

2024 Annual Report to the School Community

School Name: Apollo Bay P-12 College (6203)



- 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 23 April 2025 at 10:22 AM by Brian Humphries (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 23 April 2025 at 10:27 AM by Brian Humphries (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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

Apollo Bay is a beautiful coastal town located on Victoria's iconic Great Ocean Road and enveloped by the majestic Otway Ranges. The town's rich surrounds have attracted a community with a strong commitment to a healthy and active lifestyle, the natural environment and the arts. This commitment is reflected in our College educational programs and motto "Unique Environment, Extraordinary Opportunities". Our College is strongly supported by its students, parents and the wider community, with everyone playing an extensive role in the establishment of our school values of Excellence, Respect, Integrity and Balance. While Apollo Bay P-12 College is classified as a small school, this year we have a total student population of 325 from Prep to Year 12 together with 50 staff members.

The College is geographically isolated, being the sole provider of primary and secondary education within the Apollo Bay community, with the nearest neighbouring schools 45 minutes away by car. Our College is committed to developing the capacity, desire and tools for all students to achieve their best in all endeavours. We work hard to foster a strong sense of awareness, responsibility and respect in our students from a global perspective from family through to the local and wider communities. With an emphasis on individual personal growth, we support, encourage and applaud across our school community the pursuit of excellence and are guided by a culture that is dynamic and able to embrace new ideas, opportunities and challenges to improve learning and equip our students with the skills to meet the demands of the 21st century. Each year our students are involved in activities that lift and extend skills, broaden experience and develop resilience and respect including our kitchen garden program, surf cadets and lifesaving classes, to traditional curriculum-focused areas of learning embracing literacy, numeracy, STEM, health and wellbeing and the arts. The College also participates fully in the community by developing strong, supportive and respectful relationships and partnerships with a range of diverse community groups locally and within the broader region and across the State.

Progress towards strategic goals, student outcomes and student engagement

Learning

Focusing on our goal to maximise the learning growth for all students, the College implemented an agreed instructional model, known as the Apollo Bay Way, into curriculum planning in literacy and numeracy. The staff audited and updated the Guaranteed Viable Curriculum (GVC) throughout numeracy, literacy, humanities and science. The Professional Learning Communities (PLC) model was implemented whereby staff analysed and adopted evidence based practices using data from a range of sources to prepare for collaborative work towards building assessment literacy, evaluating and diagnosing issues and identifying key focus areas. It includes prioritising and setting goals through the analysis of student data, from testing and teacher observation to developing and implementing a plan based on effective data. Our College staff have continued to

provide a comprehensive learning program that keeps our students engaged and challenged. As a College, we were extremely proud of our students' 2024 NAPLAN results. In reading from Years 3 to 9 the level of achievement was significantly higher than both similar schools and the State (30% higher for Year 9 results). In numeracy we were again higher in all areas compared to similar schools and the State. The Year 3, 5 and 7 cohorts achieved results 15% higher than similar schools and the state, with the Year 9 students again almost 30% higher. NAPLAN learning will never be the focus of our program at Apollo Bay P-12 College but it is reassuring to see the structure and educational program we have in place achieve consistently high results in NAPLAN testing .

Our VCE results were again excellent in 2024 with an average ATAR score that allowed our College to be recognised as one of the top performers in our region. More pleasing though was the fact that all students moved into a pathway of their choosing.

Wellbeing

In 2024 the school focus was to develop a school wide wellbeing program that helped all students thrive and feel happy, healthy and resilient. We developed and began implementing the respectful relationships program throughout our wellbeing curriculum. The College also focussed on developing IEP for the Tier 2 and Tier 3 students that included a social and emotional goal. These IEPs were developed with student voice and recognised the strengths of individuals with disabilities. Overall, our results were again strong in the area of wellbeing. Our Year 7 to 12 results again significantly exceeded the State median for 'sense of connectedness to school' and 'management of bullying' performing well above in comparison with similar schools. We link this positive outcome to the extensive opportunities for personal development afforded to our students by our close-knit school community, our vast curriculum offerings, our unique geographical setting and our strong, purposeful and personalised student and teacher relationships. We are delighted by our senior students' survey results which clearly represent their positive daily interactions, endeavours and behaviours experienced over the years at our school.

Engagement

The local Apollo Bay economy is heavily dependent on tourism throughout the summer and school holiday breaks, resulting in many local families with businesses scheduling their holidays in the off-season, hence, during school terms. This has negatively impacted our student attendance data. We have made significant gains in improving student attendance over recent years. Stricter monitoring and recording of school attendance and active promotion of the importance of school attendance among the parent body has also assisted in achieving these gains. Student pathways and transitions is measured through retention and exit data as well as through subjective evaluation. The number of students departing for further tertiary and vocational studies or full-time employment in 2024 was also extremely positive. Opportunities for full-time employment in Apollo Bay is limited given the small local economy, however, we are grateful for the local businesses who continue to employ a number of our students in apprenticeships at the end of each year. All students in 2024 who applied for a tertiary position were accepted. Our College also continues to pride itself on the excellent transition program offered in conjunction with the local kindergarten. Additionally, extensive inter-, intra- and extra-curricular activities and an overall student-focused

approach, gives us a unique ability to nurture and individualise learning to better meet the needs and aspirations of each and every student. Students are given the opportunity to select their own special interest elective from a wide range of diverse subject areas from year 7 upwards. This has resulted the College being able to deliver an engaging and differentiated curriculum.

Other highlights from the school year

The school camps and excursions program was again a highlight in 2024. Our College was successful in maintaining a full camps program, with each year level going on a camp in 2024. Students have been presented with the opportunity to engage in a wide range of excursions and camps including locations such as Melbourne, Glenelg River, Sovereign Hill, The Alpine School, and The Grampians. Activities have also included work experience camps, surf lifesaving camps, and driver education camps including an annual highlight Outdoor Education trip to Tasmania to complete the 'Overland track'. The school was lucky enough to attract a number of small grants which has further enhanced our extensive garden program with the introduction of an indigenous garden and also the recruitment of two garden assistants. 2024 also saw the completion of a major joint partnership with local community groups and the education department in completing an energy resilience and community evacuation project which included the installation of several large batteries and a generator. This project has further cemented the College as the heart of the community.

Financial performance

The financial position of Apollo Bay P-12 College has remained steady throughout 2024. The College is extremely grateful for the tireless work of our parents and community members to ensure we continue to generate a significant amount of locally raised funds. These monies are an essential component of our school's funding requirement. In 2024 College Council also reviewed both the process and amount we ask families to contribute as part of their voluntary contributions in the hope of both increasing the amount we collect, but more importantly the number of families who choose to make contributions. It was pleasing to see the amount of families who made a contribution increase in 2024 with the College collecting a similar amount of funds to the previous year.

Apollo Bay P-12 College is also very fortunate to receive financial support via donations from the Apollo Bay and District Health Foundation to the value of approximately \$20,000 per annum. Local members of our community also donate to our exceptional kitchen garden program, and we are extremely appreciative of their contributions. Our College is proud of the educational opportunities and experiences we are able to deliver to our students despite our remote location and the ever escalating costs associated with access and provision due to this. The College will continue to maintain a fiscally responsible budget to ensure a solid financial base now and well into the future.

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 322 students were enrolled at this school in 2024, 160 female and 162 male.

6 percent of students had English as an additional language and 4 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).

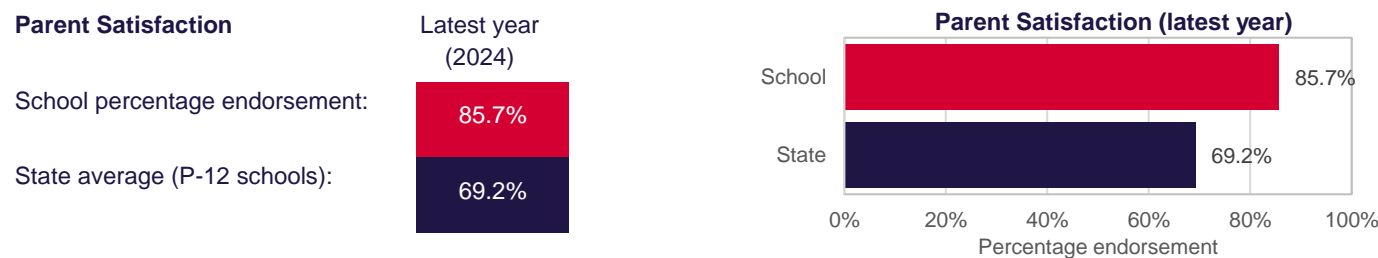
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

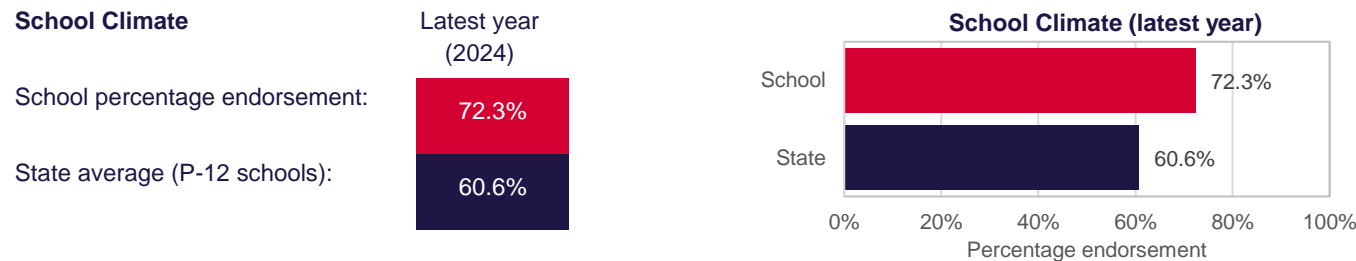


School Staff Survey

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 Prep to 6

School percentage of students at or above age expected standards:

90.3%

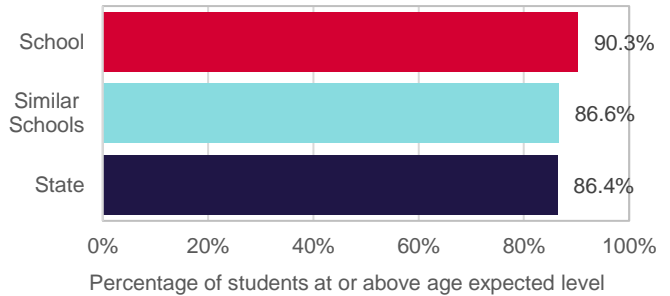
Similar Schools average:

86.6%

State average:

86.4%

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

73.6%

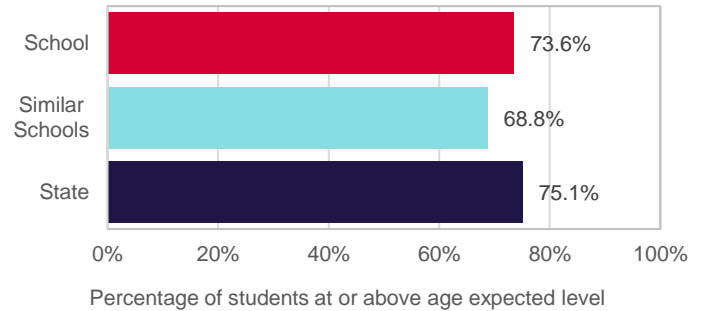
Similar Schools average:

68.8%

State average:

75.1%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

88.5%

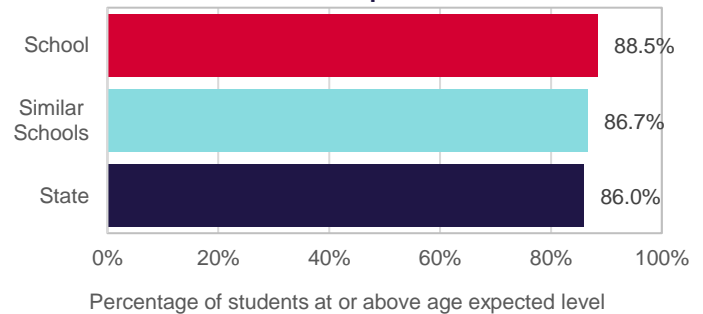
Similar Schools average:

86.7%

State average:

86.0%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

85.7%

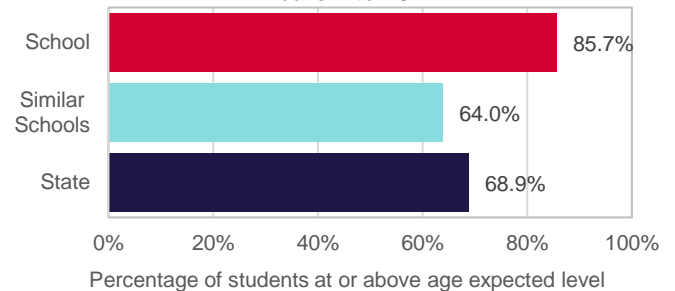
Similar Schools average:

64.0%

State average:

68.9%

Mathematics (latest year) Years 7 to 10



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.

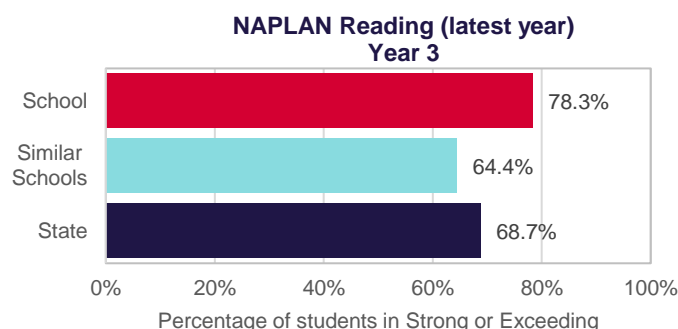
NAPLAN

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.

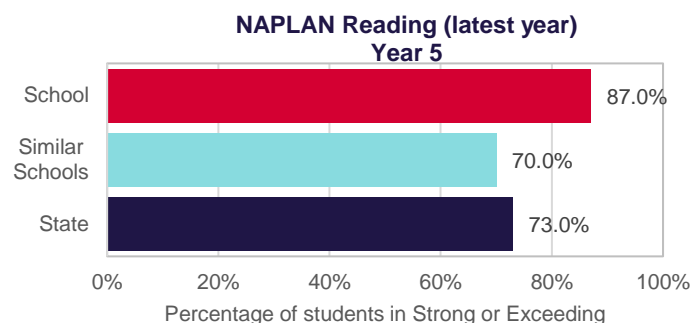
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	73.2%
Similar Schools average:	64.4%	65.9%
State average:	68.7%	69.2%



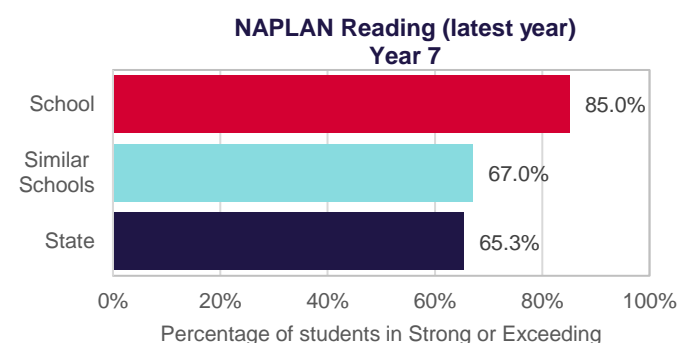
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.0%	80.4%
Similar Schools average:	70.0%	74.4%
State average:	73.0%	75.0%



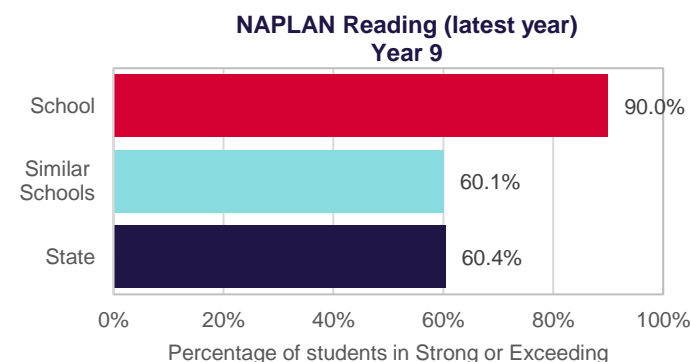
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.0%	79.5%
Similar Schools average:	67.0%	66.4%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	84.4%
Similar Schools average:	60.1%	59.4%
State average:	60.4%	60.2%

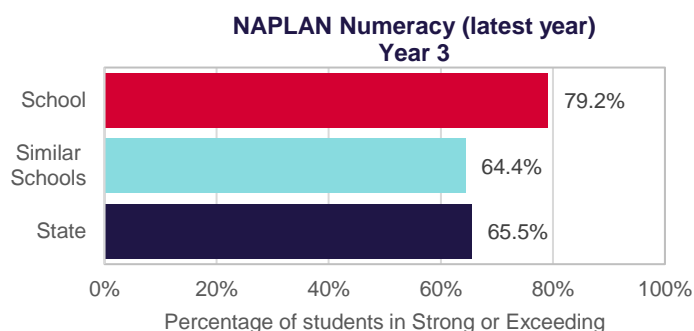


LEARNING (continued)

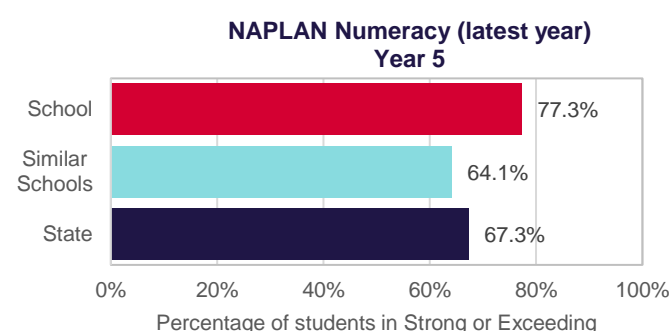
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

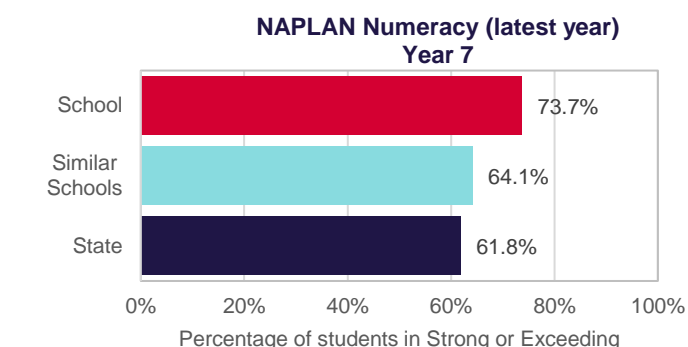
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.2%	78.6%
Similar Schools average:	64.4%	66.1%
State average:	65.5%	66.4%



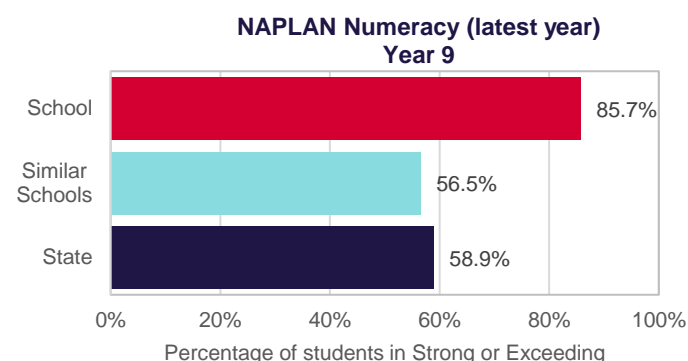
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.3%	66.7%
Similar Schools average:	64.1%	65.2%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.7%	83.7%
Similar Schools average:	64.1%	62.4%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	77.8%
Similar Schools average:	56.5%	57.2%
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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

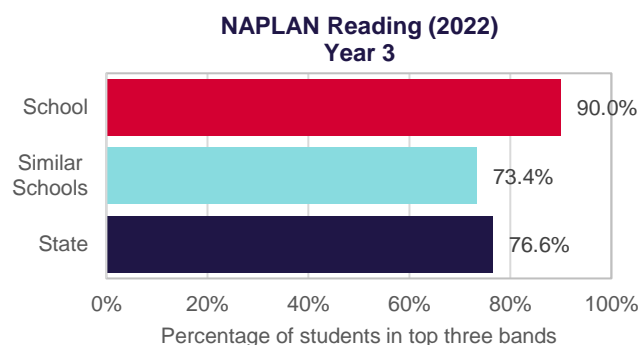
90.0%

Similar Schools average:

73.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

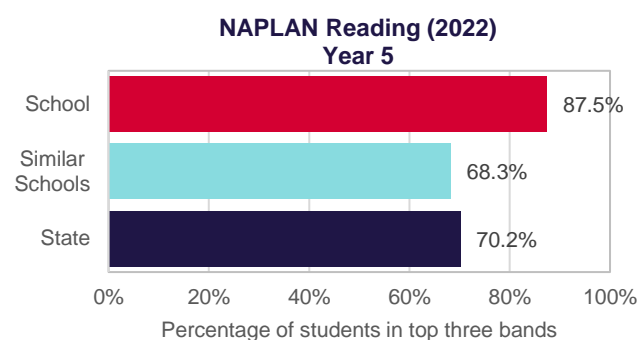
87.5%

Similar Schools average:

68.3%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

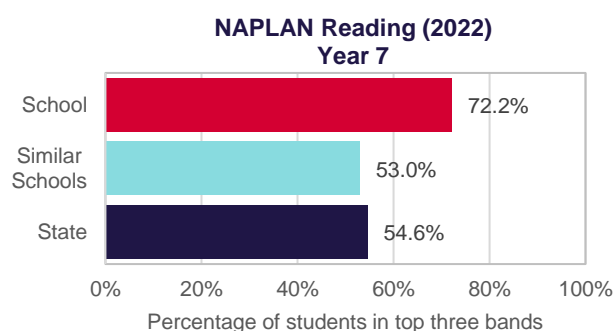
72.2%

Similar Schools average:

53.0%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

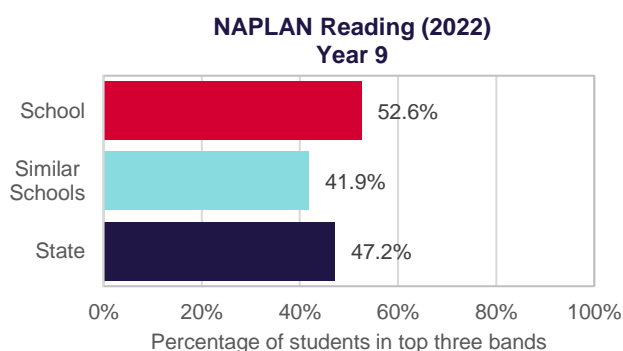
52.6%

Similar Schools average:

41.9%

State average:

47.2%



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)

Numeracy Year 3

(2022)

School percentage of students
in the top three bands:

60.0%

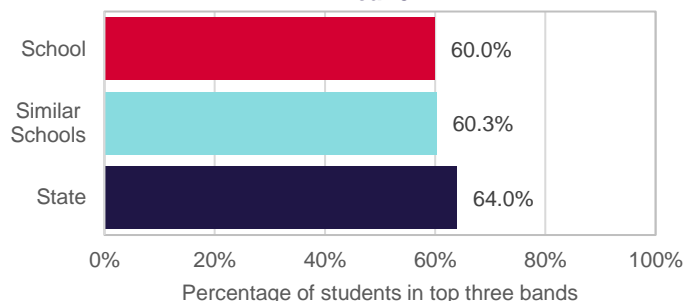
Similar Schools average:

60.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

81.3%

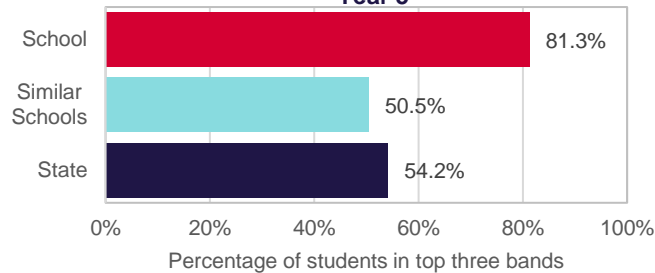
Similar Schools average:

50.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

83.3%

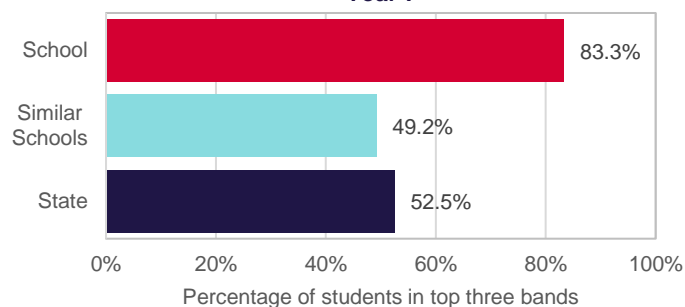
Similar Schools average:

49.2%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

42.1%

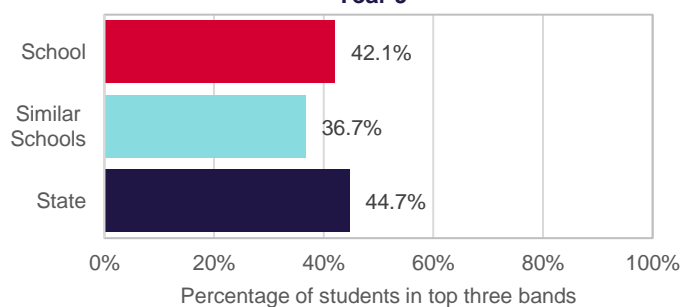
Similar Schools average:

36.7%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

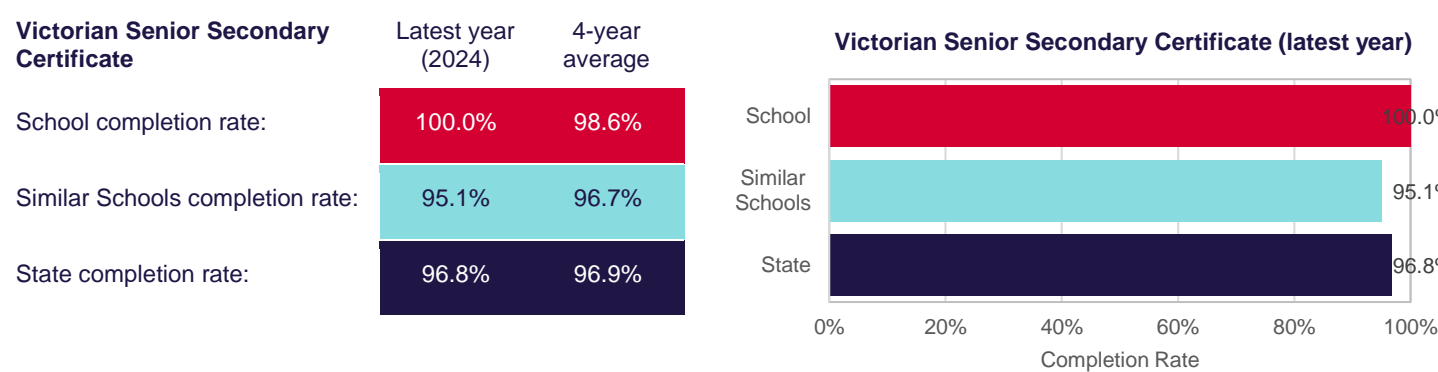


LEARNING (continued)

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:	30.1
Number of students awarded the VCE Vocational Major	NDP
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:	50%
Percentage VET units of competence satisfactorily completed in 2024:	85%



WELLBEING

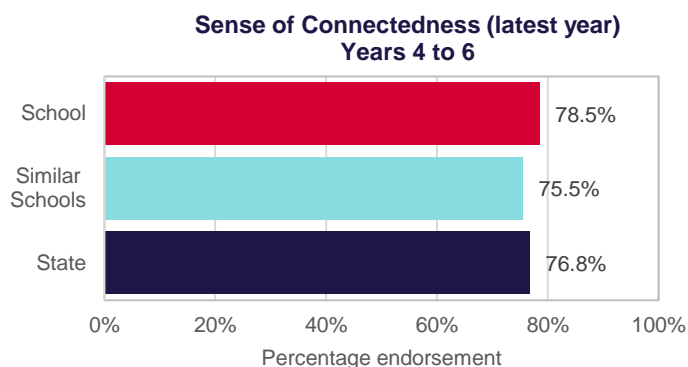
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

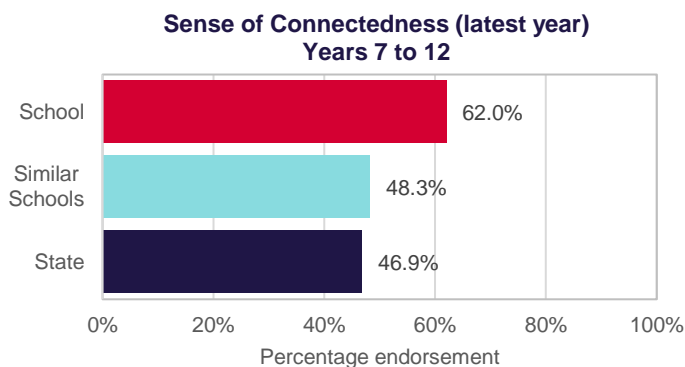
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	78.5%	73.7%
Similar Schools average:	75.5%	76.8%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	62.0%	63.1%
Similar Schools average:	48.3%	48.4%
State average:	46.9%	48.0%

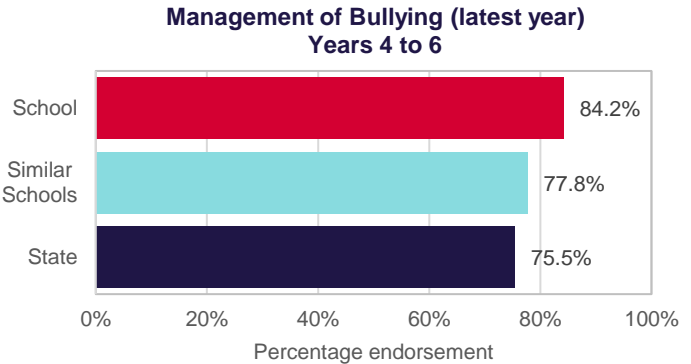


WELLBEING (continued)

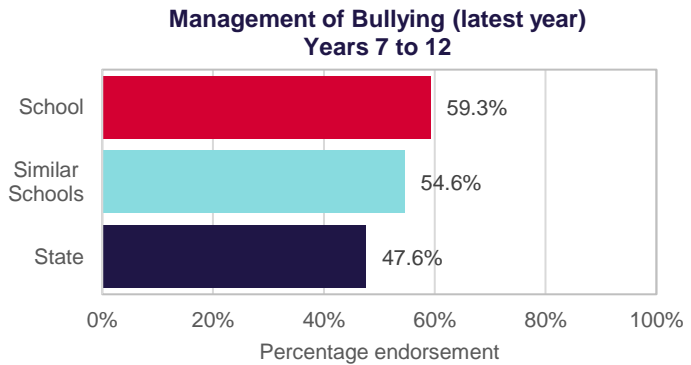
Student Attitudes to School – Management of Bullying

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 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	84.2%	79.7%
Similar Schools average:	77.8%	78.7%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	59.3%	65.4%
Similar Schools average:	54.6%	54.0%
State average:	47.6%	49.1%



ENGAGEMENT

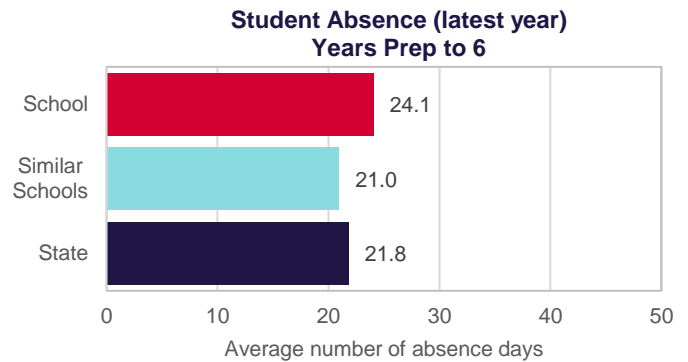
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

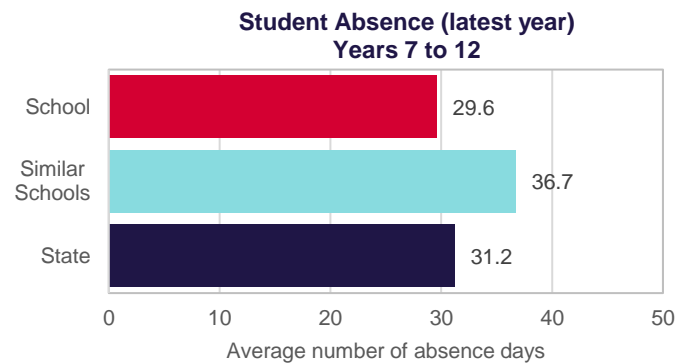
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	24.1	21.7
Similar Schools average:	21.0	19.6
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	29.6	26.7
Similar Schools average:	36.7	32.1
State average:	31.2	27.2



Attendance Rate (latest year)

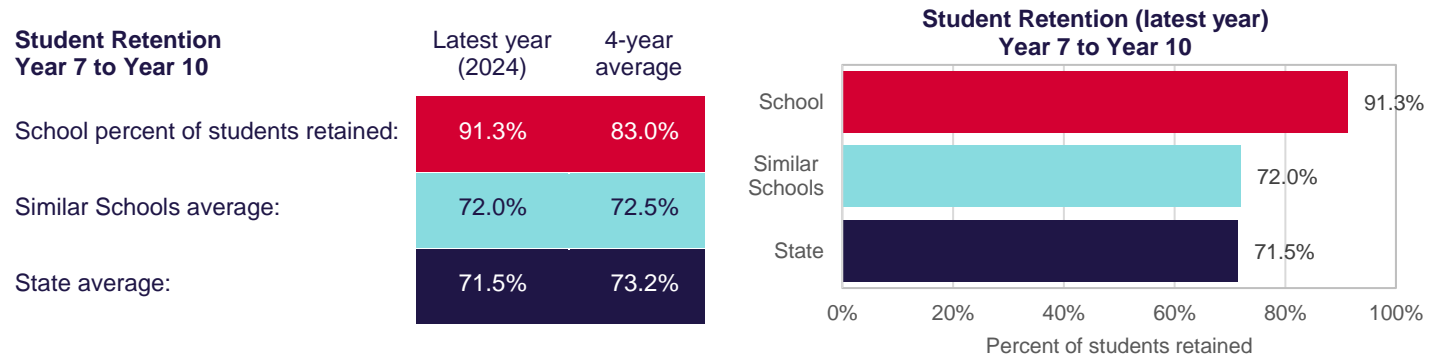
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	89%	89%	86%	89%	88%	86%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	85%	86%	84%	88%	80%	88%	

ENGAGEMENT (continued)

Student Retention

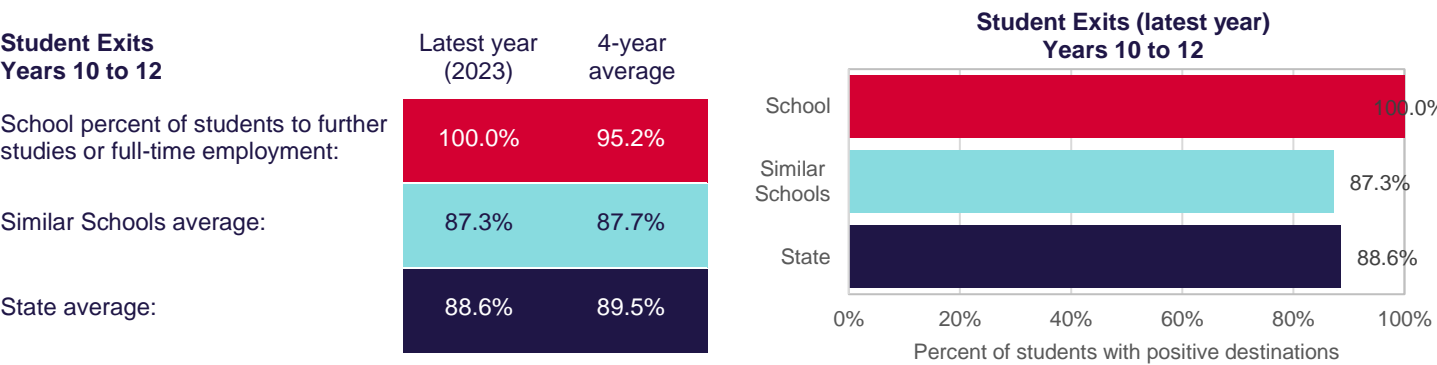
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$4,681,835
Government Provided DET Grants	\$1,039,151
Government Grants Commonwealth	\$9,697
Government Grants State	\$17,513
Revenue Other	\$313,368
Locally Raised Funds	\$264,522
Capital Grants	\$0
Total Operating Revenue	\$6,326,085

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,306
Equity (Catch Up)	\$2,692
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,998

Expenditure	Actual
Student Resource Package ²	\$4,523,791
Adjustments	\$0
Books & Publications	\$4,200
Camps/Excursions/Activities	\$89,927
Communication Costs	\$7,866
Consumables	\$116,255
Miscellaneous Expense ³	\$17,114
Professional Development	\$6,518
Equipment/Maintenance/Hire	\$118,262
Property Services	\$161,744
Salaries & Allowances ⁴	\$360,754
Support Services	\$211,336
Trading & Fundraising	\$81,849
Motor Vehicle Expenses	\$6,874
Travel & Subsistence	\$595
Utilities	\$78,525
Total Operating Expenditure	\$5,785,611
Net Operating Surplus/-Deficit	\$540,474
Asset Acquisitions	\$121,131

- (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	\$1,237,681
Official Account	\$80,914
Other Accounts	\$0
Total Funds Available	\$1,318,594

Financial Commitments	Actual
Operating Reserve	\$210,784
Other Recurrent Expenditure	\$6,548
Provision Accounts	\$0
Funds Received in Advance	\$199,768
School Based Programs	\$95,030
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$49,379
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$96,608
Capital - Buildings/Grounds < 12 months	\$95,000
Maintenance - Buildings/Grounds < 12 months	\$115,834
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$868,951

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.