

2024 Annual Report to the School Community

School Name: Yarraville West Primary School (2832)



- 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 13 March 2025 at 04:31 PM by Karen Rush (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 18 March 2025 at 04:32 PM by Karen Rush (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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

Yarraville West Primary School is a large primary school in the quiet residential suburb of Yarraville, about 8km from the Melbourne CBD. YWPS has served the schooling needs of the community for 138 years. The current school buildings were opened in 1985, and as the school has grown, additional classrooms have been added. Our grounds include adventure play spaces for junior, middle, and senior students, shady verandahs for creative play and relaxing, a wooden maze, and sensory garden. The Yarraville Oval is adjacent to the school and provides a beautiful open space for learning, sports and play.

Our school vision is to develop a positive, courageous and reflective learning culture, that connects students, families and staff proudly to our community. Four core values guide community life, teaching, and learning at Yarraville West Primary School: Respect, Resilience, Creativity and Integrity. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

Yarraville West Primary School has an enrolment cap of 900 students. Enrolments have risen over the past decade; however, we are now encountering a greater stabilisation of our student enrolments. In 2024, our student enrolment was 697, slightly lower than 2023, with almost all students and families living within our designated neighbourhood zone.

Our Student Family Occupation and Education Index (SFOE) is low, reflecting the higher levels of education parents have, and the types of occupations they are engaged in.

Yarraville West Primary School is a high performing school in student learning. We place significant emphasis on academic outcomes. Our academic achievements are consistently above state benchmarks in English and Mathematics. We are extremely proud of our reputation for providing a comprehensive and challenging curriculum, academic excellence, and proactive social and emotional guidance and support.

Yarraville West Primary School is committed to improving the outcomes of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum and underpinned by evidence-based teaching methods. Our strong academic focus is supported by a number of extra-curricular activities and programs that provide a well-rounded education. Programs provided include Physical Education, Visual Arts, Drama, Italian, Music, Digital Technology, Library, and Learning Intervention.

We are committed to embedding Department of Education initiatives, such as the Framework for Improving Student Outcomes 2.0, and High Impact Teaching Strategies into our everyday teaching and learning. Embedding these models underpin our focus and determination to improve teacher practice and in turn provide vital and successful learning opportunities for all our students. Teaching staff are highly focused, undertaking ongoing professional development to implement best practice. This leads to achieving improved outcomes for our students through agreed Literacy and Numeracy instructional teaching models, shared curriculum planning, coaching, and Professional Learning Communities (PLC). Staff work collaboratively in their teams to document a challenging and differentiated curriculum.

The staffing profile of Yarraville West Primary School in 2024 was on average 54 fulltime staff, including one principal, two assistant principals, three learning specialists, one leading teacher, 38 teachers, and eleven education support staff.

The School Improvement Team, consisting of the Principal class officers, Leading Teacher, (Disability Inclusion), Learning Specialists, (Literacy, Challenge and Excellence, School Wide Positive Behaviour Support), and Mental Health and Wellbeing Leader, oversees the implementation of the school's annual improvement goals. Our Learning Specialists and Principal class officers support our PLC Leaders to lead their PLCs in providing a rich and comprehensive curriculum.

All teachers work together in professional learning communities to analyse student learning and wellbeing data. Teachers use this information to better understand the learning needs of our students to collaboratively plan, teach and evaluate student learning progress. Time is prioritised weekly for teachers to collaborate for planning, moderation of assessment data, and preparing lessons.

The Consultation Committee is representative of all staff and is engaged in improving our workplace and ensuring our staff have opportunities to provide feedback on implementing the Victorian Government Schools Agreement.

Teachers new to the profession are supported through the Career Start initiative. Additional time release from teaching duties enables these teachers to meet weekly with their mentor teacher, who provides professional support and guidance on all aspects of the first-year teacher's role. Mentor teachers are also in place to support teachers to gain full registration with the Victorian Institute of Teaching.

The results of the School Staff Survey 'School Climate' section show an improvement on previous years, with 71% of staff positive about the shared understandings and norms that influence staff interactive behaviour and decision-making.

We encourage the school's wider community to be actively involved in school life, formally and informally. Our School Council and the sub-committees of Finance, Events, Community, and Buildings and Grounds, are the formal means of parent engagement, where we work together to ensure good governance and parent input into aspects of school improvement. Informally, parents and carers volunteer to support improved student learning and wellbeing outcomes, eg participating in excursions and camps and helping in classrooms and the library. We welcome parents and carers into the school daily and invite parents, carers and extended family members to join us in organised events, such as classroom expos, the school open afternoon, the Celebration of the Arts Week, and the February Welcome Picnic.

The 2024 Parent/Caregiver/Guardian Opinion Survey was provided to all 700 parents and carers in the school. The survey was completed by 12% of respondents, with the result for 'Parent Satisfaction' being 69%. Within the general school satisfaction results overall, our parents and carers rated high teacher expectations for success, effective teaching, sense of school connectedness, and promoting positive behaviour highly. Parent/carer/guardian participation and involvement in the school and school improvement improved by 11% on the 2023 survey results.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school focused on improving literacy and numeracy outcomes for all students. Year 3 and Year 5 students again maintained high achievement in NAPLAN Reading, as assessed through the National Assessment Program of Literacy and Numeracy, (NAPLAN). The results for Year 3 and Year 5 placed almost all students in the strong to exceeding proficiency levels and were above similar schools and significantly higher than the state average.

Improving writing outcomes was a core target for improvement across the school. Teachers participated in professional learning led by the Literacy Leader to begin to develop their knowledge of the new Writing Curriculum, and through this work, updated planning and moderation guides.

Teachers collaborated in cohort level Professional Learning Communities to further develop their knowledge of the new English Curriculum 2.0 – Writing, and use this for planning, teaching and assessing student learning. Teachers identified students' skill and understanding using pre-assessments, and after the teaching and learning sequence, used agreed common assessment tasks to measure student learning growth. Teachers monitored core learning through use of the school assessment data tracker.

The school's teaching of writing using the instructional model was consistently used in all classrooms. The NAPLAN Writing results were excellent, with 91% of Grade 3 students and 83% of Grade 5s in the strong-exceeding proficiency level.

In English and Mathematics, the percentage of students achieving at or above the expected Victorian achievement standards was very high, above similar schools and the state. The school introduced a new approach to teaching reading in the Foundation year, reflecting the Department of Education directive to schools to teach reading using systematic synthetic phonics. The Little Learners Love Literacy approach is an evidenced-based teaching process. The Reading results for Prep students were 100% either at or above the expected achievement level.

To maintain high maths achievement, teachers collaborated in Professional Learning Communities to review the Maths 2.0 curriculum and revise the relevant proficiency scales. This was to ensure teaching was differentiated for all students. The NAPLAN results for Year 3 and Year 5 placed almost all students in the strong to exceeding proficiency levels, and (except for Year 3 which was close to similar) were above similar schools and significantly higher than the state average. Teacher team collaboration to plan the learning, analyse student data and make adjustments based on student needs has supported student learning progress.

Wellbeing

The school set goals to improve the wellbeing outcomes for students from Prep to Grade 6, with the key goal specifically to embed a whole school approach to positive behaviours. The school has achieved this through implementing the second year of the School Wide Positive Behaviour

Support (SWPBS) initiative, introducing the Mental Health and Wellbeing initiative, and embedding Disability and Inclusion practices.

All students and teachers were engaged in Creating A Positive Learning Environment (CAPLE) at the start of the year. Our school values were unpacked and sequences of lessons undertaken to develop students understanding of expected routines and behaviours. Staff and students collaborated in forums and workshops to develop the Learning Spaces element of the SWPBS Matrix and this was launched with staff, students, parents and the broader community. Teachers in their PLCs collaboratively planned and taught SWPBS lessons in response to collected student data and observations across their cohorts.

School-generated student surveys and forums provided valuable insights into how our students were feeling about aspects of school life. Our Grade 4-6 students identified that developing strong and positive relationships with their teachers and peers at the start of the year is highly valued. Students rated positive reinforcement and feedback from teachers highly.

The Attitude to School Survey 'Sense of Connectedness' factor improved on last year, with a six percent improvement on 2023's results. There was a significant improvement in our Grade Six cohort results, from 40% to 65%, which could be due to the increased teacher time spent on building positive relationships with all students. Students' 'Sense of Inclusion' rating was 84%, on a par with similar and network schools.

Also on a par with similar and network schools was the data in regard to students not experiencing bullying - 82%. Students' perception on the Management of Bullying was 63%, a nine percent improvement on last year. School actions to prevent bullying in 2024 included explicit teaching of anti-bullying behaviours through the Respectful Relationships Curriculum, cross-age and cross-cohort learning and engagement opportunities, eg. the Buddies Program, and targeted support for students who have experienced bullying, and for students who have engaged in bullying behaviour.

A Mental Health and Wellbeing Leader (MHWL) was appointed to build the staff capacity in supporting positive mental health outcomes for all students. The school developed a Social and Emotional Learning (SEL) curriculum and scope and sequence of lessons for all teachers to explicitly teach positive mental health and wellbeing behaviours and strategies. Student data highlighted some at risk students, who participated in additional small group SEL sessions.

The Disability Inclusion leader worked with all teachers to build a deeper understanding of planning for and responding to individual learning and behavioural needs.

Engagement

Student attendance results was the same as the previous two years. The school had 27% of students with a 95% and above attendance rate, the same as similar schools and above the state average.

Late arrival at school, unexplained parent choice, and family holidays were the most common reasons for absence. The small cohort of students who had higher than average absences were provided with school support, such as student absence plans, high levels of parent communication, and adjusted learning programs.

There were a number of actions across the year that contributed to high levels of attendance and engagement at school. The scheduled student feedback sessions led by teachers in Grades 4-6

provided insights about learning and wellbeing that teachers utilised in planning and teaching each term. The leadership role of the Junior School Council students was expanded to include facilitating student forums around Attitude to School Survey data with their peers. Students provided their ideas on lunchtime clubs which resulted in the introduction of new clubs targeting inclusion and engagement (Pride and Allies, and the Friendship Social Club).

In 2024, all elements of the survey improved, with the result for Stimulated Learning exceeding our target, improving on the previous year by 19%, and achieving a higher score than similar schools and the state.

Other highlights from the school year

Highlights for 2024 reflect our commitment to achieving high levels of student learning, engagement and wellbeing.

We were able to offer four adventure camps for our Grade 3 – 6 students, from the coast to the hills. Teaching staff and parent volunteers ensured that all of our students were well cared for and encouraged to be resilient and courageous.

We celebrated our Arts Curriculum and Learning programs in our biannual week-long Celebration of the Arts, with afternoon music performances in the round, a dazzling art gallery of all students' 2D and 3D creations in our gymnasium, screenings of our student-made Claymation movies, and ensemble performances by students involved in the Yarravest Music Program.

Our Grade 3-6 students participated in a full day offsite at the Newport Track, competing in many athletics and track events, such as hurdles, long jump, discus and high jump. Parent and carer participation and involvement with teaching staff on the day means that this special day is always a celebration of effort and participation, with some amazing student sporting results as well.

A high number of our students gained high level sporting achievements, with our basketball and football teams competing at the division and state levels. Four of our Grade 6 students gained sporting scholarships to the Maribyrnong Sports Academy.

Many students in Grades 5 and 6 participated in the Victorian High Ability Program, where they worked with teachers extending their abilities in English and Mathematics. The Tournament of Minds Competition provided the opportunity for students with high levels of teamwork, creativity and problem-solving abilities to work together in the STEM competition.

Our student leaders led our whole school assemblies with our Acknowledge of Country song, special awards, performances and sports news.

We celebrated diversity and inclusion through special days, such as Harmony Day and Downs Syndrome Awareness Day, and events such as the Wacky Walkathon and NAIDOC Week.

Financial performance

In 2024, the school's finances were managed according to the Department of Education guidelines. The School Strategic Plan and the Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and initiatives. The

Financial Performance and Position Report shows an end of year operating deficit of \$ 92,590. The planned deficit accounts for staff salaries to support students with high additional needs, for whom Disability Inclusion funding had not yet been applied for.

The school had significant maintenance and improvements works undertaken throughout the year. The western side of the Prep Precinct was landscaped and planted out with a central tree and native plants, new timber seating and gravel pathways. Our library and adjoining offices were repainted and recarpeted throughout. The gymnasium, foyer and Outside School Hours Care areas were replastered and painted. Four of the prep classrooms and withdrawal rooms were repainted and recarpeted. A water-damaged ceiling in one classroom was repaired, and two Grade 1 classrooms repainted and recarpeted.

School Council entered into a number of contracts and agreements. These include an agreement with the Westside Basketball Club to hire the gym, Teamkids, and agreements with allied health professionals and private music tutors.

**For more detailed information regarding our school please visit our website at
<https://www.ywps.vic.gov.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 697 students were enrolled at this school in 2024, 340 female and 355 male.

5 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).

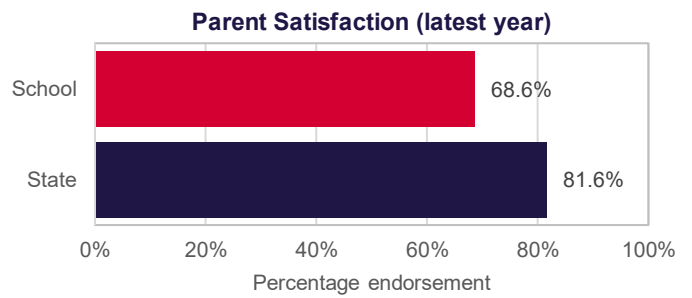
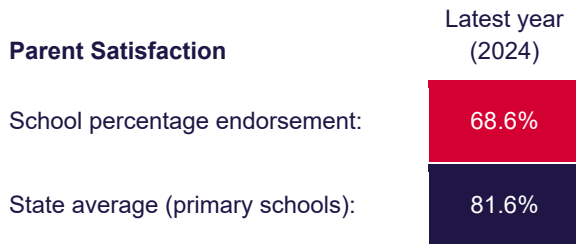
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

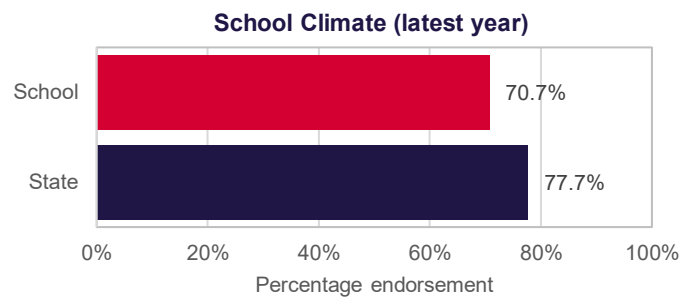
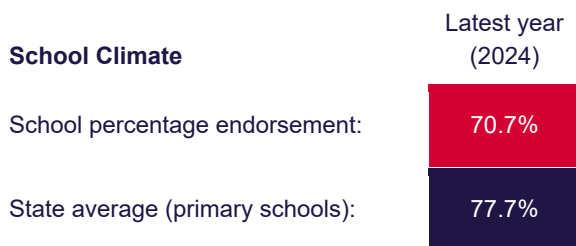


School Staff Survey

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

Percent 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.

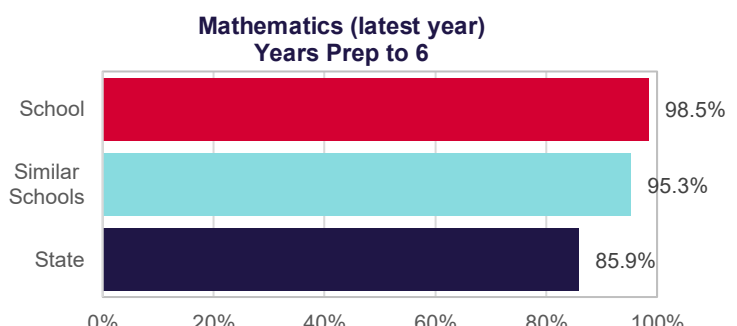
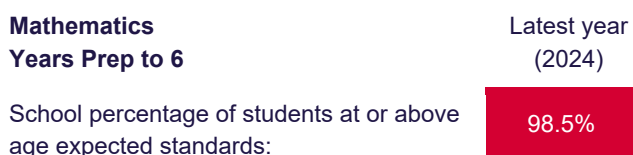
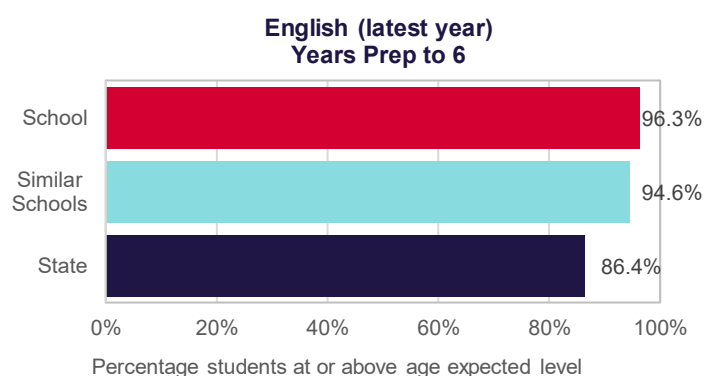
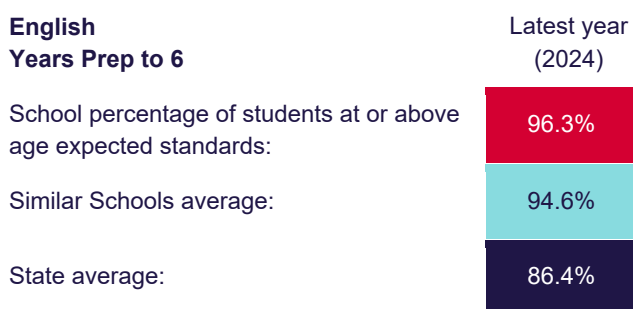


LEARNING

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.



Similar Schools average:

95.3%

State average:

85.9%



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

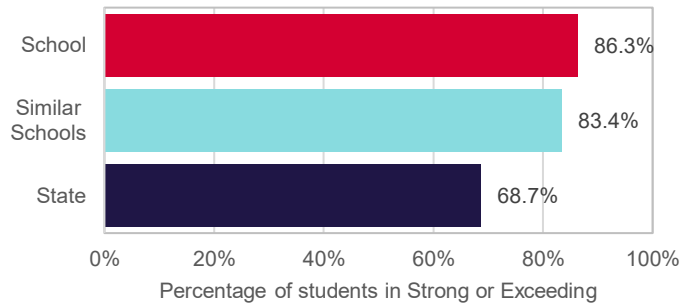
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	86.3%	85.8%
Similar Schools average:	83.4%	83.6%
State average:	68.7%	69.2%

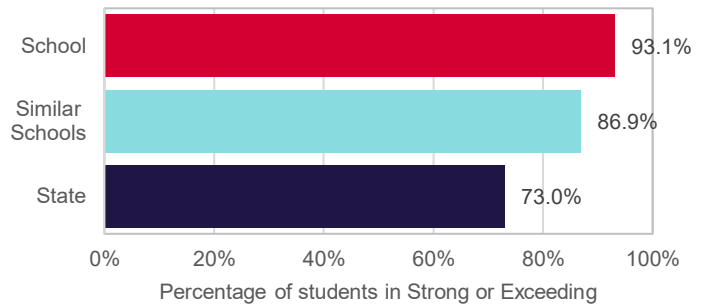
**NAPLAN Reading (latest year)
Year 3**



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.1%	92.5%
Similar Schools average:	86.9%	88.3%
State average:	73.0%	75.0%

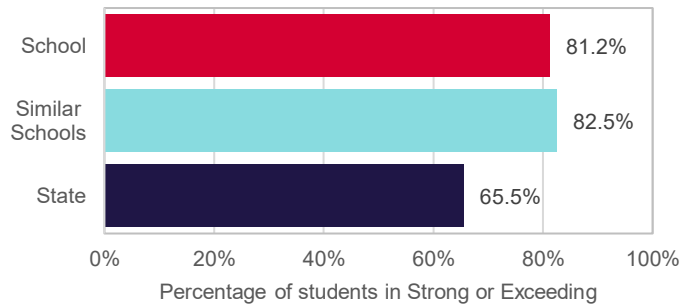
**NAPLAN Reading (latest year)
Year 5**



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.2%	82.4%
Similar Schools average:	82.5%	82.6%
State average:	65.5%	66.4%

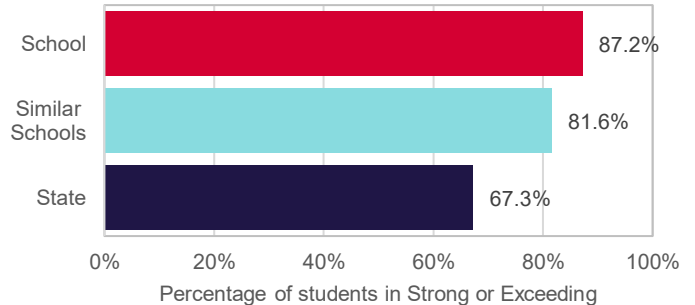
**NAPLAN Numeracy (latest year)
Year 3**



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.2%	81.5%
Similar Schools average:	81.6%	81.8%
State average:	67.3%	67.6%

**NAPLAN Numeracy (latest year)
Year 5**



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:

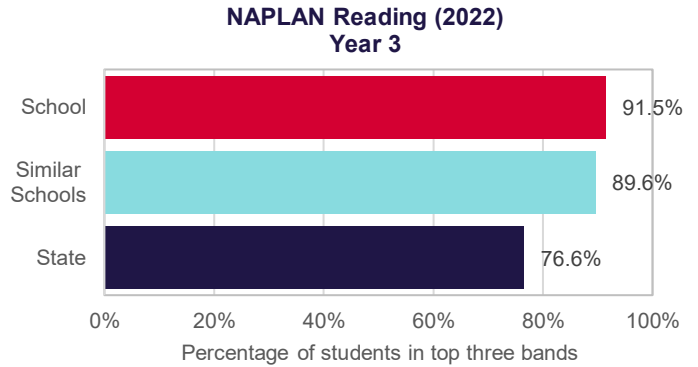
91.5%

Similar Schools average:

89.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

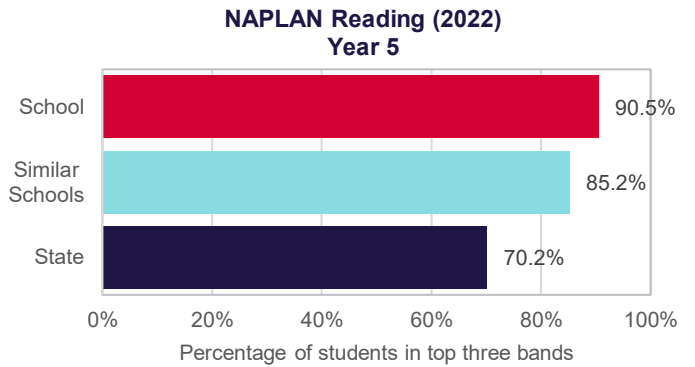
90.5%

Similar Schools average:

85.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

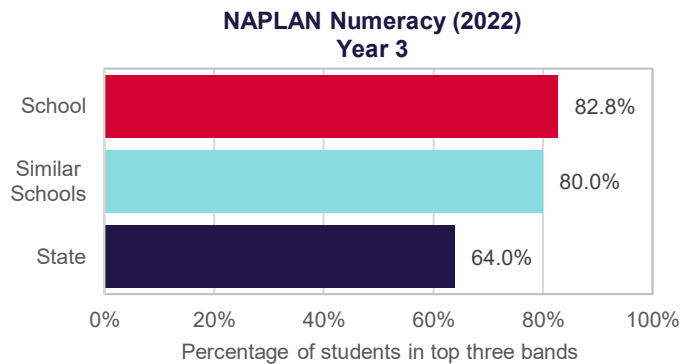
82.8%

Similar Schools average:

80.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

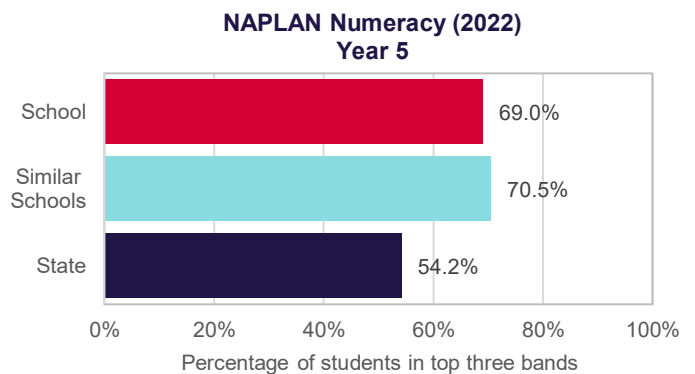
69.0%

Similar Schools average:

70.5%

State average:

54.2%



WELLBEING

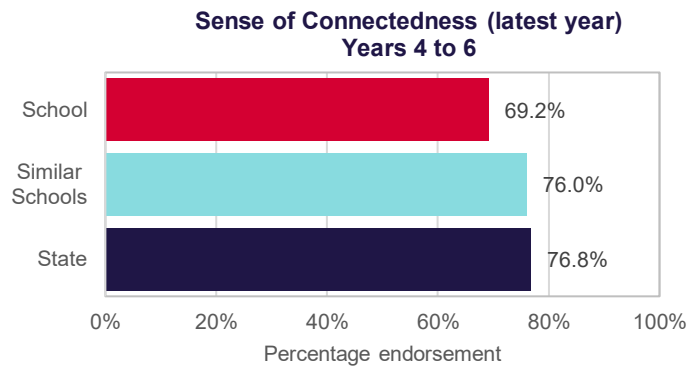
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	69.2%	67.3%
Similar Schools average:	76.0%	76.1%
State average:	76.8%	77.9%

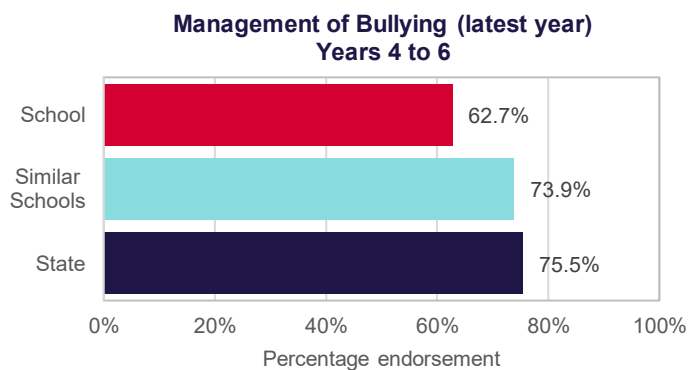


Student Attitudes to School – Management of Bullying

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:	62.7%	60.1%
Similar Schools average:	73.9%	74.1%
State average:	75.5%	76.3%



ENGAGEMENT

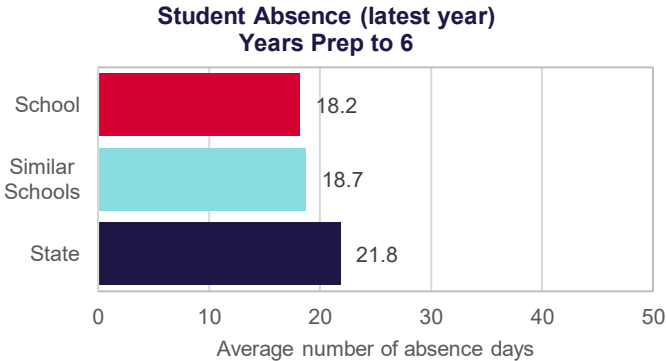
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	18.2	16.7
Similar Schools average:	18.7	16.5
State average:	21.8	20.1



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):	93%	93%	91%	91%	90%	89%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,434,060
Government Provided DET Grants	\$338,020
Government Grants Commonwealth	\$6,444
Government Grants State	\$0
Revenue Other	\$56,555
Locally Raised Funds	\$937,480
Capital Grants	\$0
Total Operating Revenue	\$7,772,559

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,997
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,997

Expenditure	Actual
Student Resource Package ²	\$6,316,511
Adjustments	\$0
Books & Publications	\$22,475
Camps/Excursions/Activities	\$283,901
Communication Costs	\$4,706
Consumables	\$107,761
Miscellaneous Expense ³	\$152,636
Professional Development	\$11,724
Equipment/Maintenance/Hire	\$76,786
Property Services	\$156,269
Salaries & Allowances ⁴	\$251,097
Support Services	\$396,718
Trading & Fundraising	\$28,400
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$69
Utilities	\$56,095
Total Operating Expenditure	\$7,865,149
Net Operating Surplus/-Deficit	(\$92,590)
Asset Acquisitions	\$92,870

- (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 16 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	\$830,110
Official Account	\$39,114
Other Accounts	\$43,546
Total Funds Available	\$912,769

Financial Commitments	Actual
Operating Reserve	\$259,402
Other Recurrent Expenditure	\$43,075
Provision Accounts	\$0
Funds Received in Advance	\$279,894
School Based Programs	\$324,631
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$907,002

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.

