

2024 Annual Report to the School Community

School Name: Camberwell High School (7680)



- 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 21 March 2025 at 08:19 AM by Jillian Laughlin (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 21 March 2025 at 08:19 AM by Jillian Laughlin (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

Camberwell High School was established in 1941 and is located in Canterbury. The school celebrates its history and traditions while providing contemporary learning.

Camberwell High School's (CHS) vision is to develop graduates with the attributes articulated in the CHS Learner who are global citizens ready to make a positive impact on the world around them. The school's learning statement outlines a vision which promotes learning that is transformative, focused on growth, dynamic, respectful and built on positive relationships. The school community works together to challenge all to exceed expectations for achievement in all areas of endeavour while demonstrating the school's motto of consideration for others.

The school has 77/66.33 (EFT) teaching staff and 34/25.66 (EFT) non-teaching staff. The total enrolment is 724 students from Year 7-Year 12, and 85 International students. Year 11 and 12 students can study VCE (Victorian Certificate of Education) or VCE – VM (VCE Vocational Major). All students can include a VET (Vocational and Education Training) subject as part of either Certificate. VCE is a requirement for entry to tertiary study whereas VM and VET are focused on vocational training. Camberwell High School offers a comprehensive selection of subjects in these years and students have many choices available to them.

Camberwell High School has low student mobility and a relatively low percentage of students from Language Backgrounds other than English. To assist recently arrived international students adapt to their new living and learning environment, Camberwell High School provides an on-site intensive English Language school course. The course is accredited by the International Division of the Department of Education and is designed to develop students' language and learning skills so that they can successfully meet the requirements in the mainstream school. The course was offered in semester 1 & 2 in 2024.

The Camberwell High School community values are:

Achievement - All are encouraged to achieve their personal best, through persistence and the development of the capacity to learn independently.

Creativity - Opportunities are provided to explore and demonstrate creativity and flexibility in thinking, teaching and learning.

Respect - Through honesty, empathy, consideration of others and the celebration of diversity we build respectful relationships.

Responsibility - Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment.

The school's intention is to maximize learning growth and achievement of students in all areas of their development in order to become active, engaged community members. The CHS educational vision for learning provides a collective narrative that builds ownership by the whole school community (parents, students and staff).

In 2021, a review of the 2018-2021 Strategic Plan was undertaken and a new Strategic Plan developed for 2022 - 2025. The focus is on the development of a whole school pedagogy. Teachers are actively engaged in understanding and measuring their impact and developing

effective practices informed by student learning growth data. Engaging parents and students in partnership with teachers is essential to ensuring understanding and successful implementation of the collective narrative.

Progress towards strategic goals, student outcomes and student engagement

Learning

AIP focus 2024

In 2024 Camberwell High School continued to prioritise the DE focus on the 2 goals of Learning and Wellbeing.

At CHS Goal 1 relates to learning and Goal 3 to wellbeing. Goal 2 merges both learning and wellbeing through empowering learners.

Using the three goals of the Strategic Plan and one target for each goal for this year's AIP, the key work of the school was:

Goal 1: To optimize and accelerate the learning growth of every student

Goal 2: To create empowered learners who actively demonstrate the school's learning dispositions

Goal 3: To develop learners who display respectful behaviours and attitudes that reflect the school's motto and values

Goal 1

The Learning Continuum was developed throughout 2024 and is on track for 2025 implementation for leaders and teachers to use:

- As a tool for ongoing refinement of assessment tasks using revised rubrics
- To provide precise feedback to students about the next step in learning
- To incorporate and document Victorian Curriculum 2.0
- To provide students and parents with outlines and explanations at information evenings, in Newsletters and through the updated Assessment Guidelines on Compass
- As a scaffold in classes, the learning to learn program and student led conferences

Victorian Teaching and Learning Model (VTLM) was introduced to all teachers and planning commenced for incorporation into the school's instructional model by leaders and teachers through:

- Provision of professional learning for all teachers on the alignment of the VTLM focus on explicit teaching with the school's PIER lesson structure
- Documenting and implementing the school's instructional model including a focus on the teaching and learning cycle (explicit instruction)

- Expert guidance by learning specialists to lead teachers in using the data for their class to develop pedagogy/lessons that induct students into the language of the disciplines, reflect cognitive load theory and neuroscience of learning to help students with attention, retention and learning growth

Extensive planning, including through the engagement of Misty Adoniou from Canberra University in December 2024 as a critical friend to focus on the language of the Disciplines and specifically:

- Use of data to target the language needs of students to increase capacity to deconstruct text (understand the meaning of a text and explicit demands of a task) and construct text (respond with precision)
- A NAPLAN preparation focus for Years 7 and 9 students led by Learning Specialists using the Numeracy and Literacy data to ensure student outcomes reflect ability, especially in the strong and exceeding proficiency levels of NAPLAN
- Engaging Professor Misty Adoniou as a critical friend for the year to provide a yearlong program to build teacher capacity. Professional learning and practice will focus on action research cycles for teaching Year 7 English, Maths and Science. Teachers use targeted strategies for reading and writing to improve Literacy and Numeracy

Goal 2

Refined Learning Portfolios implemented in 2024 for Years 7 and 8. Planning for extension into Years 9 and 10 in 2025

Home learning approach strengthened with increased consistency of application as a pedagogical practice:

- Teachers using home learning as part of the Prepare and Reflect stages of the lesson
- Students taking ownership of the home learning tasks for each class (Year 7-9 Class reps)
- **My tasks** implemented for Years 10-12

A Redemption/late submission process embedded in junior school:

- Teachers consistently apply a process for ensuring students complete learning tasks and assessments
- The process is clearly and consistently communicated by teachers to students
- Processes clearly communicated to parents through information nights and in school documentation
- Learning Dispositions are promoted in classes and by sub schools through 'Green chronicles', awards and recognition
- Values displayed in all classrooms

Goal 3

Positive classroom behaviour for learning is consistently applied across the school through:

- Continue Professional learning for all teachers commencing January 2024 with Mark Dowley and followed by Glen Pearsall in June 2024. Targeted sessions for new staff (any teacher employed post June 2024)
- Routines are documented and published for all teachers and supported with professional learning and sharing practice

- Empowering teachers to manage their classrooms and student behaviour with support from leadership team, using consistent behaviour management and use of displayed values posters
- Ongoing focus on sharing practice/observation and providing a culture of celebrating each other's success
- Setting clear expectations for all teachers so that the behaviours for learning are consistently applied and providing support where identified
- Documenting and communicating the expectations to students and families through information nights and in meetings and interviews
- Inducting graduates through targeted PL on Routines for positive classroom behaviour and mentoring from Range 2 teachers using observation and feedback

Sustaining the professional practice of teachers on routines for positive classroom learning through work informed by Mark Dowley and Glen Pearsall enhanced by the VTLM:

- Entry and exit routines
- Strong starts/Do now
- Strong finish
- Routines to gain attention
- Low key interventions: both verbal and non-verbal

Expand the focus on Routines to include explicit teaching and managing cognitive load using:

- Teaching and Learning cycle: I do, We do, You do (explicit teaching)
- Glen Pearsall questioning routines: Cold calling, inverted questions, wait time and question relay
- Using revised rubrics for formative and summative feedback

Implementing the wellbeing framework, mental health initiatives and disability inclusion

- Ensure Action items from the documented wellbeing framework are implemented and communicated to parents through the Newsletter and Information nights
- Communicate to teachers the items implemented across the school and their understanding of the connection between their feedback and input and the actions
- Ensure that teachers have confidence in creating and using Individual Education Plans (IEP) for students and that targeted PL is provided to give teachers confidence in implementing IEPs and providing all learners with the support they need to succeed
- Ensure students understand the items implemented from the wellbeing framework and the connection to their experiences is being understood and supported. The SRC/student leaders to take a key role in leading/communicating the appropriate wellbeing framework implementation with their peers
- First Nations perspectives continue to be implemented in curriculum, student leadership initiatives and the physical environment developed through the yarning circles framework commenced in 2024 with Seth Nolan. Implementation plan to be written in term 1, 2025.

Wellbeing

Camberwell High School offers VCE, VCE - VM and VET and 97.5% (4year average) of students satisfactorily completed VCE. The school is focused on further improving student wellbeing and meeting individual needs through differentiation, responsive teaching and student ownership and management of their learning. The school is also focused on developing dispositions which equip students as learners at school and as global citizens. To further this objective, we have been successful in joining the Melbourne Assessment Community (University of Melbourne) to further our professional development and institute assessment practices to reliably measure and feedback on complex competencies we call the CHS dispositions. Students' individual needs in learning are identified and learning tasks which focus on extending learning from the point of need are provided by teachers in all subjects. Learning Mentors act as advocates for students, monitoring their growth and development through regular conferences. Parents and students are able to access their child's schedule and learning tasks online and the school works closely with parents to support every student's learning program, including those with special learning needs. The school employs two social workers who provide 1:1 counselling and lead programs targeted at the developmental needs of students across the school. A Mental Health Practitioner (Psychologist) leads the Wellbeing Team.

Our 'Sense of connectedness' data in 2024 dipped slightly, from the student Attitudes to School Survey, the 4 year average indicated that we are above the State average and equivalent to Similar Schools average. However, our ability to retain students to Year 10 is above the State average but a little below Similar Schools. This will be an area of focus moving forward. Almost all students who leave school before the completion of Year 12 continue their education at other schools. The school data indicates we are above the Similar Schools and State averages for students taking further studies or full-time employment.

Engagement

Our students' absence at Years 7-12 is slightly above Similar Schools but well below State average. The school will continue to work on student engagement and use its effective mentoring program to track all absences and provide appropriate support. The school recognises the high correlation between attendance and student outcomes. We will continue to focus attention on supporting student attendance. Unexplained absences are well below state benchmarks.

The tutor program introduced in 2021 and continued throughout 2022, 2023 and 2024 supported identified students to re-engage with learning effectively. Whilst staffing shortages were quite challenging in 2024, identified students were supported where staffing was available to make this possible, including through in class support and homework clubs at lunch time and after school.

Camberwell High School students enjoy school and feel that they belong and are valued. Restorative practice continues to be a strength of our approach to building positive relationships between students and the school. Having documented and clearly communicated expectations and policies continues to be a key area for ongoing work to ensure that expectations are clear and consistent.

Financial performance

The school ended 2024 with income and expenditure both higher than budget, by 10% and 3% respectively, delivered a surplus of \$0.7m (84% higher than budget).

Despite 2024 being another year of decreased government funding (across both Cash SRP and Department Funding), the school managed to hold a strong financial performance, driven mainly by higher income across international student intake (98 students), interest income, facility hire income and a relatively stable source of income from parent payments. The school leadership team and finance department have also demonstrated great discipline in managing operating expenses. The surplus for the year has helped the school to continue investing in curriculum activities, library books, staff professional development and making improvements to the school building and ground works.

At the time of this report, the February 2025 census has an enrolment of 724.1 local students (14% below 2024) and 85 international students (15% below 2024). Declining enrolment continues to be a significant challenge, not just at CHS but other schools in the region.

**For more detailed information regarding our school please visit our website at
www.camhigh.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 919 students were enrolled at this school in 2024, 276 female and 642 male.

11 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).

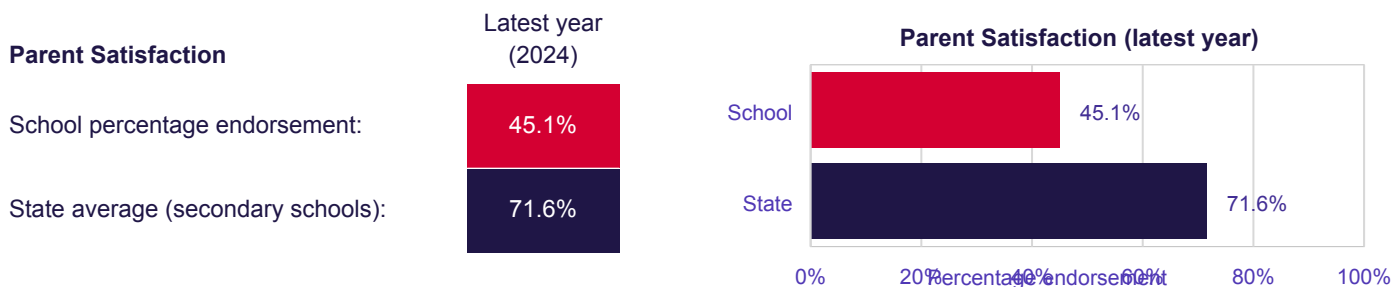
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

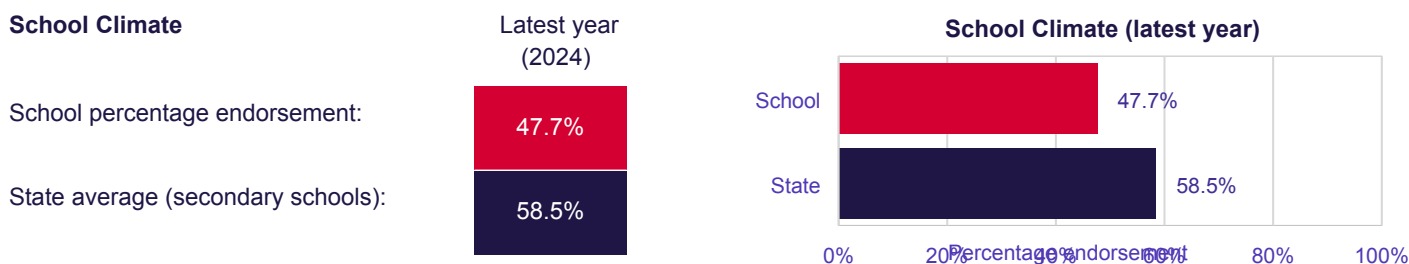


School Staff Survey

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)

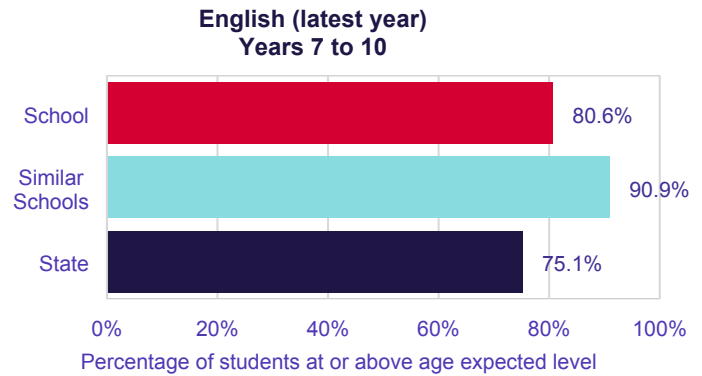
80.6%

Similar Schools average:

90.9%

State average:

75.1%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

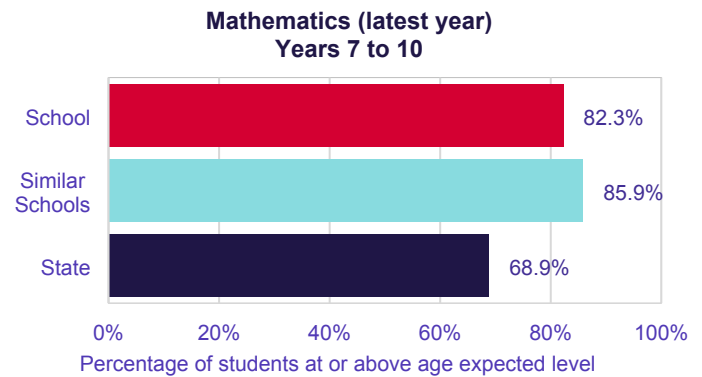
82.3%

Similar Schools average:

85.9%

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.

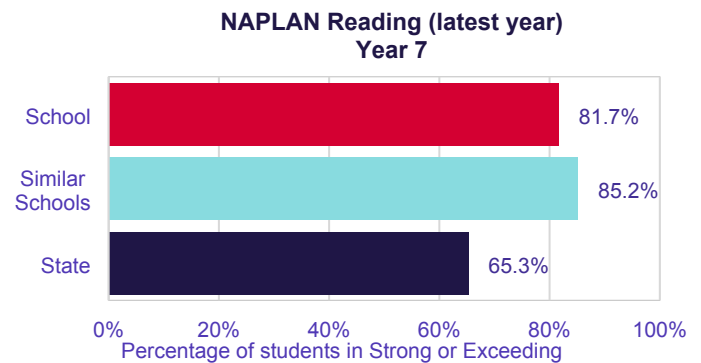
NAPLAN

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.

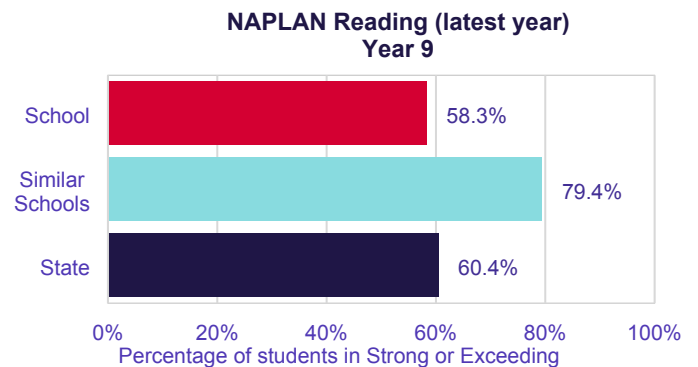
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.7%	81.3%
Similar Schools average:	85.2%	85.0%
State average:	65.3%	65.7%



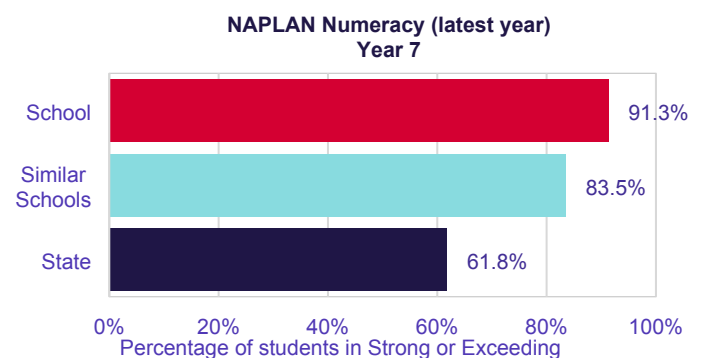
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	65.1%
Similar Schools average:	79.4%	79.9%
State average:	60.4%	60.2%



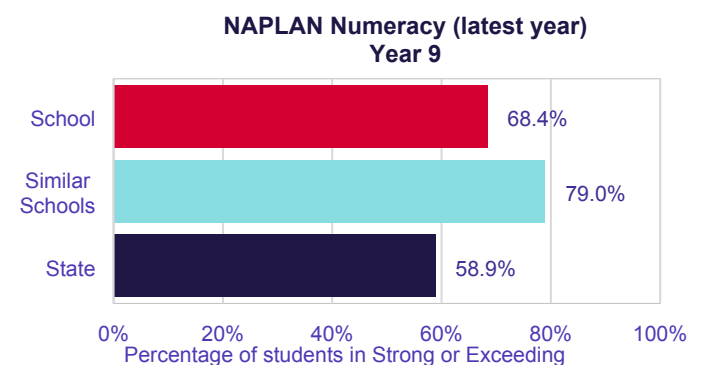
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.3%	88.8%
Similar Schools average:	83.5%	83.4%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.4%	74.1%
Similar Schools average:	79.0%	79.8%
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:

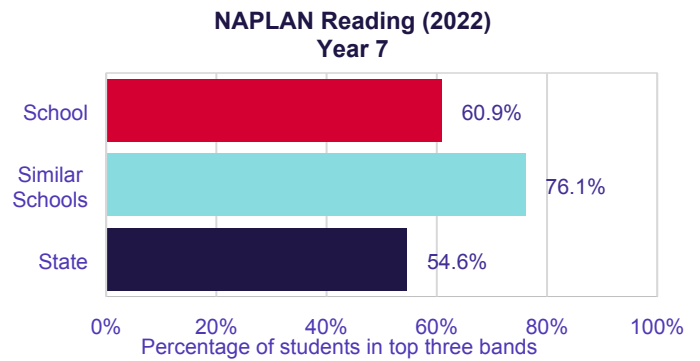
60.9%

Similar Schools average:

76.1%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in the top three bands:

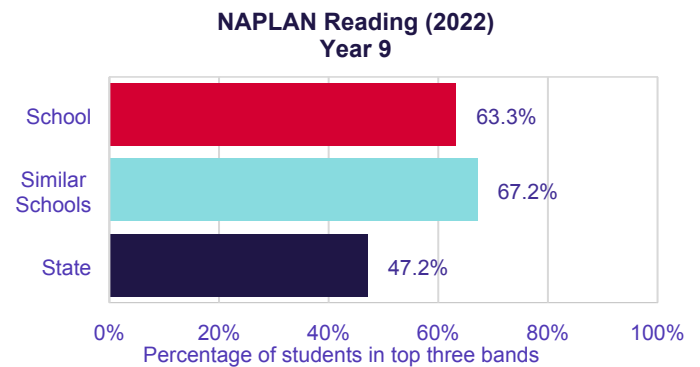
63.3%

Similar Schools average:

67.2%

State average:

47.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

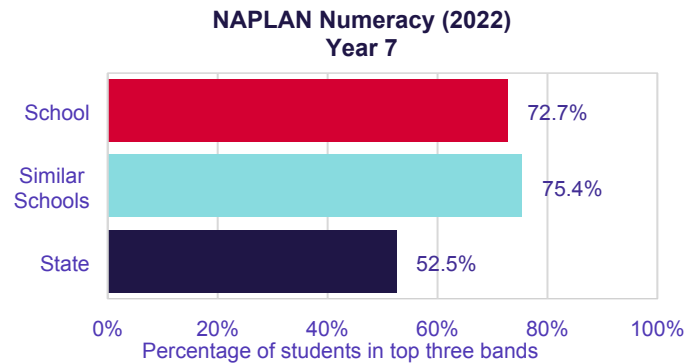
72.7%

Similar Schools average:

75.4%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

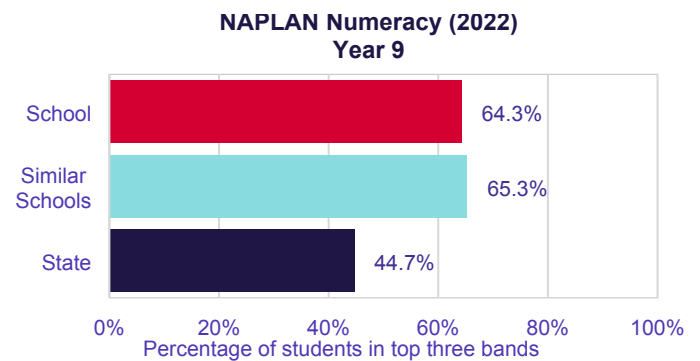
64.3%

Similar Schools average:

65.3%

State average:

44.7%



LEARNING (continued)

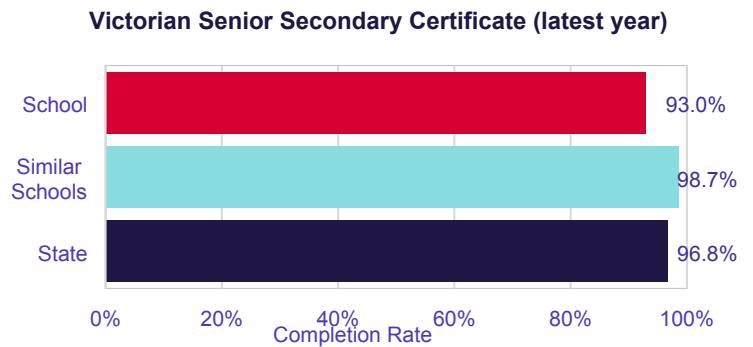
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	93.0%	97.5%
Similar Schools completion rate:	98.7%	98.6%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

Number of students awarded the VCE Vocational Major

Number of students awarded the Victorian Pathways Certificate

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

Percentage VET units of competence satisfactorily completed in 2024:

29.7
10
NDA
13%
89%

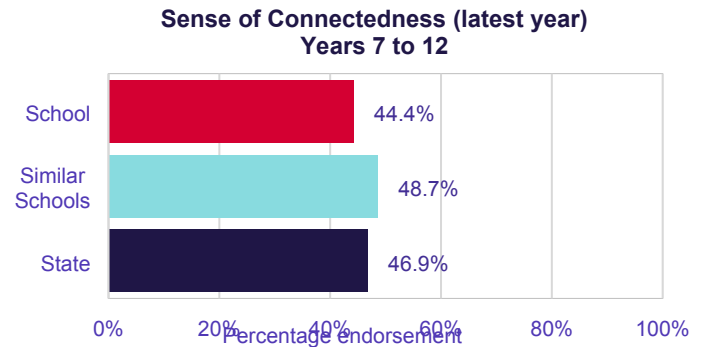
WELLBEING

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).

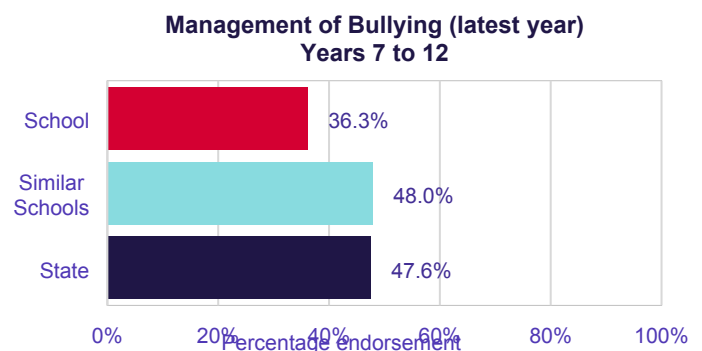
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	44.4%	49.9%
Similar Schools average:	48.7%	49.9%
State average:	46.9%	48.0%



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:	36.3%	44.5%
Similar Schools average:	48.0%	49.8%
State average:	47.6%	49.1%



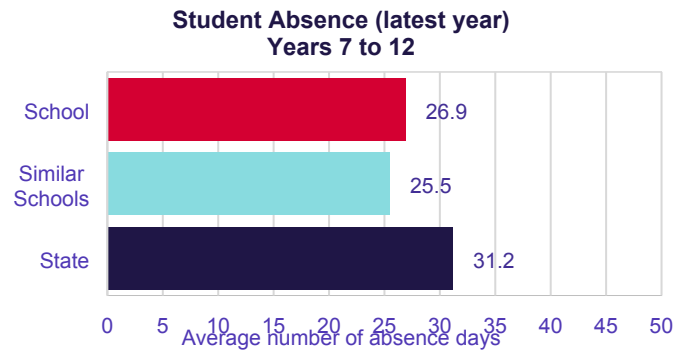
ENGAGEMENT

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:	26.9	21.8
Similar Schools average:	25.5	21.4
State average:	31.2	27.2



Attendance Rate (latest year)

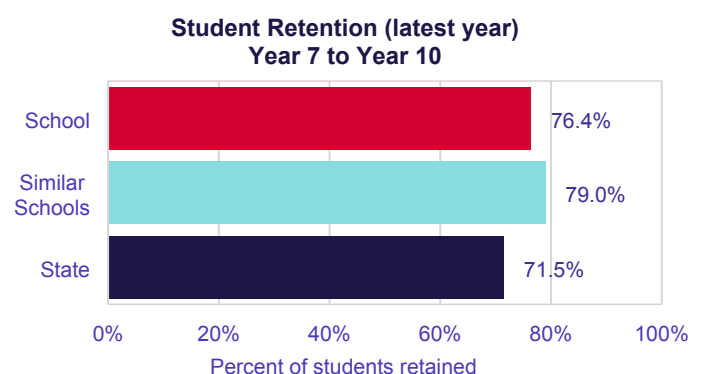
Attendance rate refers to the average proportion of formal school days students in each year level attended.

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

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:	76.4%	75.0%
Similar Schools average:	79.0%	79.5%
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.

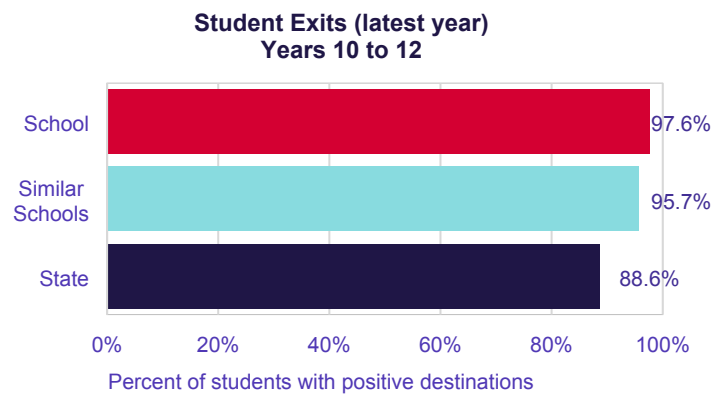
Students exiting to further studies or full-time employment

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:	97.6%	96.6%
Similar Schools average:	95.7%	95.5%
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	\$9,716,964
Government Provided DET Grants	\$1,458,663
Government Grants Commonwealth	\$10,937
Government Grants State	\$3,568
Revenue Other	\$332,814
Locally Raised Funds	\$2,505,424
Capital Grants	\$0
Total Operating Revenue	\$14,028,369

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,242
Equity (Catch Up)	\$26,550
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,791

Expenditure	Actual
Student Resource Package ²	\$11,064,253
Adjustments	\$0
Books & Publications	\$56,024
Camps/Excursions/Activities	\$1,257,815
Communication Costs	\$26,637
Consumables	\$314,565
Miscellaneous Expense ³	\$338,007
Professional Development	\$74,758
Equipment/Maintenance/Hire	\$166,634
Property Services	\$402,296
Salaries & Allowances ⁴	\$438,798
Support Services	\$306,899
Trading & Fundraising	\$89,568
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$12,094
Utilities	\$162,404
Total Operating Expenditure	\$14,710,752
Net Operating Surplus/-Deficit	(\$682,384)
Asset Acquisitions	\$96,854

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$6,992,325
Official Account	\$67,242
Other Accounts	\$207,408
Total Funds Available	\$7,266,974

Financial Commitments	Actual
Operating Reserve	\$616,759
Other Recurrent Expenditure	(\$728)
Provision Accounts	\$0
Funds Received in Advance	\$370,007
School Based Programs	\$60,468
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,100,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$128,094
Maintenance - Buildings/Grounds < 12 months	\$76,196
Asset/Equipment Replacement > 12 months	\$16,400
Capital - Buildings/Grounds > 12 months	\$5,410,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$7,777,196

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.