

2024 Annual Report to the School Community

School Name: South Melbourne Primary School (5559)



- 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 02:24 PM by Noel Creece (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 02:24 PM by Noel Creece (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

The year 2024 was a period of reflection and celebration at South Melbourne Primary School. As we continued to build on the insights from our Whole School Review, we recognized both the challenges we have faced and the progress we have made. Through these experiences, we remained focused on our Vision, Values, and Purpose, ensuring that our students continue to grow in an environment that nurtures both their academic and personal development. We placed the FISO components of Learning and Wellbeing at the centre of our work.

Enrolment and Demographics:

Our student enrolment saw a modest increase in 2024. As of the February Census, we had 478 students enrolled, with 459 receiving full funding under the SRP, and 19 enrolled through the International Students Program. By August, enrolment numbers rose slightly to 490, with 469 students fully funded and 21 international students who were funded individually. This reflects a steady growth, maintaining the school's core values while accommodating more learners. At the close of the year, 28 students were identified as receiving Tier 3 funding for disabilities, a continuation of support for students with specific needs.

Staffing:

In 2024, we maintained a strong, dedicated team. Our teaching staff consisted of 37 members, with 34.6 full-time equivalent (FTE) positions. In addition, the school was supported by 5 staff members in the Education Support Staff Administration team, equating to 4 FTEs. Furthermore, 10 Education Support Staff members assisted with student learning, contributing to a total of 6.83 FTEs. Among our student body, 181 students were identified as English as an Additional Language (EAL) learners, a group that continues to shape our focus on diversity and inclusion in our educational approach.

Character and Community Development:

Our school community remains deeply committed to the values of Character, Community, and Learning. This year, we have strengthened our connection with families through initiatives like Family Fridays, which opened our classrooms for family participation each week, alongside a range of Whole School Community events held throughout the year. We have continued to foster the development of Gratitude, Empathy, and Mindfulness, actively recognizing these qualities in both our students and staff. This commitment has ensured that our school remains a cohesive and supportive environment where all members of the community can thrive socially and emotionally.

Professional Learning Communities and Pedagogy:

Our staff's ongoing pursuit of professional excellence remains central to our mission. Throughout 2024, teachers participated in Professional Learning Communities (PLCs), focusing on world-class best practices and continually improving their pedagogy. In partnership with AERO, our school leaders worked closely with staff to refine teaching methods, ensuring that every educator is equipped to deliver a knowledge-rich curriculum from Prep through Year 6. These efforts contribute to our mission of providing innovative, high-quality education that meets the diverse needs of our students.

Infrastructure and Facilities:

South Melbourne Primary School continues to be housed in a state-of-the-art building, designed with the community in mind. Our vertical campus, a distinctive feature of our school, allows for flexible use of space, supporting a wide range of group sizes and learning activities. The City of

Port Phillip administers the facilities, ensuring that they remain accessible and well-maintained. In 2024, we made important changes to enhance our learning spaces further. This included the installation of additional acoustic treatments—carpets, wall treatments, and soundproofing—which were designed to reduce noise transfer and improve the learning experience. These updates align with our commitment to creating an environment that supports evidence-based pedagogical practices. We had numerous visitors from other countries into the school as they showed an interest in our programs and approaches. We had the state and federal ministers of education also visit along with the Premier of Victoria.

Looking Ahead:

As we look to the future in 2025, we will continue to respond to the challenges of growing enrolment numbers. Above all, we remain dedicated to our Vision and Values, striving to provide a safe, supportive, and enriching environment where every student can flourish. Our gratitude extends to the dedicated staff, engaged parents, and exceptional students whose ongoing contributions help make our school community a place where Character, Community, and Learning are truly lived. Together, we continue to make great strides in shaping the future of South Melbourne Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Academic Highlights

Our students continued to surpass the Victorian average in both English and Mathematics. A large number of students met or exceeded the expected level for their year in these subjects. This great achievement shows the hard work of both our teachers and students.

NAPLAN Results

Our NAPLAN results for Year 3 and 5 were above the state average in every subject. Specifically, 92% of Year 5 students were ranked at Strong or Exceeding in Reading (compared to the state average of 73%) and 84% were ranked at Strong or Exceeding in Mathematics (compared to the state average of 67%). These results reflect the efforts of our students, teachers, and families.

Curriculum Development

In 2024, we continued to improve the curriculum across the school to ensure consistency. Staff continued to work on developing their skills in Explicit Direct Instruction, a teaching method that is proven to help all students succeed.

Maths Focus

In 2024, we focused on improving teaching in Mathematics. Our teachers took part in regular training to improve their skills in teaching Math through explicit instruction, including learning about the updated Victorian Curriculum and honing our pedagogical practices.

Staff Survey Results

We can report that 93% of our staff responded positively about the Guaranteed and Viable

curriculum, which is well above the state and similar schools. This reflects staff perception of our dedication to providing high-quality education and curriculum resources.

Overall, 2024 was another successful year for our school in terms of learning and growth. We are excited to build on these successes and continue to offer an excellent education for our students.

Wellbeing

Attitudes to School Survey

In 2024, South Melbourne Primary School saw significant growth in our wellbeing program, as indicated in our School Performance Report.

South Melbourne Primary is now in the 'high' performance group for Wellbeing, with the change level being from 2022-2024 according to department measures.

This domain is measured from Student Attitudes to School survey results on emotional awareness, managing bullying, school connectedness, stimulated learning and student voice. In our group of 41 similar schools, we are one of only 17 in the 'high' category.

Positive endorsement has increased in all areas, from a 5.5% rise to 16.1%. South Melbourne Primary is currently achieving 'above' similar schools in both student voice and agency and emotional awareness, and well above in 'stimulated learning'.

Wellbeing Program

2024 was an unprecedented year for us, with many students presenting with unique wellbeing and behavioural needs and requiring additional supports. Staff engaged in targeted professional learning in order to upskill and support students with these behaviours. As a result, perceived negative behaviour was reduced by 50% between Term 2 and 3, 2024.

To support our wellbeing program, we employed a specialised Counsellor and Behaviour Specialist and implemented a wellbeing referral system to provide targeted short-term supports to students for counselling and behaviour supports.

We engaged a Speech Pathologist to continue enhancing our wellbeing program, carrying out classroom supports for language strategies and visual adjustments as well as small student-led social groups.

This team has supported SMPS to achieve 87% positive endorsement (the highest score so far to date at SMPS) for students feeling that they have an 'advocate at school'.

In Term 4 2024, SMPS engaged the coaching and mentoring skills of an onside Learning Specialist to mentor staff to ensure high-quality consistent relational and pedagogical practice across all year levels. This Learning Specialist teaches for part of the week, modelling excellent practice to our staff in her own classroom.

Although we moved away from our original 2024 AIP Goal (Increase positive endorsement in AtoSS 'Perseverance' from 66% to 68%), this goal was met. We obtained 82% positive endorsement in perseverance, which was higher than similar schools, the network and state. Perseverance was identified as a clear need during our School Review in 2022.

Engagement

In 2024, SMPS focused on building the Pro-Social Curriculum and improving the understanding and explicit teaching of social skills. This led to improved outcomes for student perseverance and more connections.

Attendance

Our staff diligently monitored student attendance and enforced comprehensive attendance protocols. We achieved a slight improvement in our attendance rate compared to 2023. The school continues to encourage families to schedule extended holidays during school breaks. Our commitment to enhancing attendance and punctuality at SMPS remains strong. In 2025, one of our focus areas will be on supporting families in ensuring students arrive at school on time. Recognising the unique context of our vertical inner-city school, we have developed an action plan to assist families in addressing lateness.

Student Social Engagement

In the Attitudes to School Survey (AtoSS), a survey completed by all students in Years 4-6, we improved positive responses across almost every question. A highlight was our improvement for a sense of connectedness, a sense of inclusion and student voice and agency. Scores improved from 79% to 82%, 86% to 90% and 69% to 73% respectively. Our scores outperformed similar schools and both the network and state averages. Our focus on improving student perseverance for 2024 was by explicitly teaching these skills and building them into our pro-social curriculum. This will continue to be developed in 2025. Stimulated Learning also improved from 75% to 89%. Our staff are continuing to be mentored and develop the pedagogical ability by building habits to consistently use engagement norms when teaching.

SMPS continued to expand its options for play times by opening the gym for every recess and lunch. This was alongside various music, craft and sports clubs, to improve engagement. The Junior School Council led student-driven meetings, while School and House Captains confidently hosted assemblies, events, and fundraisers. Student leaders received coaching in public speaking, event planning, and script preparation, culminating in successful fundraisers like Rockstar Day, Icy Pole Day, and Movie Day. In 2025, we will continue to think creatively about how to improve our play times for students further.

Other highlights from the school year

Our school community has had an incredible year filled with events that brought us together, celebrated achievements, and created lasting memories.

Whole School House Sports Day was a fantastic display of teamwork and school spirit. A huge thank you to our Year 6 students for their leadership and support in running activities, from obstacle courses to soccer challenges, making it a fun and inclusive day for all.

Outdoor camps for Years 3-6 were another highlight, giving students the opportunity to develop independence, resilience, and a love for the outdoors. Activities like kayaking, hiking, and climbing helped build friendships and confidence.

We proudly welcomed families to our **Open Day and Celebration of Learning**, where students

showcased their hard work and talents. A special thank you to our Family and Friends group for making the day even more special with a BBQ and outdoor games.

Our **2024 school production, *Kalm Kidz TV***, highlighted the importance of mental and emotional wellbeing. Set as a live wellness talk show, it featured host Ria Laxed, expert Dr. Lou Kafer Yaselv, and the *Seven Self-Care Superheroes*, who shared strategies for resilience and self-care in an engaging way.

This year also marked a historic moment with our **Special Graduation Ceremony** for our first-ever Preps from 2018, who completed their journey with us and graduated as Year 6 students. It was a proud and emotional celebration for students, families, and staff.

Throughout the year, whole school events like **Harmony Week, NAIDOC Week, the Easter Hat Parade, Book Week, and the End of Year Christmas Concerts** strengthened our community spirit. We are grateful to our staff, students, and families for their enthusiasm, participation, and support in making these events so meaningful. What a year to celebrate!

Financial performance

Throughout 2024, our school maintained a strong financial position, as outlined in the Financial Performance and Position report. We ended the year with a healthy surplus, ensuring stability and preparedness for future needs.

Managing our unique vertical school building presents ongoing challenges. The infrastructure—including a large plant room, lifts and other essential systems—requires meticulous maintenance to ensure efficiency and safety. To mitigate potential critical failures, we maintain surplus funds as an emergency buffer. Additionally, the upkeep of a high-rise building results in higher cleaning and maintenance costs, requiring careful oversight to preserve the quality of our learning environment.

Unlike many schools, we are unable to generate income through facility hire due to the Community Joint Use Agreement (CJUA) with the City of Port Phillip (CoPP). However, under this agreement, the school receives reimbursement from CoPP for 29% of utilities, annual compliance contracts and building maintenance costs.

Our strong financial position has also been bolstered by the ongoing support of our school community. Parent contributions and active participation in fundraising events—including the Art Show, Easter Raffle and Celebration of Learning Day—have significantly contributed to locally raised funds.

In 2024, the school received capital funding, allowing us to make vital acoustic improvements to our building. These upgrades included new carpet, acoustic treatments for walls and rubber tiling on staircases, all of which have greatly enhanced the teaching and learning environment.

Looking ahead to 2025, we plan to use our surplus and remaining capital funding to further enhance teaching and learning spaces. This includes the installation of walls, updated technology and improved furniture. Additionally, we are collaborating with the Council and the Department of Education (DE) to secure grants and funding for further facility and grounds improvements.

We extend our gratitude to our school community for their ongoing support and commitment to our shared vision for a thriving learning environment.

**For more detailed information regarding our school please visit our website at
<https://southmelbourneps.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 477 students were enrolled at this school in 2024, 234 female and 243 male.

46 percent of students had English as an additional language and NDP 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.

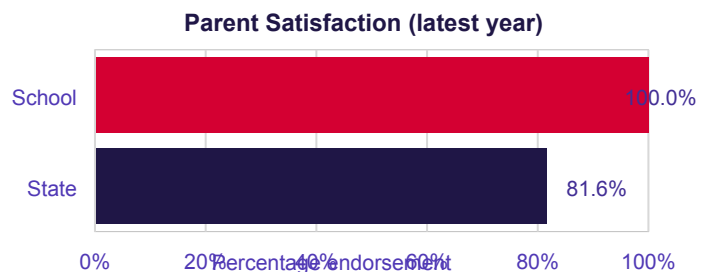
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	100.0%
State average (primary schools):	81.6%



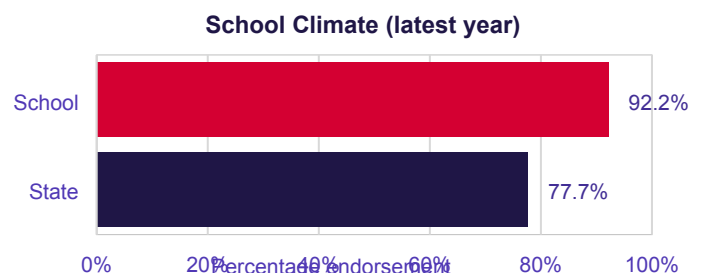
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	92.2%
State average (primary schools):	77.7%



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:

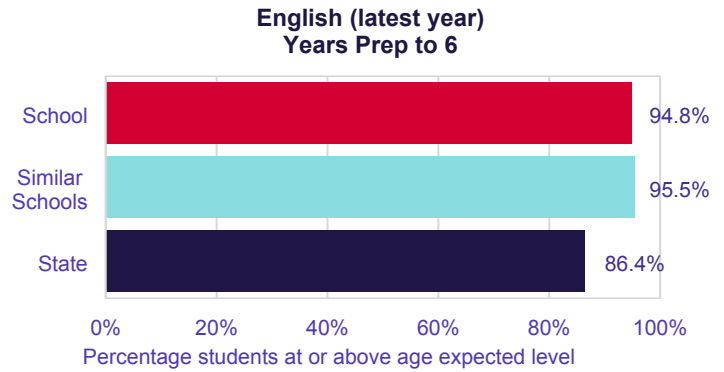
94.8%

Similar Schools average:

95.5%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

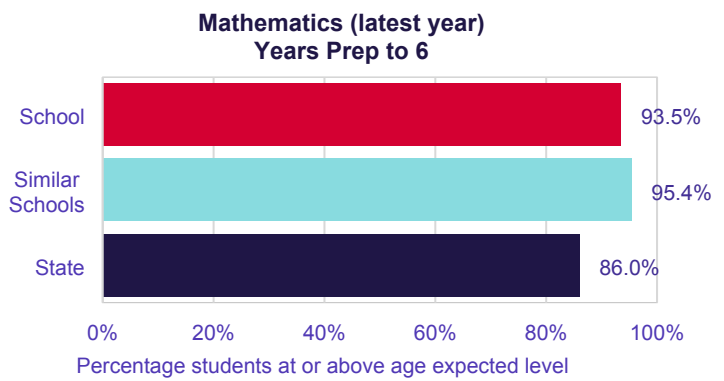
93.5%

Similar Schools average:

95.4%

State average:

86.0%



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.

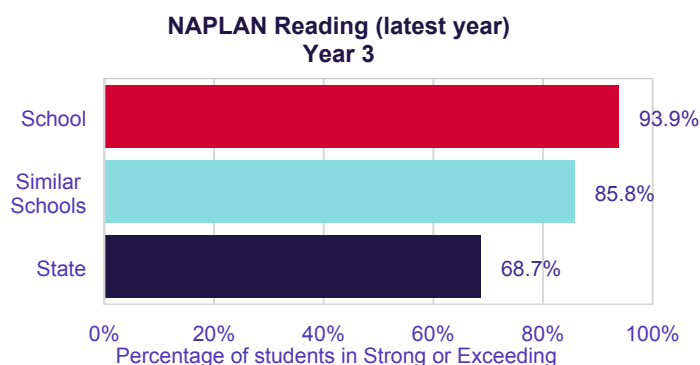
NAPLAN

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.

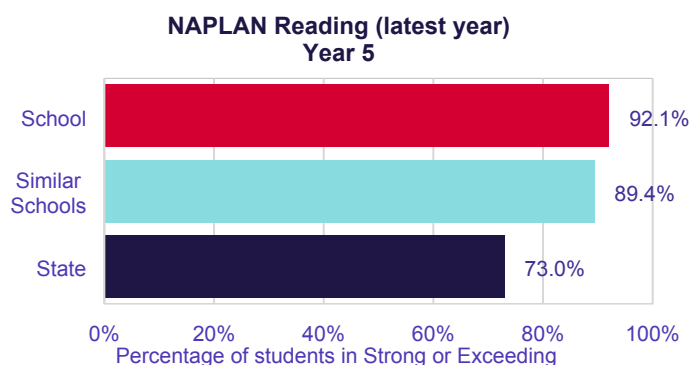
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.9%	93.6%
Similar Schools average:	85.8%	87.0%
State average:	68.7%	69.2%



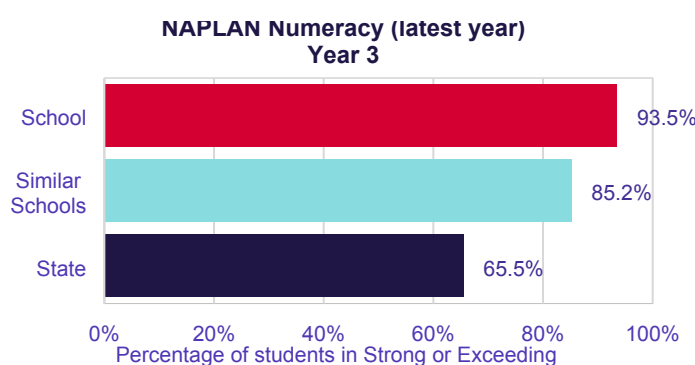
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.1%	92.1%
Similar Schools average:	89.4%	90.2%
State average:	73.0%	75.0%



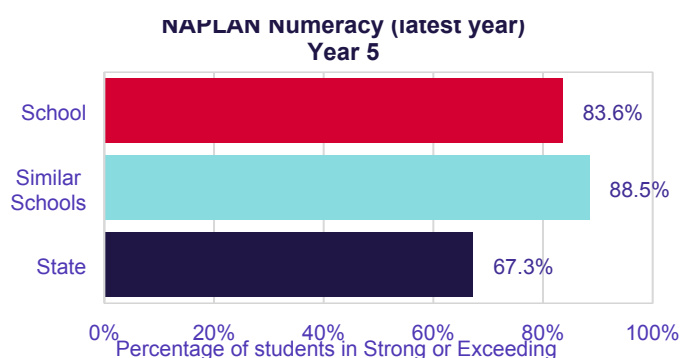
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.5%	91.3%
Similar Schools average:	85.2%	86.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.6%	89.6%
Similar Schools average:	88.5%	88.8%
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:

92.3%

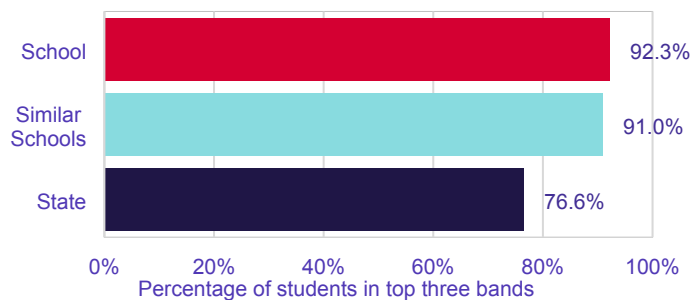
Similar Schools average:

91.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

94.3%

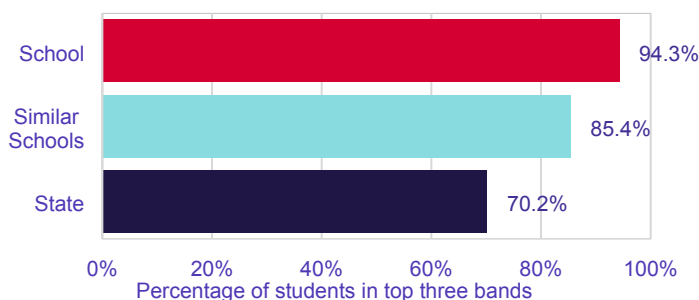
Similar Schools average:

85.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

85.7%

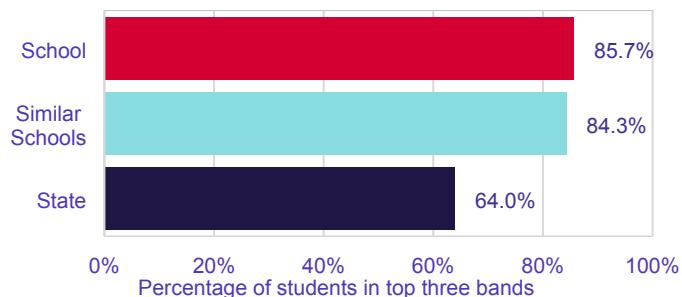
Similar Schools average:

84.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

79.4%

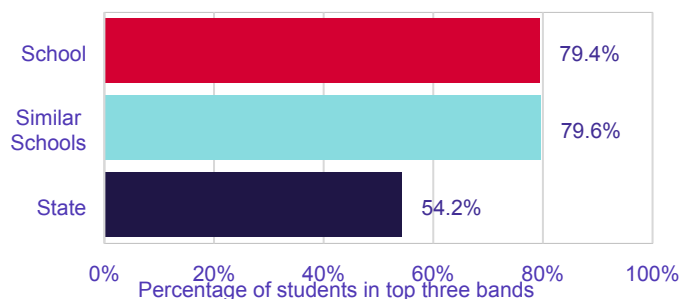
Similar Schools average:

79.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

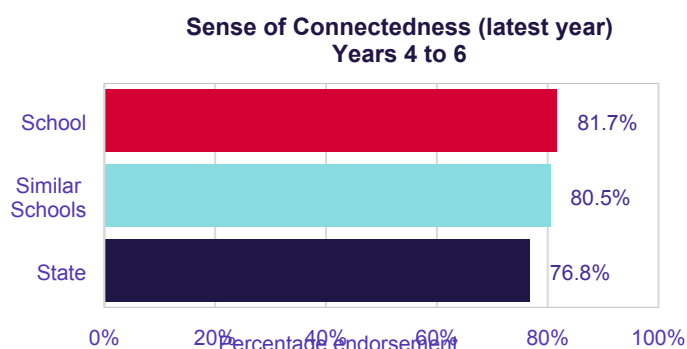
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.7%	77.5%
Similar Schools average:	80.5%	81.6%
State average:	76.8%	77.9%

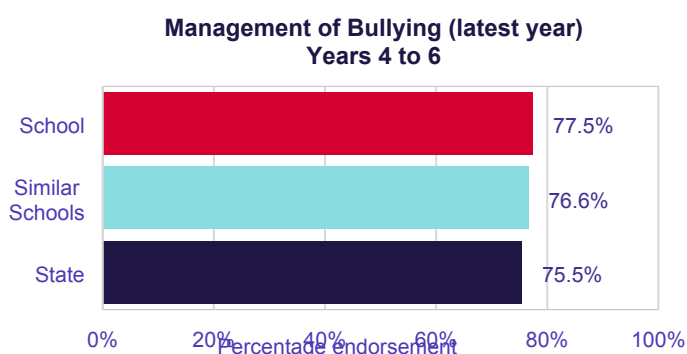


Student Attitudes to School – Management of Bullying

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:	77.5%	72.6%
Similar Schools average:	76.6%	77.6%
State average:	75.5%	76.3%

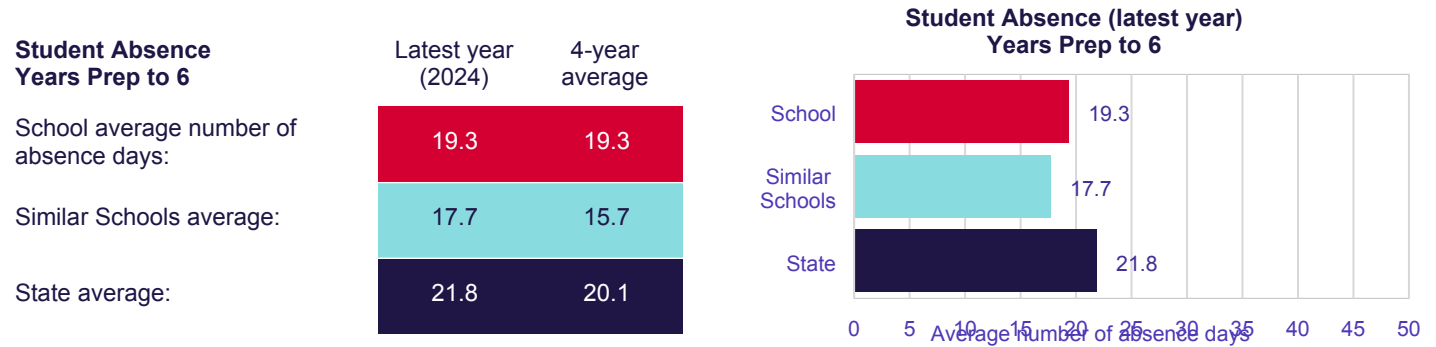


ENGAGEMENT

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):	89%	91%	92%	91%	91%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,187,358
Government Provided DET Grants	\$770,182
Government Grants Commonwealth	\$13,090
Government Grants State	\$0
Revenue Other	\$168,510
Locally Raised Funds	\$598,382
Capital Grants	\$139,667
Total Operating Revenue	\$6,877,188

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,744
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,744

Expenditure	Actual
Student Resource Package ²	\$5,141,935
Adjustments	\$0
Books & Publications	\$8,363
Camps/Excursions/Activities	\$144,888
Communication Costs	\$8,208
Consumables	\$180,079
Miscellaneous Expense ³	\$27,128
Professional Development	\$16,606
Equipment/Maintenance/Hire	\$177,439
Property Services	\$239,095
Salaries & Allowances ⁴	\$191,909
Support Services	\$110,068
Trading & Fundraising	\$10,714
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$11,074
Utilities	\$79,701
Total Operating Expenditure	\$6,347,207
Net Operating Surplus/-Deficit	\$529,981
Asset Acquisitions	\$202,609

- (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 03 Mar 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	\$1,248,469
Official Account	\$53,360
Other Accounts	\$101,097
Total Funds Available	\$1,402,926

Financial Commitments	Actual
Operating Reserve	\$201,068
Other Recurrent Expenditure	\$12,778
Provision Accounts	\$0
Funds Received in Advance	\$192,332
School Based Programs	\$919,097
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	\$242,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,567,775

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.