

# 2024 Annual Report to the School Community

School Name: Sunbury Primary School (1002)



- 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 02 April 2025 at 08:12 AM by Anna Henderson (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 06 May 2025 at 03:26 PM by Anna Henderson (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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.

School enrolment in 2024 was 374. The school is organised to provide low class sizes across the school in composite class arrangements. Specialist programs operate to support school priorities and to take advantage of the teaching capital available to the school. In 2024 the school was able to offer literacy intervention through the Tutor Learning Initiative to 54 students. To further support student learning the school is involved in various networks with a focus on teaching excellence. The School Family Occupation index of the school is 0.24.

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children enjoy school facilities which include modern classrooms, specialist art and music facilities, library and hall. Landscaped grounds feature historically significant trees and a horticulture centre, The Patch. The playground facilities include an oval, soccer field, basketball court, passive recreation areas and play equipment including an industrial playground matched to the different physical and social stages of development. A multipurpose and STEM building and a library, resource centre and canteen building are available to students and supports a comprehensive specialists program. Maintenance to the existing buildings and landscape continue to enhance the physical environment and teaching and learning experiences for our children.

In 2019 Sunbury Primary School was selected as one of thirty-five schools (51 schools in 2024) across the State recognised for PLC excellence. School staff are committed to System leadership and engage in collaborative practices with other government schools, supporting and sharing best practice. Educators work within Professional Learning Communities with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Teaching and Learning Inquiry Cycle teams diagnose student learning needs to plan, implement and evaluate teaching responses to an identified problem of practice. PLCs at Sunbury Primary School are focused on continuous improvement by linking the learning needs of students with the professional learning and practices of teachers.

At Sunbury Primary School we believe that relationships are fundamental to the educational and social development of children and young people and that school improvement can be further supported and achieved with a genuine commitment to structure and support community conversations to develop our capacity. Partnerships with parents are highly valued with parental participation in school programs and through consultation, in order to create the best possible learning opportunities for our students. The school values are: Be curious; Be courageous; Be mindful; and Act with integrity.

Our staffing profile comprises one Principal and 1x Assistant Principal (0.82 EFT), 1x ES Inclusions Co-ordinator (1.0 EFT), 1x Learning Specialist (0.6 EFT), 1x Leading Teacher (1.0 EFT), 28x teachers (21.03 EFT) 1x Tutor (0.79 EFT), 5x part-time Education Support staff, 4x office administration staff (2.7 EFT), 1x resource manager (0.5 EFT) and 1x maintenance manager (0.6 EFT).

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

### Learning

#### **Victorian Curriculum – Teacher Judgements:**

In the area of Student Learning, Sunbury Primary School achieved at a level similar to other schools in the State.

The school's English Teacher Judgement results were slightly higher than the average result in comparison to all State government primary schools, however we had a slightly lower percentage of students working at or above expected standards than students from similar schools. The school's Teacher Judgement Mathematics results were above the average result in comparison to similar schools and all State government primary schools.

#### **2024 Year 3 NAPLAN:**

In 2024, 63% of Year 3 students performed in the exceeding or strong proficiency levels for Reading – this was a lower percentage when compared to State (69%) and similar schools (75%). Whilst 59% of Year 3 students performed in the exceeding or strong proficiency levels for Numeracy - this was a lower percentage when compared to State (65.5%) and similar schools (73%).

#### **2024 Year 5 NAPLAN:**

In 2024, 72% of Year 5 students performed in the exceeding or strong proficiency levels for Reading – this was a lower percentage when compared to State (73%) and similar schools (79%). Whilst 51% of Year 5 students performed in the exceeding or strong proficiency levels for Numeracy. This was a much lower percentage when compared to State (67%) and similar schools (72.5%).

#### **Staff Professional Learning: Wellbeing and Inclusions**

In 2024, our staff continued to develop their expertise and knowledge on how to best support all our students to co-regulate and engage in their learning. Our staff worked with Educational and Developmental Psychologists Melissa Di Pietro, Emylee Ephraums and Tamara Zafiroopoulos, along side our school Wellbeing and Inclusions team, engaging in professional learning about neuroscience, the importance of coregulation and a brief introduction to the Science of Learning. Time was spent exploring the impact of the classroom environment, interoceptive awareness skills, movement breaks, visuals and schedules and language to support executive functioning. This learning continued throughout the year, supported by our Wellbeing and Inclusions team, leading ongoing professional learning and classroom observation walks.

#### **Staff Professional Learning: Addition and Subtraction**

During 2024, Sunbury Primary School continued to engage in the services of Dr Angela Rogers, moving into the area of Addition and Subtraction. Angela guided staff in analysing place value data through the PVAT assessment and provided targeted professional learning on how this data leads into work in additive thinking. This was the spring board into staff Professional Learning Community's ongoing inquiry and work in the teaching and learning of Addition and Subtraction.

#### **InitialLit - Synthetic Phonics-based System (Prep - 2)**

InitialLit is an evidence based, whole class literacy program providing all students with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is an evidence based approach to reading and spelling that is aligned with the Australian National Curriculum. It is a reading program that incorporates a synthetic approach to the teaching of phonics alongside a rich literature and vocabulary component. In 2024, due to the success of this program in 2023, Sunbury Primary School

extended the program into the Year One/Two cohort, introducing the Year One InitiaLit program to all students. The One/Two team and new members of the Prep team completed the two day training and implemented the program mid Term 1, 2024.

## Wellbeing

In 2024, 63% of students in Years 4 to 6 reported positive responses to the management of bullying at the school in the Attitudes to School Survey. This result is lower than State (75.5%) and similar schools (78%).

In 2024, 68% of students in Years 4 to 6 reported positive endorsement on Sense of Connectedness factor in the Attitudes to School Survey. This result is lower than State (77%) and similar schools (77%).

This year's positive perceptions are again lower than the 4-year average (69% - management of bullying and 74% Sense of Connectedness). There is a marked decline in student positive perceptions in the Yr 5/6 cohort in 2024.

### Mental Health in Primary Schools

In 2024, Sunbury Primary School's Mental Health and Wellbeing Leader (MHWL) continued to work across the school to embed a whole-school approach to mental health and wellbeing for students, staff and families.

The Mental Health and Wellbeing Leader's work continued to involve:

- building the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in the classroom
- supporting the school to utilise clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention
- coordinating targeted mental health support for students by working with regional staff, school wellbeing and leadership teams, teachers, parents/carers and external agencies
- advocating for student voice and agency in their wellbeing and mental health needs

In addition to the above, in 2024 the Mental Health and Wellbeing Leader, together with the Wellbeing and Inclusions team, implemented the following:

- Tier 2 intervention program, designed to enhance school engagement. This Initiative focused on project-based learning, aimed at fostering a deeper connection with learning, peers and key staff across the school. This intervention incorporated discussions surrounding the obstacles to school engagement and develop strategies to support self-advocacy and resilience. Through collaborative efforts with staff and peers, students had the opportunity to set and pursue student-led goals, working towards lasting improvements in engagement beyond the program's conclusion.
- Student Voice Forums from years 1-6, with a selection of students from each cohort. With the purpose of offering a deeper, more nuanced platform for students to share their thoughts and experiences beyond the limitations of traditional surveys. These forums provided a space for students to express their attitudes towards coming to school, the relationships they have with their teachers, and what they value most in educators. The feedback gathered shaped actionable strategies that the Wellbeing team shared with teachers across the school help foster stronger connections and create more supportive classroom environments.
- Continued advocacy and professional learning of neuro-affirming and inclusive practices. This took place through whole school staff professional learning, including coordinating a curriculum day presented by a psychologist from the SSS team covering; understanding student behaviour through a neuroscience lens (including mini lessons on the brain), the importance of coregulation, a brief

introduction to the science of learning and time to workshop implementing four key Tier 1 adjustments in the classroom. These concepts continued to be built on in professional learning, ran by the MHWL throughout the year.

- Ross Greene's Collaborative and Proactive Solutions training, was attended by the Wellbeing and inclusions team. With the MHWL introducing this to teaching staff across the school and implementing the CPS model with selected students receiving support from the Wellbeing team.
- Learning walks took place to observe the use of Tier 1 strategies in both general and specialist classrooms. These provided valuable insights into teaching practices and offered opportunities for continued professional development and support in this space.

## Engagement

### Attendance

In 2024, our students were absent from school an average of 21 days per year. This figure is similar to the school's absence data over the past 4 years (20.2 days average). Sunbury Primary School data is lower than non-attendance reported in all State schools (21.8) and similar schools (21.4).

There is a 89.3% average attendance rate across the P-6 cohort, with the Year 6 cohort recording the lowest absence rate in 2024 (86%) and the Prep cohort again recording the highest attendance at 93%.

Absence is a lead indicator for achievement and engagement outcomes. Research demonstrates that there is a strong correlation between student attendance and learning outcomes and that even small amounts of absences are associated with substantial falls in outcomes. Missing more than 20 days of school each year (equivalent to four weeks out of the school year) is certainly an indicator of chronic absence issues in the primary years. In 2024, the following strategies were implemented to respond to student absences:

- SMS messages sent to parents and carers requesting notification for any absences
- phone calls and emails made after extended periods of absences
- Attendance plans developed with targeted goals and strategies to support increased attendance

### Specialists Program

Sunbury Primary School offers a comprehensive Specialists Program, offering students breadth and choice across the curriculum, and allowing students to excel in applied learning experiences. The school offers a range of specialist subject areas including The Arts (Visual and Performing), Physical Education, STEM (Science, Technology, Engineering and Mathematics), Languages (Japanese) and the Stephanie Alexander Kitchen Garden Program. The teachers within these subject areas work within a PLC, with a shared Inquiry focus and sometimes combine learning experiences. Within these subjects, students are exposed to a range of experiences that sit both within and beyond the curriculum area. Students have the opportunity to further explore some of the content and concepts outside of the weekly subject allocation, such as through lunchtime clubs and extra-curricular experiences. Many of these are also highlighted through showcases and events held at the school. Learning within these areas is also further enhanced in classrooms and classroom teachers often access the facilities and resources to enhance their own classroom programs.

### Inclusion

In 2024, the school's inclusive education process and practices continued to be strengthened. We have an ongoing commitment to partnering with parents/carers and relevant agencies to work together to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs.



- The inclusion and wellbeing team was established in 2023 where the work focused on the development of processes and practises that support students\* and parents / care is in the following ways:
- streamlined communication through an identified school contact for parents/carers and external agencies/providers
- ongoing commitment to developing the identity/profile of our education support staff/team
- focussed professional learning to build the capacity of educators and support staff in inclusive education (understanding adjustments, modifications and accommodations)
- additional small group programs targeting the specific needs of students such as social skill development, fine motor skills, Gross motor development, reading tutor program and daily living skills
- coordinated Individual Education Planning for identified students with SMART goals using the Department's recommended template and processes
- managed processes to closely monitor and respond to student achievement and growth
- tiered response to intervention for both learning and wellbeing

## Financial performance

The School has exhausted all financial resources within the limitations of the Student Resource Package. The school is currently managing a deficit and has carefully planned it's committed funds for 2025 in response to the 2024 financial position.

Workforce planning reflects the needs of our students and staff, with organisational structures and recruitment decisions made in order to support improved learning and wellbeing outcomes and to achieve the goals of the Annual Implementation Plan.

In 2024, the majority of equity funds was allocated to the employment of a 0.4 EFT student wellbeing officer (registered psychologist). The school also received additional funding for a 0.6 Mental Health and Wellbeing Leader. In 2024, the school began preparing for the transition to the new Disability and Inclusion Model, therefore the workforce plan and organisational structure reflected this priority.

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



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 378 students were enrolled at this school in 2024, 187 female and 191 male.

1 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).

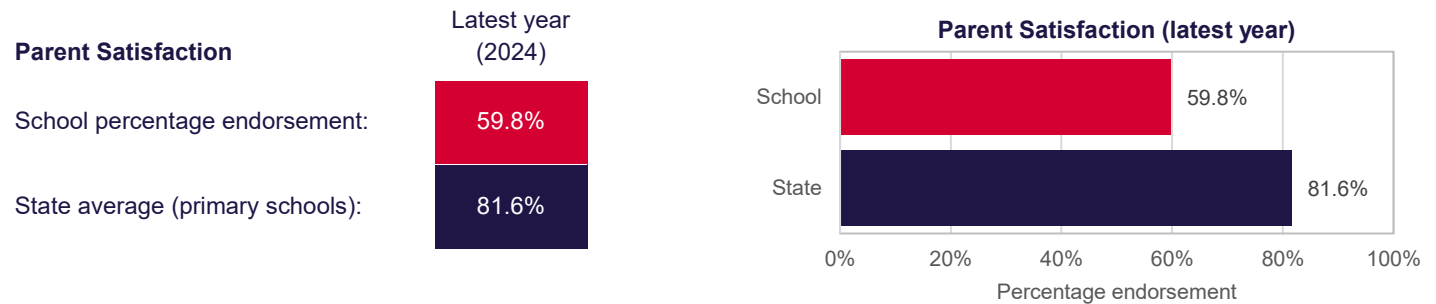
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

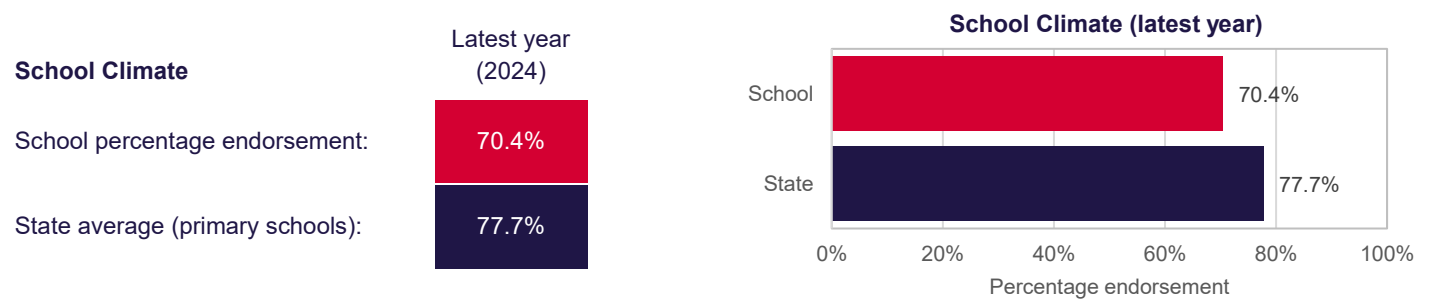


### School Staff Survey

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.



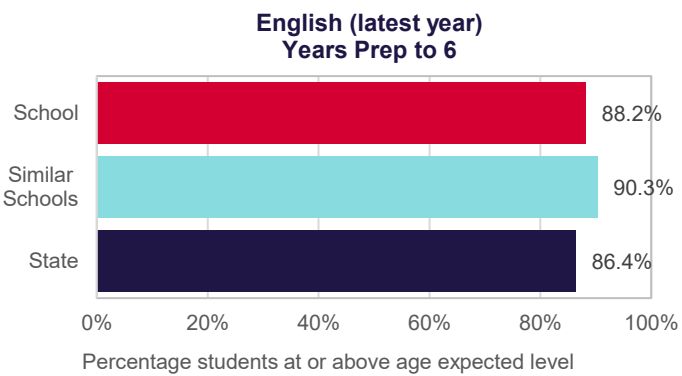
LEARNING

**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.

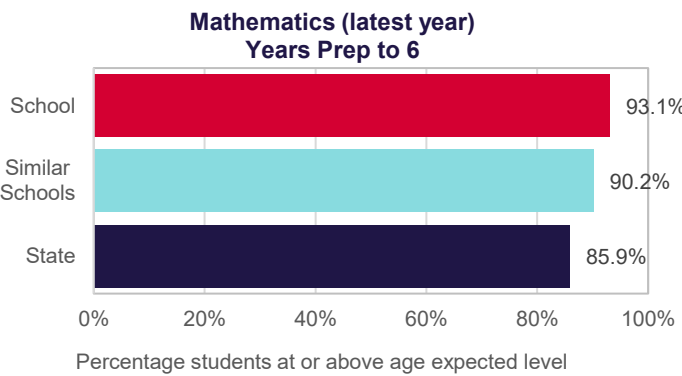
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.2%
Similar Schools average:	90.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	93.1%
Similar Schools average:	90.2%
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.

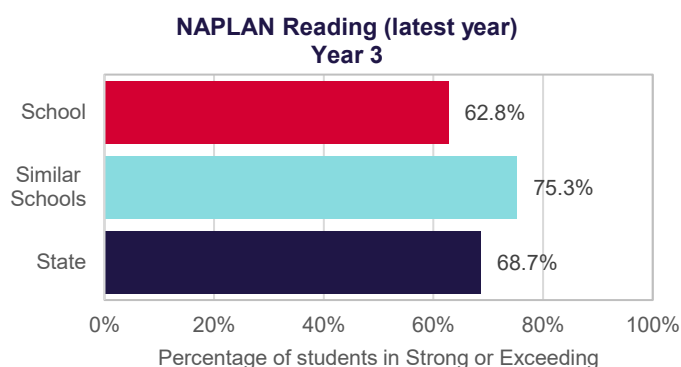
### NAPLAN

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.

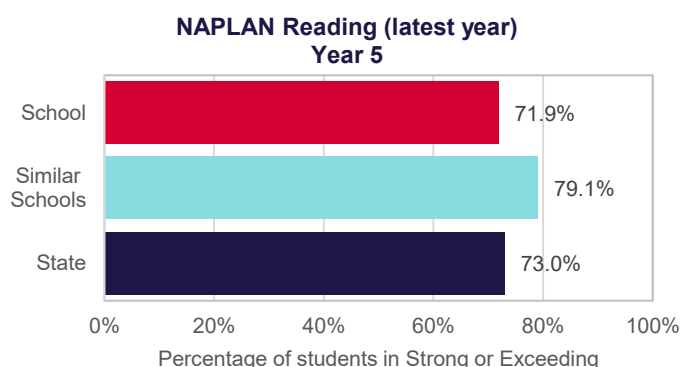
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.8%	68.7%
Similar Schools average:	75.3%	75.6%
State average:	68.7%	69.2%



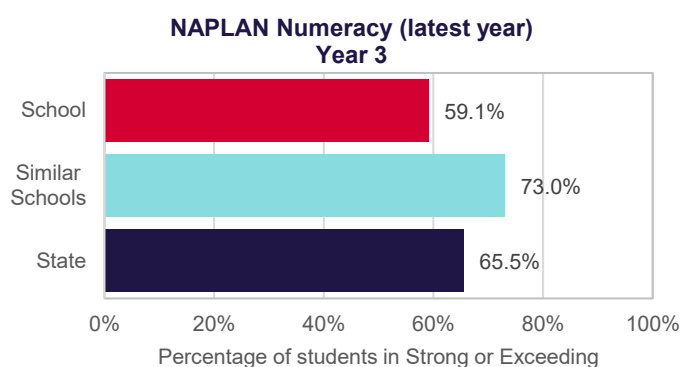
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.9%	74.0%
Similar Schools average:	79.1%	81.4%
State average:	73.0%	75.0%



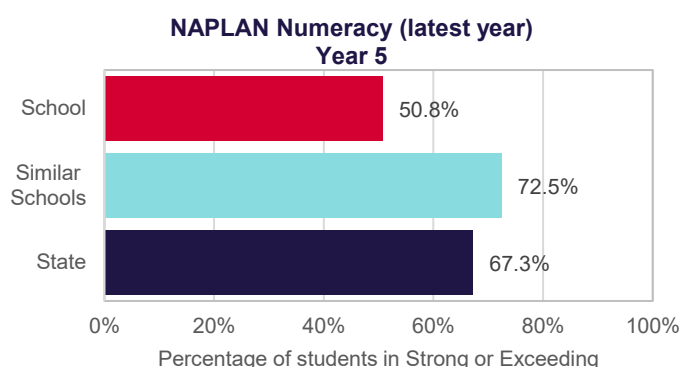
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.1%	61.0%
Similar Schools average:	73.0%	73.8%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.8%	57.0%
Similar Schools average:	72.5%	73.7%
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:

73.4%

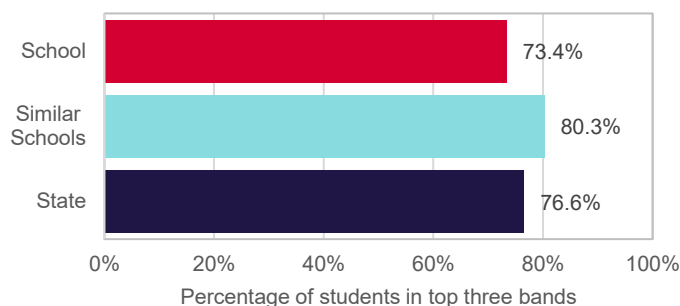
Similar Schools average:

80.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

68.9%

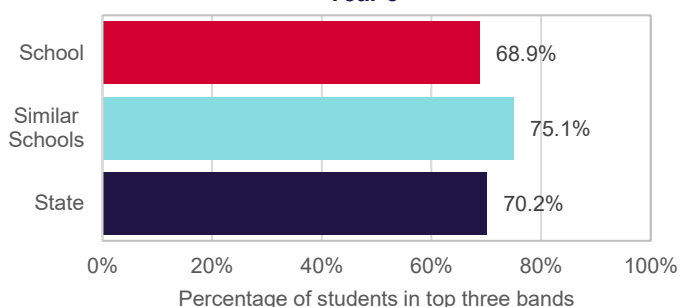
Similar Schools average:

75.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.7%

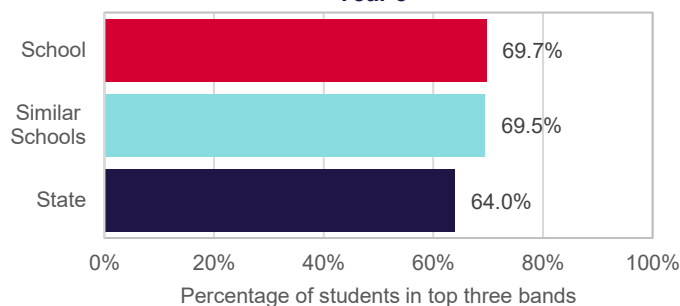
Similar Schools average:

69.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

42.9%

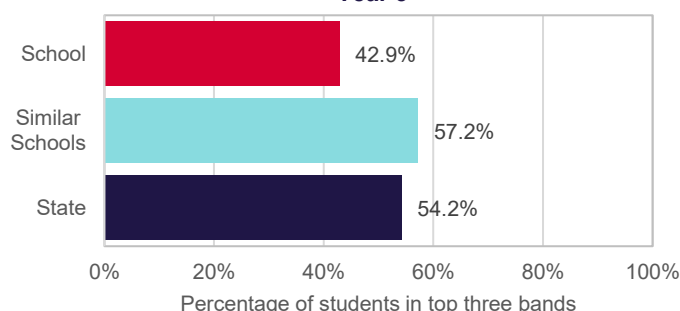
Similar Schools average:

57.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

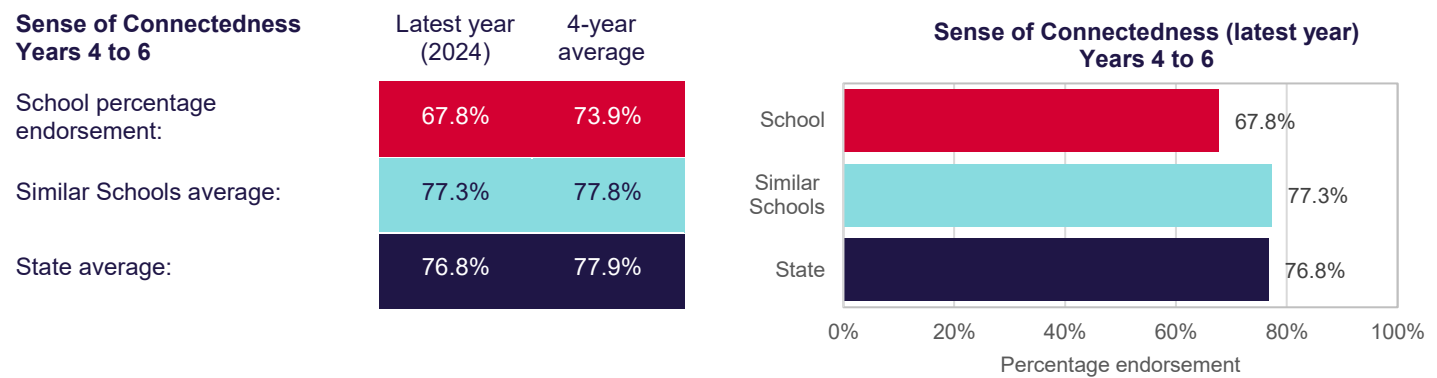


WELLBEING

**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.

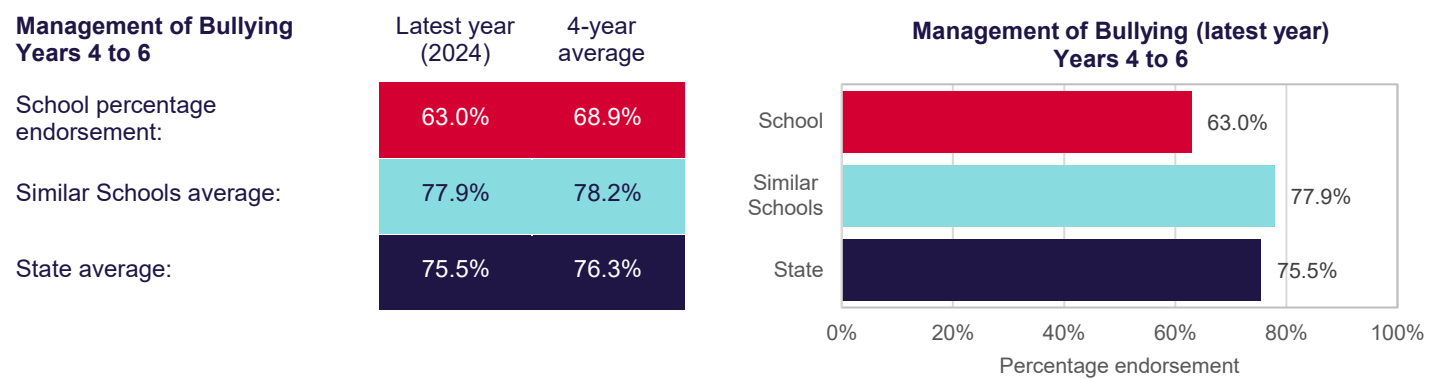
Student Attitudes to School – Sense of Connectedness

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).



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).

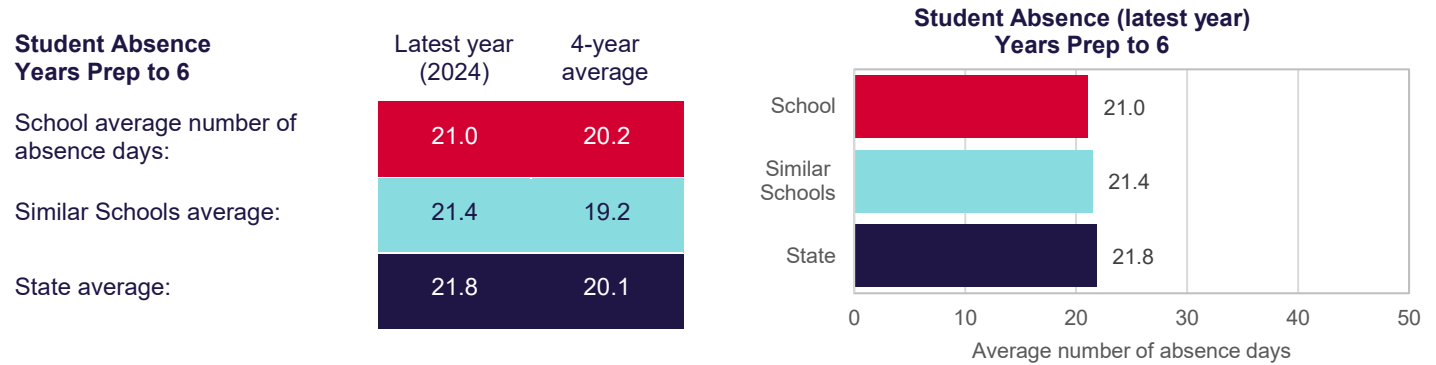


ENGAGEMENT

**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):	93%	90%	89%	89%	89%	89%	86%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,752,454
Government Provided DET Grants	\$305,213
Government Grants Commonwealth	\$8,591
Government Grants State	\$0
Revenue Other	\$11,813
Locally Raised Funds	\$257,587
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,335,658</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,386
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,386</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,857,018
Adjustments	\$0
Books & Publications	\$2,384
Camps/Excursions/Activities	\$101,749
Communication Costs	\$4,744
Consumables	\$55,835
Miscellaneous Expense <sup>3</sup>	\$15,926
Professional Development	\$8,520
Equipment/Maintenance/Hire	\$36,055
Property Services	\$72,413
Salaries & Allowances <sup>4</sup>	\$56,068
Support Services	\$152,320
Trading & Fundraising	\$31,205
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,454
<b>Total Operating Expenditure</b>	<b>\$4,443,691</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$108,033)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$183,028
Official Account	\$14,287
Other Accounts	\$15,058
<b>Total Funds Available</b>	<b>\$212,374</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$98,563
Other Recurrent Expenditure	\$10,050
Provision Accounts	\$0
Funds Received in Advance	\$9,984
School Based Programs	\$62,534
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	\$69,034
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$250,166</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*