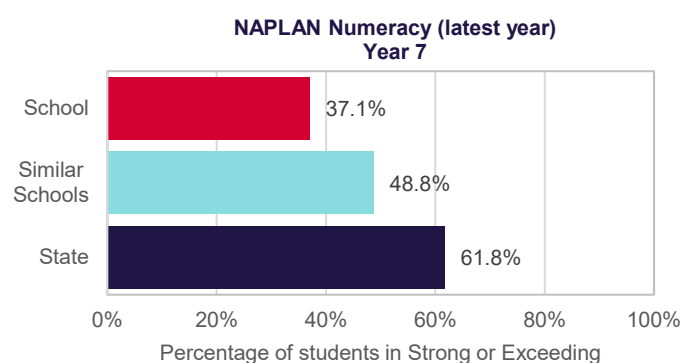
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	24.0%	30.7%
Similar Schools average:	47.4%	46.9%
State average:	60.4%	60.2%



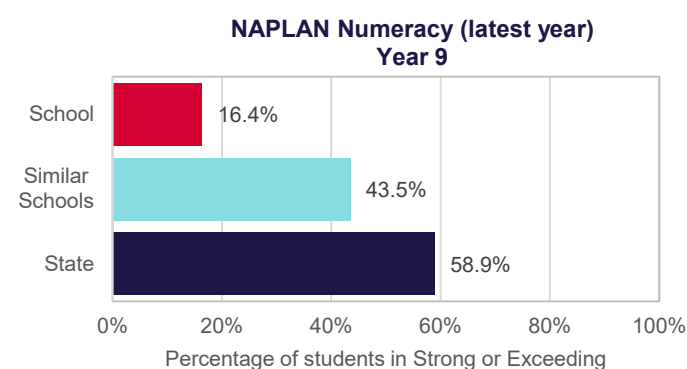
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.1%	34.5%
Similar Schools average:	48.8%	49.0%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	16.4%	24.7%
Similar Schools average:	43.5%	43.9%
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:

24.7%

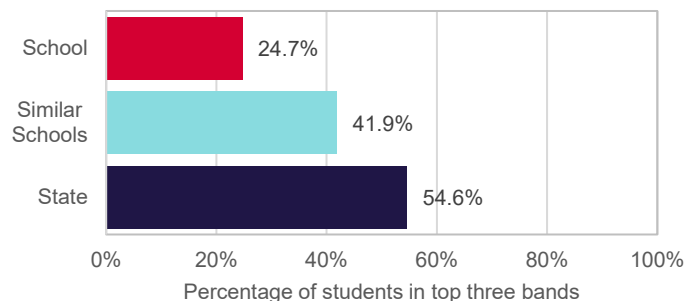
Similar Schools average:

41.9%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

12.7%

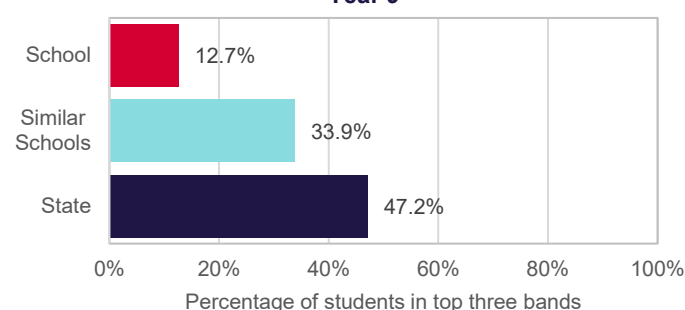
Similar Schools average:

33.9%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

23.5%

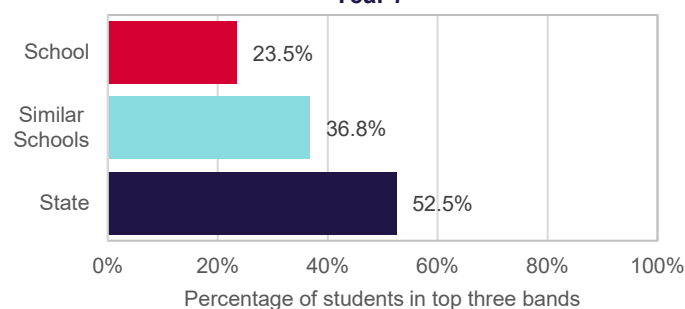
Similar Schools average:

36.8%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

13.9%

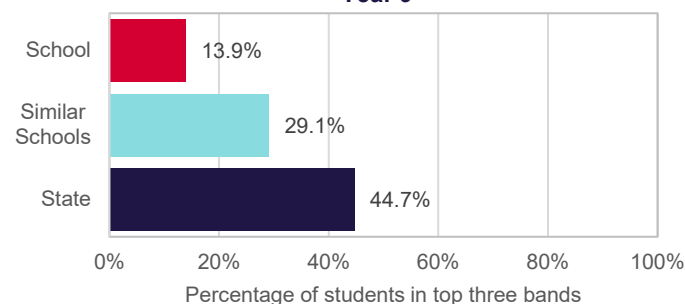
Similar Schools average:

29.1%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

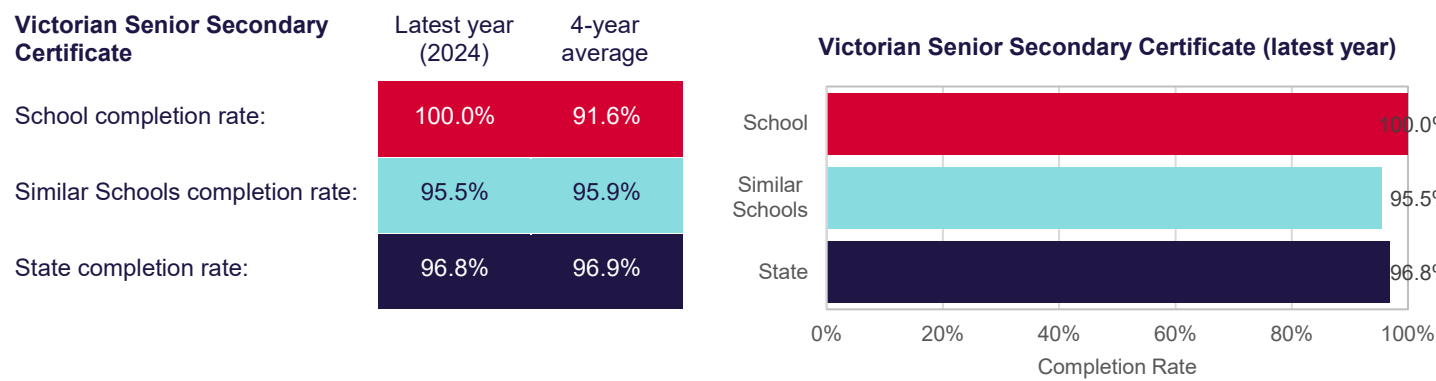


LEARNING (continued)

**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:	19.8
Number of students awarded the VCE Vocational Major	11
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:	25%
Percentage VET units of competence satisfactorily completed in 2024:	55%

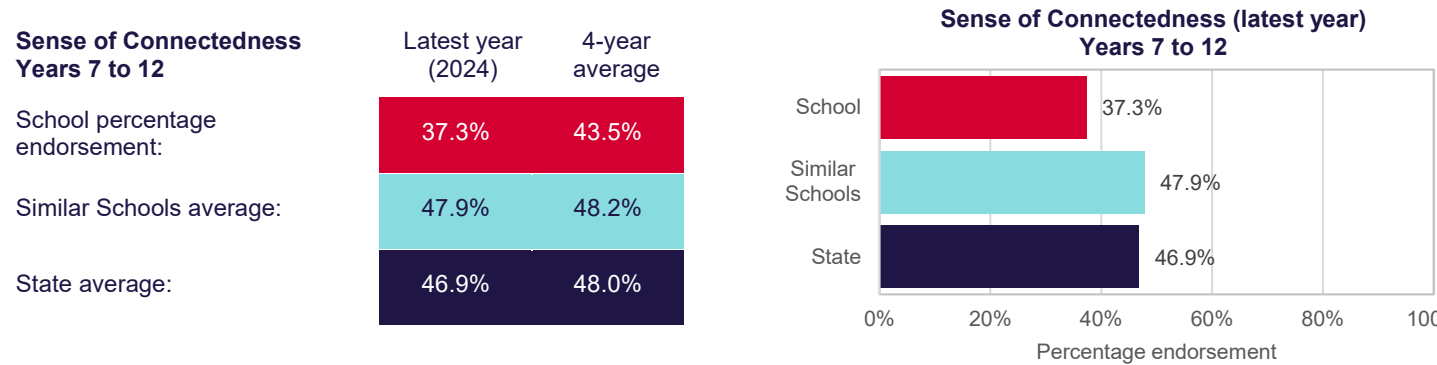


WELLBEING

**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.

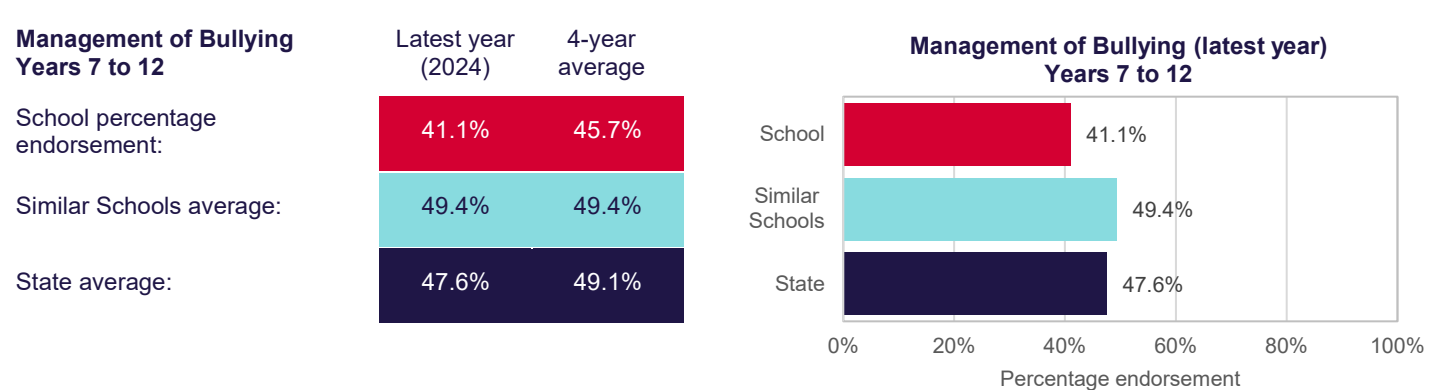
Student Attitudes to School – Sense of Connectedness

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).

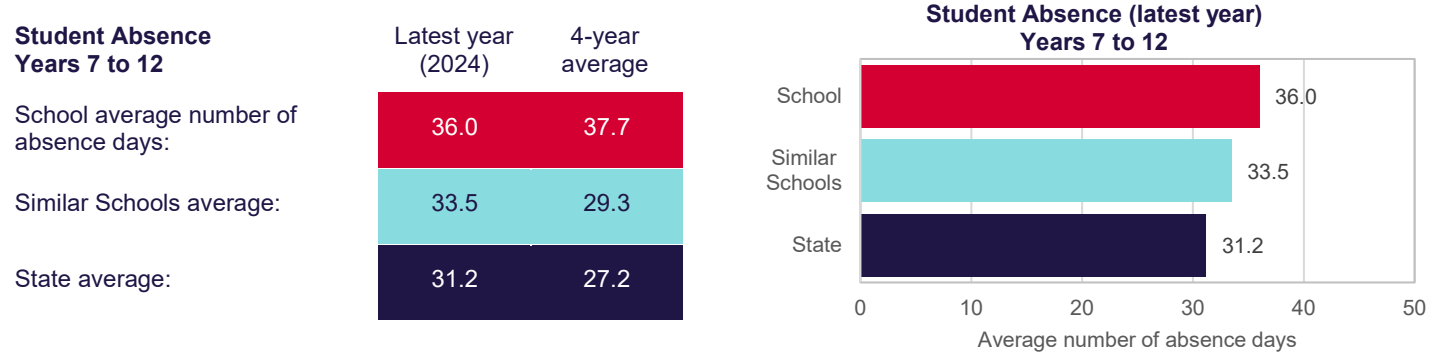


ENGAGEMENT

**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.

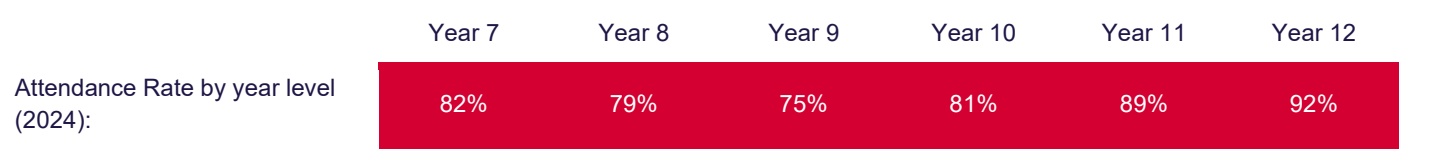
Average Number of Student Absence Days

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



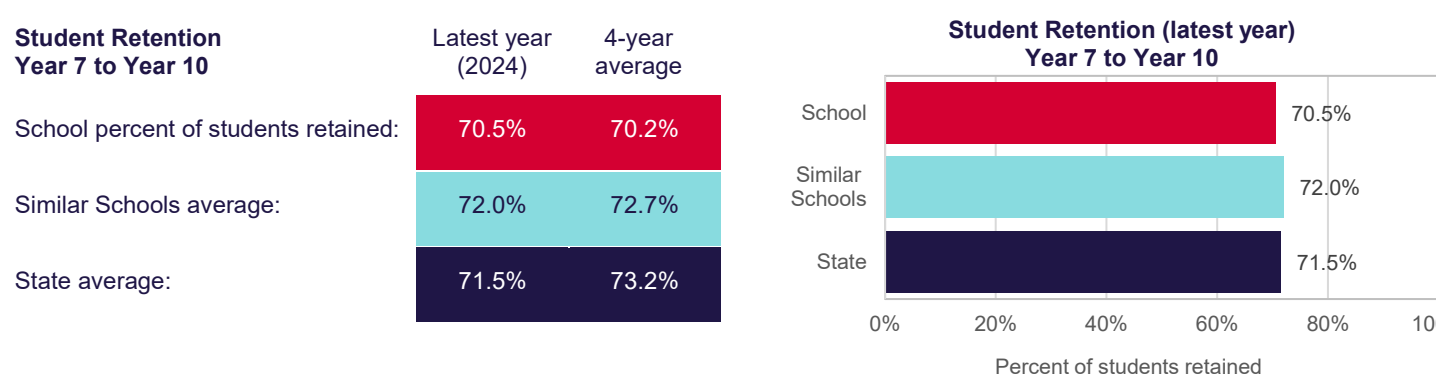
Attendance Rate (latest year)

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)

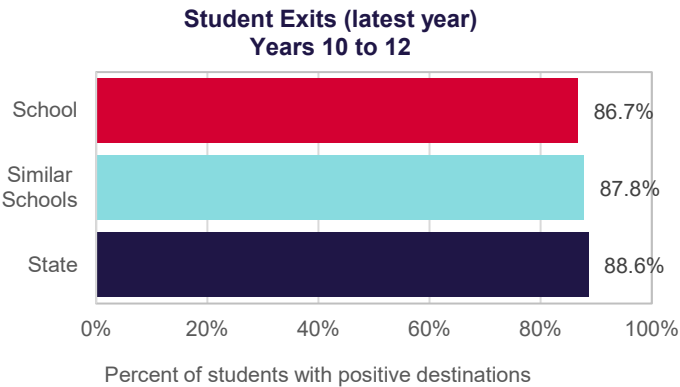
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.7%	83.8%
Similar Schools average:	87.8%	89.1%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$7,486,606
Government Provided DET Grants	\$1,511,553
Government Grants Commonwealth	\$0
Government Grants State	\$7,800
Revenue Other	\$294,138
Locally Raised Funds	\$217,286
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,517,384</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,064,260
Equity (Catch Up)	\$73,654
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,137,914</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,152,438
Adjustments	\$0
Books & Publications	\$10,151
Camps/Excursions/Activities	\$141,531
Communication Costs	\$20,910
Consumables	\$203,417
Miscellaneous Expense <sup>3</sup>	\$43,845
Professional Development	\$58,527
Equipment/Maintenance/Hire	\$292,595
Property Services	\$409,858
Salaries & Allowances <sup>4</sup>	\$265,198
Support Services	\$402,722
Trading & Fundraising	\$12,788
Motor Vehicle Expenses	\$4,828
Travel & Subsistence	\$541
Utilities	\$79,915
<b>Total Operating Expenditure</b>	<b>\$10,099,262</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$581,878)</b>
<b>Asset Acquisitions</b>	<b>\$443,281</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	\$3,240,264
Official Account	\$145,709
Other Accounts	\$21,618
<b>Total Funds Available</b>	<b>\$3,407,591</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$324,471
Other Recurrent Expenditure	\$4,672
Provision Accounts	\$0
Funds Received in Advance	\$324,830
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$21,618
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$1,100,000
<b>Total Financial Commitments</b>	<b>\$3,475,590</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.*