

2024 Annual Report to the School Community

School Name: Cann River P-12 College (3920)



- 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 03:04 PM by Nick Woodward (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 April 2025 at 01:34 PM by Nick Woodward (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

School vision: Success for all students in line with the skills and attributes necessary for a changing world.

School values: The school recognises that it has a central role in developing the lives of young people. Values include: Respect for Self, Respect for Others, and Respect for the School Environment

In 2024 we had 43 students enrolled, 18% of whom were Aboriginal or Torres Strait Islanders.

Cann River P–12 College is situated in Cann River, a small community on the Princes Highway, 440 kilometres east of Melbourne in the extensive forests of East Gippsland. The school is centrally important to the town, as are the Bush Nursing Centre and the Community Centre. Cann River now might be best described as an attractive cafe town with a good degree of optimism. The impact of the bushfires and more so COVID, effected the school community, but for some families limited employment opportunities and remoteness remain the bigger continuing issues. Housing availability in Cann River has also impacted on enrolment numbers. The College program aims to develop young students as happy, tolerant and supportive individuals. We prepare students for further education and work and life in the broader world. We aim for all students to develop realistic pathways and see achieving this as a central measure of our success. The school functioned very effectively as a Neighbourhood Safer Place in the fires which began in the last days of 2019. As a result of advocacy in mid 2019, around the issue of a Neighbourhood Safer Place and rural disadvantage, the school was given an exceptional new classroom. As well as this, in 2020 extensive refurbishing was done on the main buildings, new playgrounds, fitness stations and a substantial generator have also been installed. In 2022 the school installed a sprinkler system for the main building. The College facilities include Science and Art rooms, a Design and Technology workshop, a Food Technology kitchen and a Vocational Education and Training (VET) Automotive workshop. The school has netbooks for every student. The College curriculum aligns to the Victorian Curriculum. In Foundation to Year 6, literacy and numeracy are a major foci, students also study Science, Health and Physical Education, Humanities and Arts subjects. At Year 7–10, students study English, Mathematics, Science, Outdoor Education, Humanities, Physical Education and a range of Technology and Arts. Specialist Art, Physical Education, and Technology teachers work across the whole school. At the Victorian Certificate of Education (VCE) level, students are able to select from a wide range of subjects based on the needs of the individual students. The school runs many programs including: a breakfast club, many inter-school sports, participation in art competitions, book week activities, camps and excursions.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, in English, students in Prep to year 6 and in years 7 to 10 performed higher than the state school and similar schools average, according to teacher judgements. In Mathematics, students in Prep to year 6 scored just above the state and similar schools average, whilst years 7 to 10 students performed lower than the state average, but higher than the similar schools average.

In the NAPLAN Numeracy test, less students from Cann River P-12 College in years 3, 7 and 9 achieved a Strong or Exceeding result than both the state and similar schools average, whereas students in year 5 performed significantly higher than both, with 80% of students achieving Strong or Exceeding.

In the NAPLAN Reading test, students in years 3 and 5 scored comparatively lower to the state and similar schools averages, whereas students in year 7 achieved higher results than similar schools, but lower results than the state average. The year 9 cohort scored comparatively higher than the state and similar schools average, with 75% of students achieving Strong or Exceeding in reading.

All students enrolled in year 12 in 2024 successfully completed their VCE, with a mean study score of 25.6. The 4 year average of school completion for Cann River P-12 College is 100%.

As part of the 2024 school goals, students needing additional support in literacy and numeracy were targeted as a part of the tutor learning initiative. A leading teacher was recruited, in the role of “leader of learning”, in order to lead the development of processes in more accurately assessing student capabilities, and in working collaboratively to better support each student in their learning.

One of the 2024 school goals was to implement the PLC (Professional Learning Communities) process to promote a culture of collaboration between staff. Whilst completing professional development on the process the Leadership Team identified that the teaching staff required more professional development before implementing PLC's. As a result, the professional learning plan was adapted, to prepare staff for the implementation of PLC's in 2025.

Wellbeing

Student Attitudes to School Survey data shows Cann River P-12 College to be lower than the state average and similar schools in Sense of Connectedness for students in years 4 to 6 and in years 7 to 12, based on the 4-year average. In the Management of Bullying Cann River P-12 scored lower than the state and similar schools average for years 4 to 6, and lower than the state, but slightly higher than the similar schools average for years 7 to 12, based on a 4-year average.

2024 was the second year of implementation for SWPBS (School Wide Positive Behaviour Supports) at Cann River P-12 College. Staff completed professional learning related to specific feedback and a positive acknowledgement system was developed. A behavior management

flowchart was developed and implemented, resulting in an increase in consistency for all staff when supporting students.

Riviera Consulting supported us as our school counsellor, working primarily with students from years 5 to 12. The Royal Flying Doctor Service also worked with some primary students for the first half of the year, however once that funding ceased, this was continued by the iConnect program, run by Relationships Australia.

Throughout the year we accessed a number of wellbeing program, such as the Peaceful Kids program that the Years 3-6 class completed during term 3, aimed at increasing student engagement with school.

In 2024 we increased our wellbeing classes from one to two periods for each form group. The primary students participated in the Resilience Project, whilst the secondary students engaged with the wellbeing resources from Wellio.

Throughout 2024 all students have been completing the PIVOT Wellbeing for Learning Survey. This has enabled us to more accurately assess our wellbeing needs, which has been used in goalsetting. It has also enabled us to be more responsive when students indicate that they are struggling.

Engagement

During 2024 Student Absences from years Prep to 6 were higher than the State Average and the Similar Schools average, but almost 3% lower than the 4 year average for Cann River P-12 College. From Years 7 to 12 student absences were higher than the Similar Schools, State, and the 4 year average. Given the small size of many of our cohorts, data on Attendance rate for some individual year levels couldn't be published. However for those that had sufficient student numbers to provide data, all of the year levels recorded between 80% and 90% attendance rates, with the exception of year 10, which achieved a 60% attendance rate. Being a small school, the effect of the regular absence of a small number of students can have a dramatic effect on the absence rate for the whole cohort. To support the small number of students with high levels of absenteeism the Wellbeing Coordinator liaised with the Student Engagement Officer for our region, with staff from the Navigator program, with Student Support Services staff and with visiting counsellors, to explore possible strategies for supporting individual students. Student Support Group meetings were organised, involving the student and their parents, during which different re-engagement strategies were put in place, depending on the needs of individual students.

In 2024 staff at Cann River P-12 College used the data obtained from the PIVOT Wellbeing for Learning Survey to set goals and develop strategies to improve student connectedness to the school. The leadership team worked collaboratively with nearby schools to observe and discuss effective classroom management strategies which were then shared with our teachers to improve teacher practice.

Throughout the year the school engaged with a range of incursions, excursions and camps, aimed at developing student resilience and their sense of connection. Additionally, students from years 5, 9, 10 and 11 made the most of the opportunity to engage with Outdoor Education programs offered by Somers, The Alpine School and Bogong.

Financial performance

Cann River P-12 College received \$2,761,988 in operating revenue in 2024, with an expenditure of \$2,641,261, as of 31st December. Funds available in the school bank accounts amounted to \$1,146,833. The net operating surplus for 2024 was \$120,726. Any remaining surplus will need to be spent before the end of the 2026 school year, or will be reabsorbed by the Department of Education. The school received \$73,412 in Equity Funding for Social Disadvantage, whilst \$16,514 was raised through the sale of the old school bus.

In addition to the ongoing building maintenance schedule, two split systems were replaced in the building. Plumbing services were engaged to remove all gas heaters from the main school building, which were no longer functioning. Funds from the Active Schools grant were used to purchase a bike trailer to house the school's mountain bikes. School excursions and incursions were fully subsidised to ensure that each student has full access to our school program. Bushfire funding was used to purchase power tools for the maintenance of the school grounds, whilst tree removalists were employed to remove dangerous limbs. Following a safety assessment from the Victorian School Building Authority safety switches were added in all of the school switchboards. A network of phones were added to each classroom to aide in communication in the event of an emergency. A new 3 bay shed was also installed to house the school vehicles purchased in 2023 and interactive screens were purchased for each classroom to be used as a teaching resource, to replace the outdated interactive whiteboards.

**For more detailed information regarding our school please visit our website at
<https://www.cannp-12.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 43 students were enrolled at this school in 2024, 20 female and 23 male.

0 percent of students had English as an additional language and 18 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

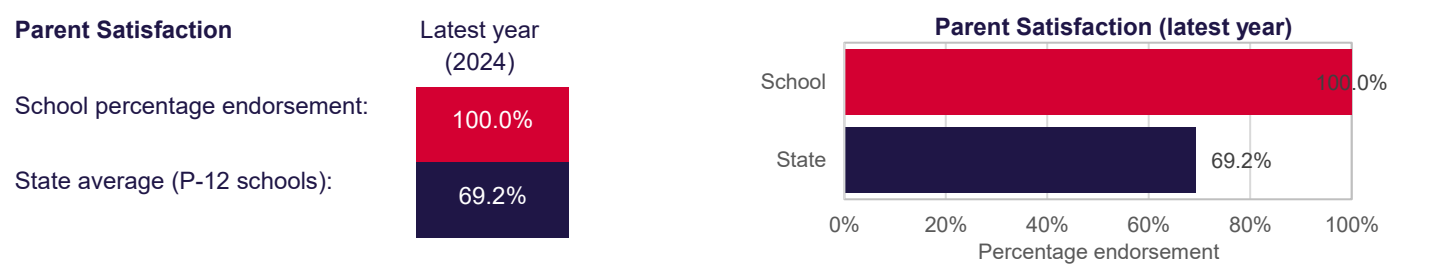
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

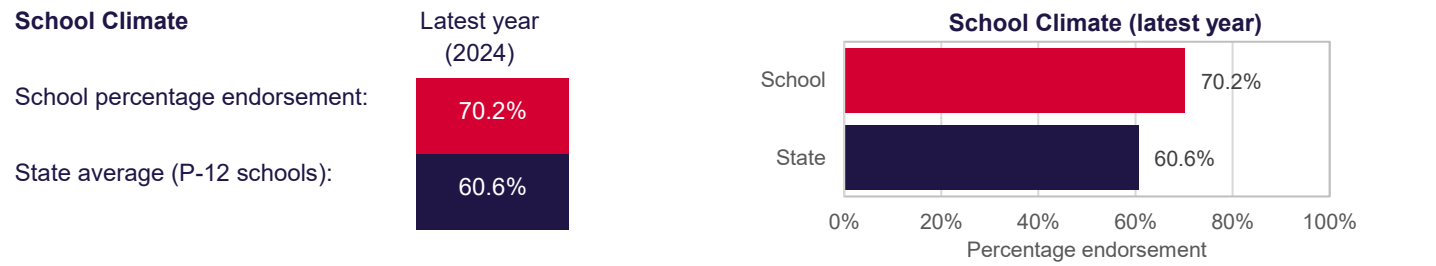


School Staff Survey

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.



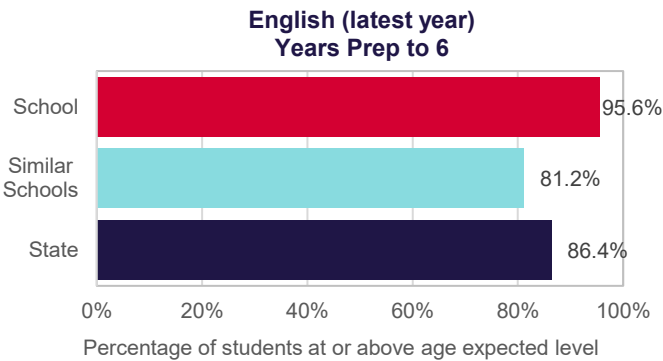
LEARNING

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.*

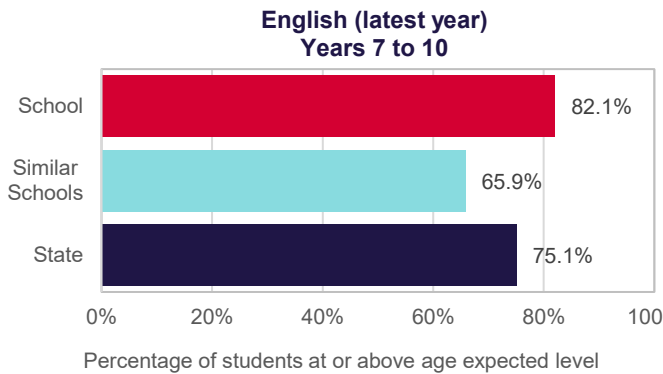
Teacher Judgement of student achievement against the Victorian Curriculum

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

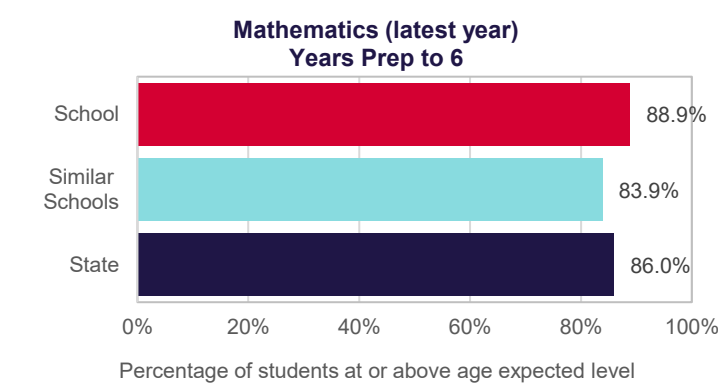
English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.6%
Similar Schools average:	81.2%
State average:	86.4%



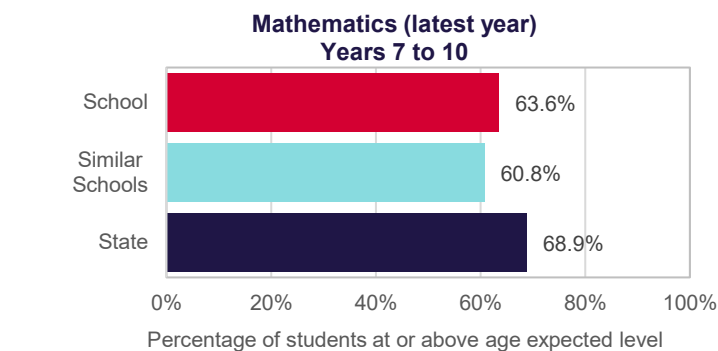
English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	82.1%
Similar Schools average:	65.9%
State average:	75.1%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.9%
Similar Schools average:	83.9%
State average:	86.0%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	63.6%
Similar Schools average:	60.8%
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.

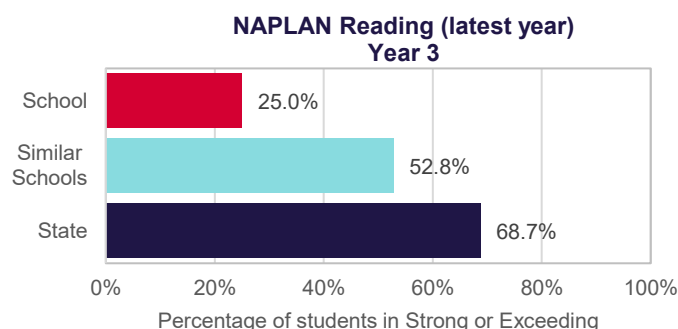
NAPLAN

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.

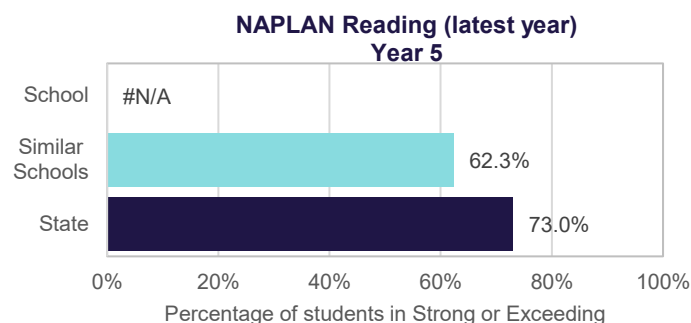
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	37.5%
Similar Schools average:	52.8%	53.2%
State average:	68.7%	69.2%



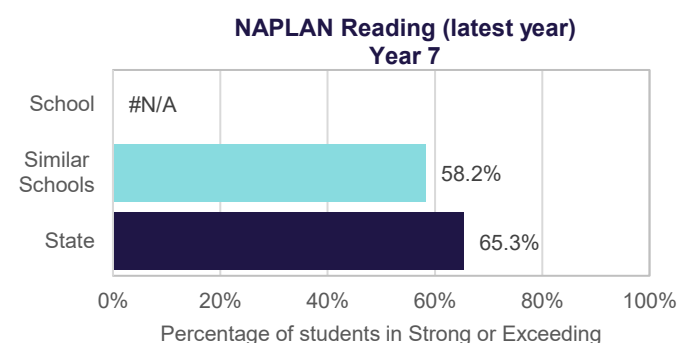
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	60.0%
Similar Schools average:	62.3%	70.8%
State average:	73.0%	75.0%



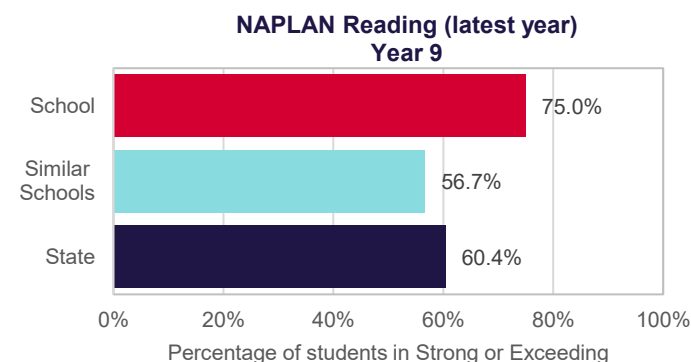
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	62.5%
Similar Schools average:	58.2%	58.7%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	66.7%
Similar Schools average:	56.7%	55.7%
State average:	60.4%	60.2%

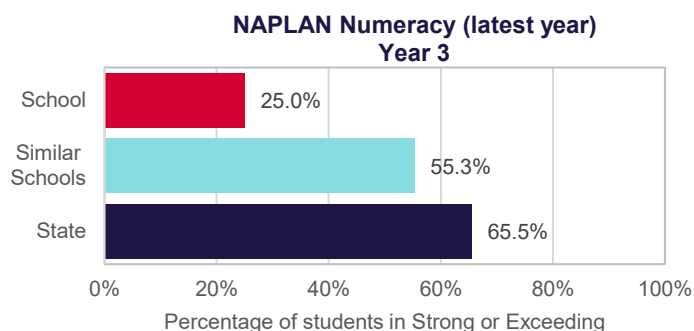


LEARNING (continued)

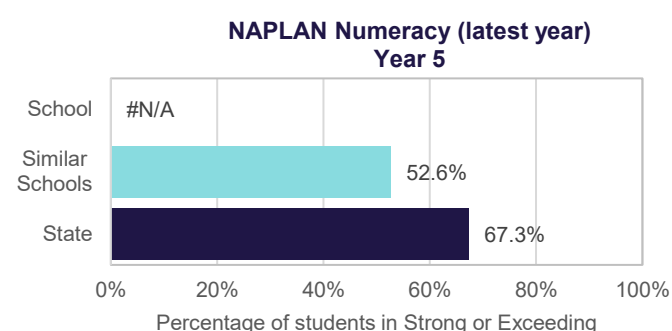
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

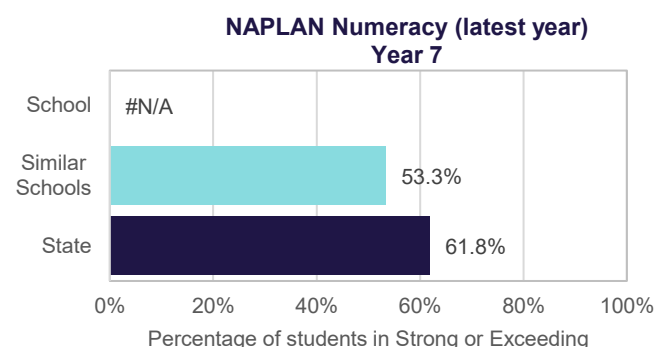
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	37.5%
Similar Schools average:	55.3%	57.1%
State average:	65.5%	66.4%



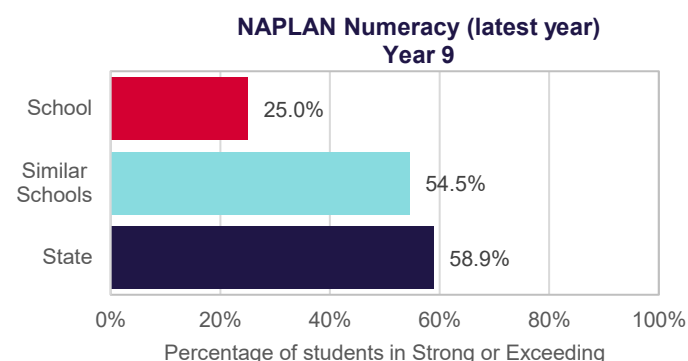
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	80.0%
Similar Schools average:	52.6%	57.9%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	53.3%	55.7%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	33.3%
Similar Schools average:	54.5%	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:

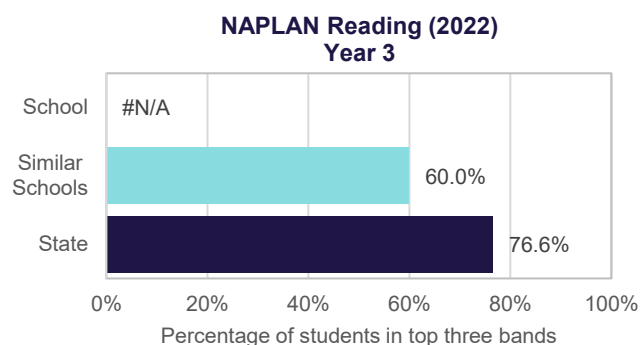
NDP

Similar Schools average:

60.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

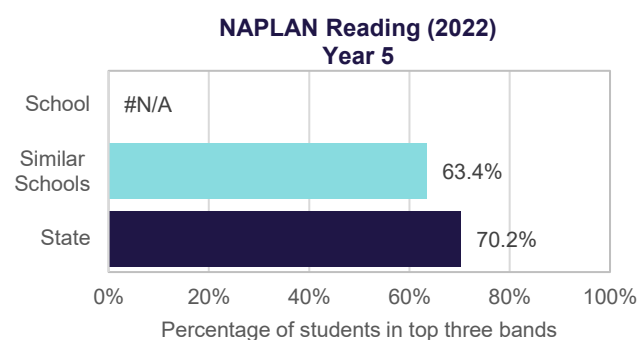
NDP

Similar Schools average:

63.4%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

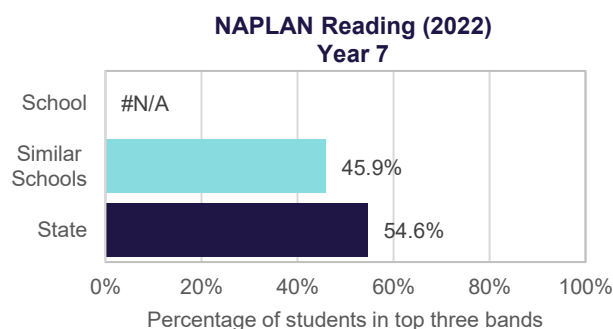
NDP

Similar Schools average:

45.9%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

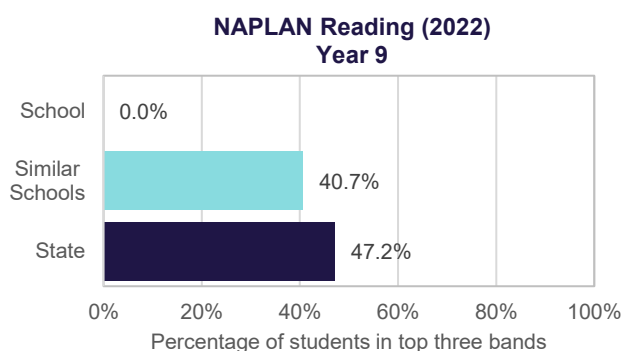
0.0%

Similar Schools average:

40.7%

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:

NDP

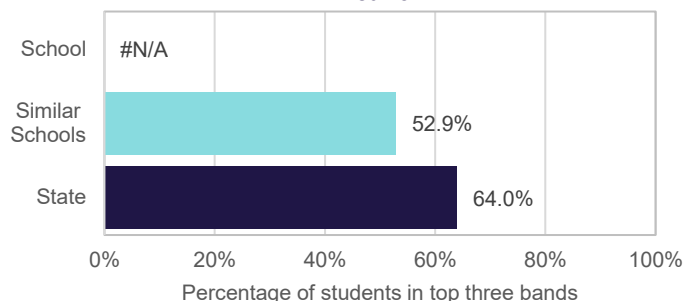
Similar Schools average:

52.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

NDP

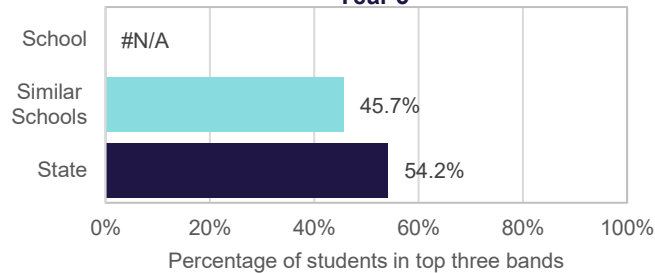
Similar Schools average:

45.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

NDP

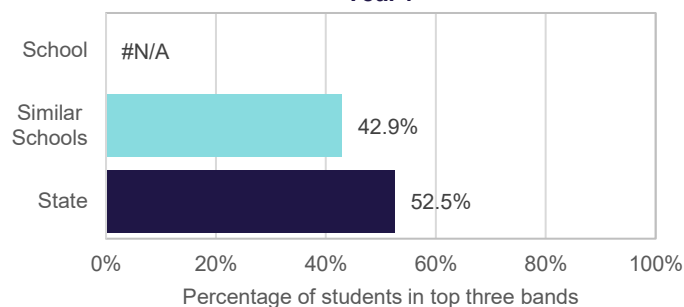
Similar Schools average:

42.9%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

20.0%

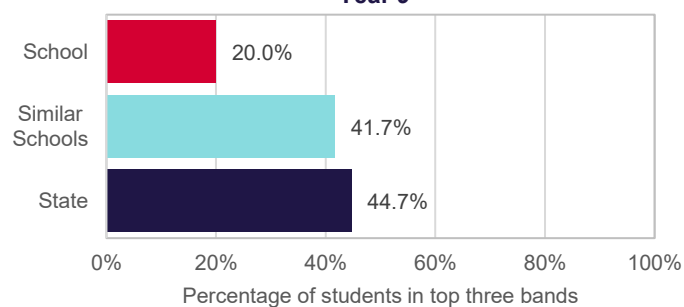
Similar Schools average:

41.7%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

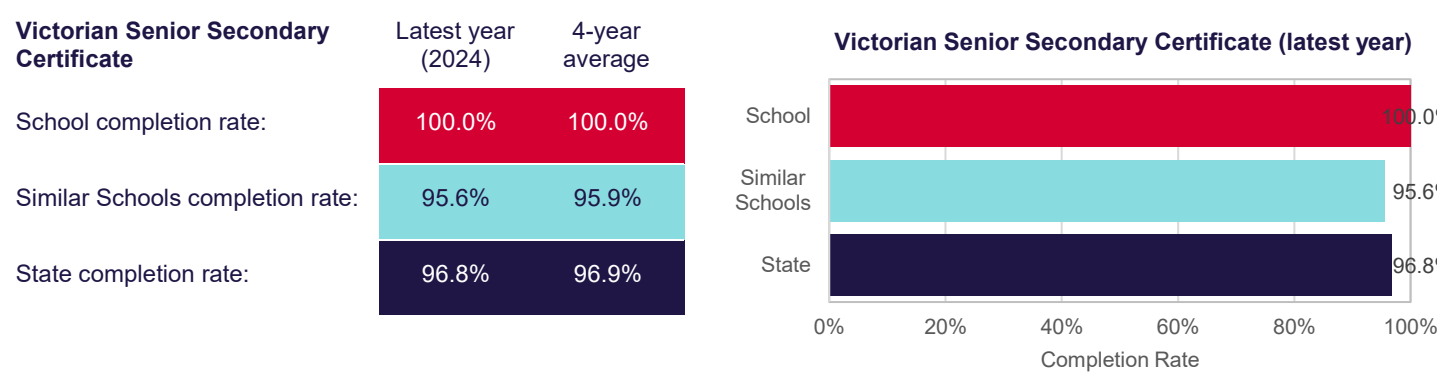


LEARNING (continued)

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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:	25.6
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:	67%
Percentage VET units of competence satisfactorily completed in 2024:	92%



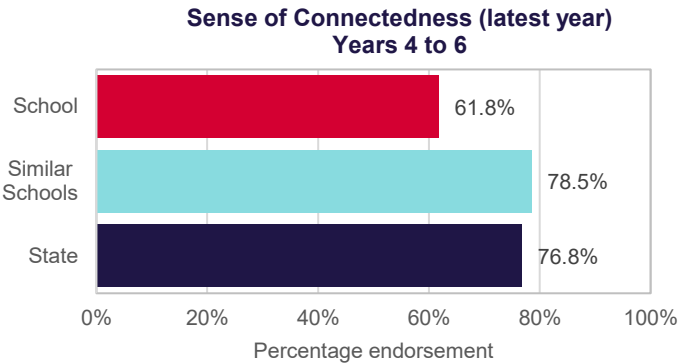
WELLBEING

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.

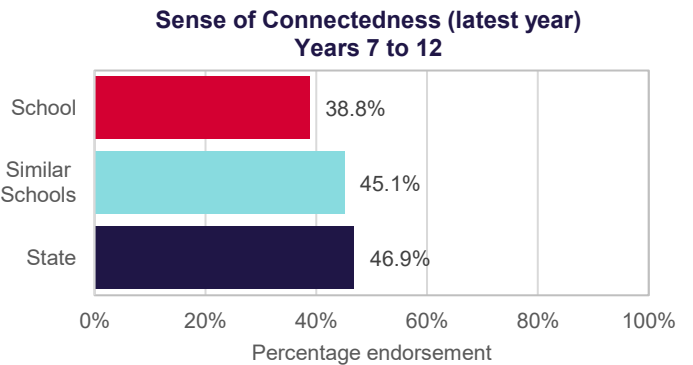
Student Attitudes to School – Sense of Connectedness

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:	61.8%	64.3%
Similar Schools average:	78.5%	78.6%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	38.8%	37.5%
Similar Schools average:	45.1%	47.4%
State average:	46.9%	48.0%

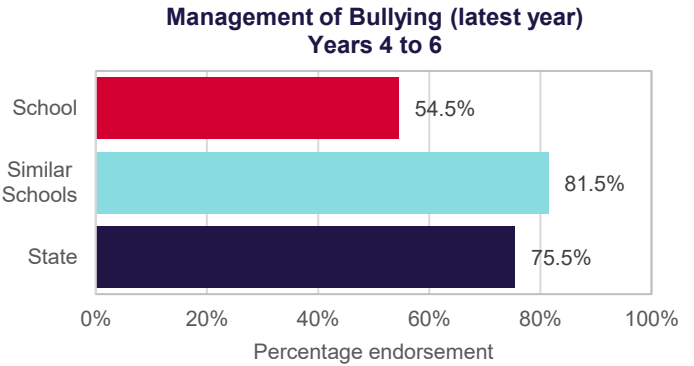


WELLBEING (continued)

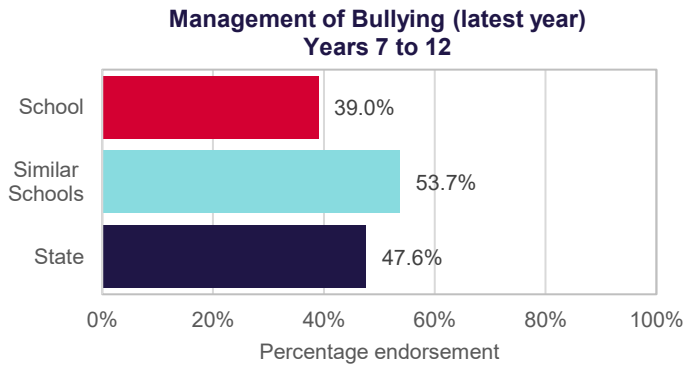
Student Attitudes to School – Management of Bullying

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:	54.5%	64.3%
Similar Schools average:	81.5%	80.6%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	39.0%	49.3%
Similar Schools average:	53.7%	55.9%
State average:	47.6%	49.1%

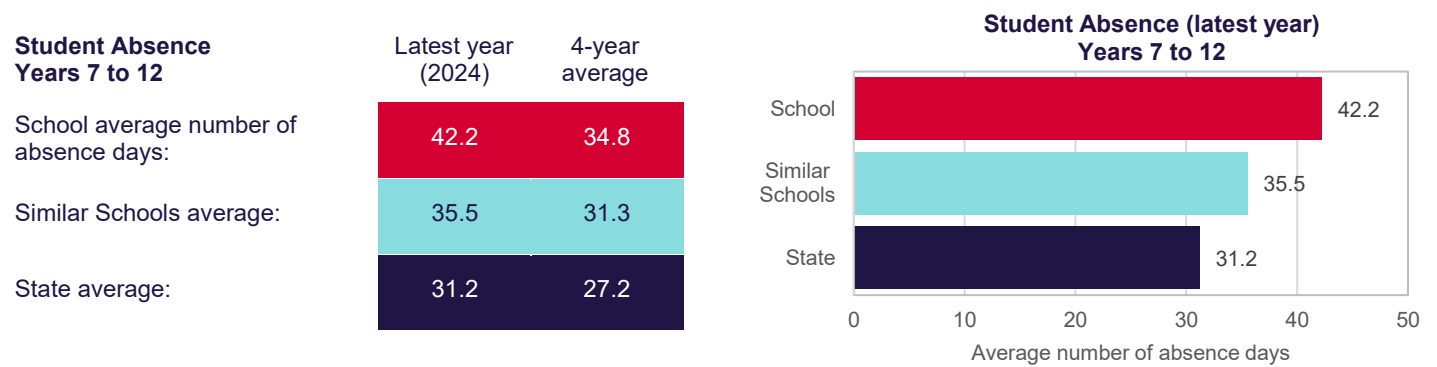
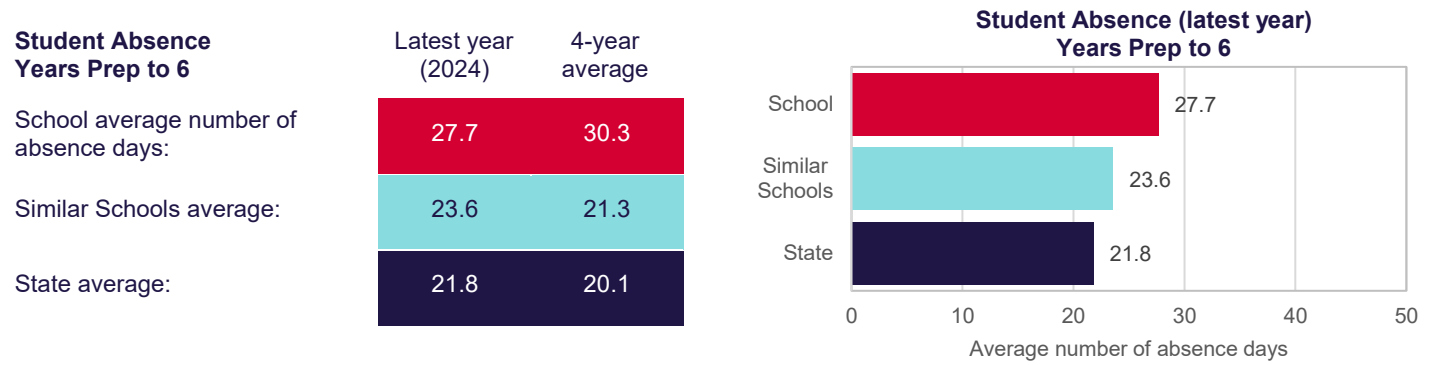


ENGAGEMENT

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.



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):	NDP	NDP	NDP	86%	90%	83%	NDP

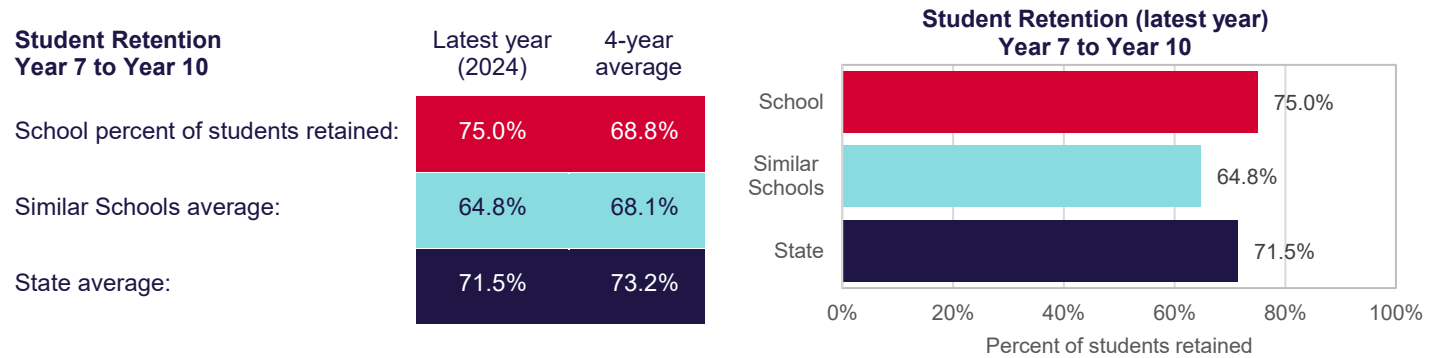
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	NDP	90%	84%	60%	NDP	NDP



ENGAGEMENT (continued)

Student Retention

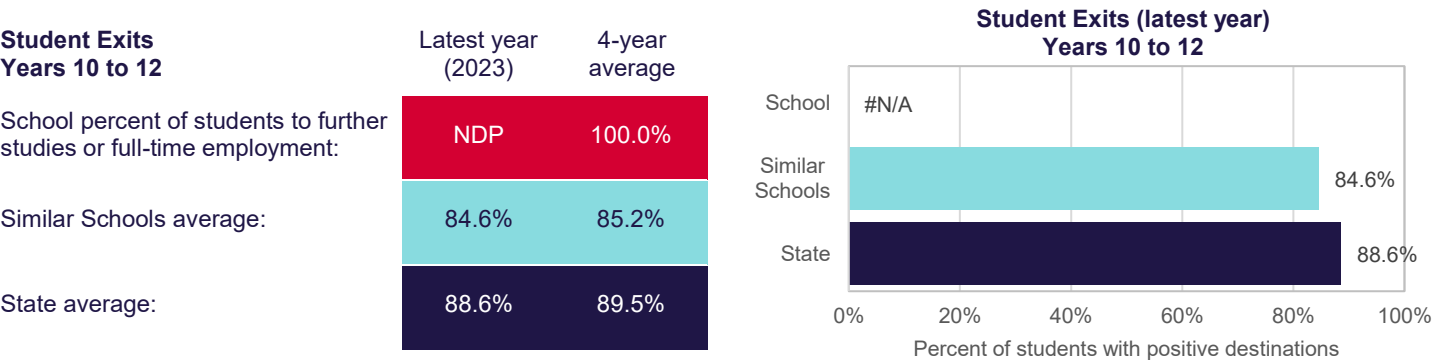
Percentage of Year 7 students who remain at the school through to Year 10.



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	\$1,928,406
Government Provided DET Grants	\$753,639
Government Grants Commonwealth	\$0
Government Grants State	\$2,307
Revenue Other	\$61,121
Locally Raised Funds	\$16,514
Capital Grants	\$0
Total Operating Revenue	\$2,761,988

Equity ¹	Actual
Equity (Social Disadvantage)	\$73,412
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$73,412

Expenditure	Actual
Student Resource Package ²	\$1,974,028
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$43,345
Communication Costs	\$6,925
Consumables	\$39,879
Miscellaneous Expense ³	\$14,592
Professional Development	\$9,837
Equipment/Maintenance/Hire	\$56,606
Property Services	\$140,873
Salaries & Allowances ⁴	\$207,231
Support Services	\$108,907
Trading & Fundraising	\$3,793
Motor Vehicle Expenses	\$13,448
Travel & Subsistence	\$4,574
Utilities	\$17,223
Total Operating Expenditure	\$2,641,261
Net Operating Surplus/-Deficit	\$120,726
Asset Acquisitions	\$0

- (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	\$1,112,023
Official Account	\$34,809
Other Accounts	\$0
Total Funds Available	\$1,146,833

Financial Commitments	Actual
Operating Reserve	\$111,206
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$198,281
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,059,486

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.