

# 2024 Annual Report to the School Community

School Name: Warrnambool East Primary School (4773)



- 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 30 March 2025 at 09:35 PM by Marina Milich (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 30 March 2025 at 09:35 PM by Marina Milich (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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

Warrnambool East Primary School is uniquely located behind the sand dunes in the coastal, regional city of Warrnambool.

Our school's vision is 'through a culture of nurture and inclusion and high quality teaching, all students can flourish as learners, and as proud members of their school, local and global community.'

The qualities valued by the Warrnambool East school community are, **KINDNESS**: being nurturing and caring to others **RESPECT**: for self, others, learning, and my school **INCLUSION**: a sense of welcome and belonging for all **PERSEVERANCE**: persisting towards goals despite obstacles, discouragements or disappointments.

Warrnambool East Primary School advocates strongly for the wellbeing needs of students to be addressed in order for learning potential to be fully realised. We aim to reduce the impact of disadvantage on student outcomes, to ensure more students develop the skills, knowledge and attributes they need to build healthy, happy and prosperous lives.

Our school values, along with our THRIVE program underpin the culture within our school. We value inclusion of all cultures, backgrounds and individual needs with a strong emphasis on supporting emotional needs, general wellbeing to support school engagement.

In 2024, we continued to focus on student learning, with an enhanced focus on structured literacy and student wellbeing. We support both those who need scaffolding and those who have thrived to continue to extend their learning. We embed a culture of high expectations, learning and collaboration between all staff through the Professional Learning Community Framework. We also focused on effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable by developing and implementing a whole school approach for students and staff to enhance health and wellbeing, a sense of belonging and inclusion.

Students enrol from the school's designated neighbourhood area and some surrounding areas (particularly if a family has relocated) which provides a diverse and vibrant student population. In 2024, our enrolment details comprising of approximately 490 students including: • 33 students with English as an Acquired Language (EAL) • 44 Koorie students • 8.4 students on the Program for Students with Disabilities (PSD). Students with disabilities who are funded through the Program for Students with Disabilities (PSD) have their funding used to provide learning support in classrooms, supervision at recess and to purchase resources and equipment specific to their needs. Individual Education Plans are developed with input from parents and students each term and we continued the Tutor Learning Program. We completed our first year partial implementation of Disability Inclusion, which is focused on improving the way students with disability are

supported in government schools. By the end of 2025 we will integrated complete implemeantion by transferring from PSD funding to Disability Inlcusion Profiles.

The staffing profile consisted of the Leadership team - Principal, Assistant Principal, 2 Leading Teachers (Curriculum and Diversity and Inclusion) 3 Learning Specialists (literacy, numeracy and engagement/mental health). The school employed 2 full time administration office staff and 1 business manager, 26.6 full time equivalent (FTE) teachers in 2024, and 7.86 FTE support staff. 21 classrooms operated with specialist teachers for The Arts, Science, Physical Education and Humanities (First Nations and Global perspectives). Education Support Staff assisted with teaching and learning, wellbeing and administration. The school is also in the fortunate position of having an onsite social worker 4 days per week. We are the employing school for the English as an Additional Language (EAL) cluster educators. Our grounds are maintained by our school groundsman who also supports the minor maintenance across all areas of the school. Our school council monitor the maintenance plan and ensure priority works are completed.

The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our curriculum has a strong emphasis on Literacy and Numeracy and the development of character and learner traits. Our commitment to accelerating learning growth is evident through use of data and precise teaching to differentiate learning. Inquiry Learning emphasises open ended learning, cultivating curiosity and problem solving, and aims to include authentic student voice. Curriculum is enriched by choir, bands, group based music tuition, a wide range of sports, camps and major excursions and incursions. Science partnerships have a focus on sustainability, and Deakin University provides both practical and research support. Our school has a reputation for being innovative, with a focus on enabling students to leave the school as skilled learners who are confident, resilient, persistent, creative, curious and respectful citizens.

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

### Learning

Warrnambool East Primary School's strategic goal was to commit to using evidence based teaching strategies with high expectations, deep understandings of student learning needs, so that individual learning outcomes improve for all students with a commitment to strong literacy and numeracy achievement.

The 2024 focus for staff was on embedding our learnings from the previous year, on the Professional Learning Community (PLC) framework - an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. Building a PLC is a proven way for schools to increase student learning by creating a culture that is focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers. The PLC framework builds teacher skills in knowing the precise learning needs of students using a range of assessment data, including work samples, to know what skills and concepts students have in place, and what they are ready to learn next. Our work on establishing high expectations for staff and students is well underway. In 2024, we changed from working in composite classes from grade 1-6 to straight classes. The

feedback from staff, parents and students has been extremely positive from a learning perspective.

Appointing a literacy and numeracy learning specialist has provided the opportunity for coaching. Our teachers have been open to this support. The work of the Numeracy and Literacy action teams being actively engaged in the WSW Community of practice, has provided opportunities for professional development, support to develop action plans for school implementation.

Planning in 5 week cycles has strengthened our approach to authentic collaborative practices focusing on the ideas that when teachers work together, students learn more. Through our learning walk observations, peer observations and coaching approach we have observed a whole school commitment to our school's instructional model across all curriculum areas. Our focus has also been on building the capacity of middle-level leaders to support school improvement providing them with experience by being active participants on the School Improvement Team, enabling shared ownership of the school annual implementation plan and evaluation/identifying next steps process. We celebrated the success of achieving all implementation priorities as outlined on the school's Annual Implementation Plan, namely the school's strategic approach to implementing structured literacy from foundation to grade 6.

We engaged parents in learning and overall school processes through providing information about 5 week learning cycles, a parent handbook outlining all learning and wellbeing processes and information sessions in term 1, 2 and our annual parent forum in term 4. We also revised the school website to provide comprehensive school information for prospective and current families.

The action teams across curriculum areas (Literacy, Numeracy, Inquiry, THRIVE and Humanities) with representation from each Learning Community strengthened implementation of these areas within each learning community.

Our work in 2024 is reflected in our NAPLAN data with majority of students in grade 3 and 5 gaining results within 'strong' (the student's result meets challenging but reasonable expectations at the time of testing) and 'exceeding' (the student's result exceeds expectations at the time of testing).

We have had a slight decrease in the percentage of students in year 3 and 5 in strong and exceeding in comparison to 2023, however we are still above our 4 year target in all areas and slightly below in year 3 reading. We are achieving just below network, like schools and the state in year 3 and 5 reading, writing and numeracy, despite the results, we are quietly confident we will begin exceeding in all areas after another year or two consolidating revised teaching and learning practices.

We will also continue to work on decreasing the percentage of year 1-6 students making below expected learning growth to 10% for reading, writing and number and algebra by the end of 2025.

We are confident in our practices moving into 2025 and look forward to making some impactful gains.

## Wellbeing

During 2024 we continued to embed a whole school approach for students and staff to enhance health and wellbeing, a sense of belonging and inclusion. Our school places equal importance on learning and wellbeing. If you have one without the other we are limited in our capacity to thrive.

Therefore, we developed THRIVE@WEPS, which is a framework that encompasses our approach to promoting student wellbeing and positive mental health in all aspects of school and home life. THRIVE@WEPS connects 4 evidence based, highly impactful approaches – Positive Education, 6 Principles of Nurture, Respectful Relationships and Zones of Regulation. These approaches provide our students with the knowledge and understanding of wellbeing and mental health, life skills to manage their own wellbeing and mental health and how they can positively impact and support the wellbeing and mental health of others. All students at WEPS from foundation to year 6 are engaged in the THRIVE through classroom practices (tier 1), year level and cross year level interactions students identified for additional wellbeing (social/emotional support) or school engagement, have opportunities to be involved in the school's Nurture Program (F-2), Sensory Program (1-6), Hands on Learning (grade 6) Lego Club (1-6), Peaceful Kids (3-6) or social skills groups (5/6) (tier 2) and we work with external services and NDIS providers for students with personalised plans for various wellbeing needs (tier 3).

Behaviour Support Plans are designed to meet the needs of individual students. Through the expertise of our Diversity Inclusion Leader and Engagement and Mental Health Leader we develop plans through observing students functions of behaviours and applying the prevent – teach- reinforce model.

2024 saw the continuation of the school's merit system, however adjusted to work through the Compass portal. The purpose of merits is to strengthen a sense of belonging to the school house colour system through recognizing consistent positive behaviour linked to our school values of KINDNESS: being nurturing and caring to others RESPECT: for self, others, learning, and my school INCLUSION: a sense of welcome and belonging for all PERSEVERANCE and promote positive behaviour through a house points merit system. Parent and staff feedback indicated the merit system was not making the overall impact we intended. 2025 will see a review of the process with the intention of ensuring students understand the purpose, reason for receiving a merit and the strengthening their ability to share this information with their families.

We will continue to focus on improving student voice and agency, stimulated learning and differentiated learning challenge (Attitudes to School Survey grade 4-6). Our 2024 data indicates the need for intentional focus on these areas.

## Engagement

In the School Performance report for Attendance, the school had a 'medium' performance group rating. This reflects minimal change in the school attendance concerns from the previous year. Our current attendance rate for the whole school is 89% which is similar to like schools. To support student engagement, the school works closely with support services and families to help all the children engage in daily school programs.

Student engagement is promoted at WEPS through learning and wellbeing programs that encourage student participation. In 2024, we continued to offer its alternative play areas (nurture room during first recess and positive play during second recess) providing all students with opportunities to connect with other like-minded students at break times from across different age groups and year levels. We have also implemented Koorie club which provides students with an Indigenous background with a safe space to be, share and play.

We also provide extra curricula opportunities through our PE program, Deakin Science connection, Zoo's Victoria, Kitchen/Garden and Hands on Learning. We promote Lego Club,

Peaceful Kids and Sensory Club opportunities to support the development of self regulation strategies and social skills learning, as well as individual 'separation anxiety' plans to support a positive start to the school day.

The school's Engagement and Mental Health leader monitors attendance on a regular cycle and ensures connection with families and students who are at risk of disengaging.

## Other highlights from the school year

One of many highlights at Warrnambool East PS this year has been achieving our whole school approach in implementing structured literacy. The school's learning leader, literacy learning specialist and action team engaged teachers in a purposeful professional learning plan, scaffolds and coaching to support their learning and implementation.

We ensured regular community engagement through our whole school assemblies, term events across all curriculum areas – sports, art show, science night, book week open classrooms and celebration days – Harmony Day, Reconciliation Week, Mother's Day, Father's day, International Women's Day and end of year Colour Run. The Colour Run raised \$20,000, which will go towards our school grounds improvement plan (new playground and upgrades to school signage).

We continue our strong affiliation with Deakin Science and Zoos Victoria. We were recognized by Zoos Victoria. We continue our connection with Respect 2040 and were actively involved in the 16 days of activism focusing on violence against women.

## Financial performance

Warrnambool East Primary School is in a positive financial position due to the careful management of funds and the support of equity funding. Equity funding (social disadvantage) of \$350,435 allowed us essential wellbeing support, professional learning, resources, intervention, instructional leadership, and for Education Support Staff to fulfill a range of roles. The Student Resource Package was \$20,664 in surplus.

We were successful in gaining grants and donations towards: Sporting Schools \$6,100, Maddens Lawyers \$500, Midfield Meats \$10,000, Youth Employment Scheme \$18,000, Warrnambool East Rotary Club \$500, AFL \$500, Brophy \$6,300, Deakin University \$1,200, Alternative Program (WPS) \$5,752.69, Land Care Grant \$1,000, Ripple Effect Wannon Water \$1,000, Early Years Koorie Literacy and Numeracy Program \$7,200: funding was used to employ an additional teacher to support identified Koorie students in the development of essential oral language, Reading and Maths skills.

Further expenditure over \$5k included;

School TV (2yrs) \$6,300

Roofing, spouting \$14,219

Block B internal walls \$18,552

Air con replacement \$16,279

Doors Block A \$5,141

Painting \$25,535

Furniture for classroom \$8,291

Undercover reroofing \$116,403

Nurture Room iPads \$4,096

TV's \$5,847

Seesaw \$5,250

Growth Coaching \$6,300

First Aid training \$7,920

Compass costs \$17,255

Pivot \$8,020

We received \$63,088 (83% collection rate) for extra curriculum charges, including CSEF and we received \$71,715 of voluntary curriculum contributions. Each year the allocation of funds is a carefully considered process that takes into account the context of the year – student cohorts, achievement data, responsiveness to student wellbeing and learning needs, and staff professional learning needs and responsiveness to DET priorities.

**For more detailed information regarding our school please visit our website at  
<https://www.weps.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 487 students were enrolled at this school in 2024, 225 female and 262 male.

7 percent of students had English as an additional language and 9 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).

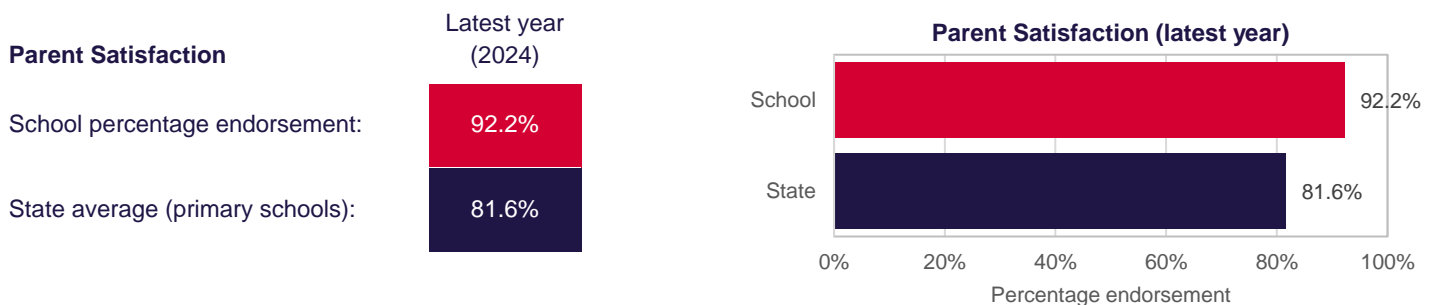
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

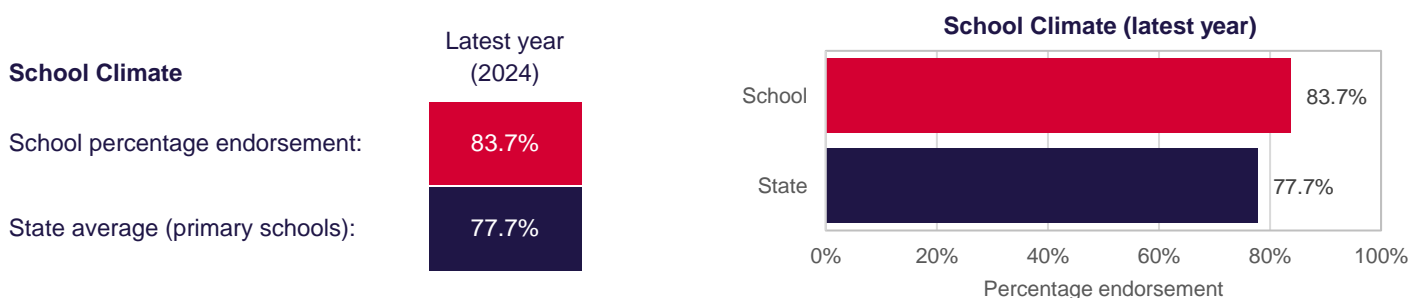


### School Staff Survey

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.



## 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

School percentage of students at or above age expected standards:

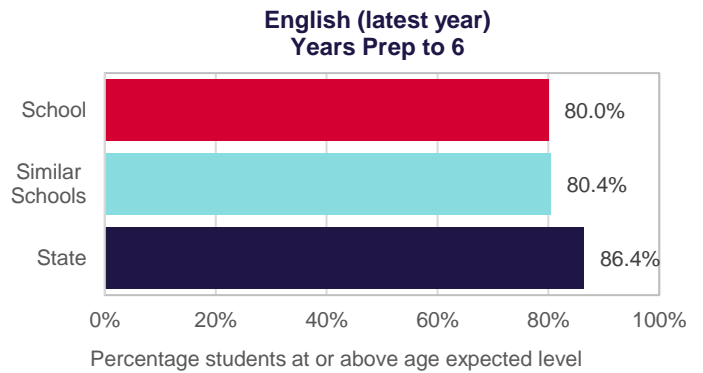
Latest year  
(2024)  
80.0%

Similar Schools average:

80.4%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

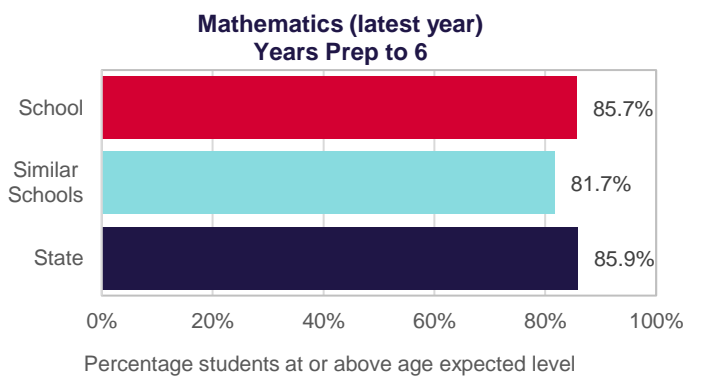
Latest year  
(2024)  
85.7%

Similar Schools average:

81.7%

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.

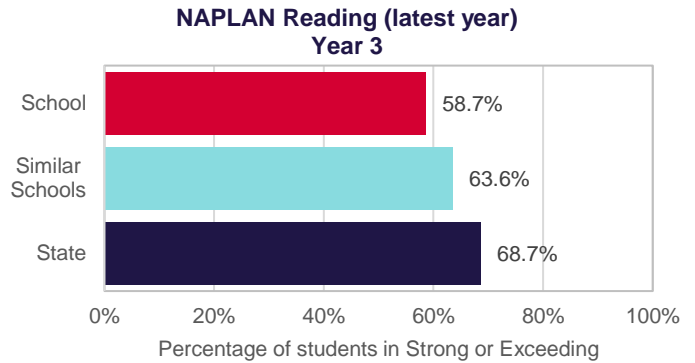
### NAPLAN

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.

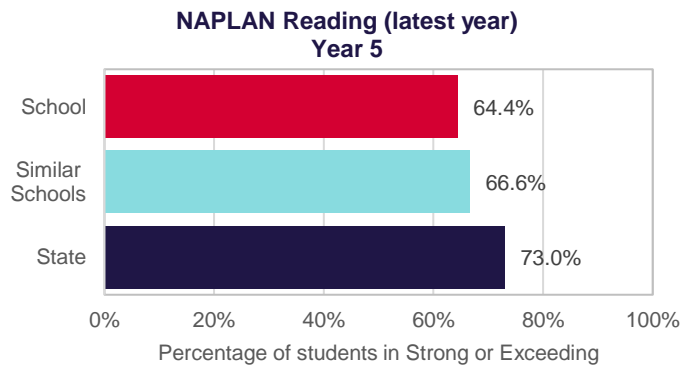
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.7%	64.0%
Similar Schools average:	63.6%	62.2%
State average:	68.7%	69.2%



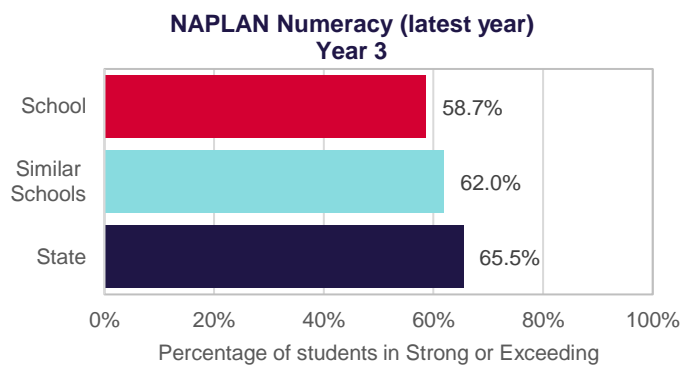
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.4%	70.5%
Similar Schools average:	66.6%	69.3%
State average:	73.0%	75.0%



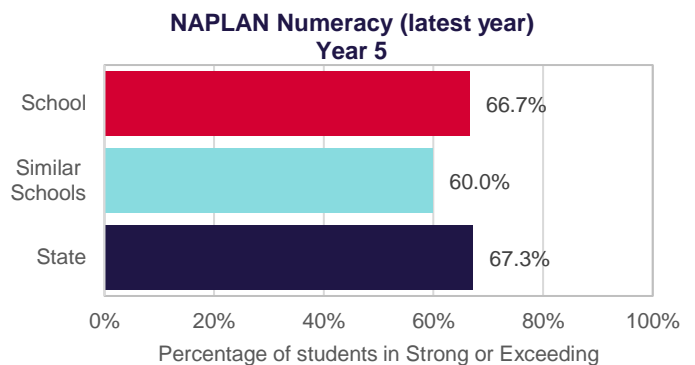
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.7%	63.1%
Similar Schools average:	62.0%	61.5%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	61.0%
Similar Schools average:	60.0%	60.1%
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:

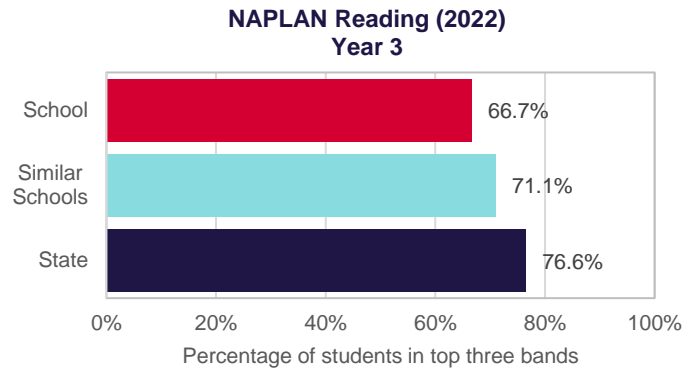
66.7%

Similar Schools average:

71.1%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

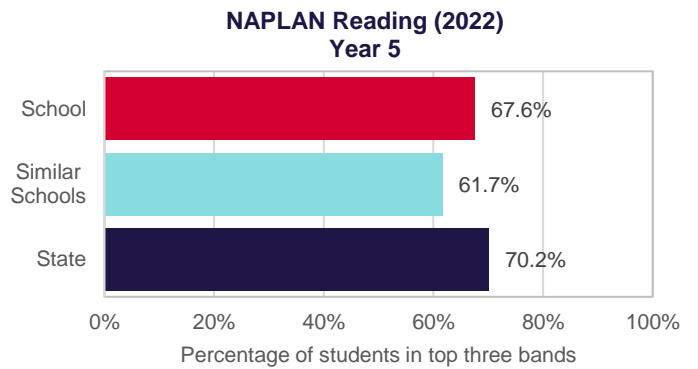
67.6%

Similar Schools average:

61.7%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

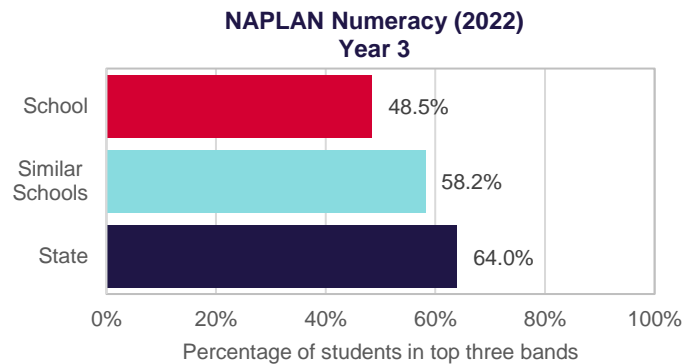
48.5%

Similar Schools average:

58.2%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

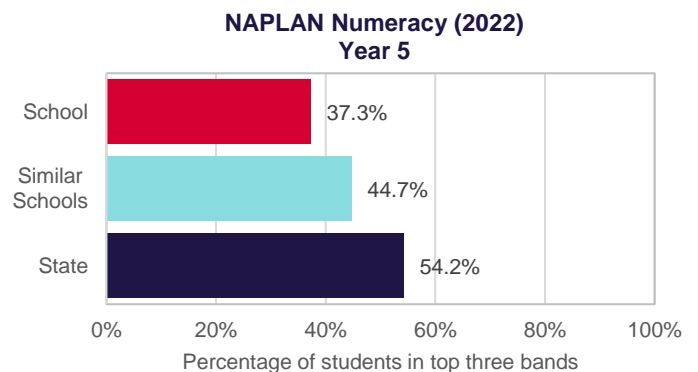
37.3%

Similar Schools average:

44.7%

State average:

54.2%



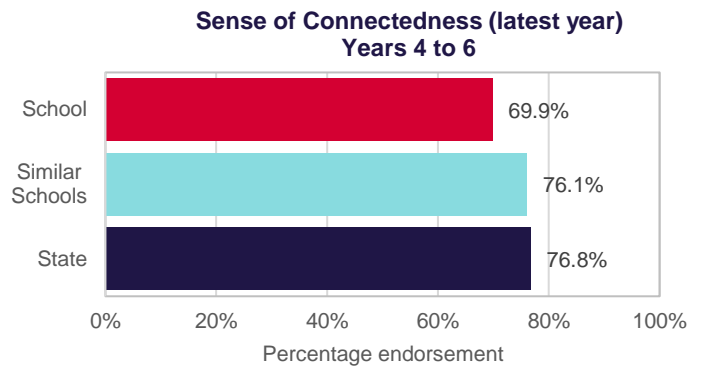
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

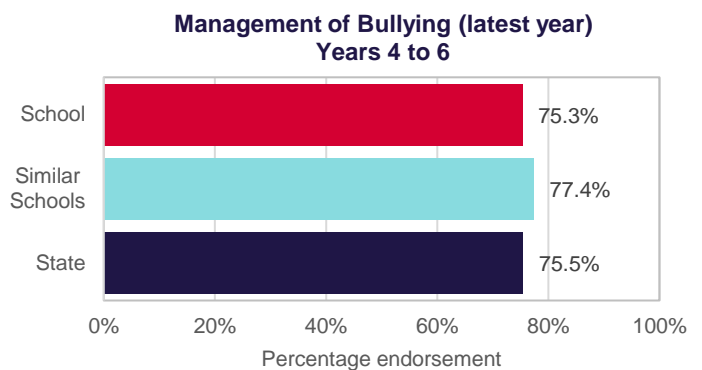
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	69.9%	72.2%
Similar Schools average:	76.1%	78.0%
State average:	76.8%	77.9%



### 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:	75.3%	74.3%
Similar Schools average:	77.4%	78.1%
State average:	75.5%	76.3%



## ENGAGEMENT

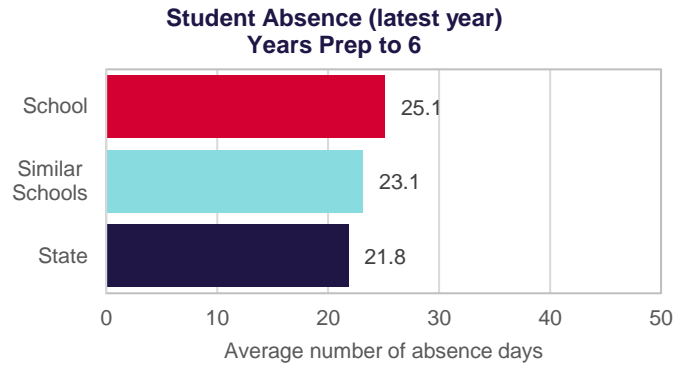
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	25.1	20.2
Similar Schools average:	23.1	21.4
State average:	21.8	20.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	89%	88%	89%	88%	88%	85%	86%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,132,518
Government Provided DET Grants	\$971,954
Government Grants Commonwealth	\$16,737
Government Grants State	\$0
Revenue Other	\$103,979
Locally Raised Funds	\$275,624
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,500,812</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$363,949
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$363,949</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,973,035
Adjustments	(\$21,000)
Books & Publications	\$2,930
Camps/Excursions/Activities	\$131,711
Communication Costs	\$4,208
Consumables	\$100,670
Miscellaneous Expense <sup>3</sup>	\$40,429
Professional Development	\$27,690
Equipment/Maintenance/Hire	\$39,447
Property Services	\$293,379
Salaries & Allowances <sup>4</sup>	\$300,774
Support Services	\$408,332
Trading & Fundraising	\$43,682
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$6,881
Utilities	\$31,515
<b>Total Operating Expenditure</b>	<b>\$6,383,682</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$117,129</b>
<b>Asset Acquisitions</b>	<b>\$116,403</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	\$1,437,821
Official Account	\$79,631
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,517,452</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$242,021
Other Recurrent Expenditure	\$58,402
Provision Accounts	\$0
Funds Received in Advance	\$196,487
School Based Programs	\$654,101
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,637
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,460,648</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.*

