

2024 Annual Report to the School Community

Beaumaris Secondary College (7566)



- 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 1 April 2025 at 7:00 PM by Peter Bartlett (Acting Principal)

- 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 community.

Attested offline by School Council President on 2 April 2025 at 10:05 AM

About Our School

School context

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 931 students from Year 7 to Year 12. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a strong and growing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Our aim for our students is to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity.

Beaumaris Secondary College's vision is to inspire our students to become responsible global citizens. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. Beaumaris Secondary College encourages its students to strive for excellence in all they do.

We deliver a comprehensive, broad based and culturally inclusive curricula in line with the Victorian Curriculum. We support the development of cognitive, intrapersonal and interpersonal competencies that enable our students to transfer what they have learned to new situations and new problems. By engaging in deep learning our students become creative, connected and collaborative problem solvers who gain knowledge and skills for lifelong learning and who can use contemporary digital technologies to enhance their learning. Through our instructional model, students learn purposefully through:

- Making connections
- Learning intentions and success criteria
- Cultivating curiosity
- Reflection

At Beaumaris Secondary College, we want our students to graduate as engaged global citizens armed with transferable skills. Our students learn problem solving skills using 21st Century Learning Design. This model teaches students to work in new and challenging contexts through learning-how-to-learn' skills. The 21st Century Learning Design capabilities include:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-world Innovation and Problem Solving
- Skilful Communication
- ICT for Learning

Project Based Learning (PBL) provides students with opportunities to discover passions and make connections through the process of meaningful inquiry. We believe that problem solving is at the heart of learning, thinking and development. Our students are encouraged to be curious, ask questions and are taught how to engage in problems through PBL tasks. Beaumaris Secondary College supports students to make healthy choices and have opportunities throughout the curriculum program and extensive cocurricular activities. Participation and understanding the importance of a healthy and active lifestyle is a founding tenet of the college. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our teachers are experts in their fields who guide our students to inquire, create and exhibit their understanding and knowledge. Through this process, students ask probing questions that link their knowledge, engage in authentic problem solving and reflect on their learning. The staffing profile of Beaumaris College includes a Principal and 3 Assistant Principals, 65 full time teachers, 6 leading teachers, 4 learning specialists, 2 learning tutors, 2.8 wellbeing staff and 14 Education Support (ES) staff, including office administration staff, specialist area support and classroom support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, we continued to work towards realizing our vision for teaching and learning, with a strong focus on using data to better understand and support our learners. The Compass Pulse platform was developed to help teachers access and interpret data related to students' academic performance, wellbeing, and attendance. A differentiated approach to staff professional learning was implemented to meet staff where they were, focusing on data literacy, data visualization, and creating data narratives for individual students and cohorts. Staff feedback was collected after each professional learning session to further refine and address staff needs.

The implementation of Victorian Curriculum 2.0 was a key focus in 2024. Staff engaged in professional learning to understand the changes in the curriculum for their respective learning areas. Teachers worked in Professional Learning Teams (PLTs) to refine their curriculum, ensuring it aligned with Victorian Curriculum 2.0. The continued emphasis was on providing differentiated learning opportunities that challenge students and allow them to experience success.

Our NAPLAN data for 2024 showed the following results for Year 9 students:

- 78% in the strong and exceeding proficiency level in Reading
- 75% in Writing
- 74% in Spelling

- 75% in Numeracy
- 64% in Grammar and Punctuation

In our VCE data, we celebrated the following achievements:

- 14% of students achieved an ATAR above 90
- 34% of students achieved an ATAR above 80
- Median ATAR: 74
- Median Study Score: 30
- 43 study scores of 40 and above
- Dux: 98.4

Our 2024 staff opinion survey indicated a 47% positive endorsement of our academic emphasis. Additionally, the overall school climate improved, rising from 68% in 2023 to 75% in 2024.

Our high-ability programs continued to grow in 2024, with the introduction of the HAWK (High Abilities Wider Knowledge) program. HAWK is a new weekly small-group enrichment program designed for students who demonstrate the commitment and approach to learning required to complete an extended project over the course of the year. Students in this program develop advanced analytical and research skills while working on purposeful projects that foster connections with the community and promote creative and critical thinking.

In addition to HAWK, students continued to have multiple opportunities to engage in extension and deeper learning activities from Years 7 to 12. These included deeper learning tasks embedded in the curriculum across all learning areas, as well as participation in programs such as Debating, VHAP, Victorian Challenge and Enrichment Series, Emerging Science Victoria, CHES, VCE Extended Investigation, VCE Algorithmics, and HES First Year University Subjects.

At Beaumaris, we remained committed to fostering an inclusive culture for all students, providing extensive support for students with learning needs. We implemented appropriate Tier 1, 2, and 3 strategies to support students, ensuring that all students in Years 7 to 12 with a diagnosed learning difficulty had an Individual Education Plan (IEP) with tailored goals and strategies to support their learning. Additionally, the College continued to hold Disability Inclusion Profile meetings in 2024 to further ensure that each student's needs were being addressed.

In 2024, we have continued to work towards enacting our vision for teaching and learning with a focus on using data to know our learners. The Compass Pulse platform was created to support teachers in accessing and understanding students' academic, wellbeing, and attendance data. A differentiated approach to staff professional learning occurred to meet staff at their point of need. This included a focus on data literacy, data visualization, and creating data narratives for individual students and cohorts. Staff feedback was gathered after each professional learning to inform the needs of staff.

Victorian Curriculum 2.0 has been a focus in 2024 with staff engaging in professional learning on the changes to curriculum in their learning area. Staff worked in PLTs to refine their curriculum to align with Victorian Curriculum 2.0 with a continued focus on providing students with differentiated learning opportunities for students to experience challenges and success.

In 2024, our NAPLAN data showed that 78% of students in Year 9 were in the strong and exceeding proficiency level in Reading, 75% in Writing, 74% in Spelling, 75% in Numeracy and 64% in Grammar and Punctuation. Points for celebration in our VCE data included:

14% of students achieved an ATAR above 90

34% of students achieved an ATAR above 80

Median ATAR: 74

Median Study Score: 30

Number of study scores 40 and above: 43

Dux – 98.4

In 2024, staff opinion survey showed our academic emphasis at 47% positive endorsement with overall school climate moving from 68% in 2023 to 75% in 2024.

Our high abilities programs continued to expand in 2024 with the introduction of our HAWK (High Abilities Wider Knowledge) program. HAWK is a new weekly small-group enrichment program for students who are able to demonstrate the commitment and approach to learning to work on an extended project over the course of the year. Students are supported in building advanced analytical and research skills while working through a project that is purposeful, builds connections with our community, and develops their creative and critical thinking. In addition, students continued to be provided with multiple opportunities to engage in extension and deeper learning opportunities from 7-12. These included deeper learning tasks embedded in the curriculum across all learning areas, Debating, VHAP, Victorian Challenge and Enrichment Series, Emerging Science Victoria, CHES, VCE Extended Investigation, VCE Algorithmics, HES First Year University Subjects.

At Beaumaris, we have continued to provide an inclusive culture for all students with extensive support provided to students with learning needs and identified appropriate Tier 1, 2 and 3 strategies to support students. All students across 7-12 with a diagnosed learning difficulty have an IEP with goals and strategies to support them with their learning. The College has continued with Disability Inclusion Profile meetings in 2024,

Wellbeing

Student wellbeing growth sits alongside student learning growth as key priorities for Beaumaris Secondary College, our goal being to ensure every student will thrive and flourish and to embed and promote a holistic framework to proactively support student wellbeing.

The keystone of stronger relationship building at the college is the GOAL mentor and group relationship. The GOAL program also provides the platform for student social and emotional learning. Positive relationships with significant adults such as GOAL Mentors and Learning Team teachers build wellbeing, as well as promotion of positive peer-relationships, pro-social behaviours, and effective help-seeking as fundamental elements of resilience. These relationships work to ensure all students are ready and prepared for their learning.

We continued our development of wellbeing learning and practices through growing engagement in Visible Wellbeing and the SEARCH Framework. SEARCH is an acronym that highlights what research shows are the strongest pathways for learning which will develop flourishing young people. Staff members were trained in the pathways of Strengths, Emotional Management,

Attention and Awareness and Relationships. Our curriculum is incorporating elements of SEARCH in our ongoing review and development. Staff will be trained in the pathways of Coping and Resilience and Habits and Goals in the first semester of 2025. We will also be linking our work in the Visible Wellbeing space around the SEARCH Framework with student learning. Students will be supported by their GOAL Mentor to create goals based on reflection of their progress and semester reports.

The Careers Team continued to support our students in their pathways throughout the year. Year 7 and 8 students worked on their career action plans, Year 9 students completed the Morrisby Assessment and were involved in a feedback session from a trained professional and their parents, Year 10 and 11 students were supported through course counselling processes and career open days and Year 12 students and their parents had career interviews with our trained careers staff members.

The College Wellbeing and Head of House teams have been central to providing supports and interventions for individual students and small groups with particular needs. Our focus is on supporting young people to develop the skills to identify and manage their wellbeing, emotional and mental health needs and how that supports their learning. We also engage extensively with external agencies.

We have offered the following programs and support structures to students and families across the year:

- Rite Man Mentoring group
- Pat Cronin Foundation
- Positive Change Makers
- Elephant Education
- Stride Education
- Navigator
- Orange Door
- Headspace
- Windana
- Alfred ICYAMHWS
- HeadStart

Engagement

In 2024, student leaders at our college continued to play an active role, building on the momentum of previous years. The annual student leadership conference early in the year provided a platform for young leaders to articulate their vision and set ambitious goals for their leadership journey. We also broadened our student leadership structure by introducing new roles for 2025, ensuring more students could contribute to formal leadership positions. We seized the opportunity to nurture

leadership qualities in all students, not just those in formal roles, encouraging every individual to develop confidence and initiative.

Various initiatives empowered students to lead projects and engage with the community. Our Year 11 VCE Vocational Major students launched The Beaurista Collective, a social enterprise selling coffee beans in partnership with a local roaster, with all proceeds supporting Guide Dogs Victoria. Whilst, Year 9 Innovate students organised a vibrant Market Day on campus, running stalls and activities that raised over \$2,000 for charities selected by the students. Students also represented the college in civic life. Two Year 10 students participated in the Goldstein Youth Forum at Parliament, collaborating with peers from other schools to discuss issues important to their generation. In another exciting opportunity, a group of Years 8–11 students attended a live broadcast of ABC's Q+A, where a Year 8 student impressed the audience with a thoughtful question on air.

We also placed a significant focus on student voice and agency in shaping the school's environment. In 2024, the Amplify program – piloted the previous year – was refined and rolled out across Years 7–10, enabling students to give structured feedback on their learning experiences. Student leaders gathered and analysed this feedback data, then presented their insights to teachers in Professional Learning Teams to inform classroom practice. Beyond academics, students led decision-making through dedicated working groups and forums. A student committee reviewed the college uniform and canteen services, consulted with peers, and put forward suggestions for change. We also introduced Beauy Voices, a forum where Year Level Leaders, and other representatives from the year level, examined the annual Attitudes to School Survey data for their cohorts and shared observations with staff, helping to identify patterns and set school priorities. The pinnacle of these efforts was the Teach the Teacher program: a team of Year 10 students (in collaboration with VicSRC) developed and delivered a professional development session for our staff focused on improving assessment feedback. Staff acclaimed this student-led workshop as “hands down the best” professional development of the year, highlighting the positive impact of authentic student voice in our college.

Students further strengthened community connections through service and philanthropy. As part of the Year 9 Community Connections program, students undertook weekly volunteer placements at local early learning centres and primary schools, forging bonds with younger children and developing empathy. Our student musicians also shared their talents in a series of concerts at a nearby aged care home, bringing joy to the residents while building performance confidence.

Our international engagement efforts reached new heights in 2024; Year 10 and VCE Japanese language students travelled to Japan for a two-week cultural exchange, including time at our partner school in Hokkaido, Ritsumeikan Keisho. Our students returned with broadened horizons, greater independence, and a deeper appreciation for different cultures. Each of these significant experiences has further enriched our college community and strengthened our global connections.

Other highlights from the school year

Our second graduating cohort has seen a broad and exciting uptake of courses and vocations from biomedicine, engineering, business, allied health, and law to science, commerce, media, education, the arts, accounting, nursing and a range of apprenticeships and traineeships.

The school continued to flourish with wonderful experiences across each year level. The strength and connection our students experience came from the wide array of opportunities offered.

Our camps program provided exciting year level camps for student in Year 7,8 and 12. Our Year 9 students experienced the Choose your Own Adventure camp options including the ever-popular Reef and Rainforest Adventure to Far North Queensland, Great Ocean Road hike and our Urban Expeditions program. The Year 10 Ski Camp was again well subscribed. Year 10 and 11 Japanese students were part of the first Japan exchange program which took them to Tokyo, Hiroshima, Kyoto and on to Sapporo, Hokkaido for a homestay at Ritsumeikan Keisho Junior & Senior High School.

Our Micro-credentials program continues to provide students with opportunities to learn new skills beyond the classroom, in a range of interest areas. Throughout the course of the year, students have opportunities to undertake nationally recognized courses such as the Responsible Serving of Alcohol (RSA), AFL Umpiring and CPR and First Aid. At the end of the school year, the Micro-credentials Week sees students across all year levels engage in a range of workshops and activities, such as Golf Skills, Pottery and AUSLAN for Beginners. All Micro-credential activities completed by students are documented on their Micro-credentials Report which is sent to families at the end of the year.

We are proud of the array of experiences, excursions and incursions that bring learning to life for so many of our students.

Please see a sample below:

- Holocaust Museum excursion (Year 10 Our World)
- BIOEyes Incursion (Year 9 & 10 DNA to Dinosaur)
- Ricketts Point excursions (Year 8 BEST, Year 9/10 Marine Sanctuary and Marine Ambassadors)
- Snorkelling Program (Year 9/10 Marine Sanctuary) – Ricketts Point & Portsea
- Cultural Guided Walk at Baldry's Crossing (Year 12 OES)
- NGV Triennial Tour (VCE Art Making & Exhibition)
- Elster Creek Excursion (Year 7 Our World)
- Luna Park VCE Physics Day
- 'Invest in Women' panel discussion in Victorian Parliament House
- Adelaide Fringe Festival (VCE Theatre Students)
- City Portraits excursion (Year 9 & 10 Life Through the Lens)
- Myuna Farm (Year 9 & 10 Be A Vet)
- VCE Geography Fieldwork – Dandenong Ranges
- Reef Sampling at Ricketts Point (Year 9 & 10 Marine Sanctuary)
- Queen Victoria Market excursion (VCE Unit 1 Economics)
- French Film Festival (Year 10 French)
- Top Arts Exhibition (VCE Art Making & Exhibiting)
- Titanic Exhibition & State Library Excursion (HAWK Program)

- Astronomy Night
- Interschool Debating & BAYSPEAK
- BGKLLLEN Career Industry Expo
- Melbourne Grand Prix excursion (Year 9 & 10 Driving the Future and Year 11 VocationalMajor)
- Chess Tournament
- Singfest
- Q&A session with Jen Watt (CEO North Melbourne Football Club) – VCE Business Management
- Southern FM Radio Shows
- Indigenous Heritage Walk & Queen Victoria Market excursion (VCE Food Studies)
- VIS Sport Science Advancement Session (VCE PE)
- Shrine of Remembrance excursion (Year 9 & 10 Events that Changed the World)
- Road to Zero Exhibition at the Melbourne Museum (VCE H&HDD and VCE VM)
- Queen Victoria Market excursion (Year 9 & 10 Sustainable Food Solutions)
- Maths Olympiad
- Top Screen ACMI excursion (Year 12 Media)
- VCE and Careers Expo and Apprenticeship & Traineeship Expo
- Fitness Testing with BASE Physio + Performance
- Nathan Halls guest speaker/Brain Max study skills session (Year 12)
- Torquay Camping trip (Year 9 & 10 The Great Outdoors)
- Geography Fieldwork – Fitzroy (Year 12 Geography)
- National Careers Week guest speakers
- City Landmarks excursion (Year 9 & 10 Snapshot)
- Stringfest
- Quantum Victoria Escape Room (HAWK Program)
- Wilsons Promontory camp (Year 12 OES)
- Top Designs exhibition at the Melbourne Museum (VCE Vis Comm, Product Design & Technologies and Systems Engineering)
- AFL Umpiring Course and umpiring at the MCG and Marvel Stadium
- Prana Chai excursion (VCE Business Management)
- Chadstone Shopping Centre Site Analysis (Year 9 & 10 Architecture)
- Model United Nations
- CHES Expo Day (Year 10 & 11 High Abilities)
- Richmond AFL Experience (VCE PE)

- Junior Science Olympiad
- Industry Tours at Ego and McCormick (VCE Vocational Major)
- White Card Training (Year 9 & 10)
- Safe Partying presentation by Sonya Karras (Year 10 & 11)
- Monash Organic Spectroscopy Symposium (MOSS) (Year 12 Chemistry)
- 'Things I Know to be True' performance excursion (VCE Theatre Studies)
- 'Wicked' performance at the Regent Theatre (VCE Theatre Studies)
- Supreme Court of Victoria excursion (VCE Legal Studies)
- 'Macbeth (An Undoing)' at the Merlyn Theatre (VCE Theatre Studies)
- Slap. Bang. Kiss play (VCE Theatre Studies)
- City Gallery Visits (VCE Art Making & Exhibiting)
- My Vote, My Voice in the Legislative Council Chamber
- Bushrangers Survival incursion (Year 9 & 10 Survival Skills)
- MCG Tour and Q&A (Unit 3/4 Business Management)
- Bandfest
- Goldstein Youth Forum
- Monash University's Turner Institute VCE Psychology Sleep Program (Unit 3/4 Psychology)
- A Case of Conspiracy incursion (Year 9 & 10 CSI)
- Hot Potato Band Performance (Year 7 & 8) and Ensemble Masterclass (VCE Music)
- Geography Tourism Fieldwork – Phillip Island (Unit 2 Geography)
- Palaeontologist Ben Francishelli Fossils of Bayside incursion (Year 9 & 10 DNA to Dinosaur)
- VR Escape Room, Queen Vic Market scavenger hunt and mock trial at the Old Magistrates' Court (HAWK)
- City Portraits (Year 9 & 10 Snapshot)
- 'Suitcase Series' Malthouse Theatre (Year 9 & 10 Drama)
- Rock Trails Academy MTB competitions at Gippsland's Haunted Hills and Redhill
- L'Oréal-UNESCO For Women in Science Australia & New Zealand and GTAC excursion
- World of Maths incursion (Year 7)
- ABC Q+A Live Show
- Australian Open Golf 2024
- School for Student Leadership – Gnurad-Gundidj Campus
- Buddhist Philosophy & Meditation excursion – Year 12 Philosophy
- Royal Melbourne Golf Club (Sports Enhancement)

Our school production, 'Alice in Wonderland' highlighted the breadth of talent across the college.

Our students continue to excel in the sporting arena. We have had teams compete in Kingston Divisional as well as regional and state level with outstanding results in swimming, diving, athletics and cross country.

We are proud of the numerous whole school events and celebrations that acknowledged students' skills, talents and hard work throughout the year. The events below highlight how each student has the opportunity to shine bright at Beaumaris.

- Music & Ensemble Soirees
- Lunchtime Music Concerts
- Innovate & PBL Expo
- 'Radium Girls' Production (VCE Theatre Studies)
- Alice in Wonderland (College Production)
- Art Show (BSC Year 7 & 8 students and local PS students)
- High Achievers Breakfast
- 'Shoreline' Book Launch
- Year 9 Market Day
- VCE Media, Arts & Design Exhibition
- Strive & Rising Star Awards

We are part of a wonderful community and are always outward facing. We invite our community to be part of our events and in turn we are woven into the events that happen in our community. We are proud of our connections and continue to be proud of our students as ambassadors.

Neighbourhood Watch CPR training sessions at BSC

- Hosting teachers from neighbouring primary schools & Singapore Delegation
- Science in Primary Schools Program
- Beaumaris RSL ANZAC Day ceremony
- Glen Eira Police Forum
- Long Hollow Cleanup (VCE Vocational Major)
- Beaumaris RSL Remembrance Day service
- Bunnings Sausage Sizzle volunteers – Kiwanis Club Moorabbin
- Year 9 & 10 Community Connections Program – volunteering at local primary schools and childcare centres
- Kindergarten visits for language acquisition (Year 11 English Language)
- Karkarook Parkrun
- BSC Escape Room – organised by HAWK student for BPS Grade 4 -6 high ability students
- Fairway Aged Care community concert

- Primary School Music Workshops
- BNPS Athletics Carnvial (Year 8 – 11 student volunteers)
- Connor's Run
- Year 9 & 10 Japanese BPS visit to each Japanese board game
- Adult Community Options Disability Day Program – student run drills at footy day
- Food For Families Drive
- National Pyjama Day
- Footy Colours Day (Fight Cancer Foundation)
- Push-Up Challenge
- World Habitat Week (Climate Action Team)
- Odd Socks Day
- Bianca & Holly Campaign

Financial performance

The College finances are reviewed by the Finance Sub Committee and College Council ensuring that income and expenditure is meeting budget expectations. We ensure planning and forecasting complies with regulations set out in the Finance manual for Victorian Government Schools.

We are extremely fortunate that our families are committed to supporting the curriculum contributions and other contributions with 76% of families making such contributions in 2024. These locally raised funds are committed to supplement the Government funding to deliver significant benefits to students by providing curriculum resources, library resources and information technology services. In previous years family contributions were 80% or more, we believe with the increased cost of living costs that this has contributed to less contributions received in 2024. Operating costs in 2024 was relatively consistent with that of the year prior.

In addition to locally raised funds, the college received DET Schools Resource Package (SRP) cash funding which includes equity funding, school infrastructure funding, instrumental music program funding, VDSS and other targeted initiatives funding during the year. SRP credit funding is used entirely for staffing of the college. SRP income is based on student enrolments. The net SRP operating deficit in 2024 was \$822,435 which is the second year that the College has recorded an SRP deficit. Reasons for the 2024 SRP deficit include the following;

- Smaller Year 7 year level enrolments than the graduating Year 12 class by approximately 30 students, with smaller cohorts at local primary schools,
- Offering a wide range of VCE subjects, with some subjects attracting lower numbers and therefore increasing the staffing costs,
- Increased Wellbeing support above the SRP allowance, which we believe to be highly beneficial to the school community,

- Increased Instrumental Music program support, above the SRP allowance, which we believe to be highly beneficial to the school community,
- Increased staffing in our Careers program, above the SRP allowance, which we believe to be highly beneficial to the school community,
- Camp and Extra Curricular Activity- Time in Lieu payments, with the policy changes in 2023 to automatically pay staff for an overnight allowance and to pay out Time in Lieu not used, the College spent more than what the SRP funding allowed due to our rich offering of Extra Curricular opportunities,
- Continued growth of our Leadership profile, Teaching and Education support team thus enhancing student outcomes.

Any cost savings that we managed to secure from the SRP cash budget allowance will be saved to cover operating expenses in 2025, with our quarterly cash funding being held in Term 3 and 4 as well as a cash payment required to pay the balance during Term 4, 2025.

The College and School Council Finance Sub Committee is and will continue working towards measures to implement in 2025 and beyond to reduce the deficit by way of review of class sizes, teaching staff positions with time allowance, a deep dive into student enrolment data at the local primary schools and out of boundary enrolments as a starting point. The college will continue to invest in rich and diverse learning experiences for our students and sees the value in these opportunities for our students.

**For more detailed information regarding our school please visit our website at
<https://beaumarissc.vic.edu.au/>**

