

2024 Annual Report to the School Community

School Name: Williamstown High School (8475)



- 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 24 March 2025 at 11:13 AM by Giorgio Catalano (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 30 April 2025 at 05:11 PM by Giorgio Catalano (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

The Yalukit-willam clan of the Kulin nation were the first people to live where Williamstown High School's two campuses are situated, and they called the area "koort-boork-boork", meaning "She-oak, She-oak, many", referencing the abundance of She-oak trees across the Hobson's Bay municipality. The school first opened under local council as a grammar school in 1867, and came under the auspices of the state education department in late 1914, after which it adopted the red, black and yellow colours of Belgium, then besieged by German troops. The old seafaring term 'Hold Fast' became the school's motto to encourage students' commitment to their education. To honour this history, the school creates a dynamic learning culture that promotes integrity, innovation and the individual, and that values:

- excellence and creativity in our achievements and ambitions
- integrity and honesty in our actions and relationships
- diversity in our curriculum, in each other and in our community
- strong and open communication between our school and our homes, and between our teachers, our students and our families
- a commitment to social justice and a passion to protect and improve our environment and our community

Our 125 teachers and 40 ES staff support our approximately 1500 students to follow our approach that, "We Are Respectful, We Are Learners, We Are Safe" - a message we have carefully crafted as a lead school in School Wide Positive Behaviours Support (SWPBS), and which is visible throughout the school environment. The school has a low level of social-educational disadvantage in the student population. We offer Accelerated Learning and Sports programs, dynamic instrumental music, visual and performing arts programs, and French and Indonesian programs and sister-school arrangements with the latter. At Year 9, students engage in the Immersion Program for 40% of their class time over one term where they have the agency and ownership to set the direction of their learning in their 'Make a Difference' ('MAD') projects. A wide range of VCE, VET and VCE VM studies are also offered, with study scores and destination data reflecting continual success and improvement. The flexible curriculum also allows students to begin VCE/VET studies in Year 10 and Year 11 students ready to meet the challenge of VCE are encouraged to undertake a Unit 3/4 study.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Williamstown High School in 2024, we remained committed to enhancing student achievement and learning growth through targeted strategies and support programs. Our 2024 results demonstrated strong academic performance, with Teacher Judgment data for Years 7-10 in English and Mathematics remaining above the Similar Schools average, reflecting the effectiveness of our moderation processes, developmental rubrics, and intervention programs.

English and Mathematics Growth

Our English Teacher Judgment data improved significantly, rising from 0.7% to 3.5% above

Similar Schools and from 15.4% to 19% above the State. This growth highlights the impact of literacy programs, targeted interventions, and strong curriculum planning. In Mathematics, results remained steady at 2.1% above Similar Schools and 18.3% above the State, demonstrating the effectiveness of gap analysis, differentiated instruction, and professional learning with Dr. Margarita Breed.

National Assessment Program – Literacy and Numeracy (NAPLAN) Performance

Since NAPLAN's 2023 reporting update, we can now compare year-on-year proficiency levels. Our Year 9 Reading results showed 76.1% of students in the Strong or Exceeding bands, up from 74.8% in 2023—well above the State Average (60.1%), though slightly below Similar Schools (77.7%). In Year 9 Numeracy, 72.8% of students reached these bands, significantly above the State (58.9%) and comparable to Similar Schools (76.3%). These results highlight the impact of our effective literacy strategies, differentiated teaching, and accessing external expertise in sustaining high achievement levels.

To further support student success, we provided targeted tutoring for Year 7 and 9 NAPLAN-identified students, placing them with experienced teachers for additional learning support. Year 8 students identified through PAT data were also included in the Tutor Learning Initiative (TLI) program in Term 4, ensuring strong preparation ahead of their 2024 NAPLAN assessments.

Victorian Certificate of Education (VCE) Achievement

Our 2024 VCE results reflect continued excellence, with a 98.8% completion rate—above the State (96.8%) and Similar Schools (98.7%). Our Mean Study Score held steady at 31.3, with 10.3% of study scores reaching 40 or greater. Notably, 38 students achieved an ATAR above 90, including three students scoring over 99. Perfect study scores of 50 were achieved in General Maths (x2) and Geography.

Senior School Support Programs

We continue to provide a range of targeted initiatives to ensure student success in VCE, including:

- Alumni Tutoring Program – Academic mentoring from past students.
- TLI & Middle Years Literacy & Numeracy Support (MYLNS) progress class – personalised intervention support
- VCE revision lectures & trial exams – Structured preparation for final assessments
- VCE Victorian Assessment Software System (VASS) Data Reflection process – teacher engagement in performance analysis to refine instructional strategies

Williamstown High School remains dedicated to fostering student growth and maximising achievement. We look forward to building on these successes as we continue refining our strategies for even greater student outcomes.

Wellbeing

The WHS Sense of Connectedness figure was at 49% for 2024 and remains above the Similar Schools Average (48%) and State Average (47%).

School connectedness is the extent to which students feel a part of their school and feel valued and cared for by their school community.

Strategies that were implemented across the school strengthened a positive sense of belonging. Increasing positive relationships with students and teachers through:

- a curriculum day focus on further developing staff capacity to create and maintain positive classrooms through the incorporation of High Impact Wellbeing Strategies
- staff acknowledging student behaviour and effort through positive acknowledgements on Compass
- staff acknowledging student achievement in end of term awards
- connectedness activities, shared lunches, for staff and students through Homegroup classes
- student of the month trialled with Year 11 classes, which will be implemented schoolwide in 2025

Ensuring supportive school structures and policies through:

- redevelopment of the school wide positive behaviour matrix
- seeking feedback from key stakeholders (students, parents and staff) during the redevelopment of the Schoolwide Positive Behaviours (SWPBS) matrix
- building capacity of staff in using the SWPBS matrix during dedicated curriculum day
- explicit teaching of expected positive behaviours in Homegroup curriculum and classes
- implementing our anti-bullying flowchart through Homegroup curriculum
- providing Professional Learning for new staff in SWPBS and anti-bullying flowchart
- changes to the Year 9 to 10 transition including the creation of a social story of the Pasco campus, which was made available to students and parents prior to Headstart; and Year 9 and 10 Homegroup teachers co-teaching during the Headstart period

Providing dedicated opportunities through our pastoral care Homegroup program, including:

- weekly year level assemblies
- Homegroup curriculum incorporating games/competitions/trivia
- wellbeing check-ins by Homegroup Teachers with students
- building staff capacity to deliver the Homegroup curriculum by providing targeted Professional Learning in dedicated year level break out meetings

Fostering positive relationships between students, by:

- providing badges to student leaders so they are identifiable and promote student voice in the classroom
- promoting student voice in staff Professional Learning including meetings and curriculum days
- student-led themed days such as International Day Against Homophobia, Biphobia, Interphobia/Intersexism and Transphobia (IDAHOBIT) Day, Harmony day, and International Women's Day)
- employing a Youth Worker at the start of 2024, who created strong and positive connections with students through student leadership, camps and programs including linking them with wellbeing supports as needed

There was a slight rise in positive endorsement of 'Management of Bullying' across schools statewide, and also for Similar Schools for years 7-12, and this was also reflected at WHS with 43.7%. In response, the school has introduced and continued several initiatives like:

- continuing to build the capacity of all staff to respond to bullying incidents through staff Professional Learning
- years 7-12 Homegroup Curriculum mapping and refinement (with anti-bullying lessons added)
- regular timetabled Tier 3 meetings to identify and support students of need
- Year Level Coordinator handover for each year level
- continued opportunities during staff breakout to discuss students of concern/need

Engagement

The School average number of absence days is 22.8 - pleasingly below Similar Schools (26.3) and well below the State Average (31.2).

Student Retention from years 7-10 was 83.1% for 2024, higher than Similar Schools (80.6%) and the State average (71.5%).

The latest available data for school percentage of students to further studies or full-time employment from 2023 was at 90.2%. This was higher than the State average (88.6%) but not Similar Schools (95%).

Strategies that assisted engagement included:

- building the capacity of staff to form strong positive relationships with their Homegroup students and parents
- attendance awards at assemblies
- attendance tracking sheets for each year level, overseen by Year Level Coordinators
- Alumni Mentor program, with YLC discussions with parents and students encouraging attendance
- staff tracking student attendance and discussing during year level breakout meetings
- Office staff making phone calls home early in the morning if students are absent, then recording this on Compass

Other highlights from the school year

2024 was a year of achievement and progress at Williamstown High School, with academic excellence, student wellbeing, and facility enhancements at the forefront of our efforts.

Academic Success and Pathways

We began the year celebrating the outstanding achievements of the Class of 2023, with record-

high study scores, ATAR results, and diverse post-school pathways. We were honoured to host the Premier for the release of Year 12 results and later showcased our VCE and VCE VM success to visiting schools, further affirming our strong academic reputation.

In VCE 2024, we maintained a 98.8% completion rate, above the State Average of 96.8%, and had 38 students achieve an ATAR above 90, with three above 99. Our commitment to academic support programs such as Alumni Tutoring, VCE revision lectures, trial exams, and the Tutor Learning Initiative (TLI) continues to maximise student outcomes.

Wellbeing and Inclusion

2024 saw an expansion of our student support services, with the addition of a youth worker and increased staffing for Disability Inclusion, ensuring tailored support for students across both campuses. We also strengthened our Year Level Coordinator teams, increasing their time and resources to promote student wellbeing, engagement, and school pride.

Campus and Facility Enhancements

We opened the final stage of our Performing Arts Centre, which now includes music classrooms, a recording studio, and instrumental music rooms, and our new Year 12 Study Centre, providing students with a dedicated space for academic success and connection. Across both campuses, we upgraded outdoor seating, sports courts, wellbeing spaces, and classrooms, further enhancing our learning environments.

Experiential Learning and Student Leadership

The return of international study trips saw students immerse themselves in French and Indonesian language and culture, with planning underway for the return of the New York Arts trip and the World Challenge trip in 2025. Our student leadership teams drove initiatives in social awareness, charity work, and student voice, making a tangible impact within and beyond our school community.

Sporting and Extracurricular Success

There was exceptional student participation in camps, debating, musical performances, and sporting events. Our Senior Boys Soccer team made history as State Champions, while the Senior Girls team finished in the top three—a testament to our talented and dedicated students.

Financial performance

Williamstown High School maintained a sound financial position throughout 2024. The school managed both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner, ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. The SSP and AIP provided the framework for efficient and effective resource allocation to support the school and achieve student outcomes.

The annual result for 2024 was a Net Operating Surplus of \$589,615, which represented only 2.7% of the Total Operating Revenue. The surplus related only to the Total Operating Revenue less the Recurrent Expenditure for the school and did not include the Asset Acquisitions of \$849,798.

Our locally raised funds increased from 2023 by \$410,714, and our community continued to support the parent contribution structure, reaching a collection rate of 75%. The community was also involved in our fundraising events run throughout the year, supporting the Families and

Friends Association and school events such as the school production, student leadership events, and music concerts.

The school invested in upgrading facilities, grounds, and assets. The cost of maintaining the buildings and sites was a significant factor in terms of distribution of funds and spending. School-level payroll expenses increased significantly in 2024 due to staff shortages, resulting in the hiring of agency staff. Equity Funding of \$109,845 for 2024 was used for staffing and resources in extensive literacy, mathematics support, and programs for all students.

Overall, it was another successful year, and we look forward to continuing to strengthen our budgets and financial processes.

For more detailed information regarding our school please visit our website at <https://www.willihigh.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 1,516 students were enrolled at this school in 2024, 692 female and 812 male.

8 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.



Parent Satisfaction	Latest year (2024)
School percentage endorsement:	74.4%
State average (secondary schools):	71.6%

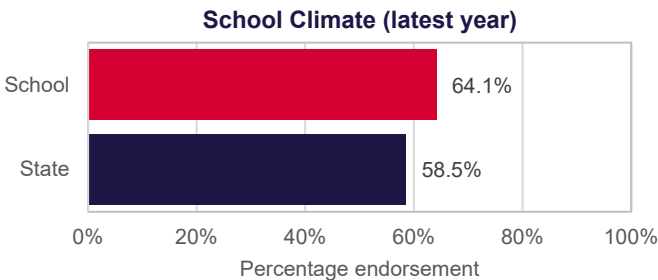
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	64.1%
State average (secondary schools):	58.5%



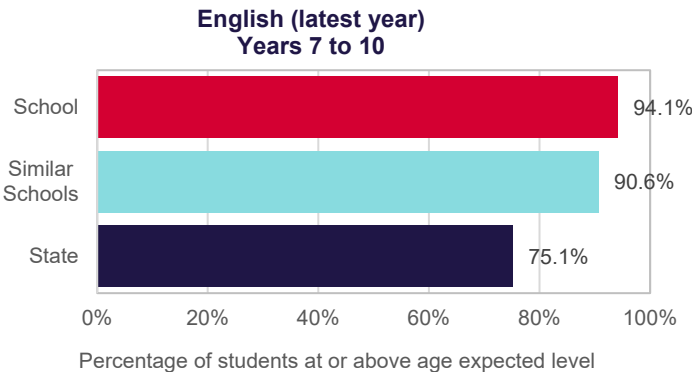
LEARNING

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

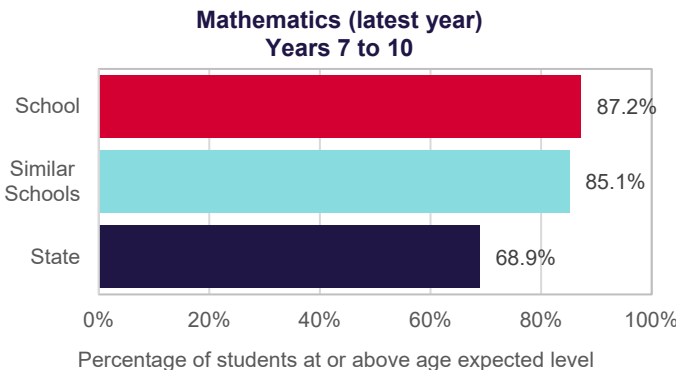
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	94.1%
Similar Schools average:	90.6%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	87.2%
Similar Schools average:	85.1%
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.

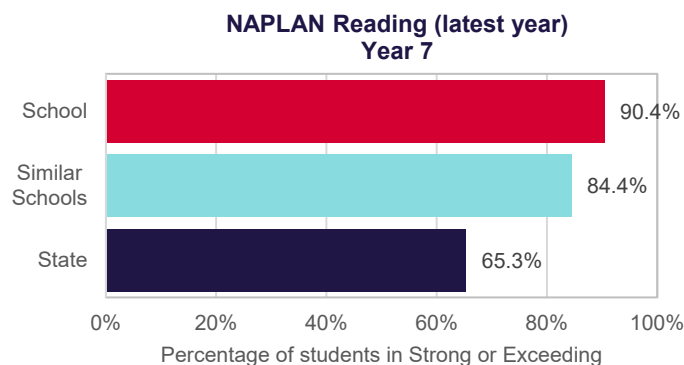
NAPLAN

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.

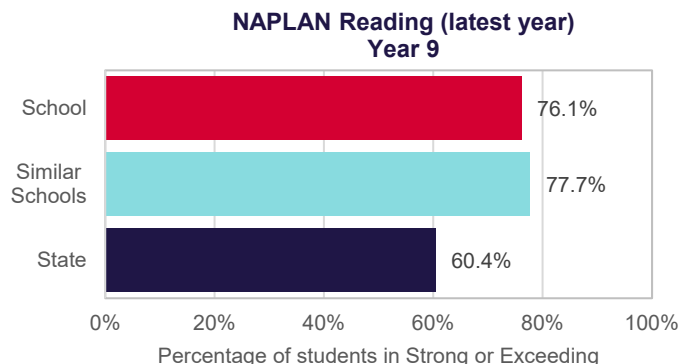
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.4%	88.1%
Similar Schools average:	84.4%	84.3%
State average:	65.3%	65.7%



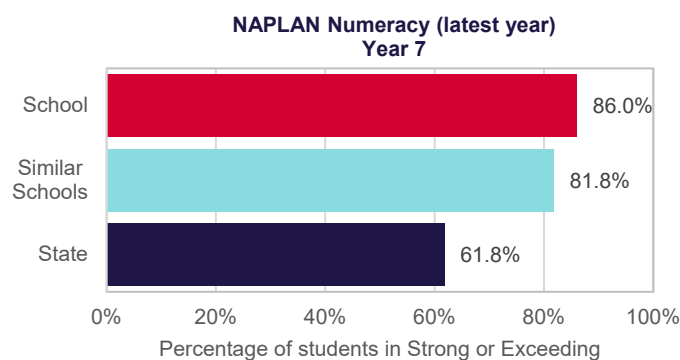
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.1%	75.5%
Similar Schools average:	77.7%	78.1%
State average:	60.4%	60.2%



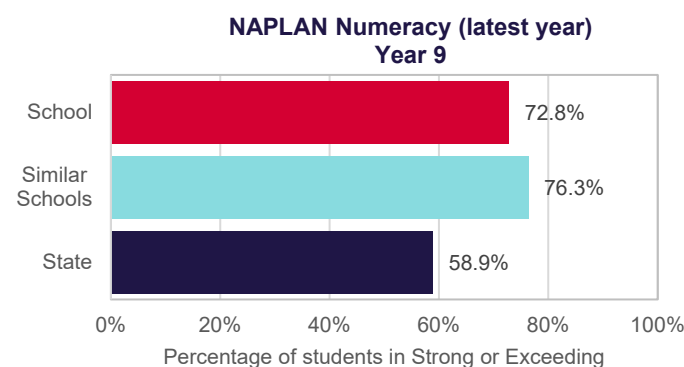
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.0%	85.0%
Similar Schools average:	81.8%	81.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.8%	73.7%
Similar Schools average:	76.3%	77.3%
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:

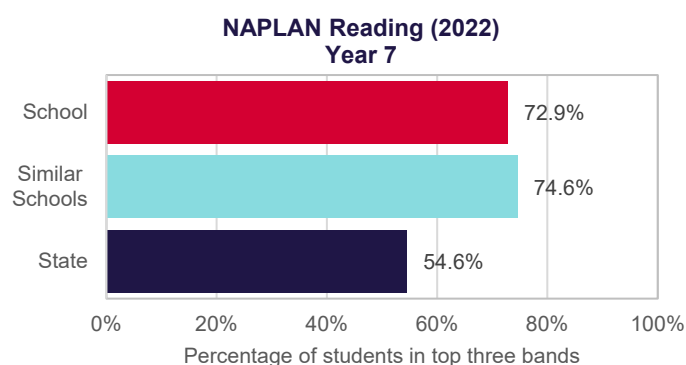
72.9%

Similar Schools average:

74.6%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in the top three bands:

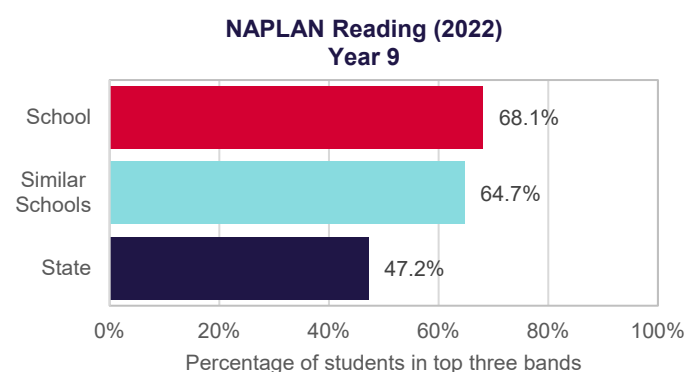
68.1%

Similar Schools average:

64.7%

State average:

47.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

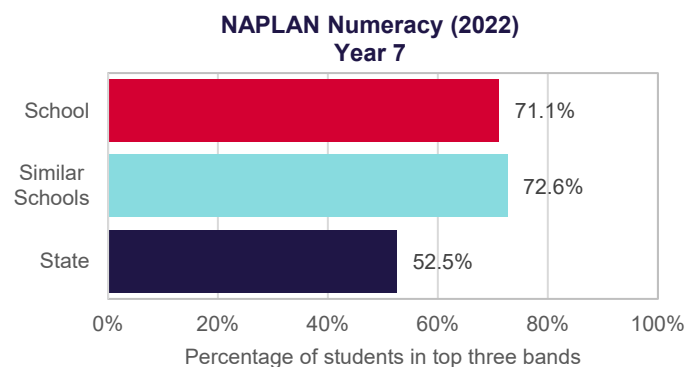
71.1%

Similar Schools average:

72.6%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

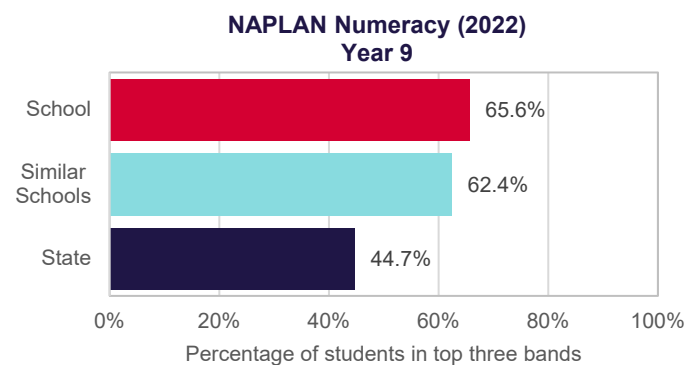
65.6%

Similar Schools average:

62.4%

State average:

44.7%

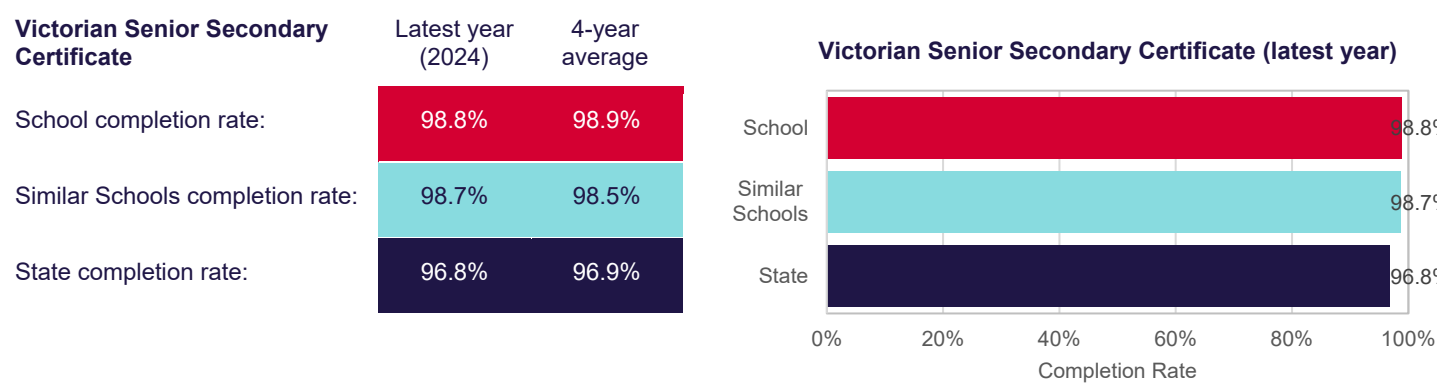


LEARNING (continued)

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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:	31.3
Number of students awarded the VCE Vocational Major	33
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:	17%
Percentage VET units of competence satisfactorily completed in 2024:	67%



WELLBEING

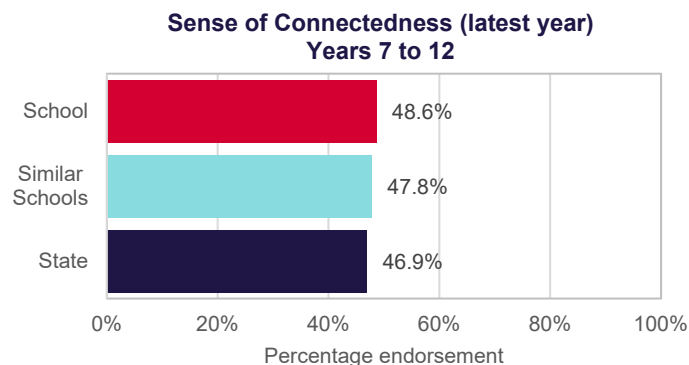
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	48.6%	51.7%
Similar Schools average:	47.8%	48.9%
State average:	46.9%	48.0%

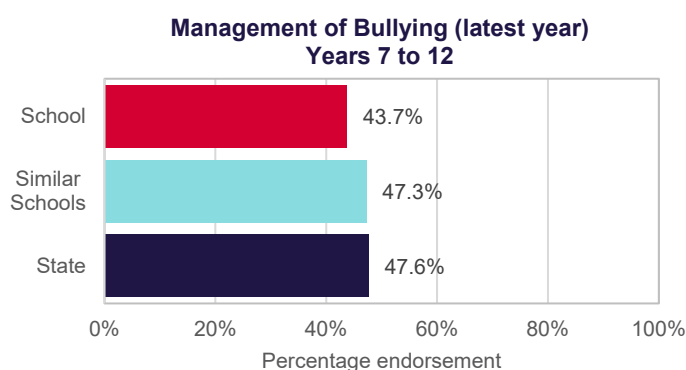


Student Attitudes to School – Management of Bullying

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:	43.7%	45.1%
Similar Schools average:	47.3%	49.0%
State average:	47.6%	49.1%

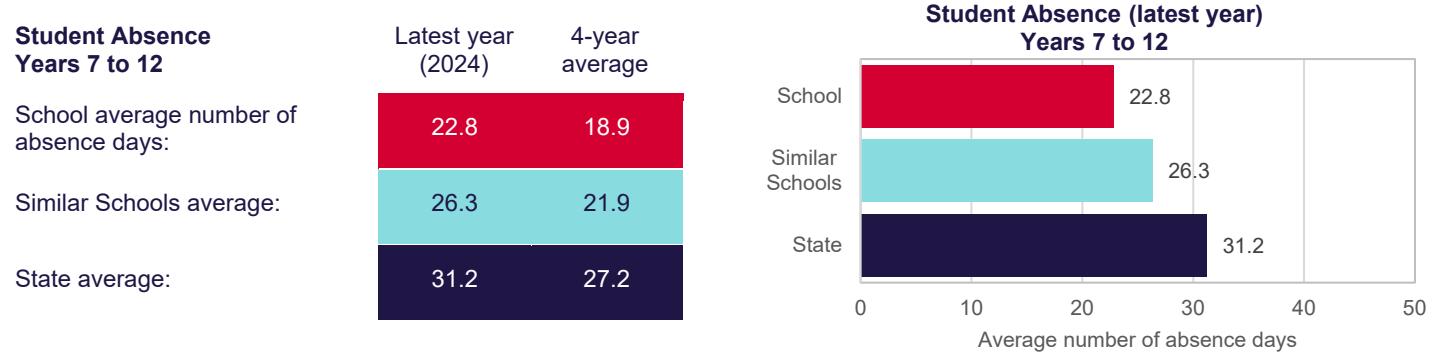


ENGAGEMENT

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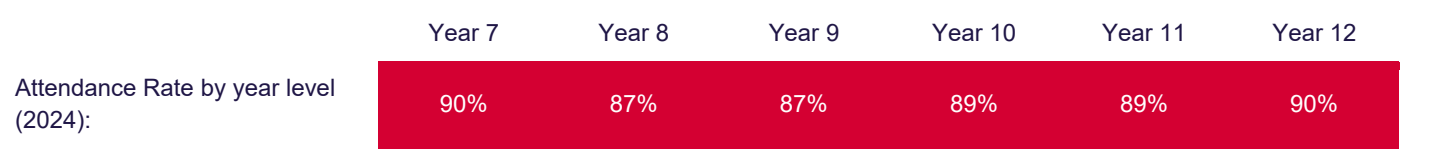
Average Number of Student Absence Days

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



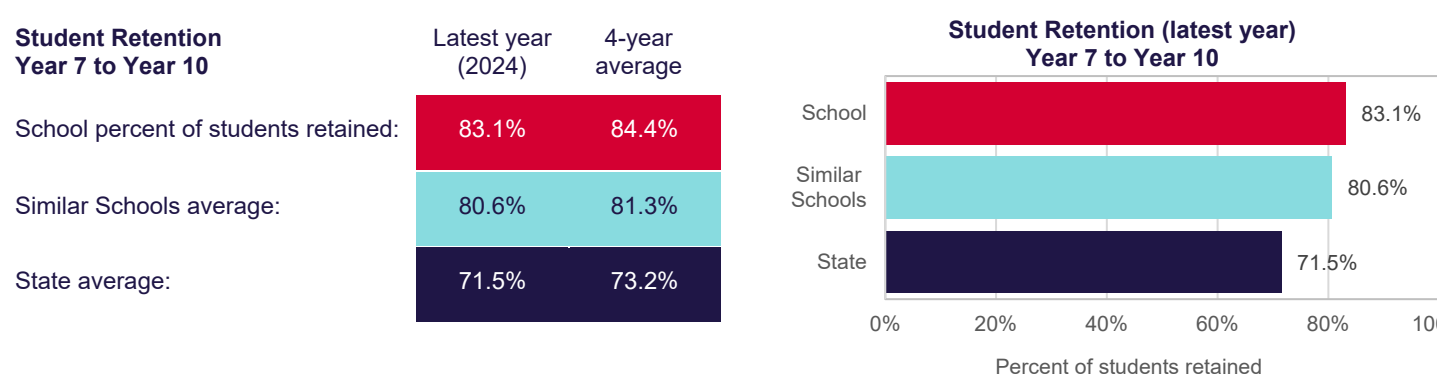
Attendance Rate (latest year)

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.

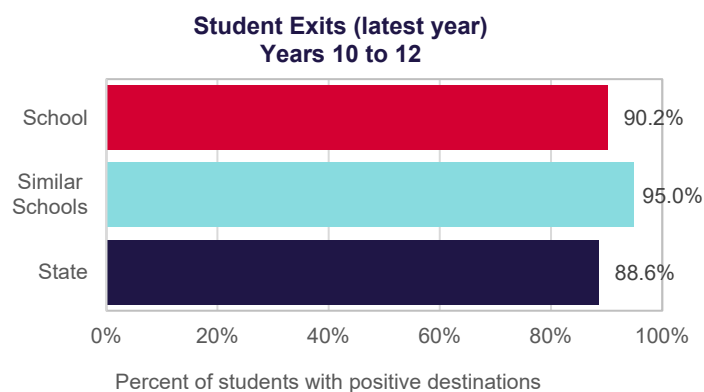
Students exiting to further studies or full-time employment

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:	90.2%	92.2%
Similar Schools average:	95.0%	95.0%
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	\$17,263,345
Government Provided DET Grants	\$1,991,736
Government Grants Commonwealth	\$16,668
Government Grants State	\$31,754
Revenue Other	\$98,664
Locally Raised Funds	\$2,481,021
Capital Grants	\$0
Total Operating Revenue	\$21,883,188

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,295
Equity (Catch Up)	\$26,550
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$109,845

Expenditure	Actual
Student Resource Package ²	\$16,942,169
Adjustments	\$0
Books & Publications	\$16,518
Camps/Excursions/Activities	\$1,388,887
Communication Costs	\$21,333
Consumables	\$367,650
Miscellaneous Expense ³	\$193,344
Professional Development	\$111,522
Equipment/Maintenance/Hire	\$315,122
Property Services	\$426,633
Salaries & Allowances ⁴	\$764,046
Support Services	\$473,920
Trading & Fundraising	\$116,795
Motor Vehicle Expenses	\$3,090
Travel & Subsistence	\$1,420
Utilities	\$151,123
Total Operating Expenditure	\$21,293,572
Net Operating Surplus/-Deficit	\$589,615
Asset Acquisitions	\$849,798

- (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	\$793,654
Official Account	\$286,118
Other Accounts	\$64,492
Total Funds Available	\$1,144,264

Financial Commitments	Actual
Operating Reserve	\$732,506
Other Recurrent Expenditure	\$0
Provision Accounts	\$12,503
Funds Received in Advance	\$850,183
School Based Programs	\$73,380
Beneficiary/Memorial Accounts	\$9,767
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$816
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,030
Capital - Buildings/Grounds < 12 months	\$113,822
Maintenance - Buildings/Grounds < 12 months	\$88,683
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$64,492
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,991,181

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.