

2024 Annual Report to the School Community

School Name: Canterbury Girls Secondary College (7690)



- 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 26 March 2025 at 09:17 AM by Mary Cannon (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 26 March 2025 at 09:17 AM by Mary Cannon (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.

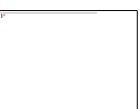
NAPLAN

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

Canterbury Girls' Secondary College is a Year 7 to 12 school situated in Melbourne's inner east. The overall socio-economic profile, based on the Student Family Occupation Index, is high. In 2024, the school enrolment was below capacity based on the physical size of the school. In 2024, there were three principal class members of staff, 65 teaching staff and 20 non-teaching staff.

As a girls' school, Canterbury Girls' Secondary College works to ensure that the educational focus is on empowering girls, both in the school and beyond. The student leadership program has been recognised as an exemplar program and provides students with opportunities to develop their leadership skills. The co-curricular program is extensive and a significant number of students participate in these programs. The House program is central to the school, and whole school events, conducted by House Captains, culminate in the awarding of the House trophy each year.

The College is organised into the Middle School (Years 7-9) and the Senior School (Years 10-12) and each year level is supported by year level co-ordinators and a Head of Sub-School with support from an Assistant Principal, and a mental health practitioner. In this way, the school seeks to ensure support for all students.

Teachers are members of professional learning teams based around subjects they teach and all work regarding curriculum development and planning, moderation of student work and teaching pedagogy is completed collaboratively in these teams. Professional learning occurs in these teams, while professional learning particularly related to VCE occurs outside the school.

Canterbury Girls' Secondary College has rigorous governance and accountability policies and practices that require every member of the school community to act on their individual responsibilities in order to fulfil their collective obligation. The Mangarra Society (for current and former students) is represented on College Council, and is engaged in fund raising, student award sponsorship and in the development and display of historical signage to display College heritage. The Parents' Association is a major fundraiser for classroom resources and organisation of social events to increase parent connectedness. The College has formed effective partnerships with other schools in the local cluster and Riversdale network, and with external organisations (for example the Association of State Girls' Secondary Colleges), focused upon improving opportunities for student learning and achievement of desired educational goals especially in relation to learning for girls.

The College offers a small international student program.

Values

Canterbury Girls' Secondary College is a dynamic learning community focused on ensuring student needs are met, and on developing resilience and an attitude of lifelong learning so that students are creative, curious and open to new opportunities which they are prepared to meet.

- We take pride at all times in our school and build a sense of belonging by fostering a strong sense of identity within classes, year levels, sub-schools, Houses and the whole school.

- We actively build relationships between students, parents and staff to ensure a learning community, that enables all students to succeed and that values the importance of hearing all voices.
- We accept and support the diversity and individuality of all members of the school community and all we do demonstrates this acceptance.
- We understand the importance of a strong co-curricular program that provides a breadth of opportunities for all students and we embed such programs in the school.
- We know that there is a strong link between wellbeing, positive relationships and academic outcomes so that the wellbeing programs in the school are supported and resourced by the whole school and draw on internal and external experts to build student resilience and to support students.
- We develop teachers as passionate educators through an effective professional learning program and within teams to foster and build a professional learning community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Canterbury Girls' Secondary College continues to be recognised as a high performing secondary school.

On all measures in 2024 our student learning outcomes place us above similar schools.

Teacher judgement data in 2024 shows that in English and Mathematics, the percentage of students performing at or above the age expected standard is significantly higher than the similar schools average and the State average.

The NAPLAN data shows that the percentage of students in the top two bands (Strong or Exceeding) as well as the percentage of students achieving in the top three bands, is significantly higher than the similar schools average and the State average in Reading and Numeracy at both Year 7 and Year 9.

The 2024 VCE all-studies data is outstanding with 3 scores of 50. The students' ATAR scores showed that:

- 31 students (27.4%) achieved ATAR scores above 90 placing them in the top 10% of students across the State.
- 56 students (58.3%) achieved ATAR scores above 80 placing them in the top 20% of students across the State.

We are proud of the programs we offer students to support and extend their learning and encourage students to challenge themselves by providing many opportunities for extension studies both within and outside the classroom. Sport and music - in the curriculum program and as part of the co-curricular program – are highly successful programs.

Wellbeing

The 2023 “Sense of connectedness” in the Student Attitudes to School Survey indicates that our students report feeling less connected to the school as compared to similar schools and the State average. However, the 2024 result (42.3%) is an improvement on 2023 (39%). In the “Management of bullying”, the school’s result in 2024 (41.1%) is below the result for similar schools and the State but is an improvement on 2023 (40%). Other Department of Education data shows that in 2024 91% of students stated that had not experienced bullying as compared to similar schools with 89%. Issues of alleged bullying and negative interactions between students are addressed quickly within sub-schools. We run a range of programs aimed at building positive relationships among students. Students in Year 7 are supported with a homeroom teacher, a Big Sister Little Sister program, literacy and numeracy support, and a Peer Support program to assist with their transition into the College and to build relationships. Across the school, we provide programs to support the building and strengthening of relationships including the House program, sporting activities and the music program. Wellbeing programs include Flying Bookworm, camps, Shape your destiny, a Wellbeing Club, Police in schools presentations and study skills programs.

In the curriculum program, students undertake the subject Personal Development in Years 7 and 8. This subject focusses on the development of study skills as well health and wellbeing and strategies to assist students such as mindfulness. Students study Health in Years 9 and 10, and across all years participate in a number of programs aimed at increasing resilience and wellbeing. These include an extensive camps program and ESmart learning, as well as programs aimed at raising awareness of bullying issues including cyber bullying. We have continued the Consent workshops for senior students and incorporated consent curriculum into Health classes in junior schools in order to develop students’ ability to make informed decisions about their actions and the actions of others. We also continue to run consent workshops for parents. The Careers and Pathways Co-ordinator provides advice and assistance through the decision-making process regarding VCE studies and post schooling choices. A Pre-VCE program at the end of Year 10 and Year 11 prepares students for the next year of studies, while Year 9 students undertake the Morrisby program to assist with career planning. Extension studies in Year 10 and Year 11 mean that students are encouraged to extend and challenge their learning. This is further supported with the opportunity for University studies for students during Year 12. Parent information sessions ensure that parents are involved in all areas of transition.

There is an extensive wellbeing program offered at the College to assist students to develop study skills and to support them when needed. In addition to the sub school leaders, there is a Mental Health Practitioner who support students. The College has links with local agencies which are able to assist students and families.

Engagement

The data shows that the attendance rate of students is excellent as compared to similar schools and the State averages. The school places importance on attendance as it correlates with student outcomes. The 4-year average, which is lower than the 2023 figures, includes one year of remote

learning when students were able to attend class without leaving home, and so often attended class whereas they may not have attended on site if they were feeling unwell. The 2024 data also includes COVID restrictions when students have been required to isolate for 5 days and so were unable to attend school. We are aware of and are supporting the individual students who have school attendance issues.

The strong House system fosters and encourages leadership and participation. Consistently, the majority of students participate in House activities. An active student leadership team ensures that students are involved in decision-making and develop an understanding and awareness of the world around them. Students are provided with opportunities to engage with the wider community through guest speakers, and leadership programs.

The allocation of support teachers for student leaders and the development of planning and training days have enabled a stronger focus on the development of leadership skills.

Our ability to retain students from Year 7 to Year 10 in 2024 (71%) increased from the 2023 data (66.5%). We are pleased that the students who do leave us go on to further studies or full-time employment and our results in this area are higher than the State median and similar schools.

Other highlights from the school year

In 2024, we celebrated 96 years of outstanding State education for girls, proud of the results achieved by students in their learning, particularly as measured by NAPLAN and VCE results.

In 2024, the School Council opened the new flexible learning and recreational space, known as The Pavilion, which has become a focal point for students during recess and lunchtimes, and is able to be used for classes and parent activities. This was a significant building project and funded through locally raised funds.

Canterbury Girls' Secondary College again partnered with Camberwell Grammar on a number of school productions. Various Music functions were held across the year including Music Night, the Autumn Concert and a number of soirees. Music students were invited to perform at events such as the School Sport Victoria Awards and the ANZAC Day march. The student leaders organised, managed and led a number of student activities including the International Women's Day breakfast, out of uniform days, the Business Fair and Carnival Day as well as the three significant House events – Chorals, Dance Drama and Debating.

Students had the opportunity to participate in a number of activities aimed at developing team and leadership skills, raising awareness of career opportunities and expanding their knowledge of curriculum areas. These activities included the Girls in Property program aimed at increasing awareness of careers for girls in construction, building and property development, participation in the Model UN program for French and Japanese, and the School for Student Leadership program, a Victorian Department of Education initiative offering a unique residential education experience for year nine students focussing on personal development and team learning projects sourced from students' home regions. In addition, students undertook careers programs through guest speakers and visits to tertiary institutions, participated in wellbeing programs and, in the senior years, participated in study skills workshops.

Students have the opportunity at lunchtime of participating in a variety of clubs including the chess club, the art club, the book club, the crochet club, the STEM club and the craft club.

The school celebrated the annual achievements of students and staff at Canterbury Celebrates awards evening in December.

Financial performance

Balance sheet: In 2023-2024 the school spent funds in upgrading facilities, IT equipment and grounds projects and finalised The Pavilion, a flexible learning and recreational space. These projects were, in part, locally funded though surplus funds accumulated over a number of years. Operating Statement: School Council aims to maintain financially sustainable neutral position for the school. Funds Available: School Council maintains a surplus and is currently investigating future projects, and further upgrades of facilities and infrastructure. The school maintains a building fund and library fund.

- (1) The Student Resource Package revenue represents funding for all staff salaries as well as cash grants. These funds are used for the day-to-day operations of the school as shown under Expenditure.
- (2) The Locally Raised Funds represent subject contributions, camps, overseas tours, uniform shop, donations and commissions, as well as hiring out school facilities.
- (3) The Equity funding is a government grant and is a subset of overall revenue reported by the school.
- (4) Student Resource Package Expenditure figures are as of February 2025 and are subject to change during the reconciliation process.
- (5) Miscellaneous Expenses includes a significant amount for camps and excursions and as well as expenditure for equipment and maintenance, and administration costs.
- (6) Property and Equipment Services includes security, sanitation, and current building and grounds work.
- (7) Salaries and Allowances refers to school-level payroll for casual and relief staff.

**For more detailed information regarding our school please visit our website at
www.cgsc.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 766 students were enrolled at this school in 2024, 766 female and 0 male.

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

Overall Socio-Economic Profile

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

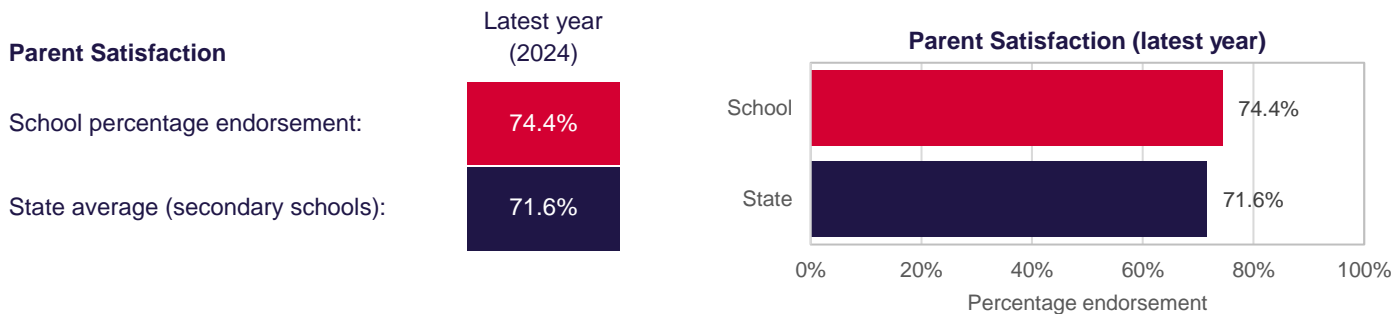
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

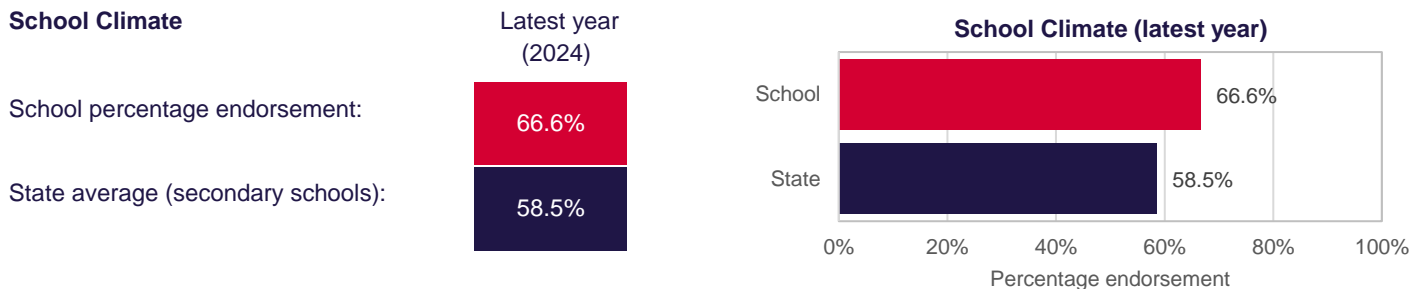


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

**English
Years 7 to 10**

Latest year
(2024)

School percentage of students at or above age expected standards:

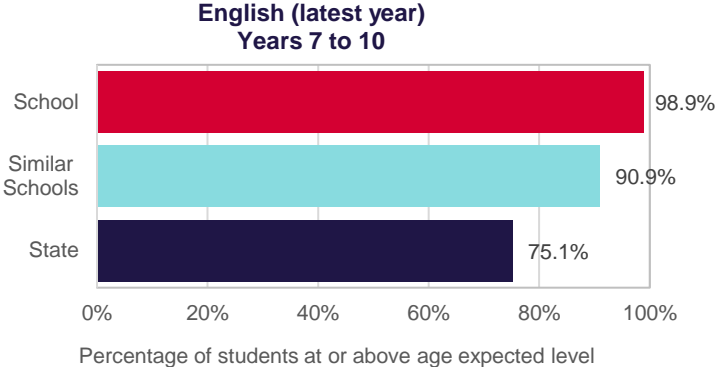
98.9%

Similar Schools average:

90.9%

State average:

75.1%



**Mathematics
Years 7 to 10**

Latest year
(2024)

School percentage of students at or above age expected standards:

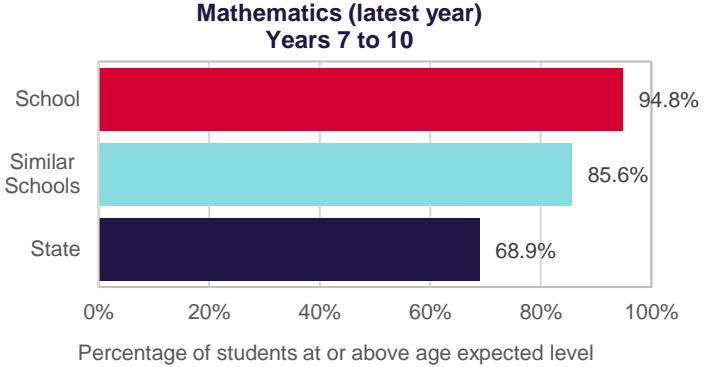
94.8%

Similar Schools average:

85.6%

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.

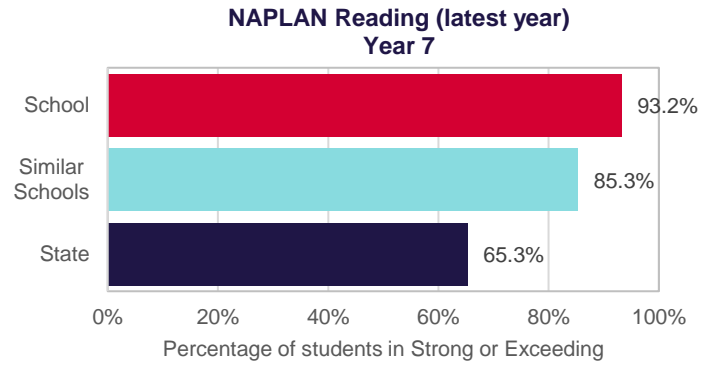
NAPLAN

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.

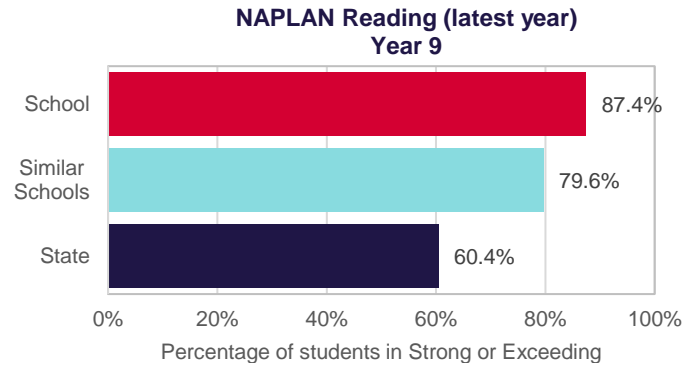
**Reading
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.2%	92.6%
Similar Schools average:	85.3%	85.0%
State average:	65.3%	65.7%



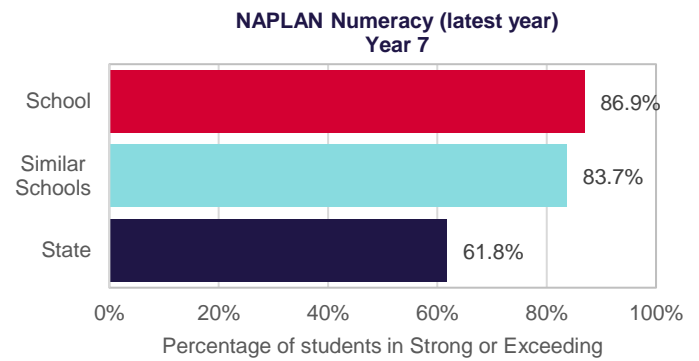
**Reading
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.4%	87.6%
Similar Schools average:	79.6%	80.1%
State average:	60.4%	60.2%



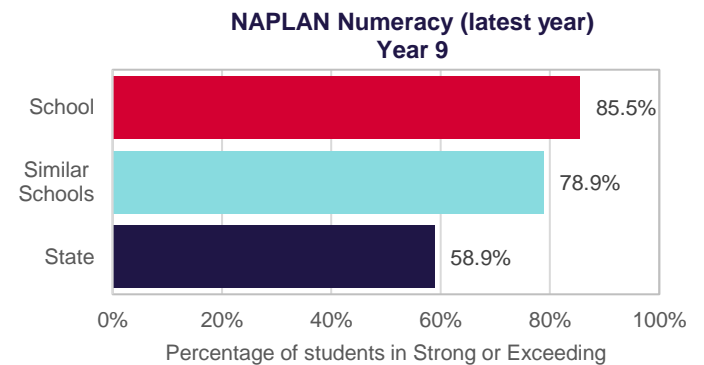
**Numeracy
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.9%	87.1%
Similar Schools average:	83.7%	83.4%
State average:	61.8%	62.3%



**Numeracy
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.5%	86.7%
Similar Schools average:	78.9%	79.8%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

**Reading
Year 7**

(2022)

School percentage of students in the top three bands:

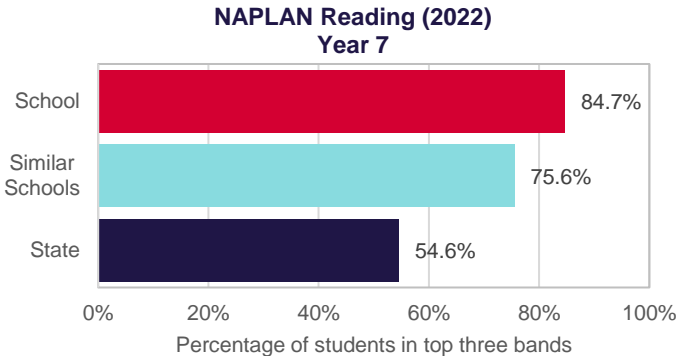
84.7%

Similar Schools average:

75.6%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

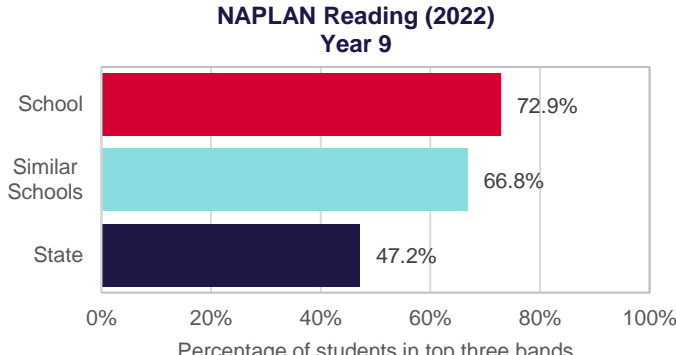
72.9%

Similar Schools average:

66.8%

State average:

47.2%



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

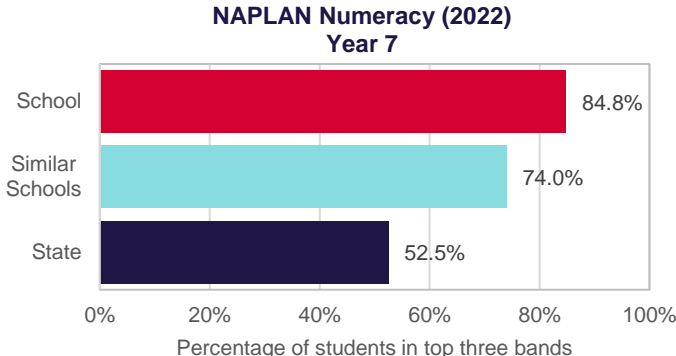
84.8%

Similar Schools average:

74.0%

State average:

52.5%



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

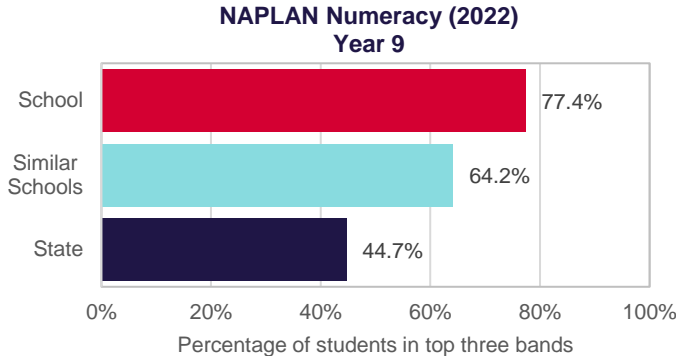
77.4%

Similar Schools average:

64.2%

State average:

44.7%



LEARNING (continued)

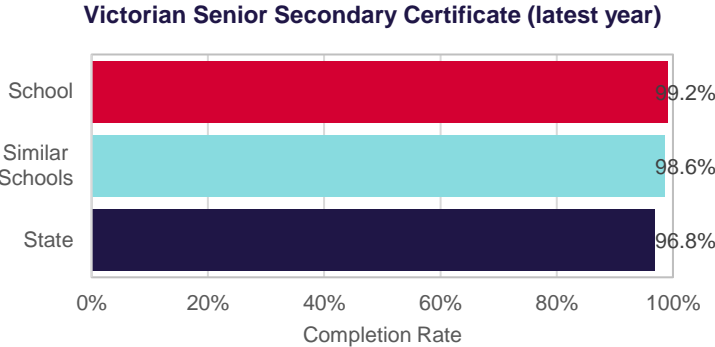
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	99.2%	99.7%
Similar Schools completion rate:	98.6%	98.6%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:



Number of students awarded the VCE Vocational Major



Number of students awarded the Victorian Pathways Certificate



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



Percentage VET units of competence satisfactorily completed in 2024:



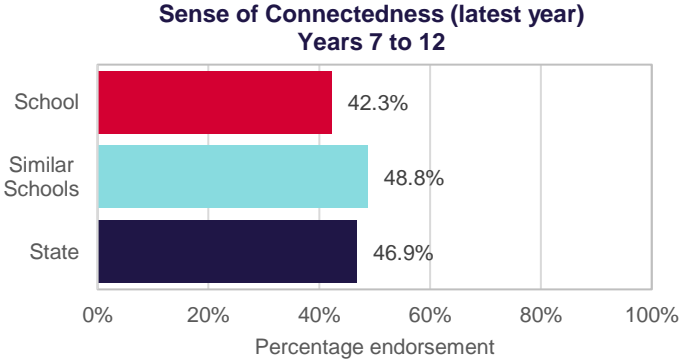
WELLBEING

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).

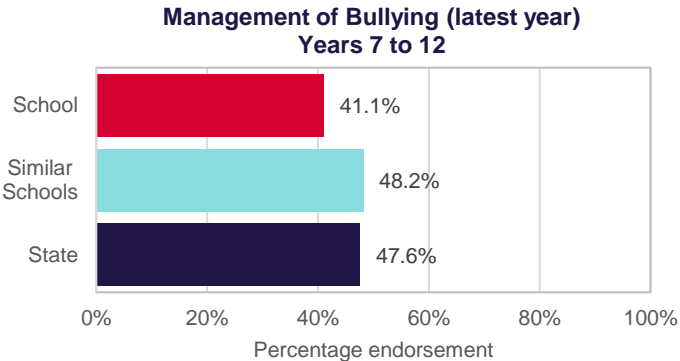
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	42.3%	43.1%
Similar Schools average:	48.8%	50.0%
State average:	46.9%	48.0%



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:	41.1%	45.2%
Similar Schools average:	48.2%	50.0%
State average:	47.6%	49.1%



ENGAGEMENT

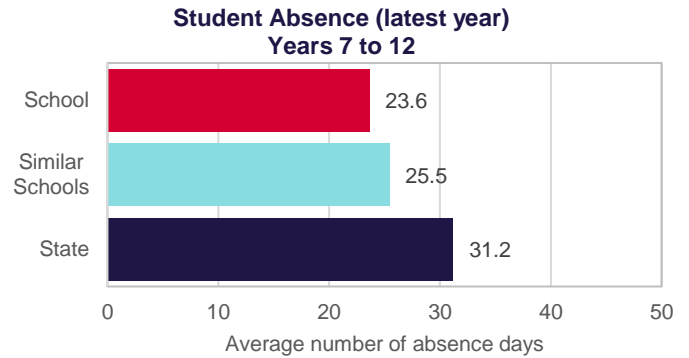
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Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	23.6	18.1
Similar Schools average:	25.5	21.3
State average:	31.2	27.2



Attendance Rate (latest year)

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

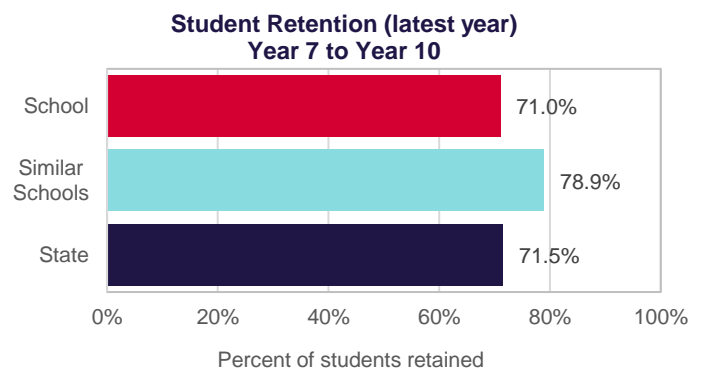
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	90%	86%	86%	87%	91%	90%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	71.0%	70.3%
Similar Schools average:	78.9%	79.3%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

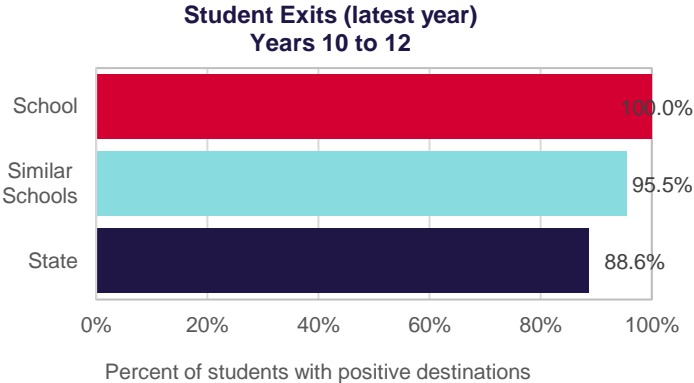
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.1%
Similar Schools average:	95.5%	95.4%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

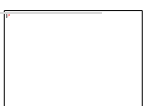
FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$8,699,998
Government Provided DET Grants	\$1,317,008
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$197,789
Locally Raised Funds	\$1,499,968
Capital Grants	\$0
Total Operating Revenue	\$11,714,763

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,499
Equity (Catch Up)	\$245
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,744

Expenditure	Actual
Student Resource Package ²	\$8,511,947
Adjustments	\$0
Books & Publications	\$11,110
Camps/Excursions/Activities	\$266,696
Communication Costs	\$17,300
Consumables	\$298,624
Miscellaneous Expense ³	\$108,599
Professional Development	\$55,897
Equipment/Maintenance/Hire	\$153,436
Property Services	\$172,413
Salaries & Allowances ⁴	\$422,343
Support Services	\$214,277
Trading & Fundraising	\$139,911
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$8,411
Utilities	\$117,263
Total Operating Expenditure	\$10,498,227
Net Operating Surplus/-Deficit	\$1,216,536
Asset Acquisitions	\$88,037

- (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	\$5,402,263
Official Account	\$75,363
Other Accounts	\$5,805
Total Funds Available	\$5,483,431

Financial Commitments	Actual
Operating Reserve	\$331,047
Other Recurrent Expenditure	\$35
Provision Accounts	\$395
Funds Received in Advance	\$0
School Based Programs	\$3,519
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,890
Asset/Equipment Replacement > 12 months	\$11,013
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$45,544
Total Financial Commitments	\$400,442

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.

