

2024 Annual Report to the School Community

School Name: Hampton Park Secondary College (8709)



- 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 25 February 2025 at 10:35 AM by Maxwell Eldridge (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 28 March 2025 at 08:07 AM by Wayne Haworth (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

Hampton Park Secondary College is a large multi-cultural learning community situated in southeast Metropolitan Melbourne. We currently have over 1200 students, from over 60 cultural backgrounds. We have approximately 190 staff, comprising of Teaching and Educational Support staff. At Hampton Park Secondary College, we are rich in diversity and, by empowering and engaging students, wholehearted in our pursuit of excellence. Our vision of learning is underpinned by our values of Respect, Learning and Working Together. Through our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning, and always being critical and creative problem solvers. Hampton Park Secondary College is committed to providing education that is both student-centred and focused upon personalised learning experiences. Several years ago, we re-designed our learning program to enable students to excel through a researched based, future focused model of student empowerment. Learning at Hampton Park Secondary College is categorised into three stages or programs: Explore (Year 7), Enhance (Year 8 and 9), and Excel (Year 10, 11 and 12). Students and staff are now aligned with one of our four Houses: Hollows, Freeman, Mabo, and Walton. Each House comprises of students from Years 7-12 and includes staff from a range of positions and teaching areas. Our House System has enhanced engagement and a sense of belonging. At Hampton Park Secondary College, we are deeply committed to improving student learning outcomes and supporting the wellbeing of our students. Building upon our already extensive and intensive interventions that sit within our RTI Framework, we have bolstered and extended these supports through refining our MYLNS program, and our Tutor Learning Initiative. As always, the programs for our at-risk students are mirrored by the opportunities offered to our High Ability students, including Extension Maths through TLI and an Extension and Enrichment Writing Program. ?

In 2024, we consolidated our improved senior school outcomes achieving the highest results when compared with other local government secondary schools. We maintained a median Study score of 29. 95 % of our graduating cohort achieved success. 29% of our cohort achieved an ATAR of above 70. ?Our average ATAR was 63.44.?100% of our student received a tertiary offer. 57 students successfully completed their VCE VM certificate, and 14 students were awarded the Victorian Pathway Certificate.

As a college, considerable progress was made in relation to our three Key Improvement Strategies (KIS) underpinning our College Strategic Improvement Plan. ?

Goal 1: Strengthen instructional, shared leadership capacity and professional collaboration.

Goal 2: Further develop student voice and agency.

Goal 3: Further develop and implement a comprehensive transitions, pathway and career education.

To support improved outcomes, in 2025, we continue to develop curriculum but shift our focus to enhancing pedagogy via, enabling learning walks, peer observation and coaching. We will continue to use PLT's to collaborate, analyse data and discuss effective strategies to improve teaching and learning. Maestro will be further embedded, allowing teachers to better understand the learning needs of students supporting differentiation of learning tasks to meet students point of need. ??

Progress towards strategic goals, student outcomes and student engagement

Learning

Curriculum design and documentation ensuring a guaranteed and viable curriculum continued to be a key focus for 2024. Curriculum design and documentation ensuring a guaranteed and viable curriculum continued to be a key focus for 2024. The Understanding by Design Framework was used with PD to support teachers. Support was provided by domain leaders and relevant members of the leadership team. The Domain Teams were provided with collaborative each week to work on their documentation with the goal of having UBD and Assessment documentation centrally stored and available to any new and current college staff.

Professional Learning for staff was directed through key identified areas of focus. This included upskilling staff in senior learning outcomes and how they could map their curriculum documentation, planning and classroom practice with a consistency of practice from years 7 to 12. In particular staff focused on learning outcomes for students for the practice GAT that was implemented at Year 11, as well as reflecting on the outcomes of students in Year 7 and 9 NAPLAN to improve their data informed practice. High Impact Teaching Strategies (HITS) were a vehicle for staff to use to implement changes within their classroom practice.

Staff were provided extensive PD and support through our College Inclusive Education team to provide significant differentiation practices for students requiring additional support within their classroom. All PSD and DIP funded students were supported by experienced Learning Support Officers, and overall, most students made progress against their learning goals. Students were monitored and assessed through learning habit reports, attendance and engagement, and school-based assessments. Student Support Group meetings were held with parents and carers throughout the year and support was given to many families with NDIS applications.

Significant investment was placed in the Tutor Learning Initiative program with the hiring of primary teaching staff to support our students who were significantly behind in their literacy and numeracy skills. The Literacy and Numeracy Support programs at the College were significantly overhauled and rebranded in preparation for 2025, including developing a scope and sequence for both programs from Years 7 to 10. Further primary trained teaching staff were recruited throughout 2024 and for the beginning of 2025 to bolster this work. We have introduced a third tier of literacy and numeracy support to cater for our students who are entering our college with skills at a grade 2 or lower level.

Significant support support was provided to senior learners at the College through our rigorous Course Counselling processes that ensured students were placed in their preferred and beneficial pathway for their senior outcomes. This work was supported through the implementation of consistent ACER testing, as well as data that was provided by our College platform 'Maestro'.

Domain Leaders and all staff attended PD around VASS Data. Specific VCE subjects were targeted, and greater support was provided to relevant domain leaders and teachers. Authentication, moderation and feedback processes were a key focus and the CED (Consideration of Education Disadvantage) process closely adhered to, to ensure no student was disadvantaged, with their needs and individual circumstances strongly considered. Elevate Education sessions were implemented for all senior learners to support the building of study skills and Connect Education sessions were implemented for targeted subjects, where a greater focus on developing examination skills, key knowledge and understanding was the focus. ?

The College has continued to see our senior outcomes progress and we have maintained a strong performance in our ATAR and Study Score results. As we begin 2025, we are tracking the destination data for our students that exited into their future careers and desired pathways.

Wellbeing

The wellbeing team were thrilled to finally move into our purpose built wellness centre. The wellness centre provides warm and inviting counselling rooms, a large program room and confidential staff offices.? We expanded breakfast club to 5 days per week and served up over 7580 meals throughout the year. Our Doctor's Clinic continued to have full bookings each Thursday, with many students being supported with their general health and quick referral pathways to our school psychologists, for mental health support. The wellbeing team facilitated many programs, supporting students across the College in resilience building, healthy relationships, conflict resolution, managing stress with mindfulness and where to access local support services. Our health promotion nurses held a health pop up clinic each term, which was extremely successful. The wellbeing team promoted four priority National days, including International Women's Day; RU Ok day?; Wear it Purple Day and 16 days of Activism. The wellbeing team supported the Parent Connect Forums and enjoyed chatting to our parent/carers about health and wellbeing needs.

Engagement

In 2024 the Disability Inclusion Profile (DIP) was introduced into schools in the southern region. The DIP is for students with a disability or diverse learning needs. It's designed to highlight the student's strengths, aspirations and goals. It also supports schools and families to identify the functional needs and adjustments required to be put in place for students to achieve their best. Our DIP team was formed, with teachers and education support staff and work began on preparing and submitting applications for additional funding, to support students in class. A total of 55 students were eligible for additional funding that was allocated towards hiring of Learning Support Officers; specialist teachers and the delivery of whole staff professional learning. Students have an individual learning plan in place and worked solidly towards achieving growth with their academic, social and emotional goals.

In 2024 we had a continued focus on attendance, in particular in ensuring a shared understanding of our whole school attendance approaches and processes to ensure clarity and alignment across

the College. House teams prioritised making connections with families through regular contact home regarding their student's attendance, offering support and strategies as needed. The wellbeing team and careers team supported our conversations with students and families, and attendance support plans were developed for identified students. A review of the consistency of these plans has been identified as an area for further focus in 2025. We continued to strengthen our redemption of learning process for all Senior learners, which contributed to a significant culture shift around attendance. There was a further review of whole school attendance data and engagement with DET where required to ensure no student was left behind. ?

Our data showed 29% of students attended 95% or higher comparing well to similar schools (25%), the Network (24%) and the State (23%). Our attendance rate across the college was 86.8%. ?

Our senior school results were once again the highest they have been in recent years, with our Year 12 students attending school at higher rates than Similar Schools, the Network and the State seeming to have a positive impact on results.

Other highlights from the school year

In 2024 our students had wide ranging opportunities to participate in many different activities both at our college and external to our college.

Our Year 7s participated in fantastic excursions across the year to many different locations as a part of their sweet of experiences available to them. The students travelled to the Formula One Grand Prix, as well as Casey Tech and Melbourne Zoo.

Our College Swimming Sports and Athletics Day were big hits again and supported our college's work in building house pride and competition across houses at the College. The level of inter-school sports made available to students at HPSC is significant and we had several teams, including our Rugby Academy team compete at State Finals.

Our VEX Robotics team competed in Sydney as a part of a national competition and narrowly missed an opportunity to head to Houston, Texas, to continue further.

Our Primary transition program continues to grow, and we again ran very successful Year 5 taster days, seeing over 200 students visit our school from local feeder primary schools to gain a taste of what HPSC offers.

The careers team worked solidly throughout 2024 to ensure that each Year 12 student had a meaningful pathway, post school. We were delighted that 100% of our exiting Year 12 students that applied through VTAC for a university or TAFE course received an offer for a course in 2025. To expose our students to industry and employment opportunities, the careers team held a 'Road to Success' career expo at the College that had 50 exhibitors from Universities, TAFEs, employers and apprenticeship organisations. This was followed up with Year 10 students having

a 1:1 mock interview with representatives from business and industry, to build their confidence and skills in attending job interviews. The careers team organized excursions for students to Swinburne University; Monash University; Try a Trade Expo; Women in Trade; Work Inspiration Program through The Smith Family.

Financial performance

The College has maintained a strong financial position with monies carried forward for expenditure in 2025. During 2024 the College completed Stage 3 of the VSBA led State Government funded building project. Stage 3 included extensive civil works, a Wellness Centre and updated flexible, open learning spaces in G/J Block. School Council approved a further school contribution that facilitated an amendment to the plan to include additional learning spaces and external access with ramping to G/J block classrooms. School Council also approved further funding to complete landscaping around the G/J block with materials that have long term durability.

The College continues to invest in a safe and engaging environment with significant investment in improvements to buildings and grounds, such as the new fencing across the oval, the refurbishment of the Canteen, rebuild of two toilet blocks and changing rooms, synthetic grass in open areas and new furniture for the library and classrooms, and the removal of asbestos in classroom ceiling spaces.

Several programs are staffed through Equity and EAL funding received in 2024 to support improved student learning outcomes. The College invested in data platforms to enable and track efficient and accurate analytics of student growth and well-being. These platforms have been widely utilised amongst staff.

Revenue from the Mental Health Boost funding was used to engage psychologists to support the Wellbeing team and the wellbeing of students. Disability Inclusion Tier 2 funding continued to support the employment of Leading Teachers to support Inclusion and Learning Adjustments, a Speech Pathologist as well as other staff to support the learning, engagement, and growth of students.

An increase in Contingency Funding enabled the College to increase staffing to support our non-English speaking students in their transition and classroom programs.

The Government offers Camps, Sport, Excursion Funds to eligible families who hold a Healthcare Card for their student to use throughout the year on camps and sporting Events. These funds were utilised by the recipients on many occasions to allow them to partake in Events they may not have necessarily attended due to financial restraints. The Government provided additional support to all families, with students in Year 7 – Year 12 in 2025 at the end of 2024 with \$400.00 per student through School Saving Bonus. These funds were well received by our recipients which enabled them to purchase uniform, textbooks and stationery from our Service Providers, with some families allocating funds to the school for school activities.

Events such as the 9-week Year 7 swimming program, whole school Swimming and Athletics carnivals, Pasifika Choir, 4C's, and an evening multi-cultural assembly where parents could attend were fully funded by the College. These Events enhanced the learning opportunities, sense of community, school pride and outcomes for our students. These Events were supported and well attended by parents and members of our community.

**For more detailed information regarding our school please visit our website at
<https://hpsc.vic.edu.au/>**

Draft

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 1,216 students were enrolled at this school in 2024, 580 female and 636 male.

64 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

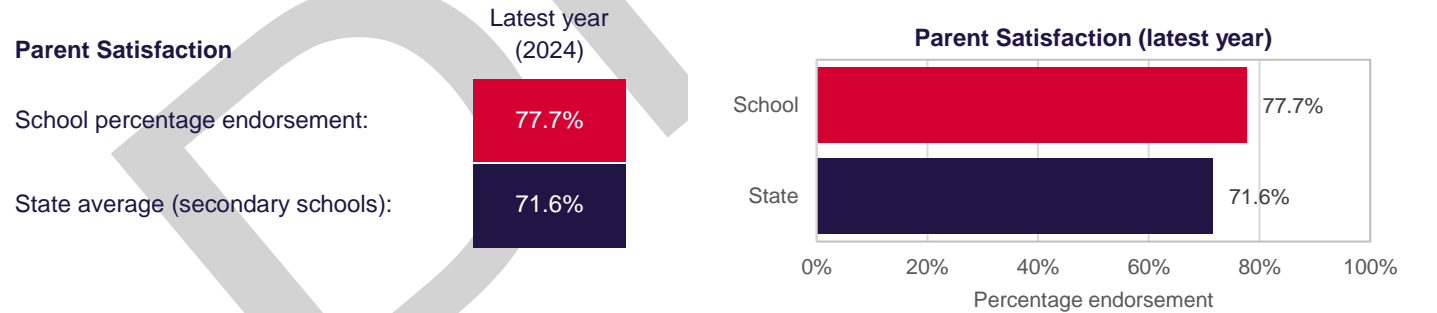
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

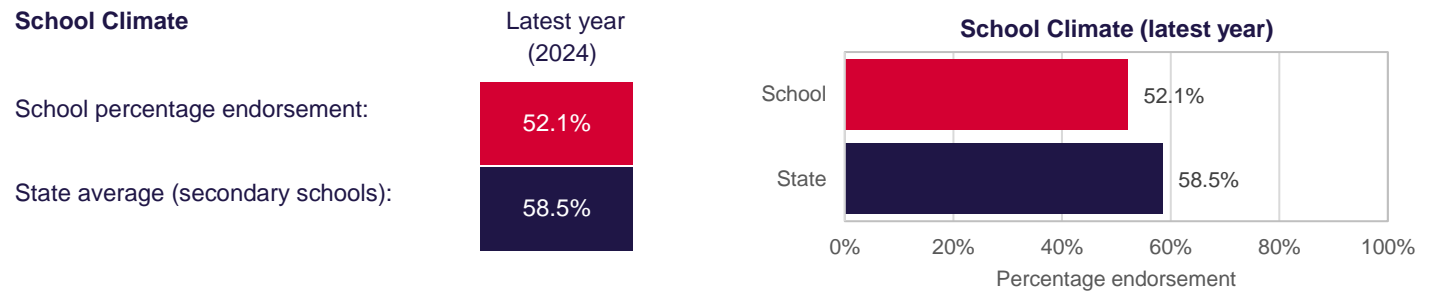


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

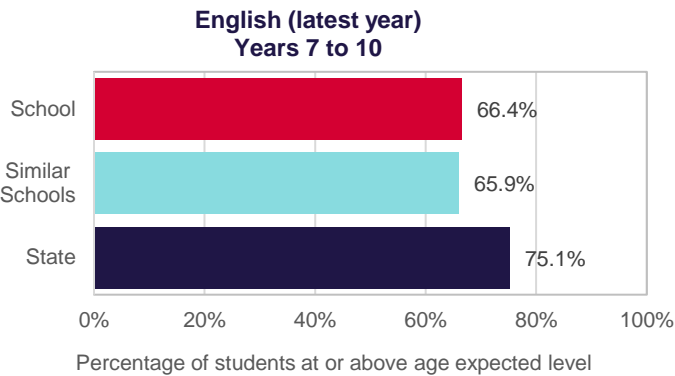
State average:

Latest year
(2024)

66.4%

65.9%

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

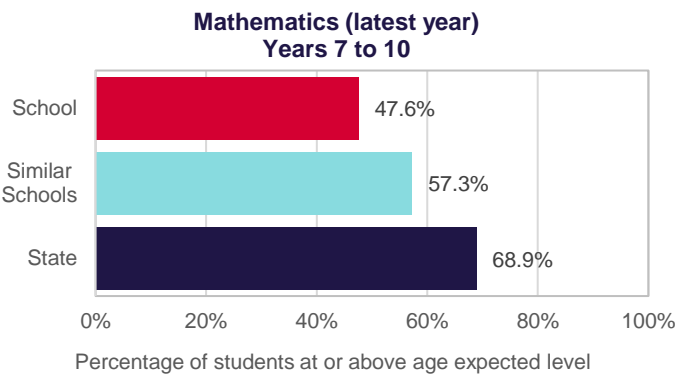
State average:

Latest year
(2024)

47.6%

57.3%

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

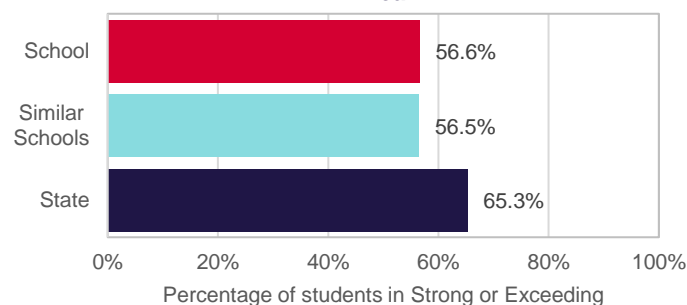
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	56.6%	54.5%
Similar Schools average:	56.5%	56.0%
State average:	65.3%	65.7%

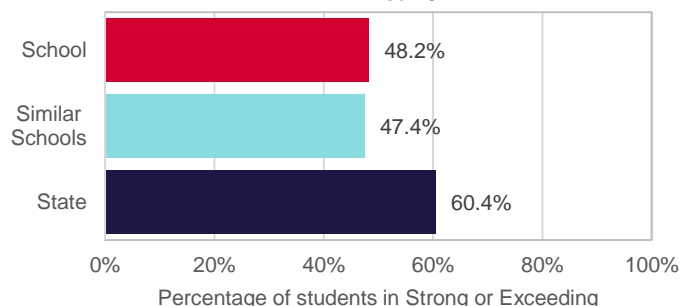
NAPLAN Reading (latest year) Year 7



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.2%	46.8%
Similar Schools average:	47.4%	46.8%
State average:	60.4%	60.2%

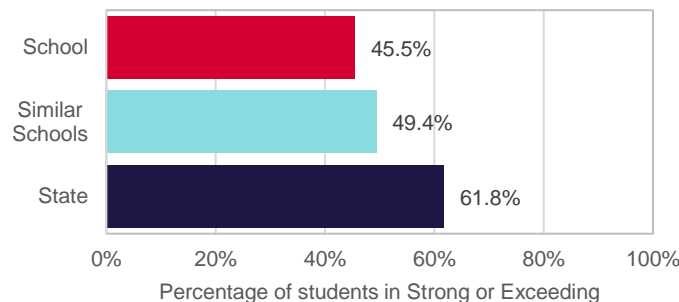
NAPLAN Reading (latest year) Year 9



Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.5%	46.9%
Similar Schools average:	49.4%	49.8%
State average:	61.8%	62.3%

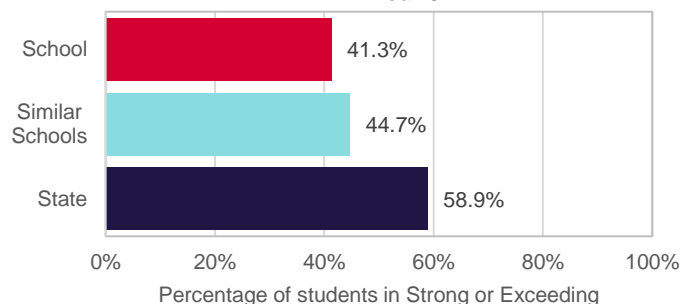
NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.3%	43.5%
Similar Schools average:	44.7%	45.3%
State average:	58.9%	59.4%

NAPLAN Numeracy (latest year) 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.

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

42.2%

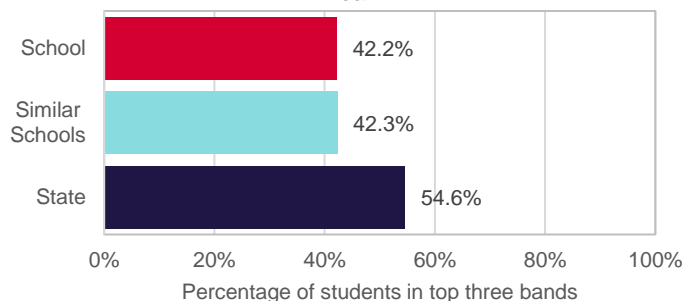
Similar Schools average:

42.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

29.3%

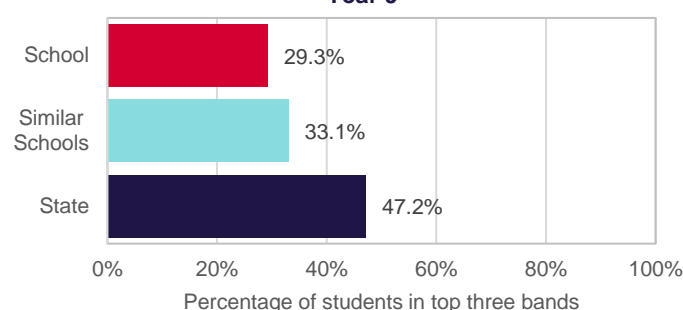
Similar Schools average:

33.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

37.2%

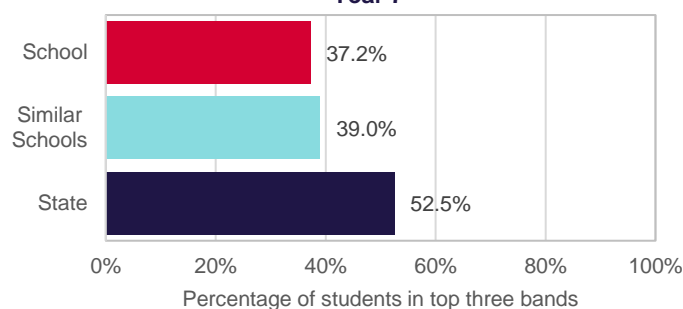
Similar Schools average:

39.0%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

33.9%

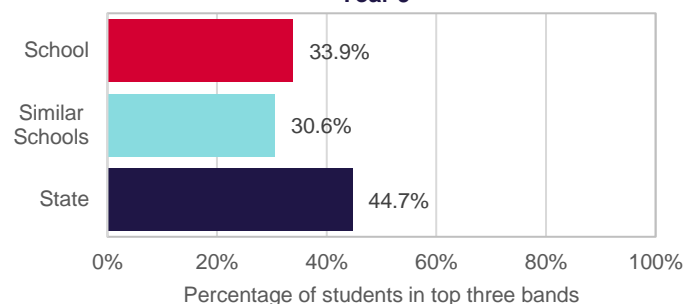
Similar Schools average:

30.6%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

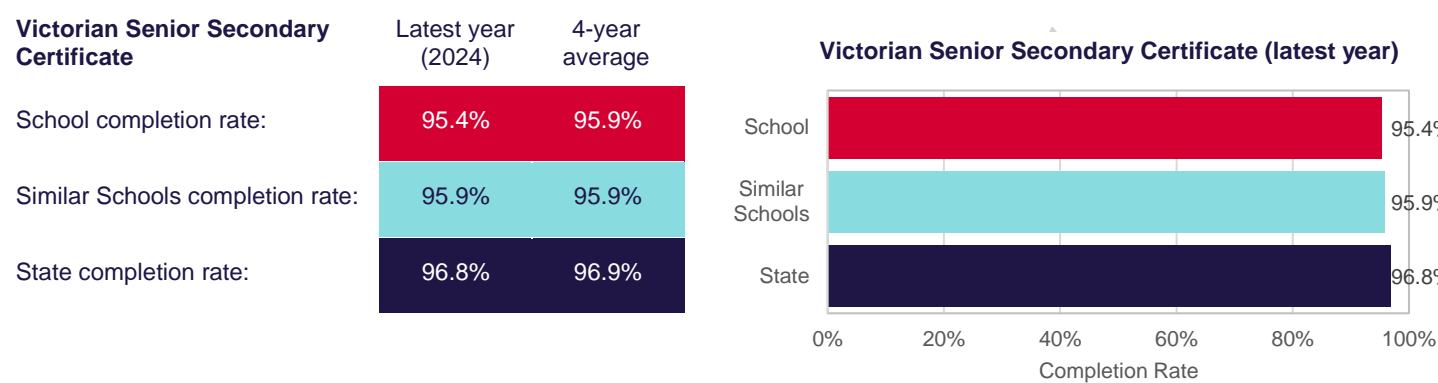


LEARNING (continued)

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:	28.6
Number of students awarded the VCE Vocational Major	57
Number of students awarded the Victorian Pathways Certificate	14
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	44%
Percentage VET units of competence satisfactorily completed in 2024:	67%

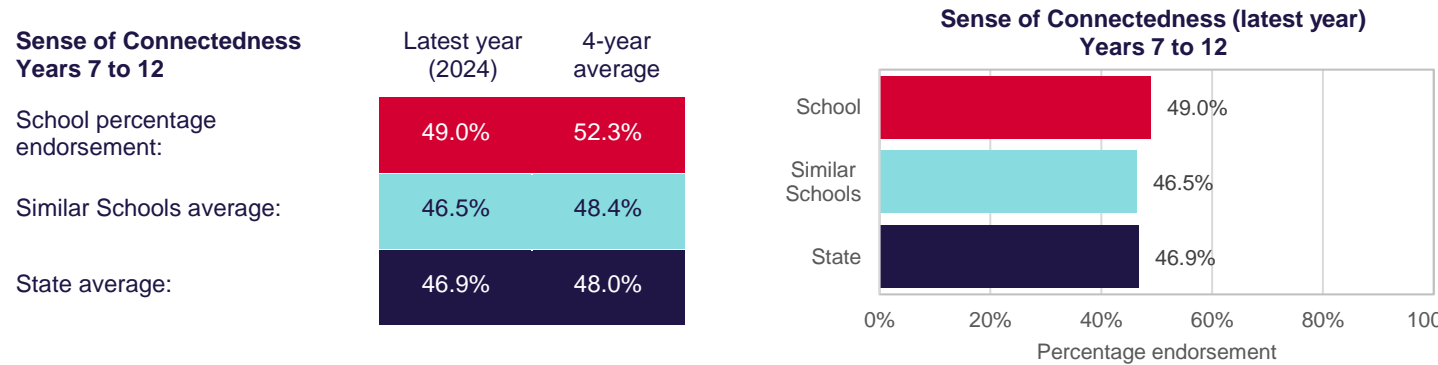


WELLBEING

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.

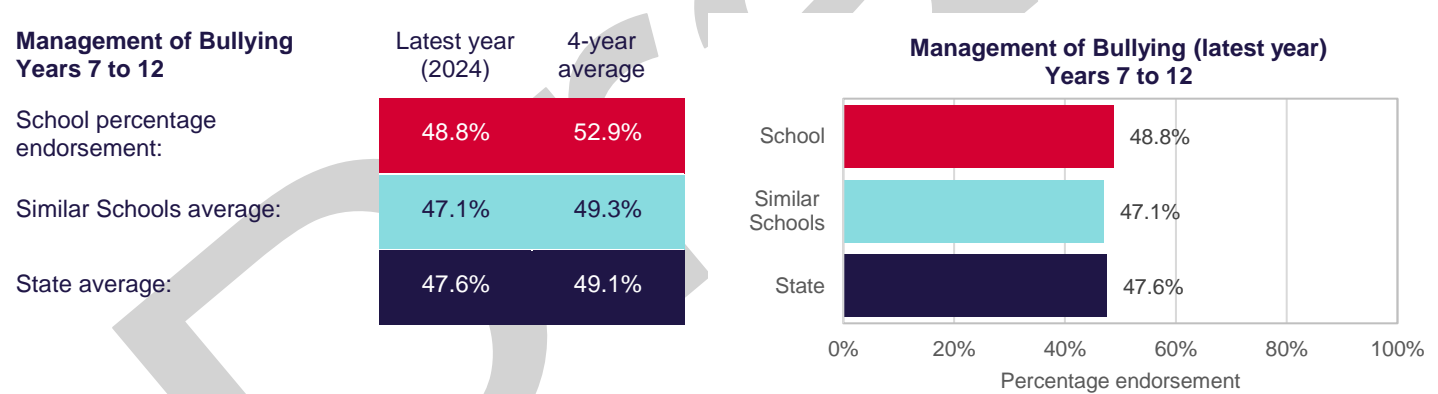
Student Attitudes to School – Sense of Connectedness

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).



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).

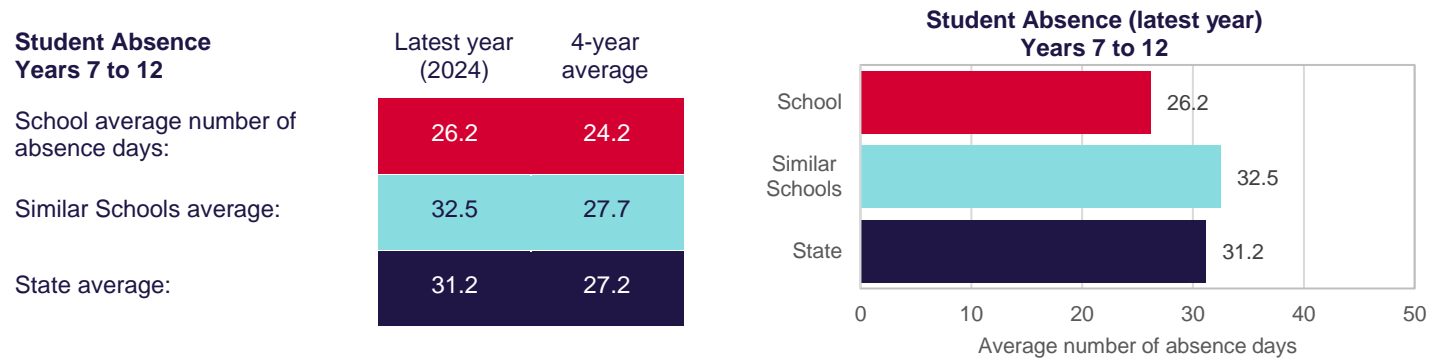


ENGAGEMENT

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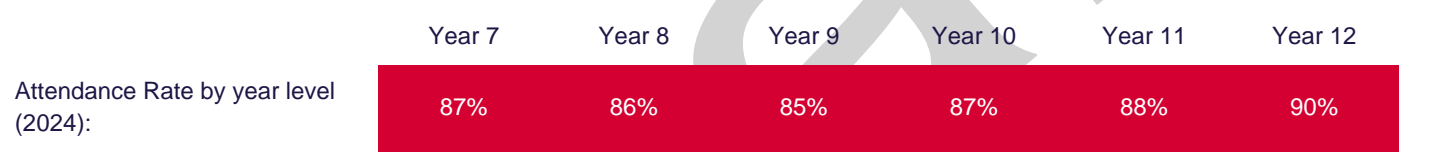
Average Number of Student Absence Days

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



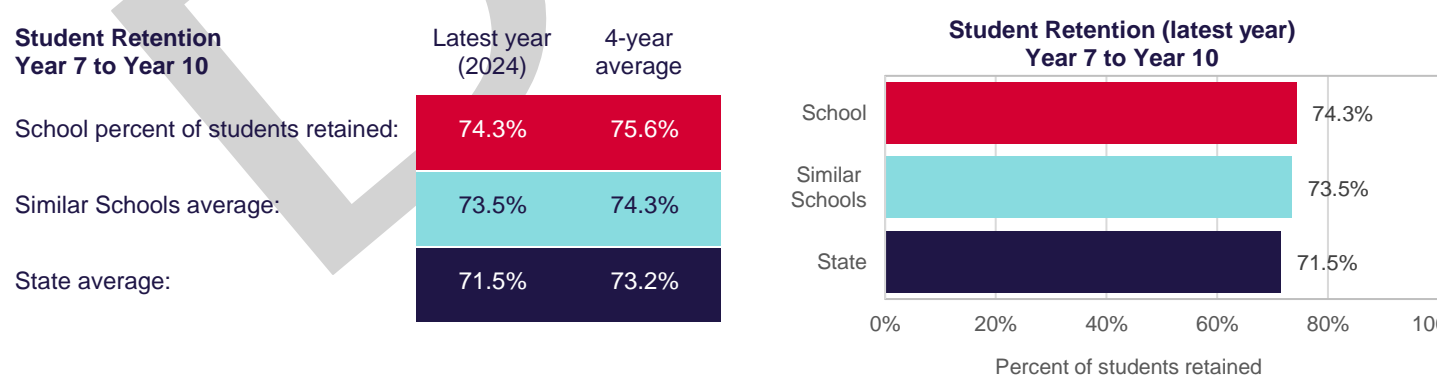
Attendance Rate (latest year)

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)

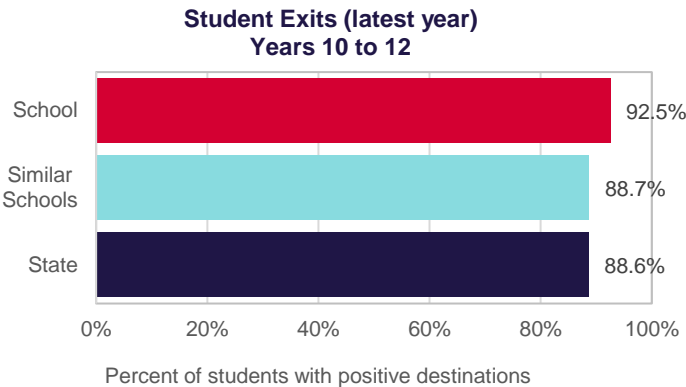
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	92.5%	89.0%
Similar Schools average:	88.7%	90.2%
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	\$18,056,192
Government Provided DET Grants	\$4,039,219
Government Grants Commonwealth	\$12,372
Government Grants State	\$23,283
Revenue Other	\$264,215
Locally Raised Funds	\$281,376
Capital Grants	\$0
Total Operating Revenue	\$22,676,657

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,986,186
Equity (Catch Up)	\$146,450
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,132,636

Expenditure	Actual
Student Resource Package ²	\$17,190,529
Adjustments	\$0
Books & Publications	\$21,962
Camps/Excursions/Activities	\$302,020
Communication Costs	\$52,873
Consumables	\$430,428
Miscellaneous Expense ³	\$71,548
Professional Development	\$124,931
Equipment/Maintenance/Hire	\$427,125
Property Services	\$633,558
Salaries & Allowances ⁴	\$555,442
Support Services	\$774,726
Trading & Fundraising	\$8,614
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$200,700
Total Operating Expenditure	\$20,794,456
Net Operating Surplus/-Deficit	\$1,882,201
Asset Acquisitions	\$1,044,568

- (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	\$3,481,016
Official Account	\$388,712
Other Accounts	\$10,956
Total Funds Available	\$3,880,685

Financial Commitments	Actual
Operating Reserve	\$607,070
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$673,612
School Based Programs	\$66,900
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$302,000
Capital - Buildings/Grounds < 12 months	\$635,882
Maintenance - Buildings/Grounds < 12 months	\$513,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$1,660,000
Total Financial Commitments	\$4,458,964

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.