

# 2024 Annual Report to the School Community

School Name: Montmorency Secondary College (8068)



**MONTMORENCY**  
SECONDARY COLLEGE

- 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 12 March 2025 at 12:58 PM by Frances Ibbott (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 12 March 2025 at 01:00 PM by Frances Ibbott (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Montmorency Secondary College is a large, co-educational Year 7–12 school located approximately 20 kilometers north-east of Melbourne’s CBD. With a current enrolment of over 1,100 students, our single-campus setting is surrounded by park reserves and the Plenty River, providing a welcoming and spacious environment for learning.

Our school motto, “Pride in Achievement,” reflects our commitment to fostering excellence, while our core values—Courage, Friendship, Achievement, Trust, Happiness, and Teamwork—shape our school culture. Our Purpose Statement guides our approach, encouraging students and staff to achieve their personal best in an environment that promotes excellence, responsibility, and respect for individual differences.

To support student learning and wellbeing, the College is structured into six Sub-Schools, each with a strong Home Group and pastoral care focus at every year level. Our curriculum provides extensive pathway options, including VCE, Vocational Major, and acceleration opportunities for Years 10–12, as well as a Core/Elective structure for Years 8–10, designed to encourage student ownership of learning and the development of individual strengths. Student leadership, voice, and successful transitions—both into and beyond school—remain key priorities.

The College is renowned for its diverse learning pathways, strong community partnerships, and outstanding Student Leadership Program, which empowers students to contribute meaningfully to school life. Our modern facilities include a 420-seat auditorium, a state-of-the-art basketball stadium with the Allan Robinson Basketball Courts, a dedicated Year 12 Study Centre, a well-resourced Library, high-quality Food and Materials Technology Centre, and fully networked ICT facilities throughout the campus. Students also benefit from a gymnasium and access to shared sports ovals and an athletics track, fostering a well-rounded education that includes health and wellbeing.

Our ongoing commitment to quality teaching and learning is reflected in continually improving VCE results, demonstrating strong academic growth year after year.

The College is supported by 101.7 effective full-time staff (EFT), comprising of 3.0 Principal Class, 76.7 Classroom Teachers, 4 Learning Specialists, 10 Leading Teachers, 17 Education Support Staff.

At Montmorency Secondary College, we are dedicated to providing a high-quality education in a supportive and inclusive environment, ensuring that every student is equipped to achieve their personal best.

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

### Learning

Montmorency Secondary College remains committed to enhancing student academic and social outcomes through a rigorous, inclusive, and high-quality learning environment. Following the 2023 School Review, we have successfully advanced key priorities, including the implementation of an Instructional Model and Behaviour Framework, strengthening of teacher collaboration, and increased consistency in classroom practices. These initiatives have ensured that all students experience engaging, structured, and challenging learning environments that foster both academic success and personal growth.

In 2024, our renewed focus on instructional excellence has led to:

- The successful implementation of our Instructional Model, embedding explicit teaching, High Impact Teaching Strategies (HITS), and structured lesson planning across all classrooms.
- The development of a Behaviour Framework, ensuring clear expectations for students and promoting a positive, respectful learning culture.
- Improved teacher collaboration and shared practice, with a focus on Professional Learning Communities (PLCs) and Professional Learning Teams (PLTs) to drive instructional improvement and curriculum development.
- Enhanced assessment consistency, ensuring students receive meaningful feedback that supports growth and learning progressions.

A key highlight 2024 was our impressive VCE results, reflecting the dedication of students and staff:

- 7.5% of students attained a study score of 40+
- A perfect score of 50 in English
- A median study score of 31, one of the highest in the past 20 years
- Dux of the College, achieved an ATAR of 98.75, with 40+ scores in all subject
- 54% of students attained an ATAR above 70, ensuring strong tertiary and career opportunities

These results demonstrate the success of our targeted literacy and numeracy programs, structured learning environments, and commitment to student achievement. Additionally, our Vocational Major students continued to thrive, successfully completing their programs and securing pathways into employment, apprenticeships, and further study.

Our NAPLAN data aligns with these strong academic outcomes, with exceptionally high performance in Reading at both Year 7 and Year 9, as well as above-state results in Numeracy. The Tutor Learning Initiative and targeted Challenge, Bridging, and Support programs have continued to strengthen student learning access and intervention, ensuring every student is supported to reach their potential.

The College has also placed a strong emphasis on developing a positive and productive school culture. Our teacher induction program has been instrumental in ensuring new staff are supported and aligned with our instructional approaches. Collaborative practice has flourished, with teachers engaging in learning loops, peer observations, and demonstration lessons, fostering continuous improvement and shared expertise.

Looking ahead, we remain focused on further embedding best-practice instructional strategies, strengthening student engagement, and refining assessment practices to continue driving student success. Through our high expectations, supportive learning environment, and commitment to excellence, Montmorency Secondary College continues to provide a dynamic and enriching education for all students.

## Wellbeing

At Montmorency Secondary College, student wellbeing remains a central priority, with a strong focus on fostering a safe, inclusive, and connected school environment. Our commitment to student wellbeing is reflected in the Attitudes to School Survey, where students continue to report high levels of connectedness, a strong sense of safety, and positive relationships with staff and peers. Our results in student sense of connectedness and management of bullying remain above similar and state averages, reinforcing our proactive and supportive approach to wellbeing. Notably, Year 7 and Year 12 students report outstanding levels of engagement and trust in their teachers, which has contributed to a strong school culture of support and respect.

Throughout the year, we have focused on deepening student engagement and connectedness through structured programs and initiatives. A key development has been the expansion of clubs and lunchtime groups, including the Student Representative Council (SRC), Queer Straight Alliance (QSA), Homework Club, Recreational Maths Club, Craft Club, Games Club, and Science Club. These programs provide students with opportunities to build friendships, explore their interests, and develop a sense of belonging within the school community. The SRC program has continued to evolve, offering students greater opportunities for leadership, advocacy, and active participation in school life.

A significant wellbeing initiative this year was the implementation of the Home Group Program across all year levels. This program has strengthened communication, relationship-building, and student support, ensuring that students start each day with a positive mindset. Through this structure, we have delivered targeted micro-programs focusing on wellness, mindfulness, careers, and course counselling, equipping students with skills and strategies to navigate their academic and personal journeys.

Supporting successful student transitions between year levels has also remained a priority. Our end-of-year Orientation Program helps students adjust to their next year level by connecting them with their classmates and teachers, easing nerves, and ensuring a smooth start to the new school year. This is further reinforced by the ALPHA Program at the beginning of the year, which focuses on building relationships, developing organisational skills, and preparing students for academic success. To maintain strong engagement and support across all year levels, we have continued our Junior, Middle, and Senior School structures, which have been further enhanced through dedicated team leadership at each level.

These initiatives, along with our ongoing focus on fostering a safe and supportive environment, continue to drive positive wellbeing outcomes for our students. We remain committed to building a

school culture where every student feels valued, supported, and empowered to succeed.

## Engagement

Positive relationships, connectedness, and student engagement remain core priorities at the College. A key indicator of this engagement is our attendance data, which continues to reflect strong student connection to school. While our attendance rates remain positive, we are committed to further refining our strategies for managing absences. The implementation of Compass has significantly improved our ability to monitor and track attendance, with Education Support staff working closely with Year Level Teams to flag concerns. Where needed, Year Level Coordinators intervene through parent meetings, attendance plans, and targeted student support.

A key driver of student engagement is the breadth of our teaching and learning program. Our extensive elective offerings, opportunities to accelerate into VCE subjects, and access to VET Cluster courses provide students with meaningful choices that enhance their learning experience. The Vocational Major continues to provide targeted student pathways with strong student outcomes that support trades and vocational learning, enhanced by development of a more rigorous and engaging curriculum.

A focus this year has also been on developing consistent approaches to 'getting ready for learning' across the College. The implementation of Compass Lesson Plans, along with common classroom expectations and the development of a Behaviour Framework, has created greater clarity and consistency in learning environments. These initiatives support both student engagement and wellbeing by ensuring that classrooms are structured, inclusive, and conducive to learning.

Beyond the classroom, our Careers Education Framework, including Morrisby profiling and Career Action Plans, ensures that students are actively planning for their futures. These programs, embedded from Year 10 onwards, link with Senior School pathways to support smooth transitions into post-Year 12 study and career opportunities.

Additionally, student voice and agency remain central to our approach. Opportunities for leadership, involvement in decision-making, and participation in extracurricular activities have continued to strengthen student engagement, reinforcing a sense of belonging and ownership within the school community. The Student Representative Council (SRC) has provided a platform for student-led initiatives and advocacy, empowering students to shape their school experience.

We have also expanded our clubs and programs to provide a diverse range of opportunities for students to connect, explore their interests, and feel a sense of belonging. These include, but are not limited to, the Queer Straight Alliance (QSA), Homework Club, Recreational Maths Club, Craft Club, Games Club, Science Club, and Wellness Week activities. These initiatives foster positive relationships, engagement, and personal growth beyond the traditional classroom setting.

Through these initiatives, we remain committed to fostering a school environment where all students are engaged, supported, and empowered to succeed.

## Financial performance

Montmorency Secondary College concluded 2024 with an annual deficit of \$294,448. Funding was sourced from various channels, including the Student Resource Package (SRP) (82%), Government Grants (10%), and locally raised funds (8%). Locally raised funds included parent contributions for camps and excursions, voluntary financial contributions, and revenue generated from school facility rentals. The 2024 Annual Budget was developed in consultation with the School Council and staff to support programs aligned with the School Strategic Plan. In anticipation of a projected salary deficit for 2024, the College had set aside funds to cover this shortfall.

Throughout 2024, Montmorency Secondary College remained committed to upgrading its facilities. Significant investments included \$257,851 for a new lighting and sound system in Stadium 1, \$59,875 for repairing and polishing floors in the four locker bays and \$35,659 for installing new lighting in Stadium 2. Additionally, \$14,201 was allocated for the purchase of a new video switcher in Stadium 1, \$12,015 for acquiring 52 new student desks, and \$59,780 for additional cleaning services beyond those provided by the Department of Education and Training (DET).

The five largest expenses incurred in 2024 were related to key operational areas. A total of \$370,814 was spent on stadium development, while \$336,068 was allocated to service providers for VET courses. The College also spent \$315,486 on Casual Relief Teachers (CRTs), \$124,599 on maintenance and minor works, and \$120,753 on electricity.

Montmorency Secondary College students demonstrated remarkable generosity throughout the year. The Student Representative Council (SRC) raised an impressive \$8,146.06, which was donated to various charitable organizations, including Challenge Cancer Support Network, Smith Family, RSPCA, FightMND, Cancer Council, and State Schools Relief. Additionally, the MSC Interact Club raised \$936 for the Leukemia Foundation, while QSA contributed \$727.05 to Minus 18.

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. Montmorency Secondary College continues to operate in a strong financial position, ensuring that expenditure remains student-focused and directed towards improvements in teaching and learning.

**For more detailed information regarding our school please visit our website at  
<http://www.montysc.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 1,059 students were enrolled at this school in 2024, 514 female and 539 male.

4 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

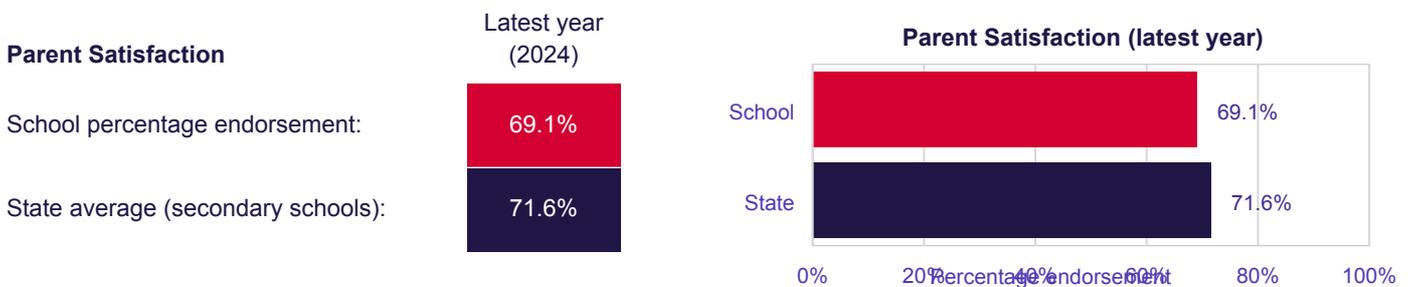
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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



### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2024)

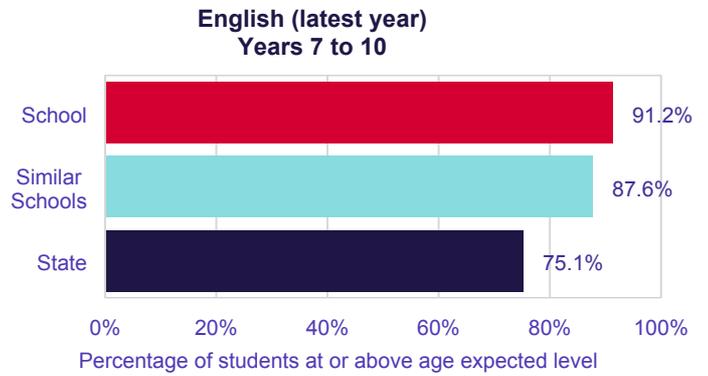
91.2%

Similar Schools average:

87.6%

State average:

75.1%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2024)

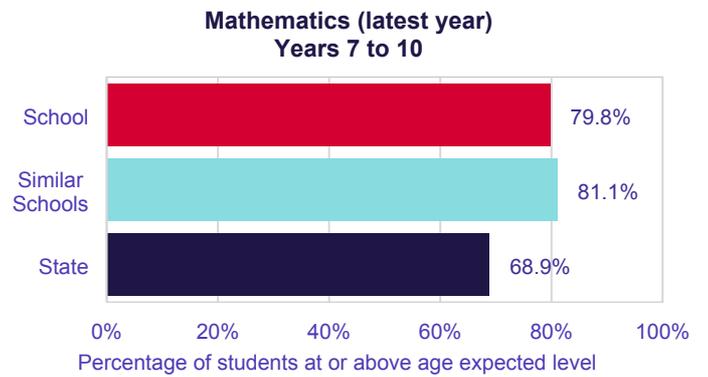
79.8%

Similar Schools average:

81.1%

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.

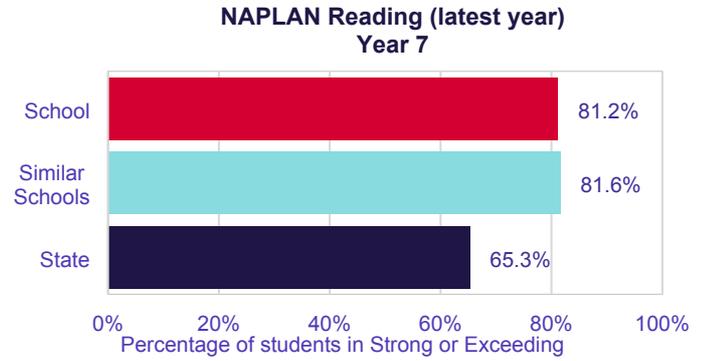
**NAPLAN**

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.

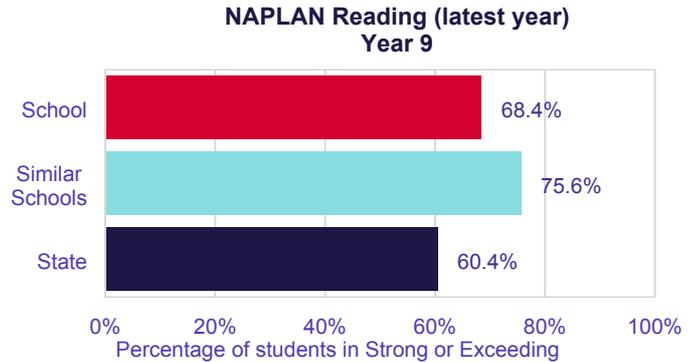
**Reading  
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.2%	82.0%
Similar Schools average:	81.6%	81.5%
State average:	65.3%	65.7%



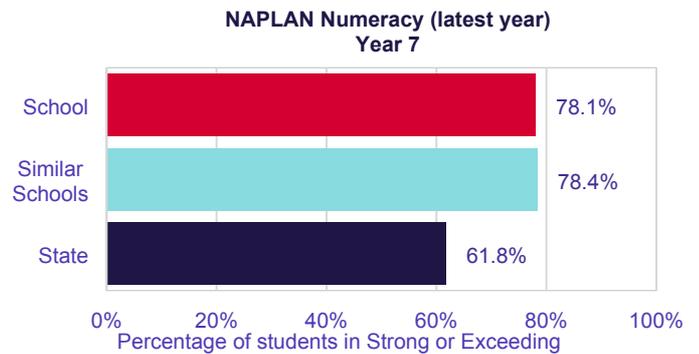
**Reading  
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.4%	70.1%
Similar Schools average:	75.6%	75.4%
State average:	60.4%	60.2%



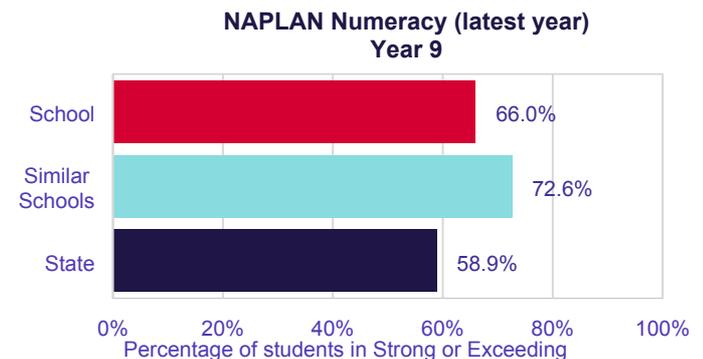
**Numeracy  
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.1%	78.1%
Similar Schools average:	78.4%	78.2%
State average:	61.8%	62.3%



**Numeracy  
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.0%	69.3%
Similar Schools average:	72.6%	72.9%
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:

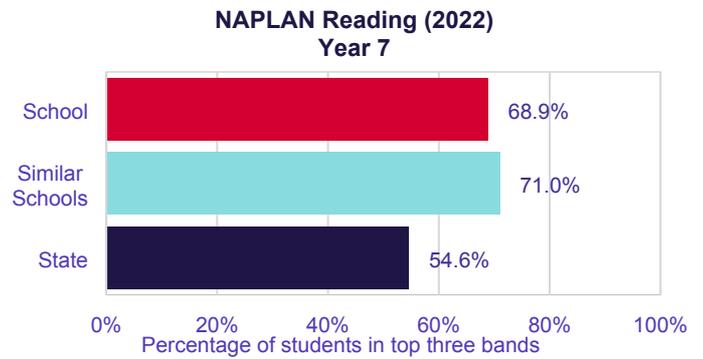
68.9%

Similar Schools average:

71.0%

State average:

54.6%



**Reading  
Year 9**

(2022)

School percentage of students in the top three bands:

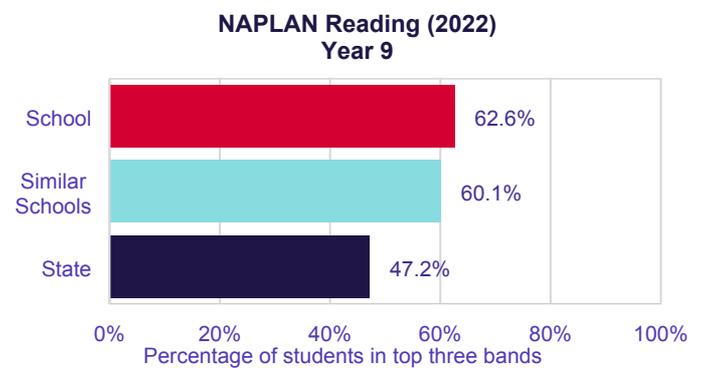
62.6%

Similar Schools average:

60.1%

State average:

47.2%



**Numeracy  
Year 7**

(2022)

School percentage of students in the top three bands:

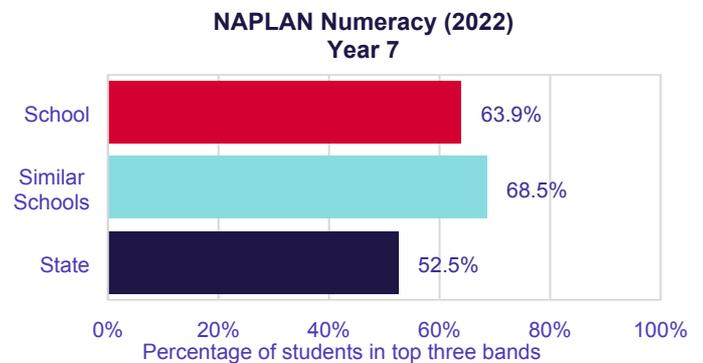
63.9%

Similar Schools average:

68.5%

State average:

52.5%



**Numeracy  
Year 9**

(2022)

School percentage of students in the top three bands:

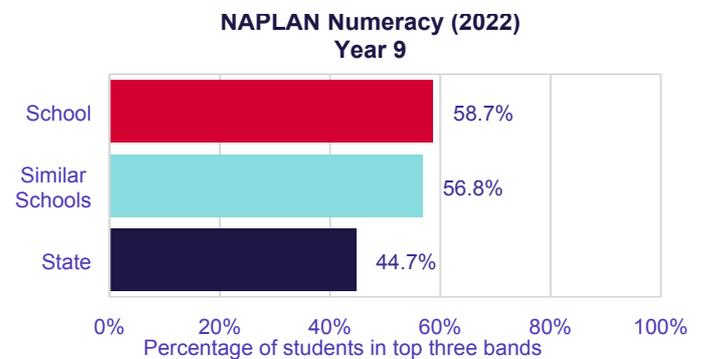
58.7%

Similar Schools average:

56.8%

State average:

44.7%



## LEARNING (continued)

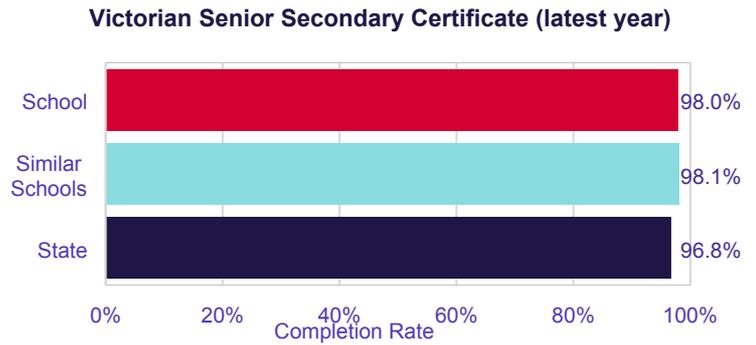
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	98.0%	98.6%
Similar Schools completion rate:	98.1%	98.1%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	30.9
Number of students awarded the VCE Vocational Major	23
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:	28%
Percentage VET units of competence satisfactorily completed in 2024:	98%

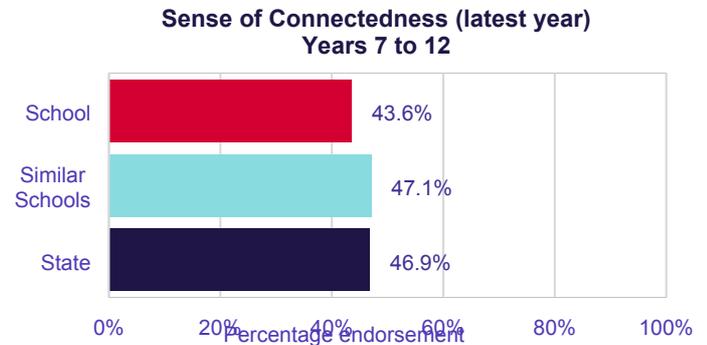
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

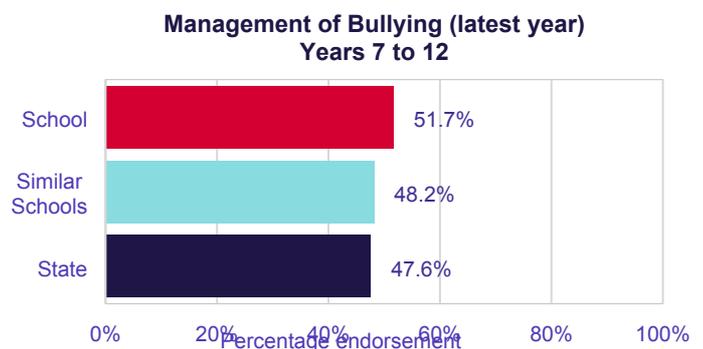
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	43.6%	48.7%
Similar Schools average:	47.1%	47.8%
State average:	46.9%	48.0%



### 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:	51.7%	55.8%
Similar Schools average:	48.2%	48.7%
State average:	47.6%	49.1%



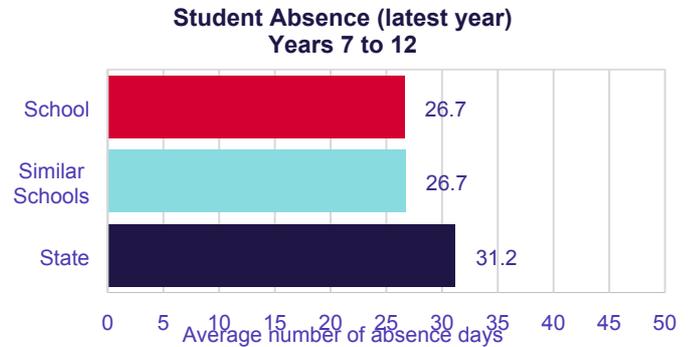
## ENGAGEMENT

**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:	26.7	21.1
Similar Schools average:	26.7	22.9
State average:	31.2	27.2



### Attendance Rate (latest year)

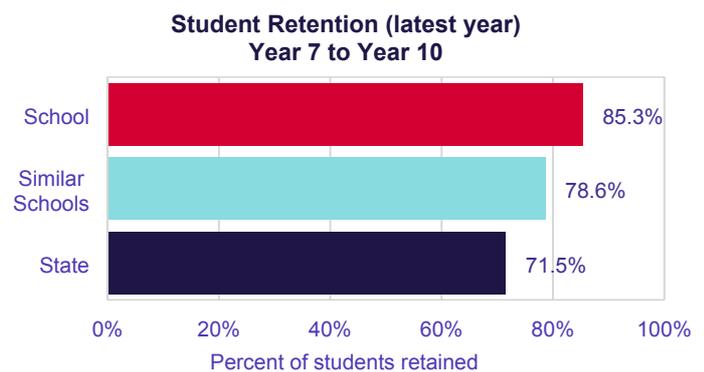
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	85%	84%	87%	87%	90%

### 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:	85.3%	83.7%
Similar Schools average:	78.6%	79.7%
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

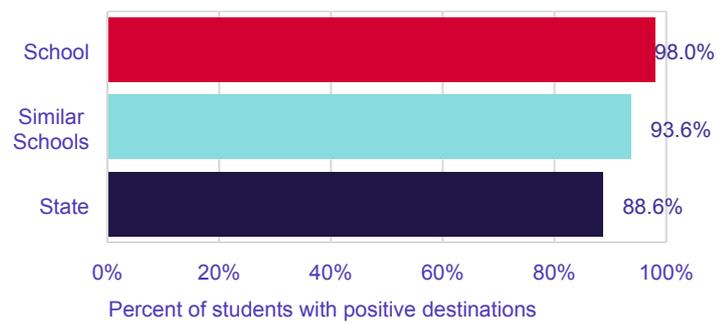
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	98.0%	93.9%
Similar Schools average:	93.6%	94.2%
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	\$12,119,171
Government Provided DET Grants	\$1,158,862
Government Grants Commonwealth	\$22,304
Government Grants State	\$8,900
Revenue Other	\$154,346
Locally Raised Funds	\$927,203
Capital Grants	\$346,248
<b>Total Operating Revenue</b>	<b>\$14,737,035</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$60,554
Equity (Catch Up)	\$18,352
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$78,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,144,501
Adjustments	\$0
Books & Publications	\$5,820
Camps/Excursions/Activities	\$429,954
Communication Costs	\$17,302
Consumables	\$324,788
Miscellaneous Expense <sup>3</sup>	\$420,444
Professional Development	\$59,127
Equipment/Maintenance/Hire	\$95,824
Property Services	\$375,530
Salaries & Allowances <sup>4</sup>	\$326,939
Support Services	\$273,055
Trading & Fundraising	\$32,730
Motor Vehicle Expenses	\$564
Travel & Subsistence	\$3,416
Utilities	\$175,241
<b>Total Operating Expenditure</b>	<b>\$14,685,234</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$51,800</b>
<b>Asset Acquisitions</b>	<b>\$370,814</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 03 Mar 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,044,793
Official Account	\$91,878
Other Accounts	\$159,959
<b>Total Funds Available</b>	<b>\$1,296,631</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$430,663
Other Recurrent Expenditure	\$22,857
Provision Accounts	\$0
Funds Received in Advance	\$453,226
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$159,959
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$150,000
Asset/Equipment Replacement < 12 months	\$100,000
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
<b>Total Financial Commitments</b>	<b>\$1,316,705</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.*