

# 2024 Annual Report to the School Community

School Name: Taylors Lakes Secondary College (8787)



- 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 16 April 2025 at 02:53 PM by Danny Dedes (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 16 April 2025 at 02:53 PM by Danny Dedes (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

Taylors Lakes Secondary College is 22 km North West of central Melbourne. The final 2024 enrolment was 1342 students (Years 7-12) with reasonably equal numbers of students in each year level. 664 were female students and 675 were male students. 22 percent of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander. This school has 125 equivalent full time staff: 4 Principal Class, 101 Equivalent Full Time Teachers and 20 Education Support Staff, although 150 staff worked at school in 2024. The college aims to create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21st century learners in the pursuit of academic excellence and social and emotional growth.

2024 was the third year in the implementation plan of the 2022- 2025 Strategic Plan. Three goals are identified in the current plan in the areas of student achievement, engagement and wellbeing. This included improvement in student achievement for all students in all subjects across the curriculum, improvement in student engagement in their learning and student connectedness to school and improvement in student wellbeing. Our strategic direction also highlights ongoing improvements in student achievement based on a focus on both literacy & numeracy alongside enhanced instructional practices for teachers' right across the curriculum and through all levels of schooling. VCE and VCE:VM improvement is also an ongoing focus. We do this work in a context of ensuring we provide a safe, secure and engaging environment for students. The 3 Improvement Pillars with a focus on VCE/VM, English/Literacy and Mathematics/Numeracy were pivotal to the success in improvement in student achievement.

In 2024, the college continued to implement its revised student leadership structure aligning it to the College Strategic Plan. A strong focus continued in professional learning in curriculum planning, instructional practice and coaching. Professional learning in 2024 centred on instructional strategies to support the improvement pillar work as well as trauma informed practices to support student health and wellbeing. Use of school data was also enhanced with the implementation of student surveys across the school as well as the Resilient Youth Survey. Our values include showing respect, commitment and safety. These updated values were implemented by the school leadership team in line within the educational directions and priorities of the college. Our data shows continued high levels of student retention and students transitioning to further study and employment. VCE, VCE:VM and VET completion is very also high. Parent satisfaction continues to be solid and in line with the state average and continued improvement was shown in the Staff Opinion Survey. Curriculum innovation work continued in 2024, with a main emphasis on curriculum design and assessment, including a focus on the moderation of student assessment. Curriculum and assessment to support student skill development was also a high emphasis and "catch up" resources and the Tutor Learning Initiative (TLI) program were successfully implemented to assist this. The college continued to participate in professional learning to grow with the use of student data to inform teacher practice as well as the use of online platforms (eg Microsoft Teams, WebEx, Compass).

To further address student wellbeing needs, the college integrated Berry Street strategies across the school and continued with the expansion of the wellbeing curriculum. The college continued with the implementation of the BYOD program across the college with all levels now involved into this scheme. This allowed all students across the school to have access to a

computer 24/7. Finally, further developing an effective Professional Learning Teams structure to promote teachers working collaboratively was a continued focus of the year with outstanding results. Staff would meet regularly in their respective teams to plan, assess and moderate curriculum outlines and learning tasks. Physically the college facilities continued to be enhanced with the refurbishment of many of the classrooms across the school as well as the upgrade to a number of outdoor learning areas. These refurbishments provide an opportunity to promote a physical learning environment that is clean, safe and conducive to learning to all staff and students. Finally, many students were also successful in receiving scholarships to support them with their education, from a range of organisations, including Western Chances.

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

### Learning

A priority was to focus greater precision on the learning and engagement across the school through the implementation of improvement pillar work in Reading, Numeracy and VCE. Staff were allocated a specific pillar based on their teaching areas to participate in a series of professional learning sessions across the year. Maths teachers regularly and consistently focused on developing student skills in numeracy and analysed student misconceptions and deficiencies. A further focus was on making improvements in lesson structures to align with the TLSC instructional model.

NAPLAN Numeracy results at Year 7 and 9 were higher than both the similar schools and State averages for Strong and Exceeding results 2024. English teachers focused on developing a shared understanding of best practice strategies in reading. A further focus was on refining a guaranteed and viable curriculum that supported the implementation of a Writer's Workshop curriculum being developed. NAPLAN Reading results at Year 9 were higher than the State average for Strong or Exceeding results in 2024. VCE teachers attended regular professional development sessions focused on building consistency of best practice and implementing new initiatives to raise student engagement, accountability and achievement. Student focus groups were established to gain greater insight into student perceptions within VCE classes which were then shared and discussed with VCE teachers to make appropriate changes.

VCE satisfactory completion rates were higher than both the similar schools and state averages for 2024 and the school mean study score of 29 was the highest result on record. A College Promotion Policy was developed which clearly established the basic expectations of all students across the school and outlined the processes for dealing with students not meeting them. This policy had an immediate positive impact on the culture of learning at the school.

### Wellbeing

In 2024, we strengthened our Student Support Services team by welcoming a Mental Health Practitioner, who has developed targeted programs for student wellbeing. We also continued our partnership with Odyssey House, providing access to a drug and alcohol counsellor, and

introduced our first student placement practitioner. This initiative supports both staff and student learning in mental health and wellbeing.

In Term 1, we held our first student-teacher forum, focusing on the *Attitudes to School Survey* and the *Teacher Concern* framework. This forum fostered discussions between students and teachers, generating ideas to strengthen relationships and improve school culture. We continued our work with the Resilient Youth Survey, identifying areas of need for further targeted support for our students.

Our wellbeing curriculum continued to expand. The Year 7 *Ready to Learn* program integrates Berry Street strategies, while a new Year 8 curriculum now explores healthy and unhealthy relationships. Staff also participated in targeted professional learning to enhance classroom practices, incorporating "Do Now" activities, brain breaks, golden statements, and restorative strategies school-wide.

A number of both universal and targeted programs were again implemented to promote positive wellbeing. We ran several wellbeing programs, including *Shine* and *Strength*, which supported Year 8 and 9 students in building confidence, identity, and purpose. These programs run by external facilitators one afternoon a week for eight weeks, were also expanded to target our Year 10 students in one of their cohort days. Our *Social Skills* program continued to provide connections for students needing support but not intensive counselling. Odyssey House also facilitated a weekly percussion program at lunchtimes, open to all students, promoting stress relief, teamwork, and cultural awareness.

Additionally, we began developing a *School Refusal Model* to better support attendance and engagement of those students exhibiting school refusal. This has included refining roles, responsibilities, and processes across the Wellbeing team and Sub-Schools to improve our response to school refusal and provide support to these students and their families.

## Engagement

The College continues to build opportunities for our students to share their voice within and beyond the classroom. Each of the three student leadership teams of Achievement, Wellbeing and Community engaging in a range of action research activities to identify an issue, provide feedback and develop resources and activities to support students. These include classroom resources to support students in their learning and wellbeing and very successful events such as Harmony week which was a vibrant celebration of the many cultures which make up our school community. We also had another team of students who attended the School for Student Leadership at Dinner Plan.

The College has continued to provide a wide range of opportunities for students to further develop their interests and talents. Many students have participated in both the Victorian High Abilities Programs, Victorian Excellence Programs and the College's LEAP Program. The College's AFL Academy continues to grow whilst students in our Soccer Academy had the opportunity to represent the Victoria at the National Schools Futsal Titles in Brisbane. The College's Instrumental Music and Dance Program continues to attract a high number of students and the College musical production of *Catch Me If You Can* was a sellout.

Our Sub-school teams continue to work closely with families to lift attendance levels and re-engage those students who have found it more challenging to come to school. Our average student absence levels continue to remain slightly lower than that of similar schools and the State.

It has dropped slightly from 87.2% in 2023 to 86.1% in 2024. This includes 45% of students with attendance above 90% and another 32% with attendance between 80% and 90%. 22% of students achieved an attendance rate above 95% whilst the State rate was 23% and similar schools were 18%. Extended periods of absence due to family holidays continue to be a challenge.

Our senior students continue to apply for a wide variety of post-secondary pathways with the majority of students heading to tertiary study. Working closely with the pathways team most of our students received offers for their first preference with a small number of students receiving a second round offer. Our student exits to further study continue to far exceed similar schools and State levels, with our Year 9-12 Exits to further study being 82% whilst similar schools is 67% and the State is 72%. A further 8% moving into the workforce on a full time or part time basis.

## Other highlights from the school year

Taylors Lakes Secondary College celebrated 32 years of quality education from the day it opened its doors to the school community in 1992. Since then we have seen a very high number of students graduate from this college with now, many of these former students, now sending their own children to the college to complete their secondary education. Our Year 12 graduation, held at Empower 365 in Southbank, was attended by more than 1100 guests. Currently, 18 school staff (12%) that work at the college are also former students. In 2024, students were provided with a vast array of excursions and school camps to participate in. This included curriculum based, year level and extra curricular excursions that saw very high participation rates. School camps were run in each sub-school, with participation rates exceeding expectations for many of these camps. We also had Year 9 students participate in the School for Student Leadership Program in Semester 1 for nine weeks with outstanding results in student growth, learning and leadership. A very high number of students were selected to participate in the Victorian High Abilities Program (VHAP) and other student excellence programs.

Our Football Academy Programs continue to grow with success achieved both in AFL and Soccer. Our AFL Academy was expanded to Year 11 and our students in the Soccer Academy saw themselves win many regional and state finals across the year, with 2 teams also reaching and representing the college in the National Futsal Championship Titles in Brisbane in Term 4. Our Instrumental Music and Dance program has continued to provide students with tuition and ensembles across a range of instruments, voice and dance. End of semester concerts, soirees and lunchtime performances have been a key highlight of the program with students also sitting AMEB examinations. Our college production 'Catch Me If You Can' saw student talent, across all year levels, come together to put on a very professional show with amazing success. The production was staged in the college theatre with all performances sold out. A high number of students participated in the interschool sports program with many teams reaching area and regional finals. Our extra curricular and lunchtime activities continue to support students beyond the classroom. Our applied learning program continued to grow in 2024 with the expansion of the Hands on Learning (HoL) and Cafe programs.



## Financial performance

In 2024, the school's financial performance continued to be strong with careful and planning and precision. An overall slight staffing surplus was generated by the end of the school year with the majority of the funding coming from a lack of workforce (with approx. 3 teachers down across the year) due to the current staffing crisis. The equity funds available have been used to support students with specific learning needs. This includes additional resources within Literacy and Numeracy as well as continued enhancement of group literacy and numeracy classes across the junior and middle sub-schools, including MYLNS. Staff Professional Development continues to be a strong focus for the college to support improvement in student outcomes and a major focus in 2024 was centred around curriculum design and instructional strategies in reading, numeracy and VCE.

College Council has also approved a number of external community providers to hire school facilities outside of school hours with funds raised going back to the continual improvement of the learning environment at the school or other school programs to support student needs. In 2024, the college continued with the enhancement of outdoor learning environments and teaching spaces.

All funds received from the department, 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 departmental policies. School Council has approved the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at  
[www.tlsc.vic.edu.au](http://www.tlsc.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 1,342 students were enrolled at this school in 2024, 664 female and 675 male.

22 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).

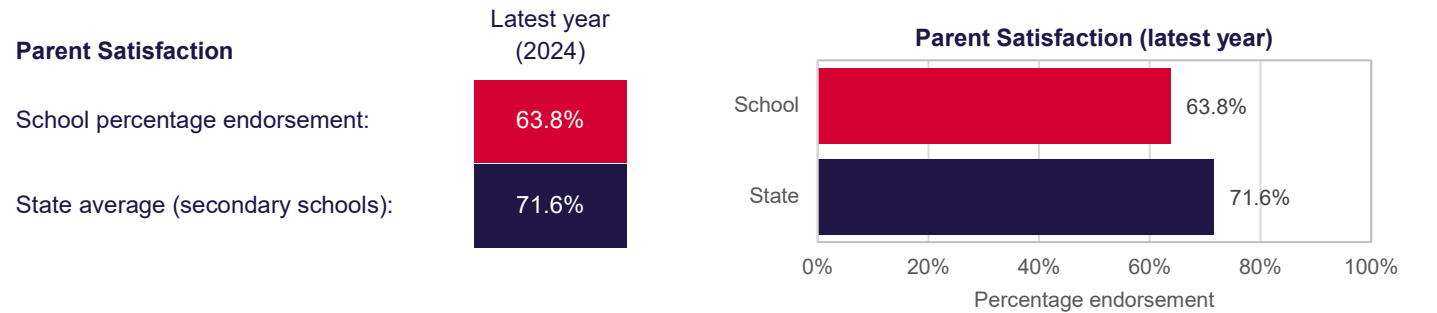
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

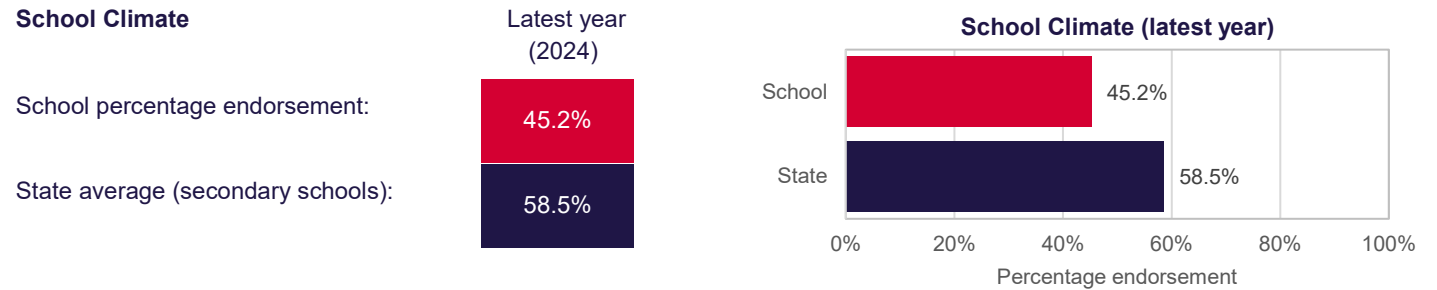


School Staff Survey

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

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

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

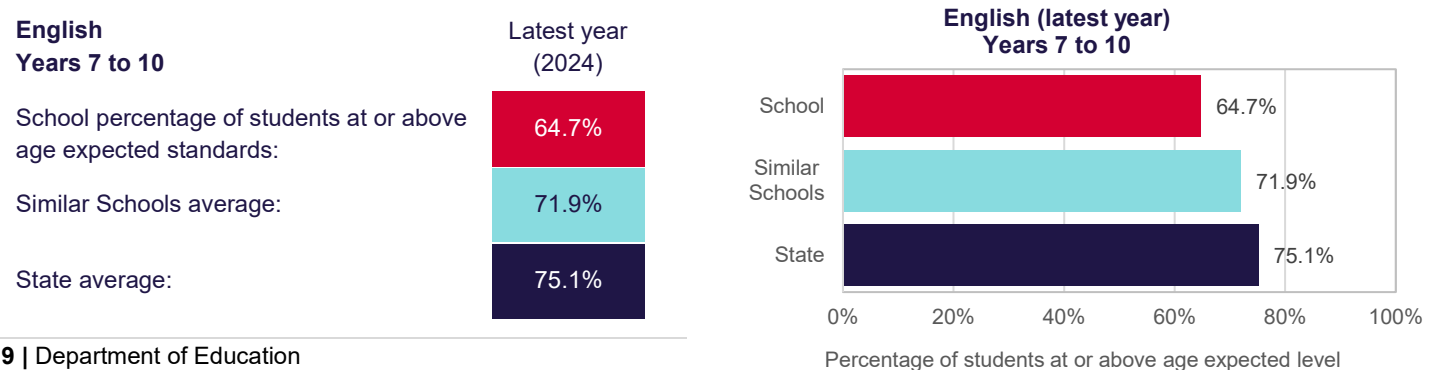


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



Mathematics  
Years 7 to 10

Latest year  
(2024)

School percentage of students at or above  
age expected standards:

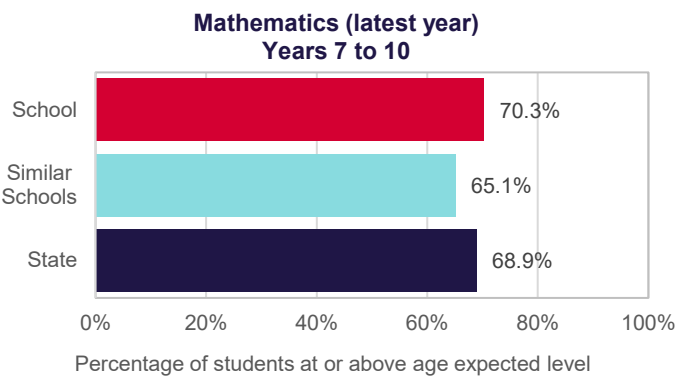
70.3%

Similar Schools average:

65.1%

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.

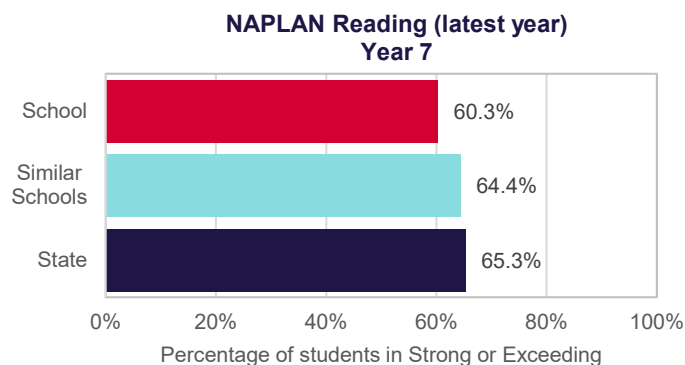
### NAPLAN

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.

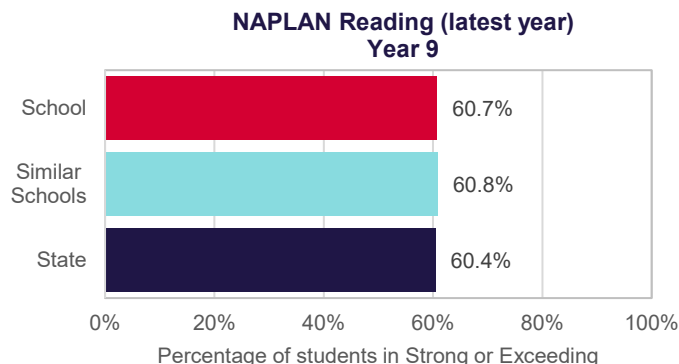
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.3%	64.6%
Similar Schools average:	64.4%	65.8%
State average:	65.3%	65.7%



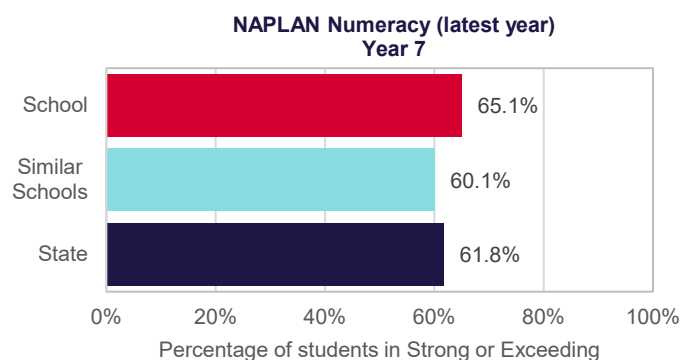
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.7%	54.7%
Similar Schools average:	60.8%	59.9%
State average:	60.4%	60.2%



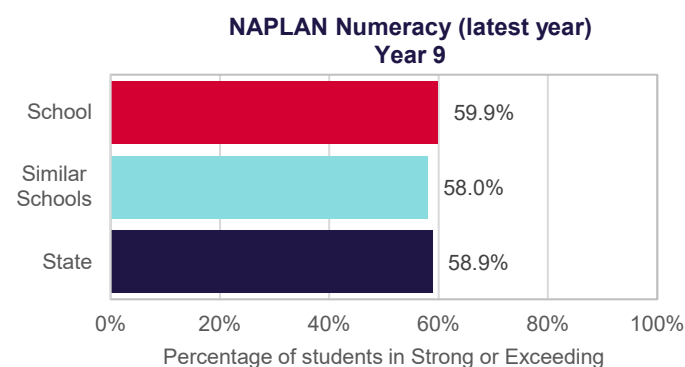
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.1%	61.6%
Similar Schools average:	60.1%	61.5%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.9%	54.8%
Similar Schools average:	58.0%	58.4%
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:

56.0%

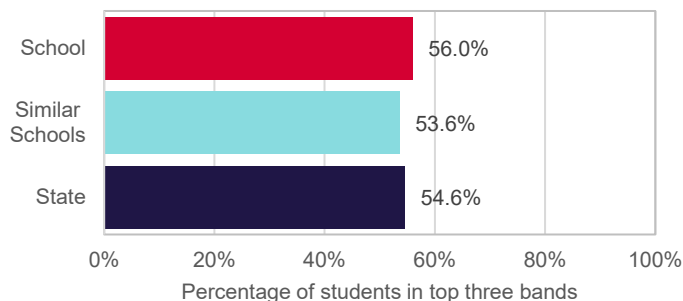
Similar Schools average:

53.6%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

45.4%

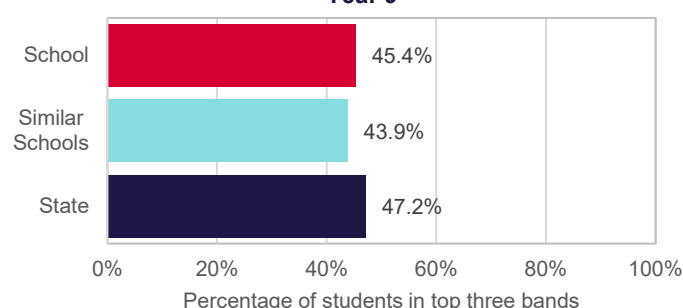
Similar Schools average:

43.9%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

47.3%

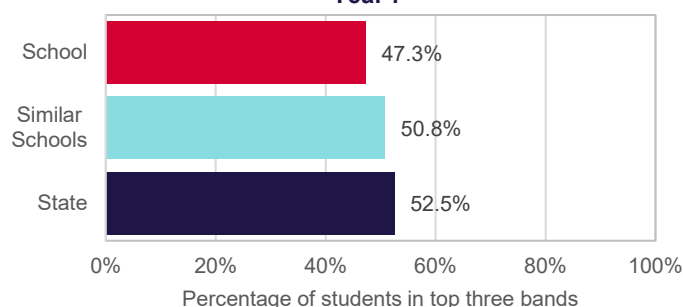
Similar Schools average:

50.8%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

37.6%

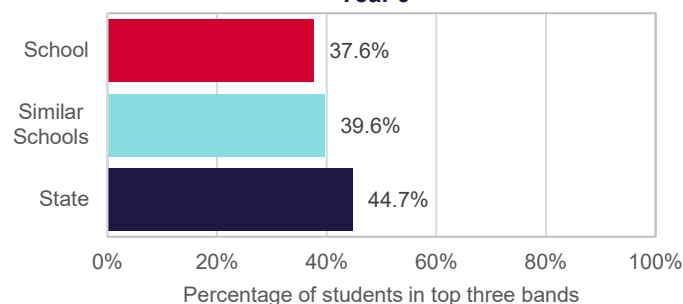
Similar Schools average:

39.6%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

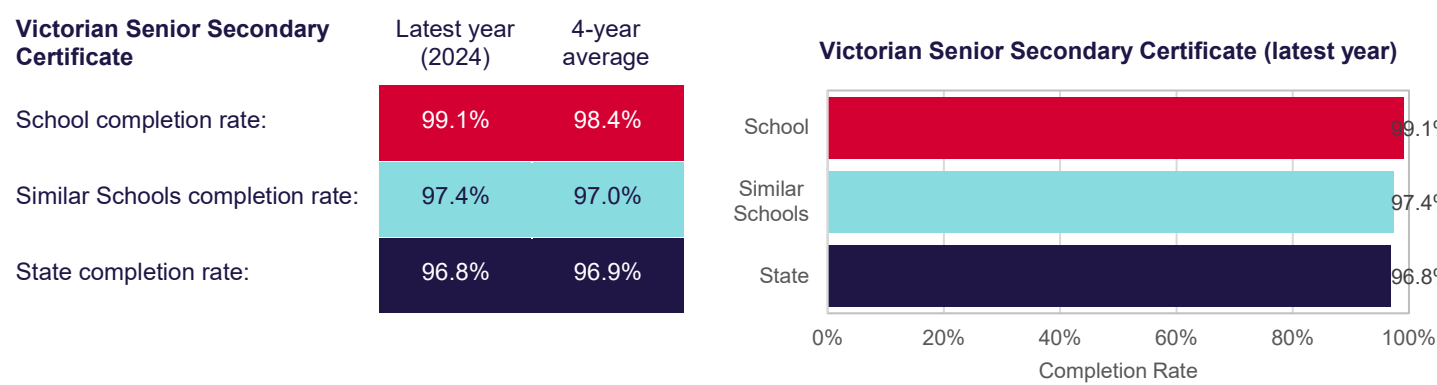


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).  
This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	29.0
Number of students awarded the VCE Vocational Major	40
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:	31%
Percentage VET units of competence satisfactorily completed in 2024:	84%

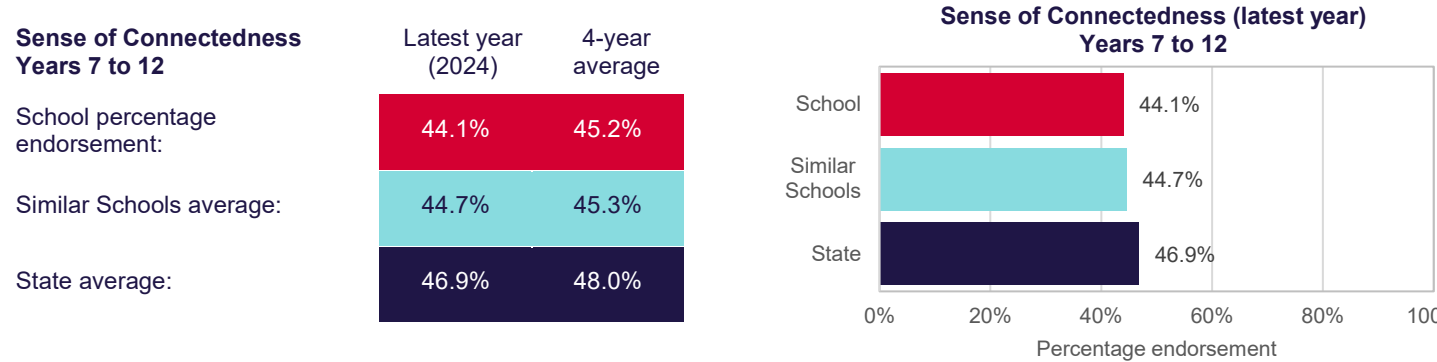


WELLBEING

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

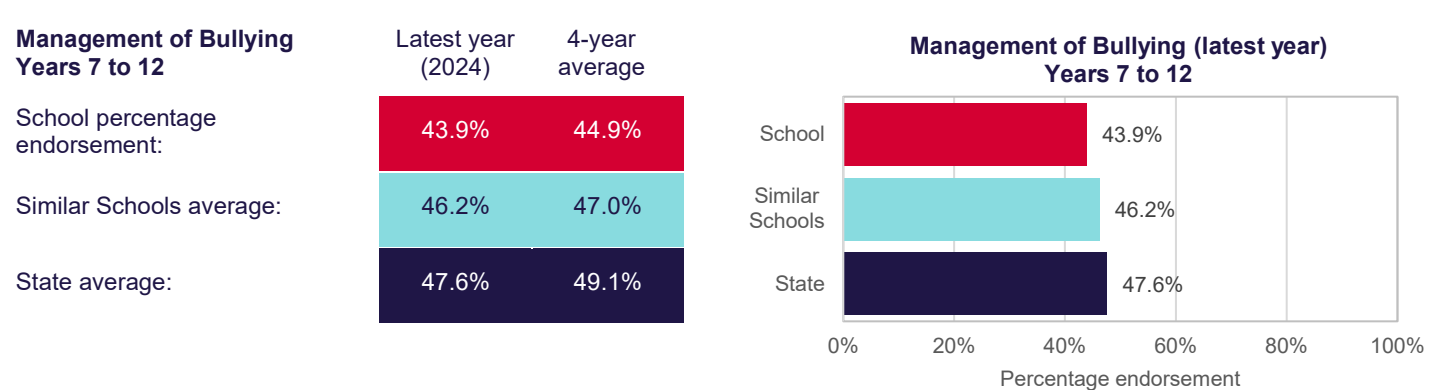
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

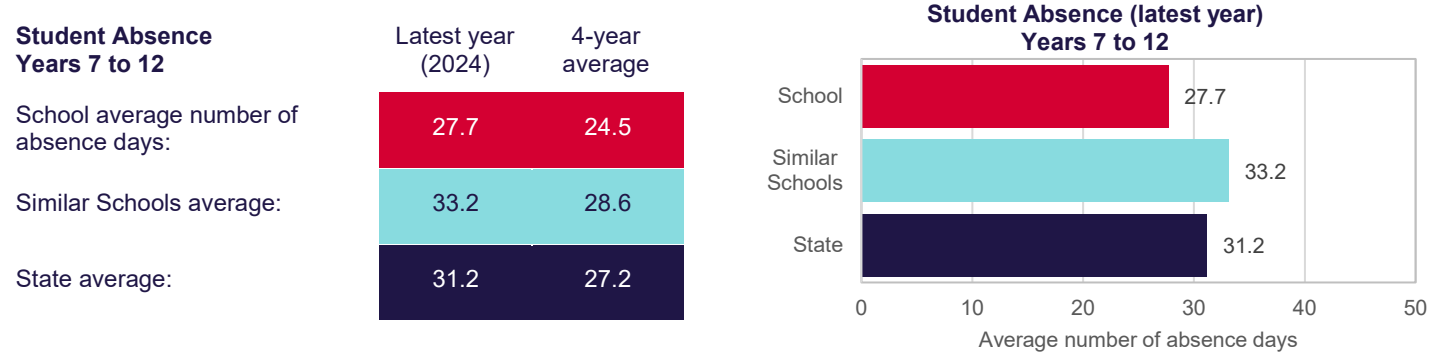


ENGAGEMENT

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

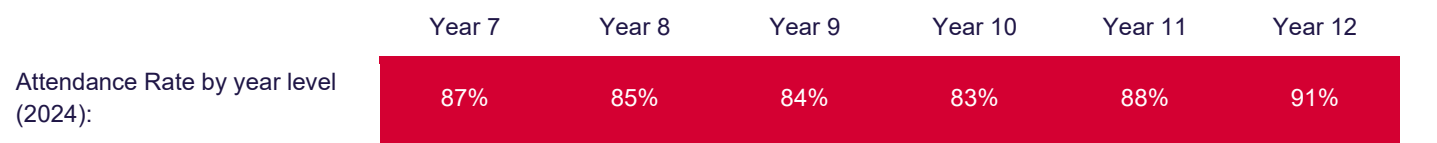
Average Number of Student Absence Days

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



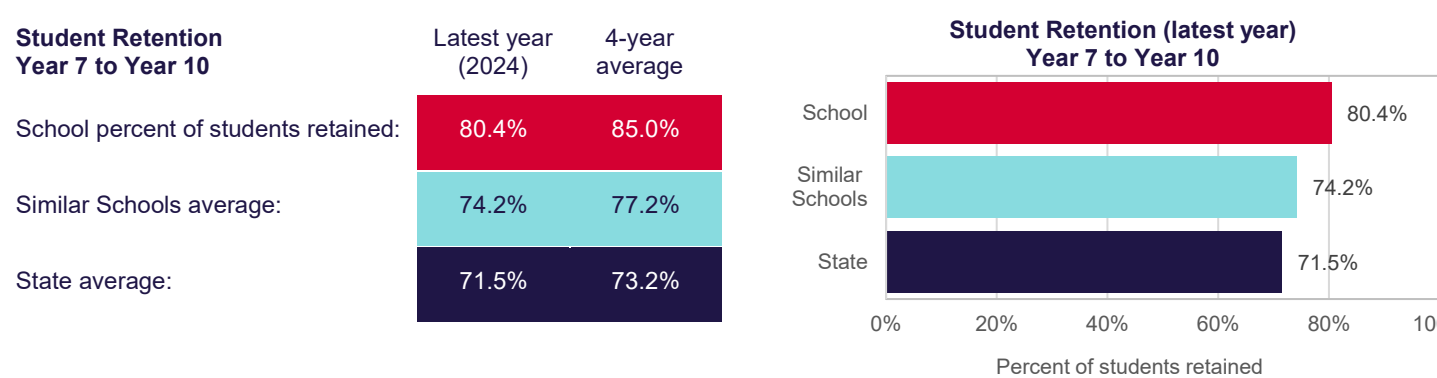
Attendance Rate (latest year)

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



Student Retention

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





ENGAGEMENT (continued)

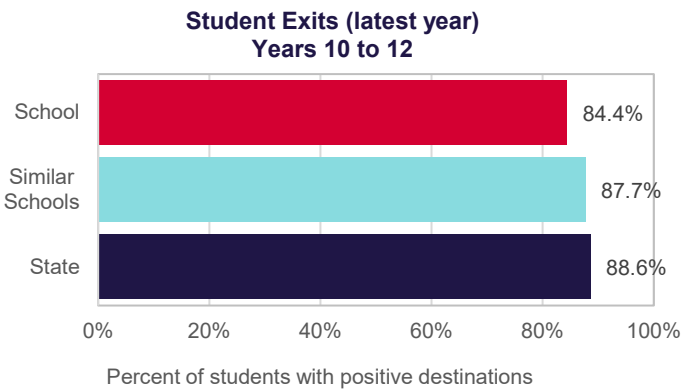
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	84.4%	85.2%
Similar Schools average:	87.7%	88.6%
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	\$16,030,311
Government Provided DET Grants	\$3,582,840
Government Grants Commonwealth	\$17,682
Government Grants State	\$12,477
Revenue Other	\$361,382
Locally Raised Funds	\$747,942
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$20,752,633</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$499,747
Equity (Catch Up)	\$60,438
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$560,185</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,056,933
Adjustments	\$0
Books & Publications	\$9,680
Camps/Excursions/Activities	\$378,945
Communication Costs	\$9,599
Consumables	\$267,612
Miscellaneous Expense <sup>3</sup>	\$316,320
Professional Development	\$39,372
Equipment/Maintenance/Hire	\$164,266
Property Services	\$548,032
Salaries & Allowances <sup>4</sup>	\$634,027
Support Services	\$831,690
Trading & Fundraising	\$15,710
Motor Vehicle Expenses	\$884
Travel & Subsistence	\$24
Utilities	\$150,455
<b>Total Operating Expenditure</b>	<b>\$18,423,550</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,329,083</b>
<b>Asset Acquisitions</b>	<b>\$12,421</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,103,548
Official Account	\$31,248
Other Accounts	\$139,417
<b>Total Funds Available</b>	<b>\$4,274,213</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$500,110
Other Recurrent Expenditure	\$1,563
Provision Accounts	\$0
Funds Received in Advance	\$761,976
School Based Programs	\$2,134,826
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$175,968
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$90,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,664,442</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.*