

2024 Annual Report to the School Community

School Name: Woodville Primary School (5049)



- 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 28 March 2025 at 08:34 AM by Sharni Wallace (Principal)

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

Attested on 28 March 2025 at 08:34 AM by Sharni Wallace (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

Woodville Primary Schools vision is to foster and encourage 'Success for everyone, in everything, everyday.' Our vision is for every child to achieve success in every area of their life - academic, social and emotional. Our aim is that all students at Woodville Primary School will leave with the skills, understandings and knowledge that enables them to successfully continue their education, in addition to the dispositions and values to enable them to overcome challenges and obstacles they confront throughout their lives. Our vision empowers us as an inclusive learning community recognising both effort and achievement made.

We are proud of our strong family partnerships and support from parents and community members in our programs. Woodville Primary School strives to demonstrate and embed the expectations and values of: Respect, Responsibility, Resilience and Inclusiveness.

RESPECT

- Is considerate of others learning.
- Displays respectful behaviours towards others and themselves.
- Listens attentively and follows instructions.
- Respects property and resources that belong to the school community.

RESPONSIBILITY

- Takes ownership of their choices/actions and accepts consequences.
- Completes work to the best of their ability and in a timely manner.
- Shows initiative.
- Actively participates in class activities.

RESILIENCE

- Understands and uses a variety of problem-solving strategies.
- Recognises that mistakes are opportunities to learn.
- Accepts and applies feedback openly.
- Understands and uses personal strategies to identify and regulate their emotions.

INCLUSIVENESS

- Respects that everyone is different and that their words and actions matter.
- Actively listens to and respects others' thoughts and opinions.
- Interacts in a respectful way and encourages others.
- Embraces the diversity of others.

Woodville Primary School (established in 1973) is located in Hoppers Crossing and the outer south-western suburbs of Melbourne, (City of Wyndham). The school buildings comprise of four

permanent buildings including one building which is currently undergoing major capital works. These buildings allow for 17 functioning classroom spaces, a Multipurpose FLATS (Flexible Learning and Teaching Space), Music room, Art area, Library resource centre, and Out of School Care facility run by Kelly Club. Out of school was also offered to families on curriculum days.

In 2024, the school enrolment in February on Census Day was 370 students (191 female and 179 male). Woodville Primary School is a multicultural school 46% of students had English as an additional language and 3% were Aboriginal or Torres Strait Islander. The largest populated cultures being 16.46% of students from India, 6.92% Myanmar and 6.15% New Zealand. Overall, we have 23 different cultural identities in total and 9.75% are refugees. Support for these families was provided through an EAL program, and we accessed translating services for meetings where family member attendance was required. The school's socioeconomic band was rated as high with an SFOE of 0.4842. Throughout 2024, 11 ATSI students were enrolled at Woodville. There were 3.34 percent of students with a disability, whose needs were met by Education Support Staff, classroom teachers and targeted wellbeing programs. Woodville PS provides an accredited Out of School Hours Care (OSHC) program, before and after school.

The staffing profile of Woodville Primary School in 2024 comprised of Principal, x1.8 Assistant Principals, 26.7 FTE teaching staff (including 0.9 Leading Teacher, x2 Learning Specialist Teachers) and 12.5 Education Support staff (4.7 Teaching Support Staff, 7.3 Integration Aides, 0.4 Multi-cultural Teacher Aide). Permission to Teach x1.

Progress towards strategic goals, student outcomes and student engagement

Learning

Earlier this year our students were introduced to the Inform and Empower Cyber Safety and Digital Wellbeing program. This means that students tuned in to live streamed incursions (with their teachers) each term, that focus on healthy and safe digital habits. The content is written and delivered by qualified teachers who are endorsed by the eSafety Commissioner as a Trusted eSafety Provider. These sessions aimed to help students better navigate the online world and become more aware, clever, brave and kind. Students focused on topics including navigating unwanted contact, cyberbullying, help-seeking strategies, unsafe content, balancing screen time with 'green time' and sharing personal information.

PLC Inquiry Cycles were introduced for Mathematics across the school. This enabled teachers to discuss targeted students below expected level and discuss strategies to put in place and evaluate how this went. Embrace a collegiate discussion where teachers took ownership of their students cohort data and monitored and adapted during the cycle.

Woodville held its first 'Potato Olympics' across the whole school during Term 3. This exciting day was developed by the Australian Mathematical Sciences Institute and was an amusing and engaging way for students to explore the mathematics in Olympic events through their potato athlete. Each student was given their very own potato athlete to decorate, create a back story for and used in various Maths and measurement activities throughout the day. Everyone had a terrific

time with their athlete and enjoyed the activities. The events were: Breakdancing, Sprints, Weightlifting, Velodrome, Build a bridge.

Mathematics Learning Specialist, participated in the Wyndham Community of Practice focusing on 'The Big Ideas' in number and from this learning implemented Professional Learning with whole school staff. This also lead into coaching, modelling and integrating these new learnings into PLCs. As additional support in Mathematics a Consultant worked with teams throughout the year, modelling, coaching and participating in planning sessions.

The benefits of our focused work around Mathematics is evident in our Naplan results (percentage of students 'strong' or 'exceeding') in comparison to Similar schools.

Naplan Yr 3 – strong or exceeding Naplan Yr 5 – strong or exceeding

Woodville PS	63.6%	Woodville PS	56.7%
Similar School	50.4%	Similar School	53.1%

Wellbeing

On Tuesday 7th May, Prep-2 students participated in Braveheart’s ‘Ditto’s Keep Safe Adventure Program’. It was a fun interactive live incursion that taught the children about essential personal safety skills with Ditto’s lovable lion cub and a special trained Education Facilitator. The message to students, the importance of keeping safe, what some warning signs might feel like should they sense something isn’t right and how having a ‘safety team’ of adults they can go to if ever they feel unsafe or unsure is great practise. Students also learned about Ditto’s 3 rules for keeping safe.

The Proactive Police Unit lead a cyber safety program for students across the whole school. Empowering them with knowledge and skills of how to be safe in an online environment and a second unit educated students around knowledge and understanding of community safety.

Staff concluded their training in 'The Berry Street Education Model', (BSEM). Staff implemented strategies, for example, greeting circles, brain breaks, positive primers and ready to learn scales in support of student wellbeing. As a result staff have access to a variety of resources on the alumni platform.

'Celebrating Student Capacity' led on from previous Professional Learning undertaken by staff (Understanding Poverty). This assisted staff to identify and support students with low socio-economic backgrounds.

Students across the whole school participated in basic first aid in schools presentation developing their awarness of basic skills.

Sense of Connectedness Years 4-6 Management of Bullying Years 4-6

Woodville PS	96.7%	93.9%	Woodville PS	98.3	94.4%
	(2024)	4-year average		(2024)	4-year average
Similar School	78.8%	79.8%	Similar School	77.6%	77.5%

(2024) 4-year average

(2024) 4-year average

Engagement

On the 24th of April all members of Woodville’s Student Representative Council (SRC) were invited to Werribee Secondary College to take part in the SRC forum along with many other Wyndham schools. This forum was run by Joanne Ryan who is the local member of Parliament. Students had the opportunity to meet other SRC leaders from various schools who shared the different types of leadership roles within their school. As a group students discussed and identified issues noticed at Woodville. During the forum students shared problems with other schools, and they shared theirs, which turned out we had similar problems. The SRC is looking forward to thinking of ideas to solve these problems. In the end it helped us develop our leadership skills. An account of our Student Representative Council (SRC) in their own words, 'On the 5th of September, the Student Representative Councillors went to Brinbeal Secondary college to attend the Wyndham SRC Forum, held by Joanne Ryan. When we arrived, we were met by Joanne Ryan, the local member of Parliament for Lalor and all the other schools that were attending. Once all the schools sat down and were ready, we were asked to discuss some problems that we think are apparent in our school. We then presented our work to other schools and shared an action plan to solve them. After this, we were asked to write a speech based on Respect, and then as a group we picked the best one which was a combination of two students speeches. Joanne Ryan asked the schools to present their best speech and one student presented the speech, which was about the importance of respect in schools. Finally, after listening to many amazing speeches, we went back to school to finish our school day. Personally, we think that we learned many things from the Wyndham SRC Forum. It was an amazing experience overall.'

Woodville Primary School's 'Action Research Team' (ART), proactively refined processes and policies with relations to increasing student attendance. As a result of this a 'Staged Response for Attendance Map (SRAM) was developed with the aim of increasing accountability and student attendance.

Student Absence – Years Prep to 6	Last year (2024)	4-year average
School average number of absence days	22.6	21.4
Similar schools average	24.1	22.7

Attendance rate by year level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(2024)	88%	86%	90%	90%	88%	88%	90%

Other highlights from the school year

Tuesday 26th March we held a whole school music event - 'Billy Tea Bush Band' (open to the whole school community). All classess participated in a 1 hour dance practice session with their buddy class with an additional whole school dance hour. Families were then invited in to



participate with their children and enjoy our sausage sizzle. Bush danced themed outfits were also a highlight of the event.

Through out the year numerous sporting events are held, for example, Swimming Programs, Cross Country, Athletics Day;

- Aqua Pulse Swimming Programs whereby students learn valuable skills in the water.
- On Thursday 9th May, 48 students from years 3-6 represented Woodville at the Hoppers District Cross Country Carnival. The students ran a course involving lots of twists, turns, hills, different surfaces, even some mud here and there! Many students who have previously competed in the district cross country improved on their result from last year. A special mention to four students who qualified for the Wyndham/Hobsons Bay Division Cross Country Event.
- This year was our first time running our 3-6 athletics carnival outside of school. What a day it was! Students competed in a range of track and field events, competing against peers in their age groups. The students have been learning about athletics and practicing these events during their PE classes. It was fantastic to see so many students participating, receiving ribbons, wearing their house colours with pride and cheering on their friends. It was a spectacular day.

During the year we celebrate x2 multicultural days. We encourage students to dress up in clothes from their culture to celebrate Multicultural day. The students participated in a range of engaging multicultural activities such as, language learning, making paper multicultural dolls, learning about other cultures, dances and games from other countries, and henna handprints. On this special day the students were provided with the opportunity to learn about the values of cultural diversity, to develop respect and open-mindedness of other cultures, and to make the students aware of our differences and to accept each other.

As well as multicultural days we also celebrate Reconciliation Week. This year we students had the opportunity to attend an incursion to celebrate **Reconciliation Week**. Dion, an Indigenous performer, visited our school and sang, danced, shared stories and educated our students about the different traditions between Torres Strait Islander and Aboriginal Indigenous heritage. Students and staff thoroughly enjoyed participating in the session and learning about these cultures.

Monday 9th December we held our Big Show - Colour Fun Run as a major fundraising event! We raised much needed money for a permanent shade structure over the senior playground. Over 350 students participated in the Colour Fun Run. We have some exciting news we hit our fundraising target of \$9,026.00.

Woodville Bright Sparks and Rookie Cookies had an exciting, drama filled weekend competing in the First Lego League South Nationals on Sunday the 1st of December, 2024. With flight cancellations everywhere we all got there in the end, whether it was via plane, train or automobile, we did the lot. We are proud to say that both teams represented the school beautifully with our senior team receiving the 'Engineering Excellence' trophy. This was an acknowledgement of their innovation project and robot design, our project the 'Mumma Pig', a unique underwater vehicle they designed to stay under water for greater lengths of time and cover more distance. The CSIRO has expressed an interest in the students design and we will be sending all our information off to them now that the competition is complete.

Financial performance

In 2024, the financial performance and position at Woodville Primary School concluded the school year with a deficit \$36,569 however will result with a surplus of \$301.559 carried forward from 2023.

This was achieved by multiple facets;

- Extended medical leave x1 classroom teacher.
- Various staffing absences outside of the credit budget.
- Extended Long Service and Family Leave.

Out of School Hours Care operates before and after school and is managed via an external provider - Camp Australia (contract ceasing December 2024).

Sources of funding the school received under the following categories;

- A total of \$21,063 was raised via fundraising incorporating a variety of sources, such as, Easter raffle, Mother's/Father's Day Stall, Cheer Toastie Truck, Christmas raffle, Sausage Sizzle, Big Show Colour Run, Zooper Dooper sales however these funds were already committed to paying for the construction of a permanent shade structure over the senior playground resulting in future fundraising of a further \$2,600 required to cover the full cost.
- Equity funding was utilised to cover our wellbeing initiatives, education support programs/intervention/extension, student incursions, coaching/staff professional learning, for example, Bravehearts Program, and resources across the school.
- Grants accessed by Woodville, Sporting in Schools funds received during Term 3 towards equipment and sporting activities.
- Donations; \$2,000 Cottage by the Sea (\$500 x4 students year 6 contributions towards secondary school).
- Camp Australia's contract for the year is \$9416 ext GST.
- Assistance via programmed 'Make Safe' resources.

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 370 students were enrolled at this school in 2024, 191 female and 179 male.

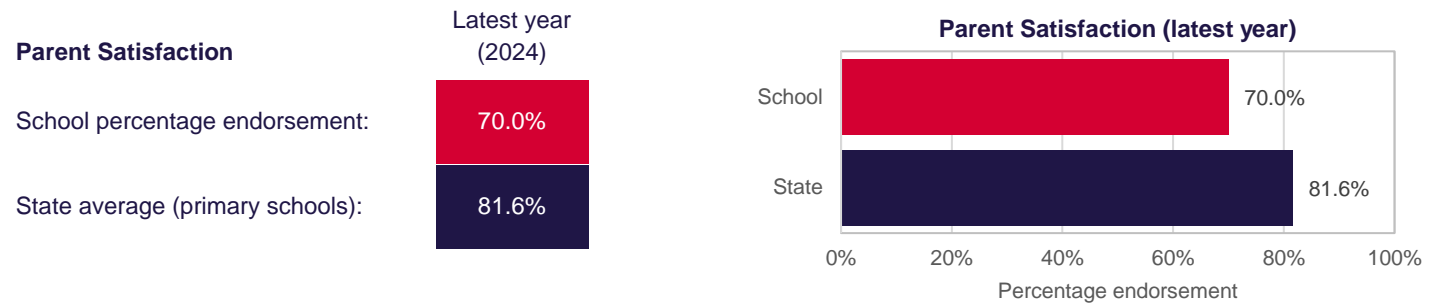
46 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is: **High**

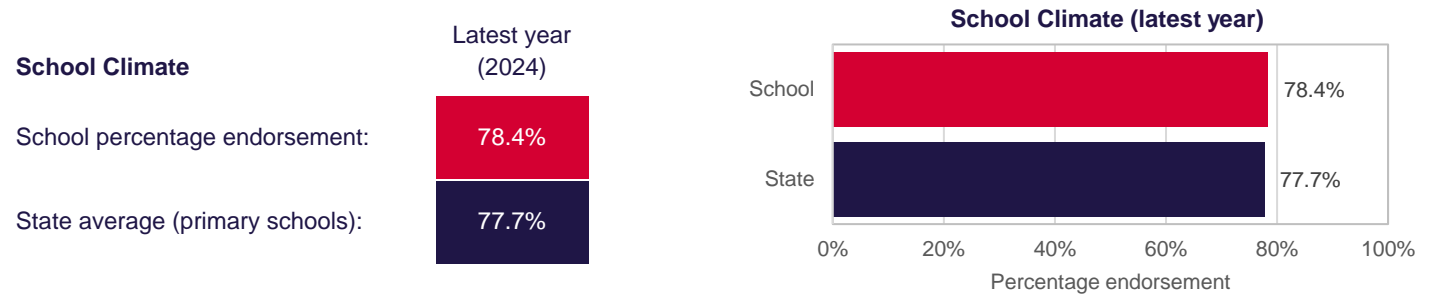
Parent Satisfaction Summary

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

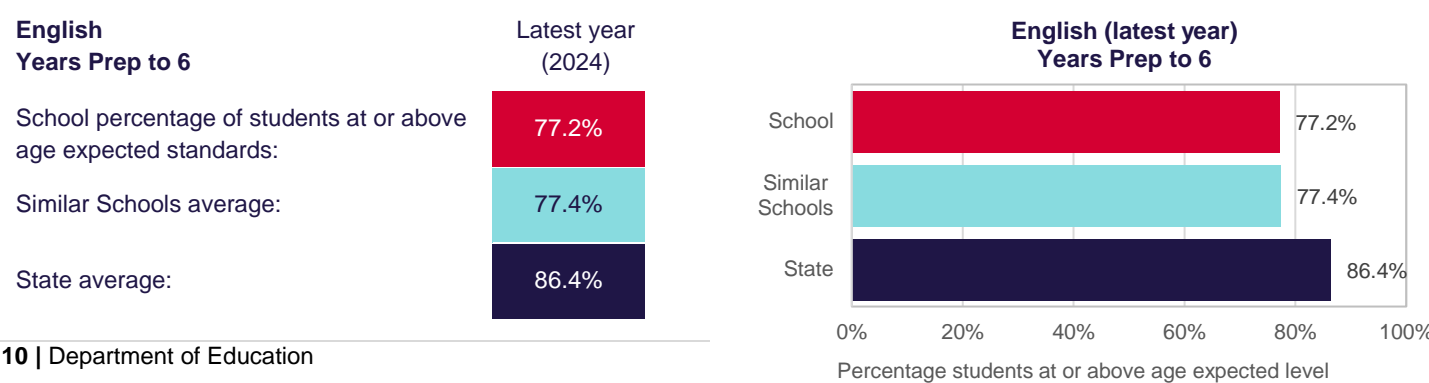


LEARNING

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.



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

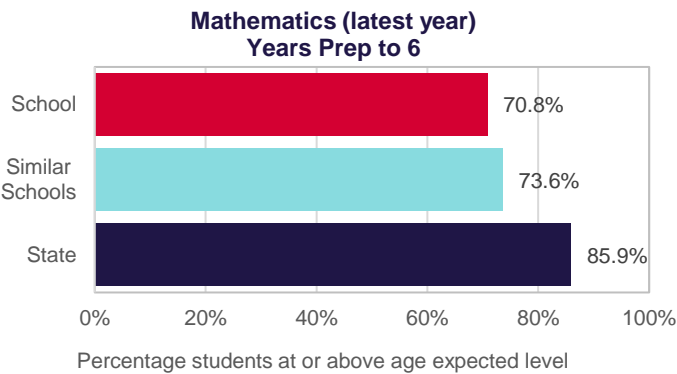
70.8%

Similar Schools average:

73.6%

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.

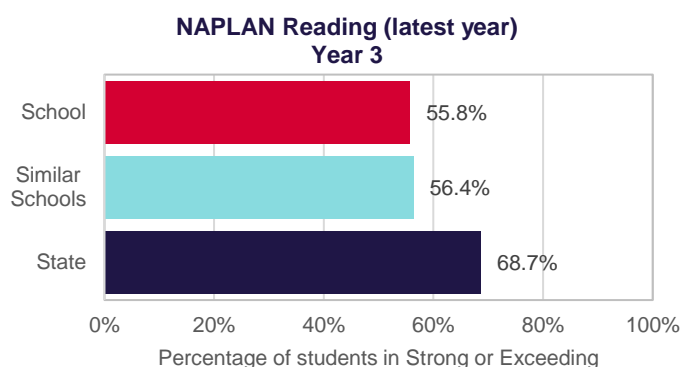
NAPLAN

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.

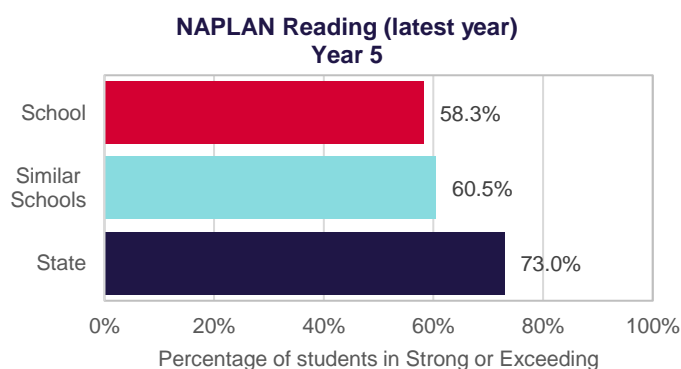
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.8%	60.6%
Similar Schools average:	56.4%	56.3%
State average:	68.7%	69.2%



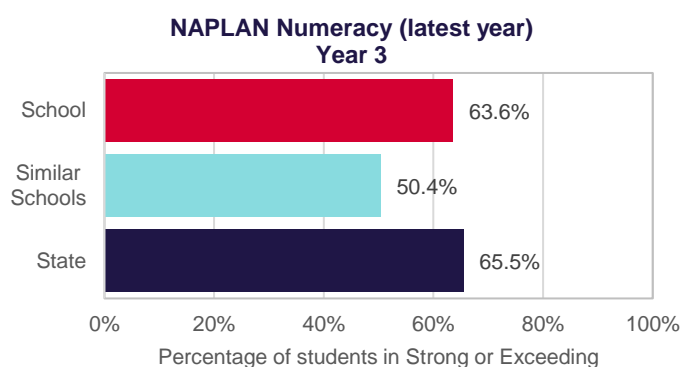
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	63.6%
Similar Schools average:	60.5%	64.4%
State average:	73.0%	75.0%



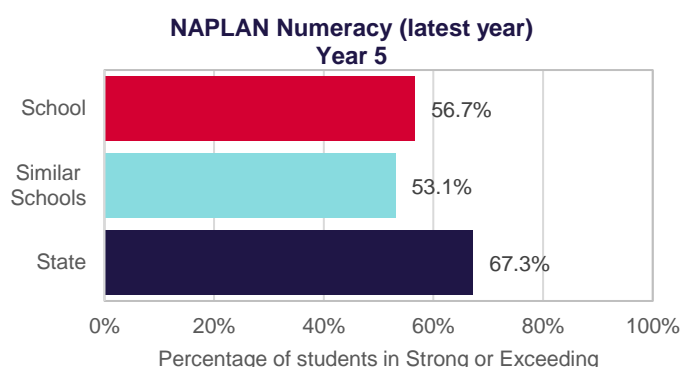
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	59.4%
Similar Schools average:	50.4%	49.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.7%	61.1%
Similar Schools average:	53.1%	53.5%
State average:	67.3%	67.6%



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:

59.1%

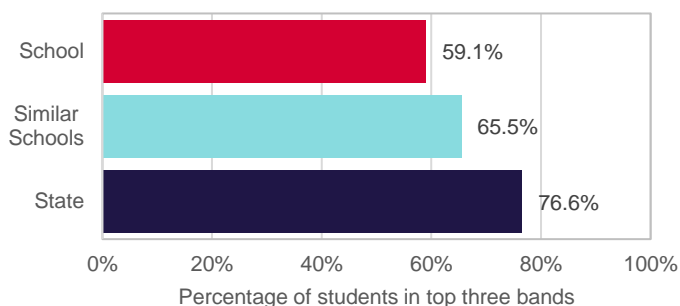
Similar Schools average:

65.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

66.0%

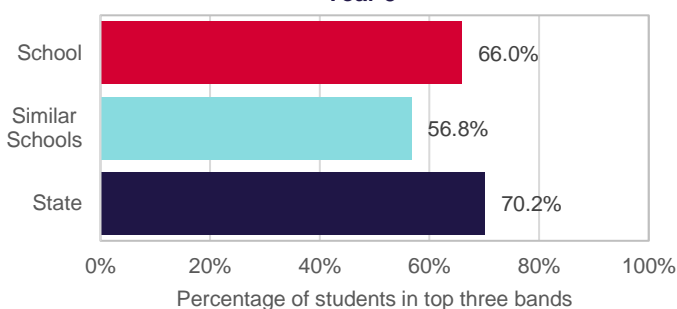
Similar Schools average:

56.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

52.4%

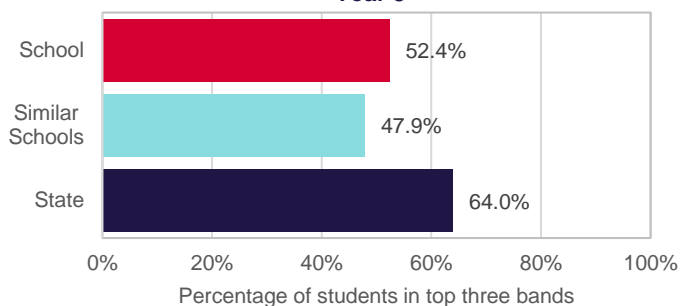
Similar Schools average:

47.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

53.7%

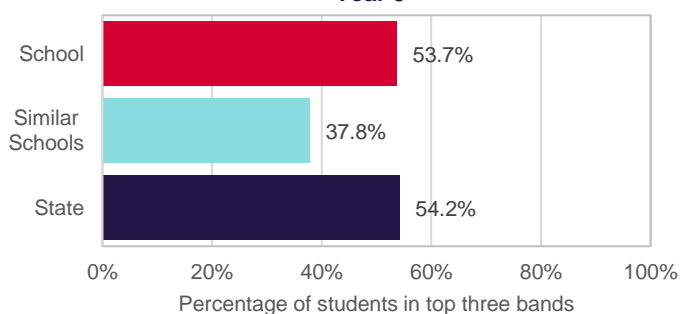
Similar Schools average:

37.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

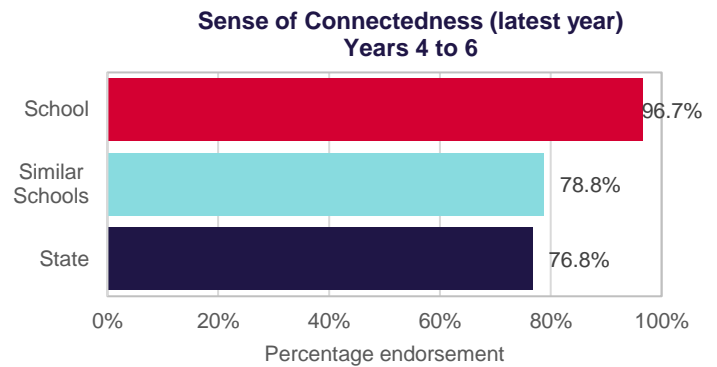
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	96.7%	93.9%
Similar Schools average:	78.8%	79.8%
State average:	76.8%	77.9%

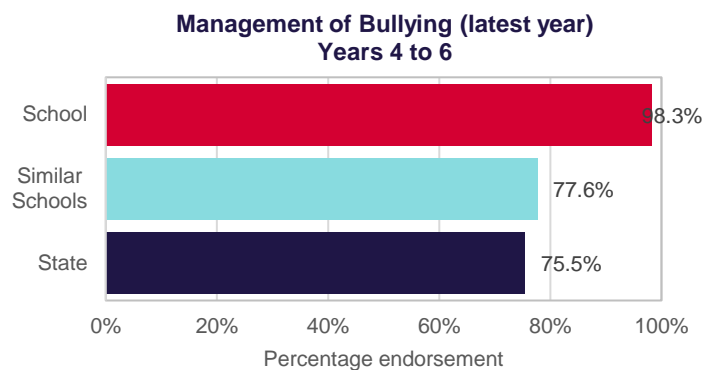


Student Attitudes to School – Management of Bullying

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:	98.3%	94.4%
Similar Schools average:	77.6%	77.5%
State average:	75.5%	76.3%

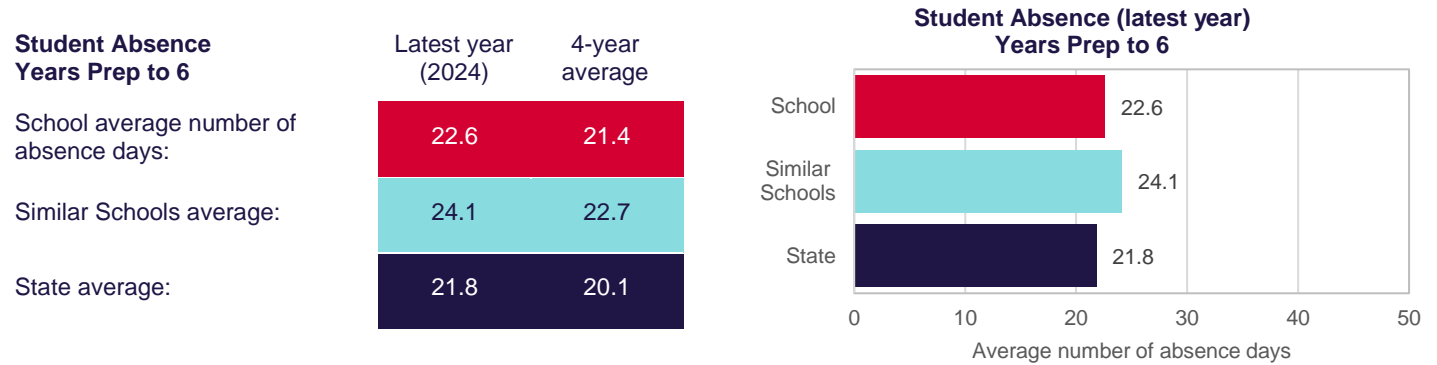


ENGAGEMENT

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.



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):	88%	86%	90%	90%	88%	88%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,490,852
Government Provided DET Grants	\$707,741
Government Grants Commonwealth	\$6,549
Government Grants State	\$0
Revenue Other	\$59,364
Locally Raised Funds	\$121,299
Capital Grants	\$0
Total Operating Revenue	\$5,385,805

Equity ¹	Actual
Equity (Social Disadvantage)	\$569,132
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$569,132

Expenditure	Actual
Student Resource Package ²	\$4,459,524
Adjustments	\$0
Books & Publications	\$5,120
Camps/Excursions/Activities	\$80,638
Communication Costs	\$6,386
Consumables	\$113,140
Miscellaneous Expense ³	\$8,216
Professional Development	\$9,336
Equipment/Maintenance/Hire	\$196,733
Property Services	\$134,769
Salaries & Allowances ⁴	\$137,974
Support Services	\$201,126
Trading & Fundraising	\$22,629
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,170
Utilities	\$45,613
Total Operating Expenditure	\$5,422,374
Net Operating Surplus/-Deficit	(\$36,569)
Asset Acquisitions	\$41,503

- (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	\$862,350
Official Account	\$20,052
Other Accounts	\$0
Total Funds Available	\$882,402

Financial Commitments	Actual
Operating Reserve	\$163,103
Other Recurrent Expenditure	\$17,658
Provision Accounts	\$1,926
Funds Received in Advance	\$0
School Based Programs	\$115,114
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	\$297,800

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.