

# 2024 Annual Report to the School Community

School Name: Keilor Downs Secondary College (8715)



- 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 04 April 2025 at 11:27 AM by Gerard Fauvrelle (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 21 May 2025 at 07:18 PM by Gerard Fauvrelle (Principal)

# HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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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

Keilor Downs College is a large, single campus secondary college of 1250 students, situated on the north-western edge of suburban Melbourne. We have a very harmonious and well-ordered environment and a diverse cultural mix of students and staff.

The College is known for:

- A strong and consistently improving history of high achievement, student retention and successful student pathways.
- A strong focus on student well-being and positive, respectful relationships.
- Highly professional and effective teams of teaching and school support staff, motivated and committed students and a strong and supportive College Council.
- Provision of a challenging, supportive and productive education from Year 7 to Year 12, including specialist programs such as SEALP (Select Entry Accelerated Learning Program), a large and supportive DI (Disability Inclusion) program, a Language Support Program and a Soccer School Program.
- Provision of a Level 2 accredited International Students Program (ISP), which means we have some students in paid homestays. We maintain numbers in the low 40's, keeping within our enrolment cap of 50 students.
- Provision of broad senior programs including a large range of VCE subject choices, a strong Vocational Major program and an extremely wide range of VET subjects through the Brimbank VET Cluster.
- Excellent Senior Years outcomes including strong completion rates, very strong VCE results and excellent pathways outcomes.
- Our very broad and active co-curricular programs such as instrumental music, maths & science competitions, debating, chess, stage band, our musical and a highly successful sports program.
- A student Netbook & BYOD program, strong IT infrastructure throughout the school and extensive administrative and communication systems.

Our vision is to provide a learning community which creates a wide range of opportunities for student growth and development by:

- Building positive relationships of mutual respect based on fair learning and fair treatment within a safe and secure environment
- Embracing individuality, diversity and developing independent life-long learners
- Establishing a challenging and engaging learning environment which encourages the development of all students to their full potential

Our college values are:

- **Inclusion:** To embrace and celebrate diversity and ensure equal access and opportunities for all.

- **Resilience:** To actively develop attitudes and skills to effectively meet challenge and adapt to change.
- **Respect:** To value everyone in our community and ensure all our actions have a fair and positive impact on others.
- **Growth:** To provide a learning environment that encourages effort and promotes improvement in all areas.
- **Connection:** To maintain a caring and collaborative community that prioritizes wellbeing.

In 2024 the college had 140.24 equivalent full-time staff, consisting of 4 Principal Class, 90.78 teachers and 45.44 Education Support staff. We are fortunate that we have high retention of staff and are a popular destination for new staff enabling us to maintain a full complement of both teaching and ES staff throughout the year.

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

### Learning

Our strategic goal for 2024 was "To improve student learning" through:

- Further developing, documenting and embedding whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.
- Embedding systematic assessment practices that provide effective feedback to support student learning and growth.
- Building the capacity of staff to create opportunities for students to have agency and influence in their learning.
- Building the capacity of staff to respond to the learning needs of each individual student.

We met our AIP 12-month learning data targets in NAPLAN and in the VCE. Our VCE All Studies Mean exceeded 30 for the second consecutive year. Another highlight being VCE English Mean and Median scores of 31, the highest in the college's history.

Our annual performance summary highlights strong results, with our college outperforming Similar School and State averages across all Learning measures except for the Senior Secondary Certificate completion rate. However, over a four-year average, we remain above both benchmarks in this measure.

While not included in this summary, a closer analysis of our Year 9 NAPLAN "Strong or Exceeding" data on Panorama reveals exceptional outcomes in key cohorts when compared to Similar School and State averages: Females in Numeracy (64% vs. 54% and 57%), Equity Funded Students in Numeracy (63% vs. 46% and 38%), Equity Funded Students in Reading (70% vs. 49% and 41%), EAL Students in Reading (57% vs. 46% and 38%), and EAL Students in Numeracy (71% vs. 54% and 48%). This strong performance reflects the impact of our strategic focus on improving student learning by embedding collaborative curriculum planning, systematic assessment practices, and student agency, while strengthening staff capacity to meet individual learning needs.

It is also encouraging to see that our Teacher Judgements align closely with external assessments.

## Wellbeing

Our strategic goal for 2024 was "To improve student wellbeing" through:

- Further developing the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes.
- Further enhancing formal and informal structures to engage with and respond to the full range of student perspectives and feedback.
- Further developing and strengthening active partnerships with specialist services, education providers and community organisations to enhance support to students.

We did not meet our AIP 12-month data targets in Attitudes to School Survey or the Resilience Survey.

Although we did not meet AIP targets, our annual performance summary still highlights strong results, with our college outperforming Similar School and State averages across all Wellbeing measures in both the Latest Year and the 4-Year Average. The decline in our Attitudes to School Survey has slowed, and while the Resilience Survey did not meet the 12-month target, it showed an increase in students considered "Ready to Learn" from 46% to 48%. This positive shift gives us hope for a rebound in next year's Attitudes to School Survey results.

## Engagement

Our strategic goal for 2024 was "To improve student wellbeing" through:

- Further developing the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes.
- Further enhancing formal and informal structures to engage with and respond to the full range of student perspectives and feedback.
- Further developing and strengthening active partnerships with specialist services, education providers and community organisations to enhance support to students.

We did not meet our AIP 12-month data target in Attendance.

Although we did not meet the AIP target, our annual performance summary still highlights strong results, with our college outperforming Similar School and State averages across all Engagement measures in both the Latest Year and the 4-Year Average. However, like schools across the state, we have seen an increase in student absences. In response, Student Attendance is a key focus in our 2025 Annual Implementation Plan.

Our college's Student Retention and Student Pathway Exit data continues to be strong. The college is committed to achieving the best outcomes for students by supporting their pathways to further study, training, or employment. Recent expansions in VET and VM programs, including

The Victorian Pathways Certificate, have strengthened retention and post-school opportunities. Our focus on improving post-school options has led to consistently high numbers of students progressing to university, TAFE, or apprenticeships.

## Other highlights from the school year

The start of our new Strategic Plan coincided with the exciting rollout of the Disability Inclusion (DI) reforms. Our new and expanded DI team has done an incredible job, ensuring students of all abilities are supported with compassion and purpose. This year, we saw the positive impacts of these programs firsthand, as our students grew academically and personally.

In facilities, we finally saw the long-awaited start of the gym roof replacement project and completed two more Art room upgrades. These improvements add to our growing list of projects designed to enhance the learning environment and provide a space where students can thrive.

In 2024, we launched an inspiring collaboration with Jackson School through *The Farm* project. In stage one, the Jackson team revitalised an underutilised area of our campus, winning the Victorian School Garden Award for Best Use of Green Space. Stage two is providing KDC students with hands-on experiences in sustainable agriculture, animal care, and environmental stewardship. Working together, our students and those from Jackson School have grown both crops and meaningful connections, fostering a shared sense of community and purpose. This project reflects our core values—Inclusion, Growth, and Resilience—while enriching our curriculum with unique experiential learning.

Our annual musical, *Mamma Mia*, was a standout moment of 2024. Held offsite at Gladstone Park, it achieved the highest ticket sales in KDC's history—a testament to the immense talent of our students and the dedication of our Performing Arts team. In sports, our students demonstrated their competitive spirit, winning the Keilor Division Sport title for the sixth consecutive year and continuing a legacy of excellence.

We continued to run camps at years 7, 9 and 12 which were well represented and provided students with valuable opportunities for personal growth, team building, and experiential learning outside the classroom. These camps fostered resilience, independence, and stronger peer connections, contributing to student wellbeing and engagement.

In sports, our students demonstrated their competitive spirit, winning the Keilor Division Sport title for the sixth consecutive year and continuing a legacy of excellence.

## Financial performance

The allocation of staffing and financial resources reflected the college's goals and priorities as identified in the School Strategic Plan and Annual Implementation Plan. Targeted funding for specific initiatives was fully expended to deliver additional support and services to the relevant student cohorts. Equity funding enhanced the access and participation of all students to meet the objectives of improved student learning outcomes and improved student engagement and wellbeing. We were fortunately fully staffed throughout 2024 and ran full programs in both MYLNS and the Tutor Learning Initiative. All required financial processes were performed and records

maintained in accordance with DET requirements and regularly reviewed by the Human & Financial Resources Sub-committee and School Council. Although we actually carried a large operating deficit, this was well managed and largely due to DET initiatives being allocated as cash and the use of our ISP fees and VETIS. This money was held in our accounts until it could be converted to credit to pay the salaries involved. We continue to have sufficient funds to cover the repayment of deficits. Reserve funds were again used to fund development of college facilities, including continued refurbishment of the several classrooms and further upgrades to the grounds. All of these facilities projects were funded by school finances and were not the result of grants or external funding.

**For more detailed information regarding our school please visit our website at  
<https://www.kdc.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 1,256 students were enrolled at this school in 2024, 602 female and 654 male.

39 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).

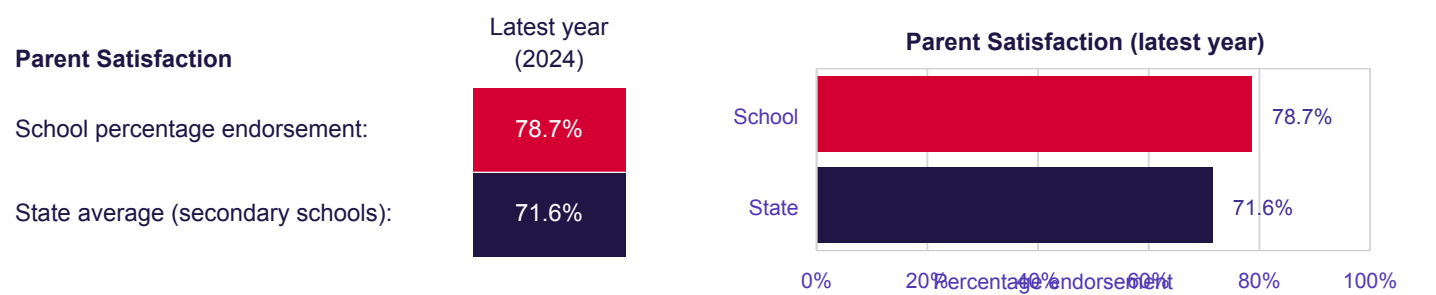
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

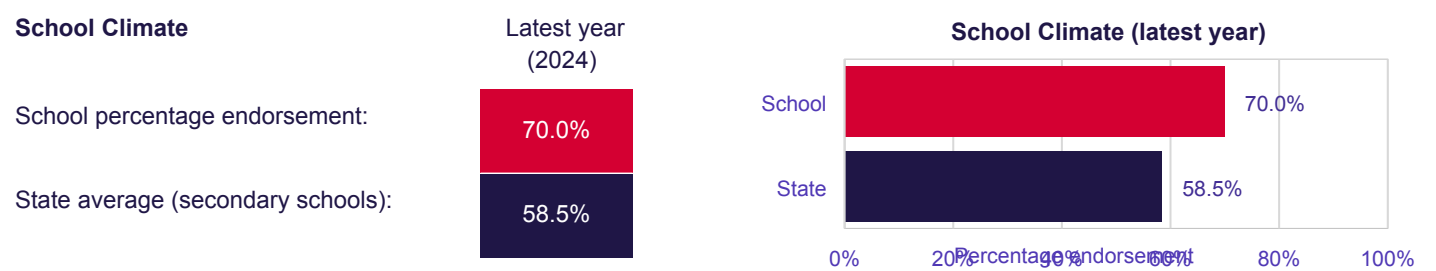


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

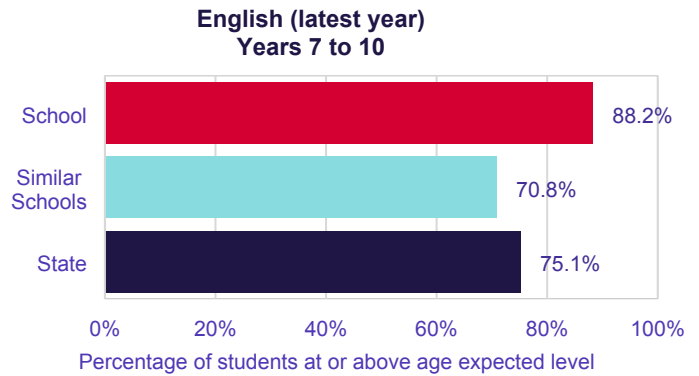
88.2%

Similar Schools average:

70.8%

State average:

75.1%



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

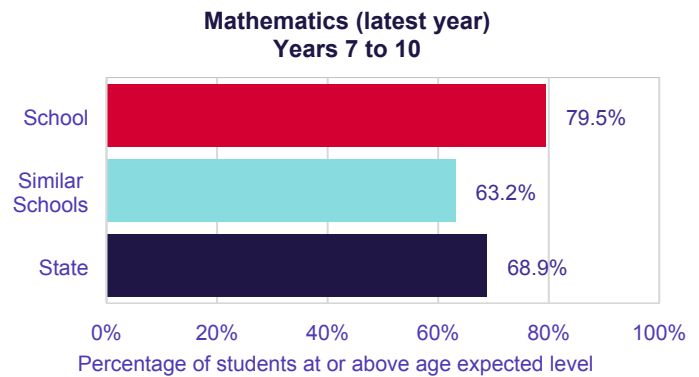
79.5%

Similar Schools average:

63.2%

State average:

68.9%



## LEARNING (continued)

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

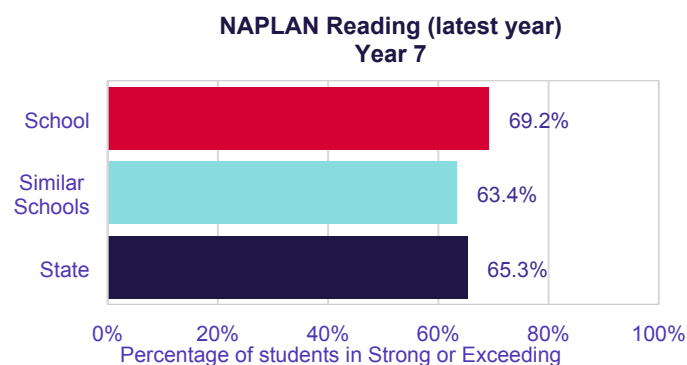
### NAPLAN

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

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

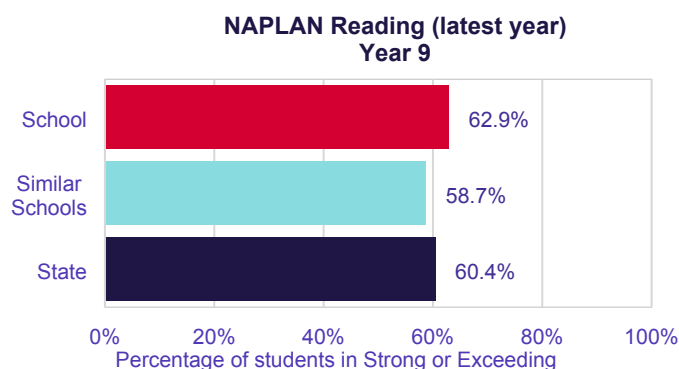
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.2%	71.5%
Similar Schools average:	63.4%	64.6%
State average:	65.3%	65.7%



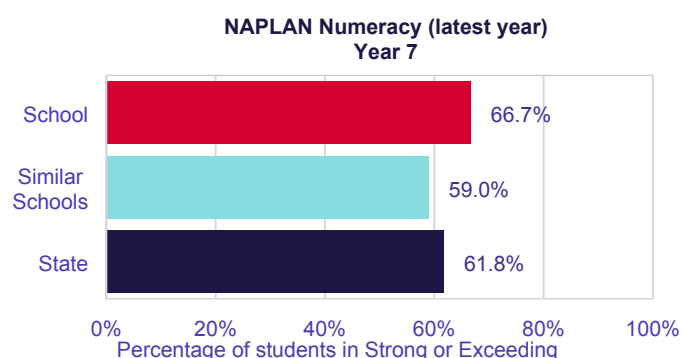
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.9%	63.4%
Similar Schools average:	58.7%	58.3%
State average:	60.4%	60.2%



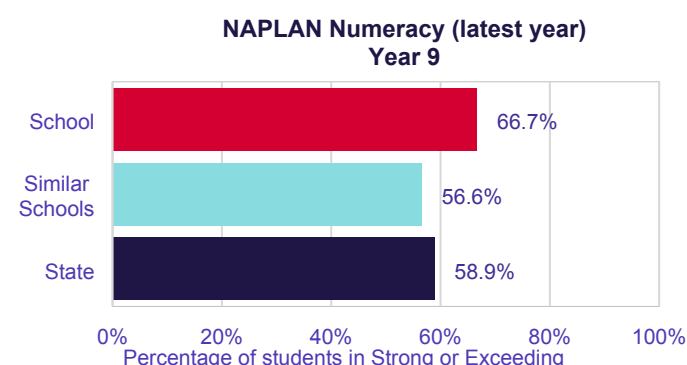
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	69.1%
Similar Schools average:	59.0%	60.4%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	63.6%
Similar Schools average:	56.6%	57.1%
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:

61.6%

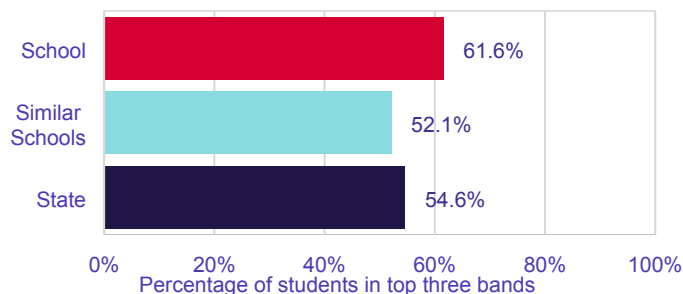
Similar Schools average:

52.1%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

51.3%

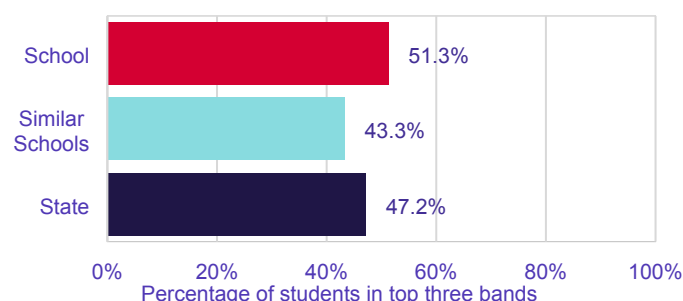
Similar Schools average:

43.3%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

65.6%

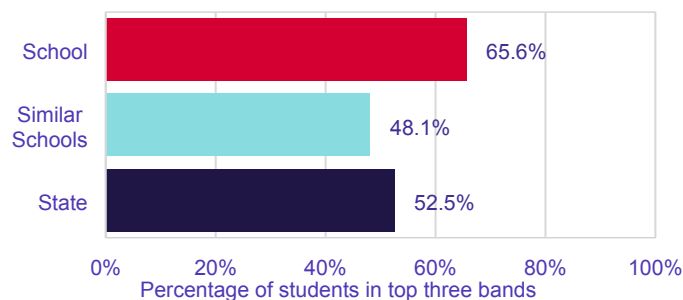
Similar Schools average:

48.1%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

50.6%

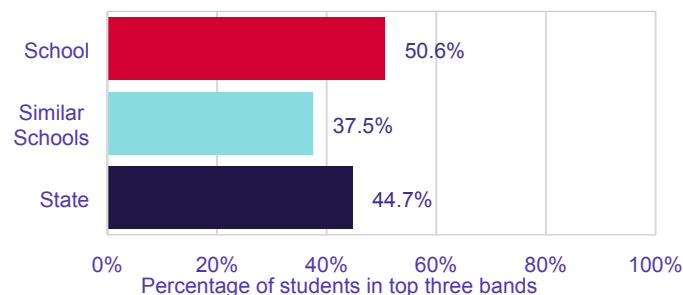
Similar Schools average:

37.5%

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:

95.8%

97.6%

Similar Schools completion rate:

96.9%

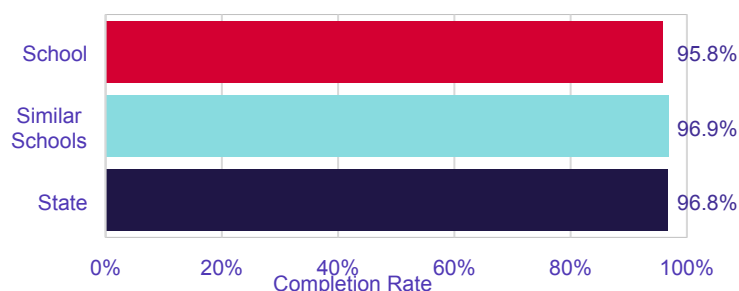
96.8%

State completion rate:

96.8%

96.9%

#### Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.3

Number of students awarded the VCE Vocational Major

35

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:

38%

Percentage VET units of competence satisfactorily completed in 2024:

71%

## WELLBEING

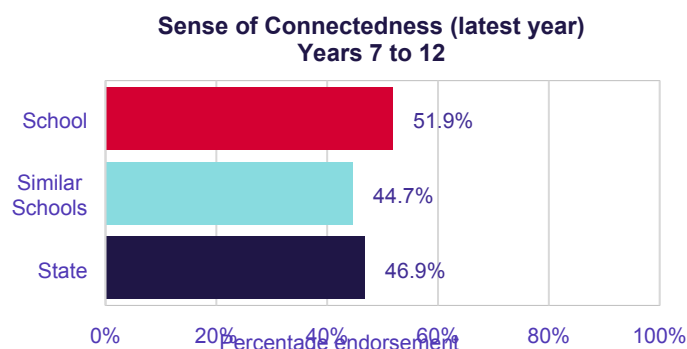
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	51.9%	58.3%
Similar Schools average:	44.7%	45.6%
State average:	46.9%	48.0%

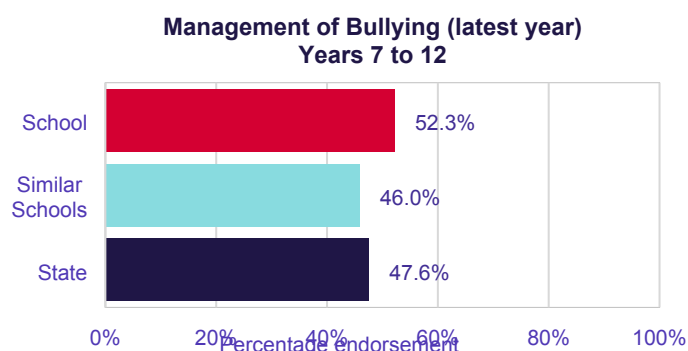


### Student Attitudes to School – Management of Bullying

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:	52.3%	61.2%
Similar Schools average:	46.0%	47.3%
State average:	47.6%	49.1%



## ENGAGEMENT

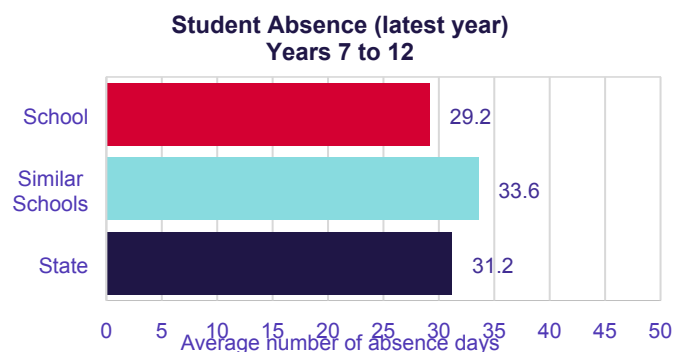
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	29.2	23.0
Similar Schools average:	33.6	28.9
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.

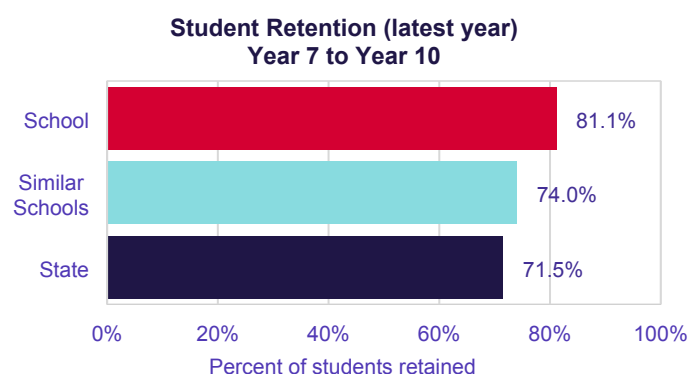
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	87%	85%	81%	85%	87%	86%

### 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:	81.1%	84.5%
Similar Schools average:	74.0%	76.4%
State average:	71.5%	73.2%



## ENGAGEMENT (continued)

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

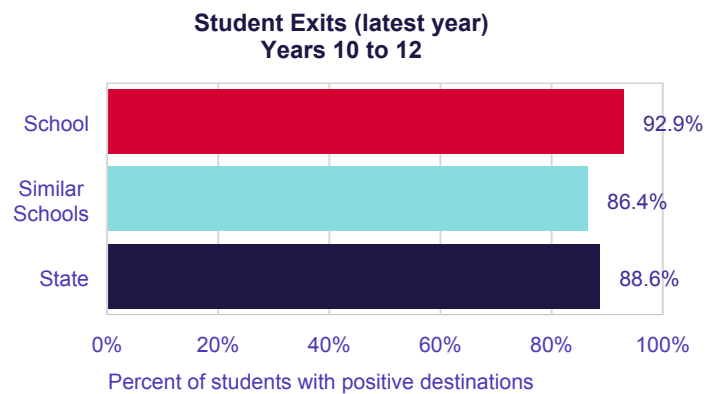
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	92.9%	91.7%
Similar Schools average:	86.4%	87.9%
State average:	88.6%	89.5%





# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$15,461,666
Government Provided DET Grants	\$2,052,977
Government Grants Commonwealth	\$25,593
Government Grants State	\$10,000
Revenue Other	\$443,424
Locally Raised Funds	\$916,591
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,910,250</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$686,804
Equity (Catch Up)	\$64,842
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$751,646</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,474,400
Adjustments	\$0
Books & Publications	\$11,121
Camps/Excursions/Activities	\$353,793
Communication Costs	\$18,538
Consumables	\$444,206
Miscellaneous Expense <sup>3</sup>	\$289,062
Professional Development	\$49,979
Equipment/Maintenance/Hire	\$254,934
Property Services	\$505,123
Salaries & Allowances <sup>4</sup>	\$747,241
Support Services	\$465,474
Trading & Fundraising	\$227,932
Motor Vehicle Expenses	(\$1,578)
Travel & Subsistence	\$1,272
Utilities	\$160,770
<b>Total Operating Expenditure</b>	<b>\$20,002,267</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,092,017)</b>
<b>Asset Acquisitions</b>	<b>\$300,233</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,544,288
Official Account	\$82,406
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,626,693</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$539,396
Other Recurrent Expenditure	\$10,571
Provision Accounts	\$22,218
Funds Received in Advance	\$665,341
School Based Programs	\$156,959
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,030
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,237
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$310,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,838,752</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.*