

# 2024 Annual Report to the School Community

School Name: Bemín Secondary College (8396)



- 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 01 April 2025 at 10:12 AM by Joanne Camozzato (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 08 May 2025 at 09:30 AM by Joanne Camozzato (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

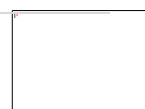
### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



## About Our School

### School context

Bemin Secondary College opened in 2024 across two campuses within 1.5 kilometres from each other in the suburb of Truganina North. In 2024 the College had a total of 346 Year 7 students and Year 10 students, 171 females and 175 males. There are 39 teachers (including Principal class officers) and 27 Education support equalling FTE of 61.58. The College's SFOE index at Everton Campus is 0.3283 and at Morris Campus is 0.4893. At Year 7 although 78% of the current students are identified as EAL only 13 students were funded. At Year 10 64% of students are identified as EAL with approximately 10% of the cohort funded. Over two thirds of the population of the neighbourhood area of Truganina was born overseas and over two thirds of our students come from homes that speak a language other than English. Currently, Punjabi, Hindi and Urdu are the most common languages spoken in homes with a total of 69 different languages reported to be in use across the neighbourhood. Both campuses provide for new opportunities by presenting a different physical environment while being united by shared values and expectations. Together this provides a familiar and safe environment connected by school culture, emerging traditions and differentiated learning programs for students to excel and achieve their best

As a dual campus facility, the school acknowledges the importance of transition periods for young people in the community. All students are supported with transition into high school at the junior campus, from one campus to another and for some, beginning at the school for the first time on the Senior campus. The two key transitions stages into the school are strengthened by celebrating individual achievement and growth across academic, pathway and extra curricula programs. The College receives Year 10 students from across four Prep-9 Colleges in the Wyndham network with Year 7 students coming from 26 primary schools.

Bemin Secondary College's values are Respect, Excellence, Innovation and Community. These values provide a foundation for students to individually create a strong authentic community identity at an inclusive school. At Bemin Secondary College all students have a voice in developing the skills they need to transition to successful pathways as they enter young adult life.

Bemin Secondary College mission is to foster a learning community identified by high expectations, a commitment to evidenced based practices and a deep pride in the school values. The school will promote a strong sense of community by building strong home/school partnerships and welcoming all students from across the local neighbourhood. All students will be supported to develop their identity by differentiated pathways while acknowledging that their individual cultures and personal identities are sources of strength.

The College on opening provided a range of subject electives to all Year 10 students; the opportunity to be part of an Advanced Year 10 Mathematics class; and early VCE study via Virtual Schools Victoria. A careers/pathway service was immediately established to support students with accessing work experience, white card training, school based apprenticeships and course counselling. The senior campus also hosts the Department of Education Headstart program. Supplementing the core curriculum at the Junior campus, Year 7 students experienced a range of both incursions and excursions. Highlights included: Camp Dewar; Werribee Zoo; Anzac Memorial; Cultural Diversity week, Science and Book week. Students from both campuses weekly participated in the Wyndham Tech School programs. Interschool sport and Athletics House carnival participation was high for both year levels. Educational and Community partnerships have

been established with University of Melbourne, Wyndham Tech school, Truganina Library, and Western United Soccer Club.

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

### Learning

Upon opening the College established high expectations in the use of the Victorian Curriculum, the College's Instructional Teaching and Learning Model and key high impact teaching strategies evidenced in curriculum documentation. Senior school registration was completed and granted for delivery of up to 25 subjects VCE/VM in readiness for 2025. The Disability and Inclusion model was implemented from the start of the school year with disability inclusion profiles completed in Term 4.

All actions were focussed on building staff capacity across multiple areas which included:  
 -use of diagnostic assessment tools and interpretation of data (e.g. Use of PAT; Dibels)  
 -supporting Middle leaders to develop their ability to facilitate Professional Learning Communities.

The College participated in the Department of Education Professional Learning Communities (PLC) Initiative. By the second semester teachers were actively participating in the PLC structures which includes inquiry cycles that complemented integrated subject groupings.

NAPLAN results demonstrated that the percentage of Year 7 students in the Strong or Exceeding range were greater than both Similar schools and State results in both Reading and Numeracy. Year 7 NAPLAN data results prompted staff professional learning and dialogue in highlighting the need to plan for extension for both Junior and Senior students. The College responded with offering a rich learning experiences which included: Early engagement with the Victorian Challenge and Enrichment Series (VCES) programs, including the University of Melbourne Micro Mathematicians program (Years 7 and 10) and the Bendigo Art Gallery's Innovative Young Minds program (Year 7); organising and facilitating Victorian High-Ability Program (VHAP) student virtual participation.

Teacher Judgement of student achievement against the Victorian curriculum for English 7 to 10 placed the school above both State and Similar schools for above or at expected standards and above Similar schools but below State for Year 7 to 10 Mathematics. Fifteen Year 10 students successfully completed VCE Units 1 and 2 in either Biology or Business Management via Virtual Schools Learning Victoria.

Student Attitudes to School survey data reflected a clear difference across the two campuses and gender in the areas of Stimulated learning; Learning confidence; High Expectations for success and School connectedness.

## Wellbeing

Across the two campuses the College was able to move from simple processes and understanding of expectations for staff and students on opening (e.g. Ready to learn routines; referrals to Student Wellbeing team; referrals to Inclusive Education Team; Positive climate for learning) to clearly communicated systems that reflect the age group and needs of students across two campuses.

By Semester 2 an increase in whole school and year level events was evident. These events encompassed both Tier 1 and Tier 2 interventions - e.g. School Athletics day; Year 10 Formal; Course counselling day; Check and Connect Home group competitions; excursions; incursions - Police, Cybersafety etc.

The school implemented a range of universal supports to enhance student wellbeing, thereby fostering a positive and inclusive learning environment. These initiatives include the inclusion of a weekly Wellbeing subject mapped to the Respectful Relationships curriculum that promotes social-emotional learning, resilience, and mental health awareness. The whole teaching staff were inducted into Respectful Relationship through a presentation by the RRRR area team. To further strengthen these efforts, the school explored the introduction of School-Wide Positive Behavioural Support (SWPBS) and Functional Behavioural Thinking. At the end of 2024 the school was successful in applying to be part of the active support by the SWPBS area coach.

Additional highlights included: Staff v's Student sporting events (both Campuses); Breakfast club (both Campuses); Brainstorm productions - Junior Campus ; Study without stress - accreditation for Wellbeing Staff was completed. Further specialised interventions and agency partnerships were: RAGE group for Year 10 with Melbourne City Mission; Bite Back Group for Year 7 boys; Year 10 Football Empowerment; Shooter's shoot Basketball program - Year 10; Police Youth Taskforce Cybersafety presentations. The Student Attitudes to School survey results for the factor Sense of Connectedness places the College's 7-12 positive responses result at higher than both Similar schools and the State average. This is also evident in the Managing of Bullying factor where the positive responses result are higher across other school categories and the state average.

## Engagement

Attendance rates were different across the two campuses. The Year 7 students did meet the set target of the Annual Implementation plan and the Year 10 students did not. Consequently, in total the school average number of absence days was higher than the Similar schools and State average. During the course of the year the College continued to refine attendance processes which included reviewing the Check and Connect Home Group program. The College opened with a Wellbeing team (2 full time counsellors; 1 part time Mental Health Practitioner; and 1 full time Transitions Youth Worker). A variety of Principal Class and Middle leaders roles were also implemented to support the engagement and learning of students (includes Leading Teacher - Careers & Pathways; Year level coordinators; Interschool sport coordinators, Leading Teacher - Careers/Pathways).

The Leading Teacher Careers & Pathways; partnership with Wynbay LLEN and Headstart all enabled informed pathway discussions to begin with students from Term 1. Students completed

their White card; were able to access Work experience and visits to Universities (Melbourne, Monash & Deakin). A Bemin Secondary College Careers webpage was created to support students.

Engagement highlights included: the establishment of Student Leaders at both campuses which culminated with joint Student Leadership forums involving local members of Parliament. Student Leaders were involved in key events at the school including: Year 6 into 7 Information Evening, Parent-Teacher Interviews, Remembrance Day. As a team they engaged student voice by creating surveys to gather the student bodies voice on key topics of interest (e.g. decision to introduce a Bemin College scarf; Year 10 Formal arrangements).

## Other highlights from the school year

The College 2024 foundation year highlights included Cultural Diversity (Harmony week) which was held across campuses and involved lunchtime activities; performances and a Cultural Diversity morning tea for families. The Athletics sports day where the six houses were launched, along with staff versus student sports competition were successful events which built a strong sense of connectedness. Students across Year 7 and Year 10 were able to participate in a wide range of Interschool sports across the Wyndham Network.

Building connections with families and community began before the College opened. A meet and greet was held in local community centre; information evenings in a local school; a newsletter and email updates were sent out to all new families. These practices have continued into the first year – families have been invited to Cultural Diversity morning tea, Course counselling, Information sessions, End of Year Awards evening, Welcome BBQ and Open evening and BBQ at the Senior campus.

The College has built partnerships with: Western United FC (WUFC), Truganina Library, and Wyndham Tech School.

## Financial performance

Bemin Secondary College opened its door in January 2025 to students across 2 campuses. The College received \$1,581,488 in the new school's establishment grant in which enabled equipment to be purchased for both core and specialist secondary subjects. This included establishing 3 x Food Tech kitchens, 8 x Science labs, 2 x Design Technology - Materials and Digital Technology classrooms, 2 x libraries, specialist Performing Arts and Visual Art learning spaces.

Our credit component of the SRP for 2024 was \$6,472,328 in which \$5,806,752 was spent in salaries across the year with a credit to cash amount of \$240,000 leaving a surplus of \$380,576 .

Bemin Secondary College ended the year with a cash surplus of \$1,215,598 this included \$344,000 of School Saving Bonus money.

Equity is determined by the August census and as a new school the College received \$30,325 in Equity (social disadvantage) & Equity catch up.

Bemin SC was successful in receiving the following grant for 2024 from Sporting Schools for a gymnastic program delivered at the Junior campus. The College holds leasing agreements with Konica Minolta; and CHG - Meridian for ICT equipment and supplies.

For more detailed information regarding our school please visit our website at <https://www.beminsc.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 346 students were enrolled at this school in 2024, 171 female and 175 male.

67 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

#### Overall Socio-Economic Profile

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

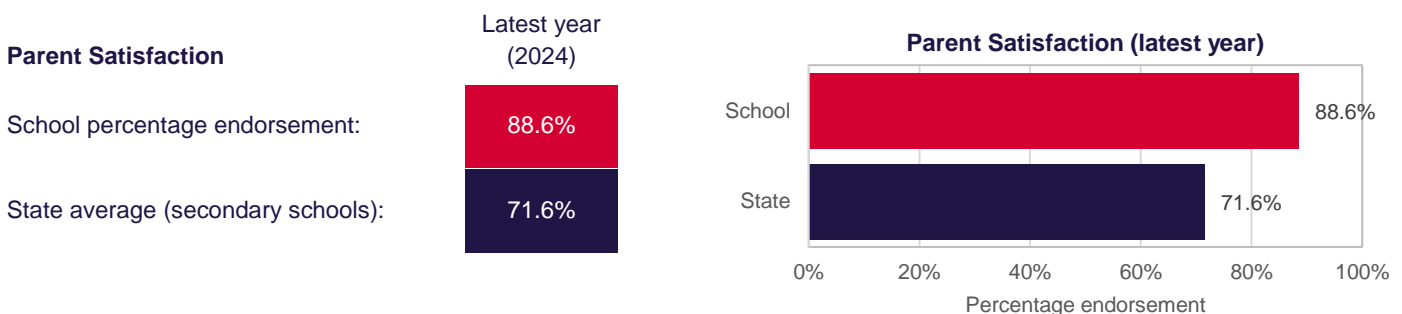
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

#### 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.

#### School Climate

Latest year  
(2024)

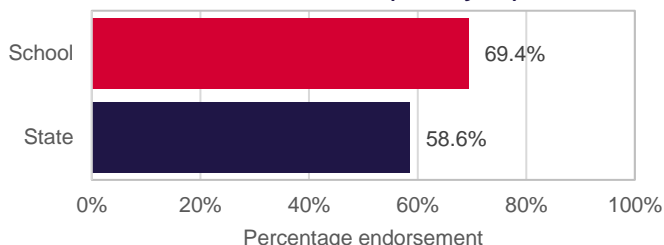
School percentage endorsement:

69.4%

State average (secondary schools):

58.6%

#### School Climate (latest year)



## 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:

80.9%

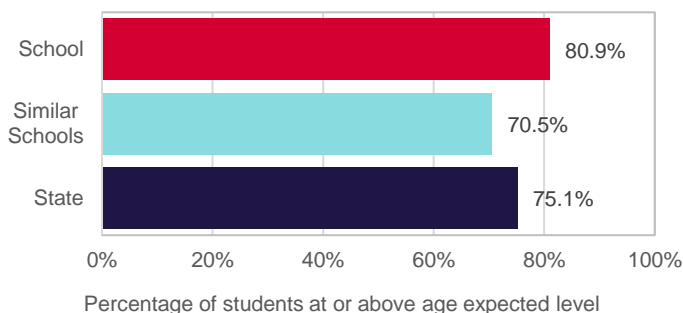
Similar Schools average:

70.5%

State average:

75.1%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

62.3%

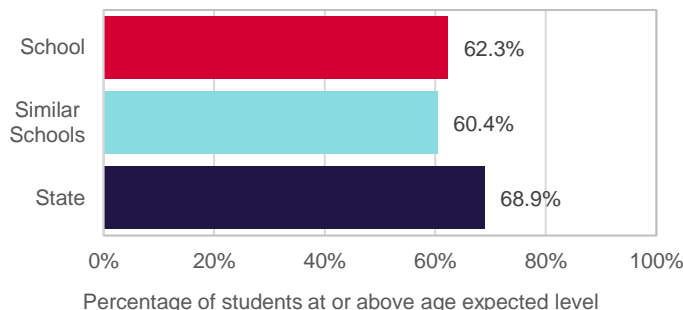
Similar Schools average:

60.4%

State average:

68.9%

#### Mathematics (latest year) Years 7 to 10



**LEARNING (continued)**

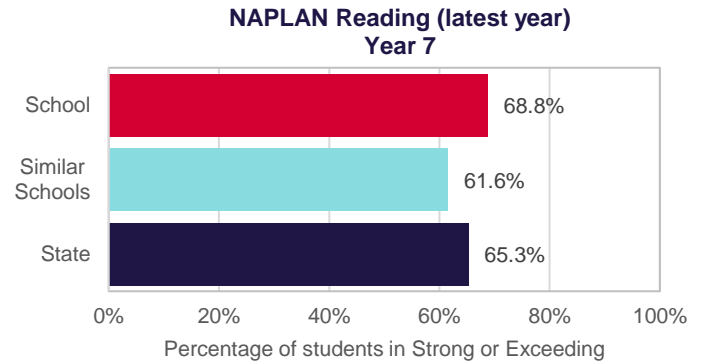
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**NAPLAN**

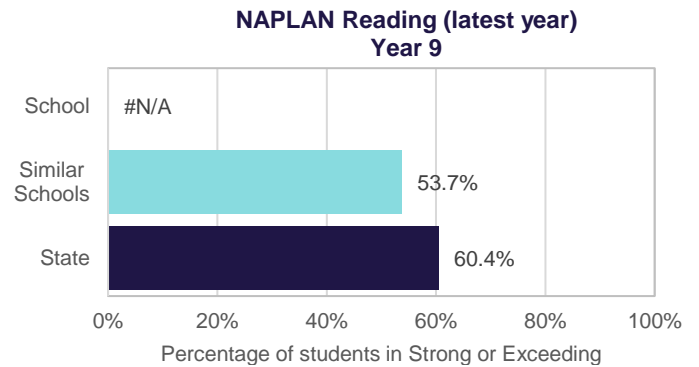
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

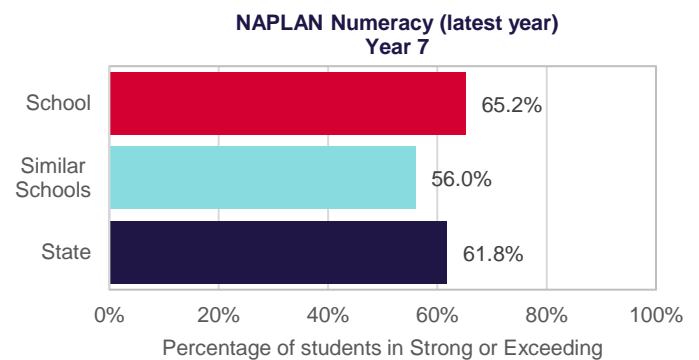
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.8%	68.8%
Similar Schools average:	61.6%	61.2%
State average:	65.3%	65.7%



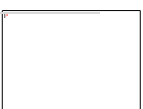
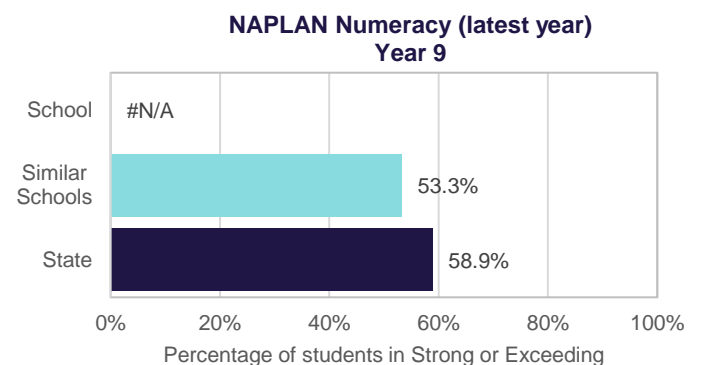
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	53.7%	53.1%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.2%	65.2%
Similar Schools average:	56.0%	56.6%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	53.3%	53.3%
State average:	58.9%	59.4%



## LEARNING (continued)

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

### NAPLAN (continued)

#### Reading Year 7

(2022)

School percentage of students in the top three bands:

NDA

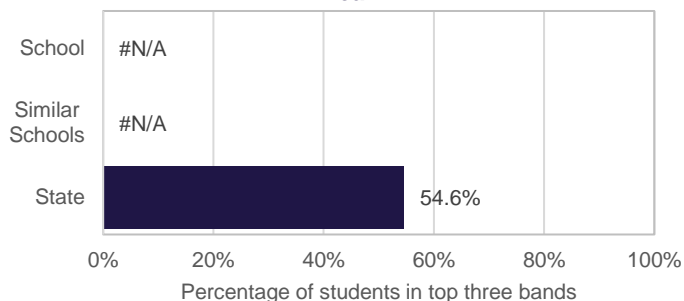
Similar Schools average:

NDA

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

NDA

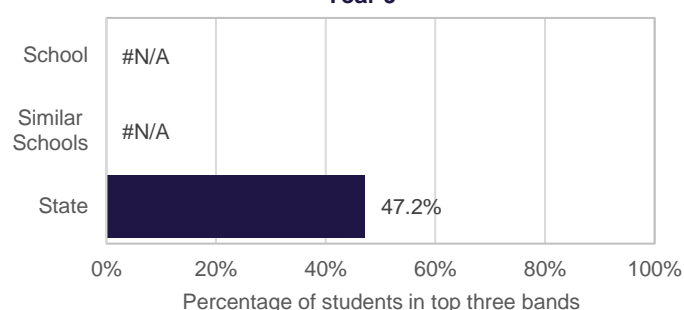
Similar Schools average:

NDA

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

NDA

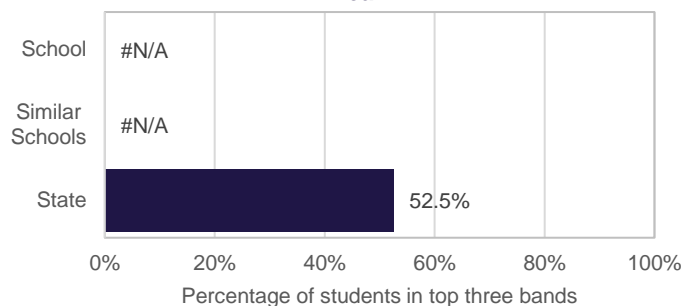
Similar Schools average:

NDA

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

NDA

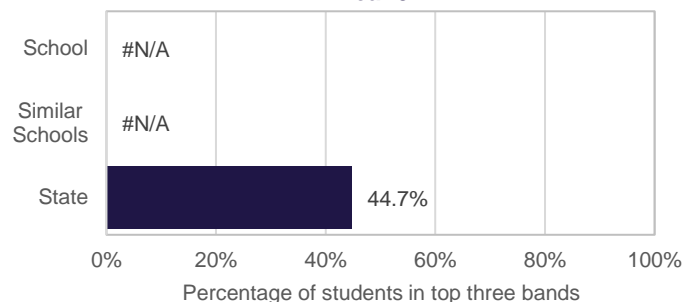
Similar Schools average:

NDA

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.*

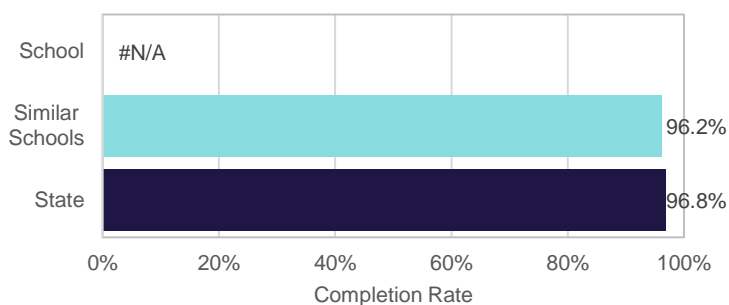
### Victorian Senior Secondary Certificate

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	NDA	NDA
Similar Schools completion rate:	96.2%	96.4%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

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:

NDA

Percentage VET units of competence satisfactorily completed in 2024:

NDA



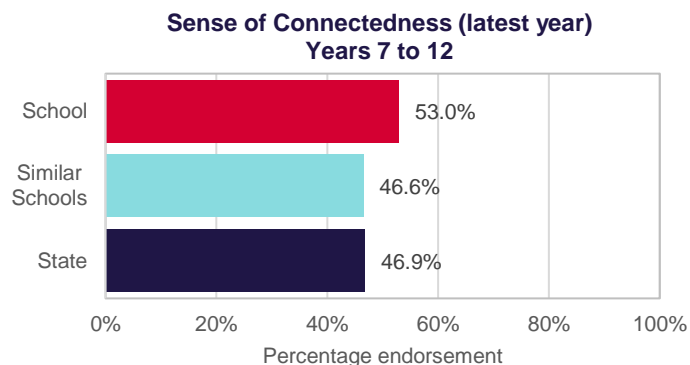
## WELLBEING

**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).

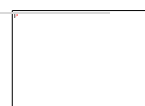
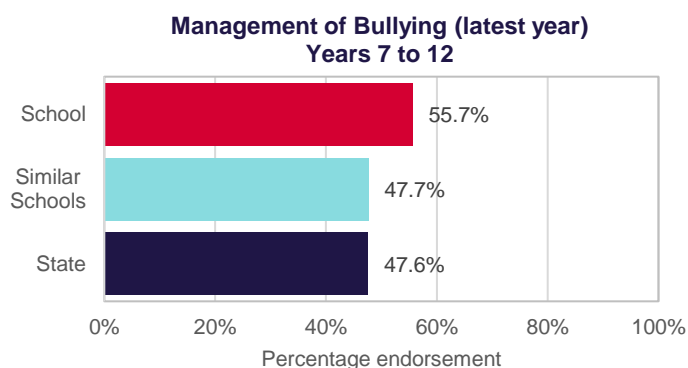
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	53.0%	53.0%
Similar Schools average:	46.6%	47.5%
State average:	46.9%	48.0%



### 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:	55.7%	55.7%
Similar Schools average:	47.7%	48.5%
State average:	47.6%	49.1%



## ENGAGEMENT

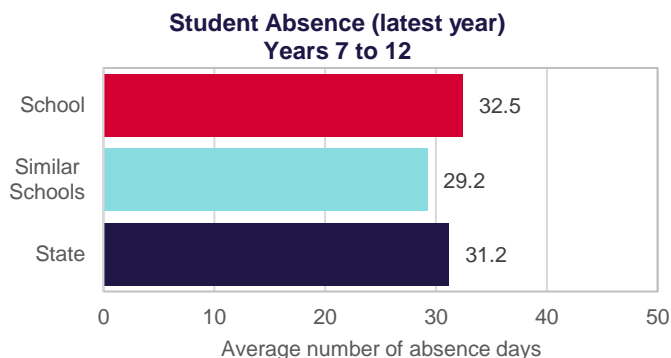
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	32.5	32.5
Similar Schools average:	29.2	26.7
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.

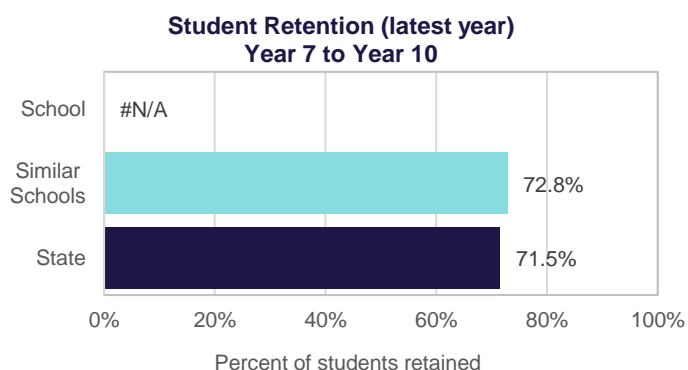
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	NDA	NDA	81%	NDA	NDA

### 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:	NDA	NDA
Similar Schools average:	72.8%	74.1%
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

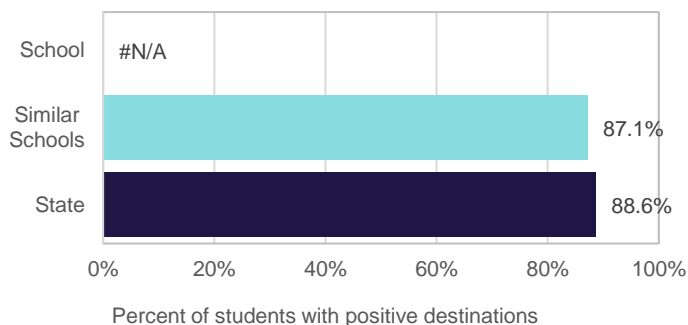
School percent of students to further studies or full-time employment:

Latest year (2023)	4-year average
NDA	NDA
87.1%	88.7%
88.6%	89.5%

Similar Schools average:

State average:

#### Student Exits (latest year) Years 10 to 12



# FINANCIAL PERFORMANCE AND POSITION

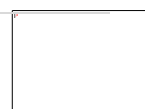
## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$6,422,475
Government Provided DET Grants	\$2,329,492
Government Grants Commonwealth	\$3,891
Government Grants State	\$0
Revenue Other	\$200,803
Locally Raised Funds	\$86,167
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,042,828</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$25,325
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$30,325</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,806,154
Adjustments	\$0
Books & Publications	\$70,353
Camps/Excursions/Activities	\$40,088
Communication Costs	\$6,818
Consumables	\$182,283
Miscellaneous Expense <sup>3</sup>	\$86,691
Professional Development	\$24,986
Equipment/Maintenance/Hire	\$646,617
Property Services	\$157,591
Salaries & Allowances <sup>4</sup>	\$94,385
Support Services	\$380,805
Trading & Fundraising	\$21,898
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$308,562
<b>Total Operating Expenditure</b>	<b>\$7,827,231</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,215,598</b>
<b>Asset Acquisitions</b>	<b>\$105,599</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 12 Mar 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.





## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$808,507
Official Account	\$54,029
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$862,536</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$336,869
Other Recurrent Expenditure	\$155
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$602,200
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	\$153,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,092,224</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

