

2024 Annual Report to the School Community

School Name: Taylors Hill Primary School (5508)



- 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 21 March 2025 at 01:09 PM by Danielle Stella (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 25 March 2025 at 05:30 PM by Danielle Stella (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

Taylors Hill Primary School is located in the area of East Melton and is part of the Melton Network of schools in the South Western Victoria Region. The school has flexible, modern, open-planned spaces to facilitate learning practices that maximise the learning outcomes for every student. We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning. THPS is a school where students are constantly exposed to explicit teaching, authentic learning and high expectations. Students are challenged, excited, curious, engaged and given the skills to take responsibility for their own learning.

The staff appointed to the school have played a pivotal role in developing and implementing innovative curriculum practices and school policies. We are committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and ongoing review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure and caring environment. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect. Our school values are: Learning, Honesty, Integrity, Personal Best and Positive Relationships. In 2024 there were 624 students enrolled at the school. The school had; 1 Principal, 3 Assistant Principals, 2 Learning Specialists, 26 Generalist Classroom Teachers, 6 Specialist Teachers and 24 Education Support staff. There were no Aboriginal and Torres Strait Islander staff at the school in 2024.

All staff were allocated relevant duties to support improved student learning outcomes and achieve the goals set out in our Annual Implementation Plan. 8 PLTs operated across the school. Other teams in the school include; our Leadership Team, Curriculum Team and our School Improvement Teams (Literacy, Numeracy, 21st Century Learning and Engagement) and our Education Support Teams, which are divided into the Administration Staff and the Integration Aides.

In 2024, we successfully re-established our Italian program, after several years of being unable to find a teacher and being granted an exemption. Our Annual Implementation Plan directed our Teaching and Learning programs, Meeting Schedule, Coaching Program and Professional Learning Plan. This alignment supported the staff to build their knowledge and skills in the areas of Literacy, Numeracy and Student Engagement and Wellbeing.

Meeting Schedules and Timetables were designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Teams. PLTs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations to continuously build their curriculum knowledge and practice. Learning Specialists and Assistant Principals are aligned to each PLT and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy, and Engagement.

The Brimbank-Melton Regional office nominated Taylors Hill Primary School to be a Professional Learning Communities (PLC) Link School for the previous 3 years and again in 2024. This

nomination was a wonderful recognition of our school's success in building a high-impact Professional Learning Community.

Our school was selected in recognition of the high quality PLC practice demonstrated and our willingness to support and work with other schools in our Area to build their PLC capacity.

PLC Link Schools play a key role in the whole of system strategy. Link Schools are system leaders in PLC practice and have the knowledge, skills and resources to support PLC capacity building across their network.

As a Link Schools we:

- supported newly trained schools who are needing additional coaching and mentoring post core professional learning in year 1 of implementation
- demonstrated exemplary practices and processes
- worked closely with PLC leaders in schools to support better implementation
- delivered professional learning in other schools
- modelled PLC inquiry and problem solving processes

Our Staff Opinion Survey Data is evidence to Support Effective Implementation of PLTs

The effective learning environment at Taylors Hill Primary School was established through shared and documented school-based 'non-negotiables' for all classrooms, a clearly documented and consistent methodology for teaching and learning, as well as high quality learning resources across the school including access to the latest technology. Staff shortages limited our ability to fully cover teacher absences and classes had to be combined when we were unable to get CRT's.

In 2024 Taylors Hill Primary School had a School Review. Through analysing data, learning walks, meeting with various staff groups, students and parents the review panel confirmed our schools ranking of the FISO 2.0 elements as:

- **Leadership:** Excelling
- **Teaching and Learning:** Excelling
- **Assessment:** Excelling
- **Engagement:** Embedding
- **Support and Resources:** Embedding

The panel found that the school leadership team had established structures for distributive leadership through Professional Learning Teams (PLT) to support high and sustained learning and wellbeing outcomes. The school has a well-established school organisation and role/responsibility plan (School Structure).

The panel confirmed that the School Improvement Team (SIT) develops, oversees and evaluates the effectiveness and impact of improvement initiatives in the Annual Implementation Plan (AIP). Links to AIP are made at all meetings and the AIP is routinely reviewed in Leadership Planning Days.

The school has developed a positive culture for learning for both staff and students through its belief that all students can learn, and all teachers can teach to a high level given the right amount of support and time.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Taylors Hill Primary School achieved the following Learning highlights: Teacher judgement of student achievement against Victorian Curriculum standards showed the percentage of students in Years Prep to Six working at or above expected standards in Mathematics (86.6%) was above both the state and similar schools. In English, the percentage of students at or above the age expected standards (78.2%) was slightly below similar schools and the state. The percentage of students achieving in the Strong or Exceeding proficiency for NAPLAN Reading, show both our Grade 3 (61.2%) and Grade 5 (68%) students achieving below similar schools for Reading. However, our 2 year average for Reading is above the state and similar schools, in both Grade 3 (69.5%) and Grade 5 (76.2%). Numeracy NAPLAN results for Grade 3 students, show 65.9% of students achieving in the Strong or Exceeding proficiency, this was above both similar schools (59.2%) and the state (65.5%). Our 2 year average for Numeracy in Grade 3 (66.1%) shows we are above similar schools (61.1%) and comparable to the state (66.4%). Numeracy NAPLAN for Grade 5 students demonstrates students achieving below both similar schools and the state.

Our Term Planners, Meeting Schedules and Assessment Schedule connected all teaching and learning experiences within and across terms. Our Data Trackers enabled all teachers to monitor learning achievement and growth to then differentiate learning programs. Collaborative planning remained embedded in our timetable, providing quality time for Professional Learning Teams (PLTs) to work with our Learning Specialists to analyse student data/evidence and access resources to support planning. This was a vital process in delivering our learning programs to meet student needs. Through our Literacy and Numeracy School Improvement Team (SIT) meetings, we had a focus on Numeracy and Writing small groups, embedding these into our planner and upskilling our staff in Writing and Numeracy practices. Throughout the year, we used our Learning Specialists, Teachers and Educational Support Staff to facilitate small group, targeted teaching approaches in Reading and Numeracy to give identified students additional intervention. Students attending these sessions were identified by analysing reading and numeracy data, showing that they had not met the expected benchmark level and they had not made the expected growth for that point in time. These students were monitored closely through tracking their learning growth, along with attendance. We had a continued focus on creating specific learning goals for our Diverse Learners through our Education Support Plans (ESPs).

Wellbeing

At Taylors Hill PS we foster inclusion and engagement, have a culture of high expectations, promote student safety and wellbeing, support students and manage behaviour through the implementation of evidence based researched practices and information provided by Department of Education (DE). The school strengthens the social and emotional wellbeing of students, addresses the physical health needs of students, psychological and social wellbeing and supports

students to realise their full potential through various school programs, external health agencies and community organisations, for example, Food Bank donations for Breakfast Club.

Our Leadership Team demonstrate commitment to child safety by ensuring our policies and processes are compliant with the Department of Education and Ministerial Order 870 act. Students at THPS are connected to their peers and school and are very positive about student relationships, as well as roles and responsibilities to maintain a happy and safe learning environment. The Together Everyone Achieves More (TEAM) program underpins our whole school approach to behaviour management and our school Code of Conduct creates a greater understanding of our school values, rights and responsibilities. This approach continued to be reinforced throughout the year, complemented by the Resilience, Rights and Respectful Relationships program (RRRR). In 2024, our Student Attitude to School Survey (AtoSS) indicated 69.7% of positive responses for Connectedness to School compared to 76.4% for the state and 73.6% of positive endorsement for Management of Bullying, compared to 75.9% for the state. Pleasingly the four year average for Connectedness to School and Management of Bullying continued to be above Similar Schools and State.

A continued focus on Student Voice led to our Junior School Council being renamed by the students themselves to the Student Voice Team. A new name led to a revigorated year for both students and the staff that led the team. Their increased involvement and contribution to the school community, along with our Grade 6 School Leadership Team, increased their role to assisting in fundraising, co-running school events and speaking at regular school assemblies.

Moving forward our aim is to shift the neutral responses to positive responses in future surveys. Our school refined the delivery of health and wellbeing supports for staff, students and their families, by implementing activities for staff to participate in, providing staff wellbeing professional learning, engaging in discussions with Student Support Services (SSS) and Koorie Education Support Officer (KESO), along with teachers and our Wellbeing Officer making regular contact with at risk families. Our Wellbeing Officer provided 1:1 student support and small group social skills groups, met students at the beginning of the day and worked with families on an alternative transition plan for some of our students. Selected number of Grade 5 students, based on identified needs, were invited to take part in the Shine and Strength Program. The objectives of these programs included helping students to build confidence, develop decision making and problem solving skills. We reviewed and implemented our transition programs (Kinder-Prep & Grade 6-7), to include extra supports for those needing it.

The school established a Disability Inclusion team that attended professional learning, upskilled the school staff and successfully began the process of supporting staff, families and students in the change of process from the Program for Students with Disability (PSD) to Disability Inclusion.

Communication and information were two of our key areas, ensuring that our staff were given all the information they needed in an appropriate time and mode of delivery. Whole Staff Briefings continued via WebEx every Friday morning. Wellbeing support agencies were regularly communicated via wall displays, emails, newsletters and during conversations with individuals.

Engagement

School attendance has been a challenge in 2024 despite our best efforts. Extended family holidays have contributed to a large portion of these absences and families demonstrated a proactive approach to keeping our community safe, by keeping their children at home if they were unwell. Our average number of absence days (23.6) and both the state (21.8) and similar schools

(22.9) saw an increase in their absences data as well. Students at THPS demonstrated an average yearly attendance rate of between 87-89% across all grade levels.

We have seen a significant and ongoing reduction in unexplained absences inclusive of unexplained late arrivals. Our staff discuss and communicate absence and late arrival data to families with increased accuracy. Families continue to access our school Compass portal to explain their child's absence from school. We issue a same day absence notification SMS messages to families and actively utilise our Student Wellbeing Officer, external agencies and DE Resources.

The Engagement and Wellbeing School Improvement Team continued to develop further opportunities for students to have input into learning as well as develop their personal, social and wellbeing skills. In 2024, we continued to have a large number of applications for our Student Leadership teams.

We recognize that starting school is a big step for children and we create a transition program that aims to provide assurance and excitement about the journey that lies ahead. We worked extensively with our community to ensure that Kinder to Prep transition opportunities were well promoted to parents via online platforms and that the children experienced a positive start to their school life. We continued to build ongoing positive relationships with local Kindergartens and the YMCA. The Kinder children attended onsite sessions and visited the school for a transition program during Term 4, which greatly supported their transition into primary school. Prep staff also contacted the Kindergartens, spoke to Kinder teachers and completed some observations to develop a greater understanding of the Prep students beginning the following year. We used Compass to communicate with our future Prep families and provided a 'Parent Information Session', covering the content of starting school life at THPS and what parents could expect.

Our Year 6 transition program supported our students in readiness for Secondary College. The Student Support Group (SSG) meetings for our students on the Program for Students with Disabilities provided opportunities to share information, goals and strategies and also helped support a smooth transition for these students. The classroom transition sessions and incursion workshops built our students' capacity to independently organise themselves for learning and secondary school routines.

Financial performance

In 2024 Taylors Hill Primary School drew from the School Strategic Plan and Annual Implementation Plan to align budget allocations, maintaining a sound position.

Learning was enhanced by a Literacy Intervention Program supported by Tutor Learning Program funding, while the Student Excellence Program enabled investment in technology equipment for the Victorian High Abilities Program. Professional Learning Communities allocations supported targeted professional learning and staff release to participate in collaborative planning. A junior swimming program was delivered using Swimming in Schools funding and Student Wellbeing Boost. Schools Mental Health Funding was invested in an online support tool for teachers to provide guidance to students. Complex Behaviour Support funds provided clinical advice to best cater for diverse learners. Locally raised funds included hire of school gymnasium and fundraising events.

Financial reports were regularly reviewed, as was projected surplus. School Council approved a project to install air conditioning to part of the school during 2025.

For more detailed information regarding our school please visit our website at
<https://www.taylorshillps.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 625 students were enrolled at this school in 2024, 303 female and 322 male.

34 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).

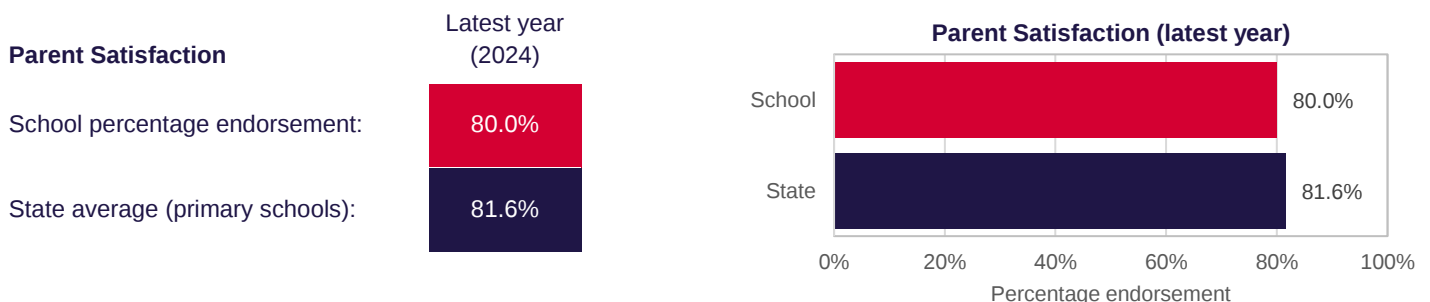
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.



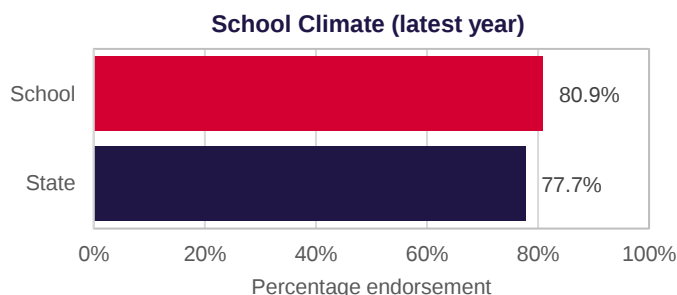
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	80.9%
State average (primary schools):	77.7%



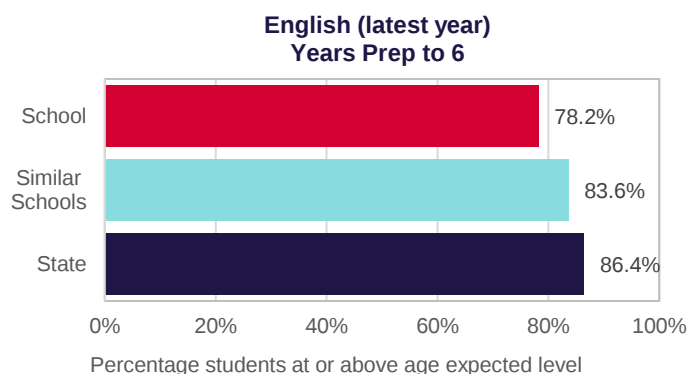
LEARNING

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.*

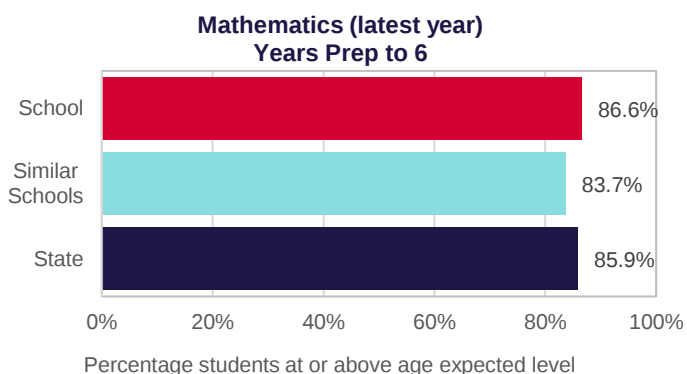
Teacher Judgement of student achievement against the Victorian Curriculum

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:	78.2%
Similar Schools average:	83.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	86.6%
Similar Schools average:	83.7%
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.

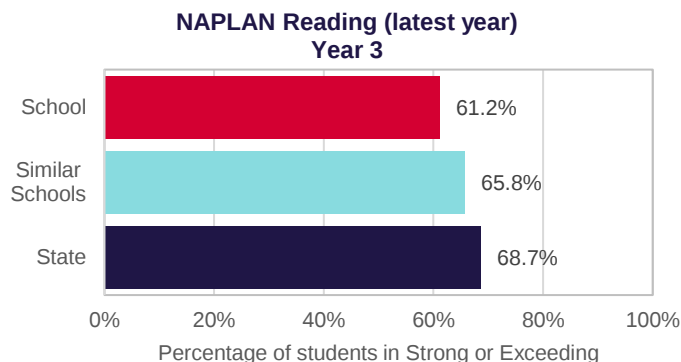
NAPLAN

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.

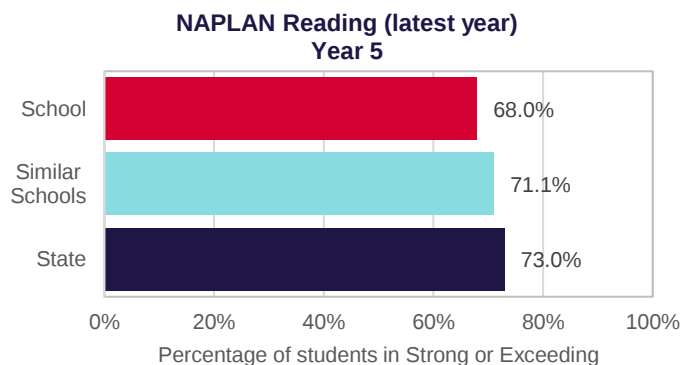
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.2%	69.5%
Similar Schools average:	65.8%	66.8%
State average:	68.7%	69.2%



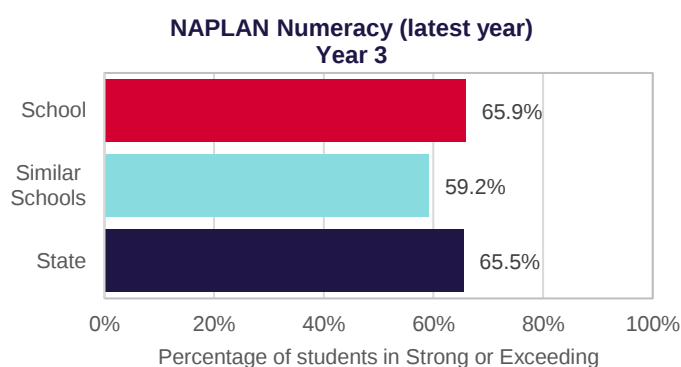
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.0%	76.2%
Similar Schools average:	71.1%	73.3%
State average:	73.0%	75.0%



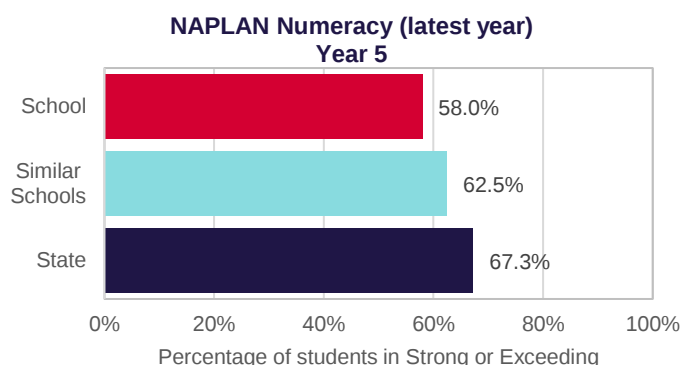
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.9%	66.1%
Similar Schools average:	59.2%	61.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.0%	62.8%
Similar Schools average:	62.5%	63.3%
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:

68.3%

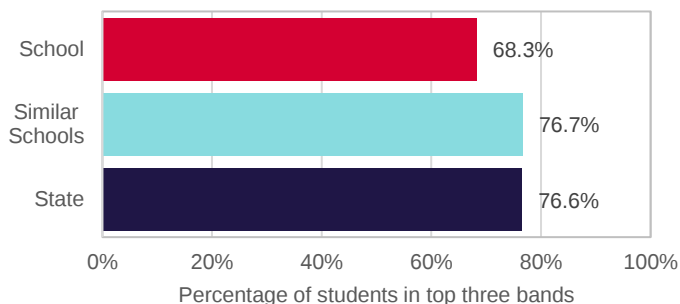
Similar Schools average:

76.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

69.6%

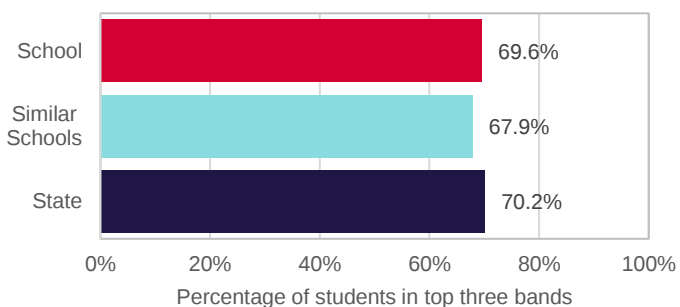
Similar Schools average:

67.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

53.5%

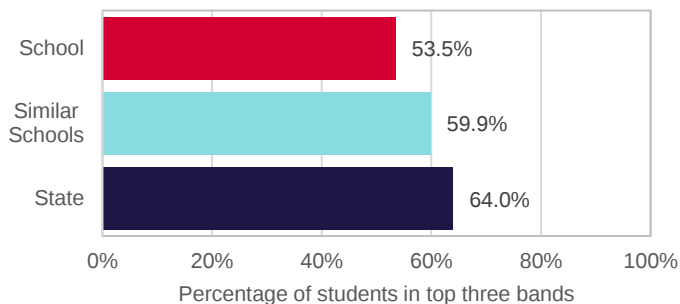
Similar Schools average:

59.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.5%

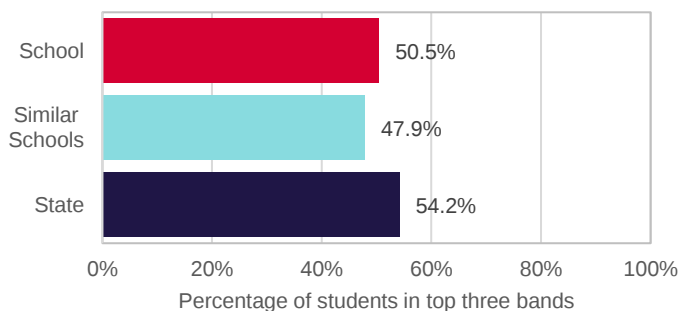
Similar Schools average:

47.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

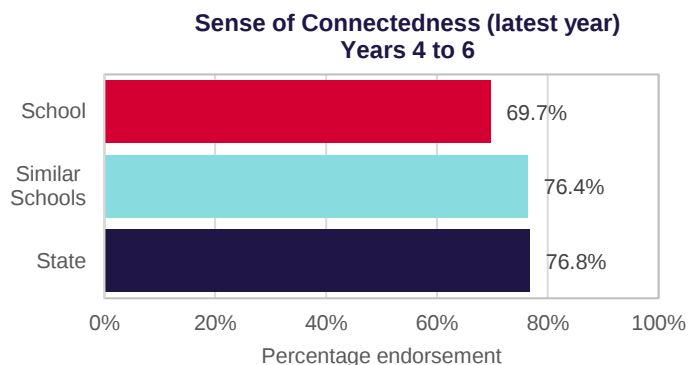
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	69.7%	78.0%
Similar Schools average:	76.4%	77.1%
State average:	76.8%	77.9%

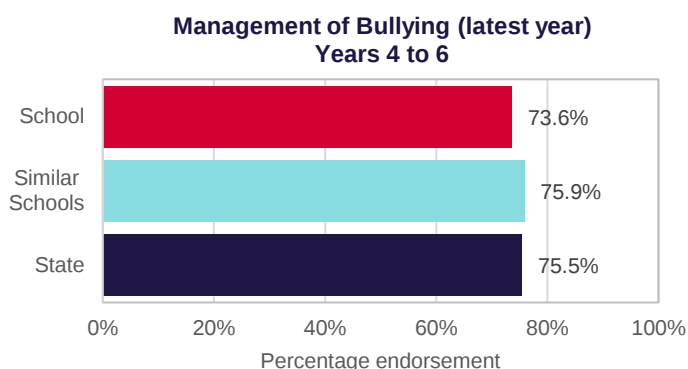


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	73.6%	78.9%
Similar Schools average:	75.9%	75.8%
State average:	75.5%	76.3%

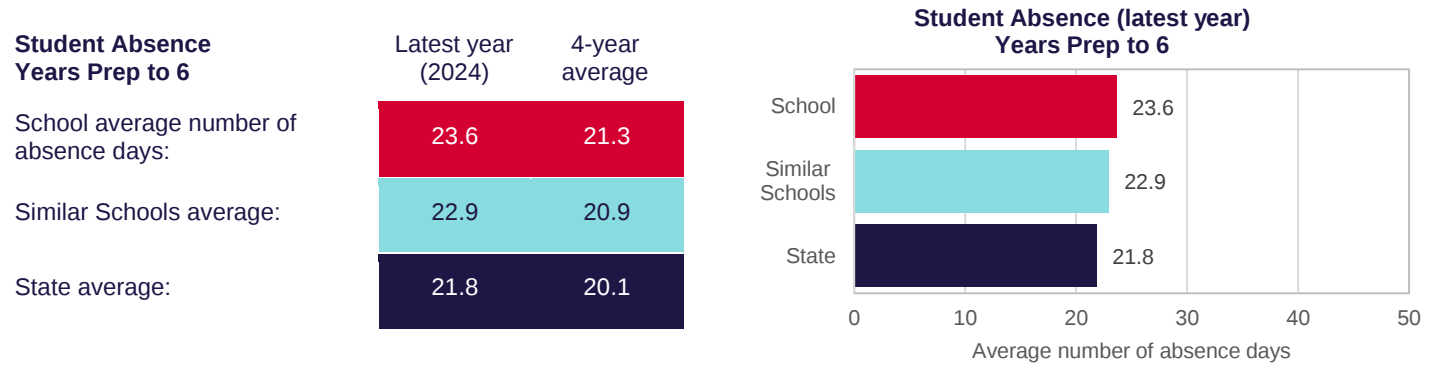


ENGAGEMENT

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%	87%	88%	87%	90%	87%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,240,058
Government Provided DET Grants	\$516,696
Government Grants Commonwealth	\$8,039
Government Grants State	\$0
Revenue Other	\$23,416
Locally Raised Funds	\$224,722
Capital Grants	\$0
Total Operating Revenue	\$7,012,932

Equity ¹	Actual
Equity (Social Disadvantage)	\$127,888
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$127,888

Expenditure	Actual
Student Resource Package ²	\$6,112,846
Adjustments	\$0
Books & Publications	\$4,673
Camps/Excursions/Activities	\$137,230
Communication Costs	\$20,674
Consumables	\$182,581
Miscellaneous Expense ³	\$19,144
Professional Development	\$22,928
Equipment/Maintenance/Hire	\$55,225
Property Services	\$4,076
Salaries & Allowances ⁴	\$26,468
Support Services	\$252,704
Trading & Fundraising	\$32,260
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$188
Utilities	\$86,522
Total Operating Expenditure	\$6,957,519
Net Operating Surplus/-Deficit	\$55,412
Asset Acquisitions	\$0

- (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 17 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	\$418,524
Official Account	\$45,952
Other Accounts	\$0
Total Funds Available	\$464,477

Financial Commitments	Actual
Operating Reserve	\$142,697
Other Recurrent Expenditure	\$0
Provision Accounts	\$270
Funds Received in Advance	\$250,993
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$247,000
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	\$660,959

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.