2024 Annual Report to the School Community

# School Name: Heatherhill Primary School (4802)



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Department of Education



|  |
| --- |
| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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 )](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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).](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf)     Attested on 27 March 2025 at 08:37 PM by Gillian Harris (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 27 March 2025 at 08:38 PM by Gillian Harris (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:

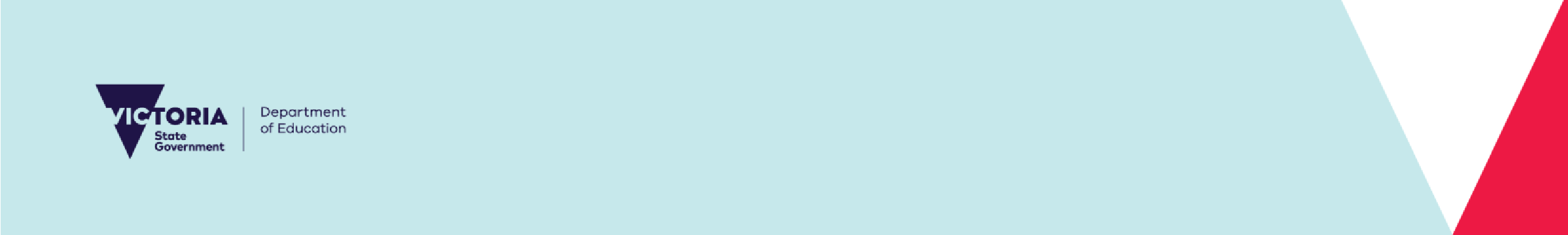
## School Profile

* 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



Heatherhill Primary School

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 nonEnglish 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.

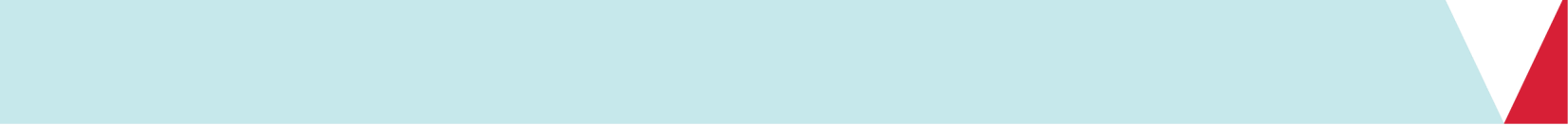
The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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



Heatherhill Primary School

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’](https://nap.edu.au/naplan/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

Heatherhill Primary School opened in 1958 and has served the Springvale, Springvale South and Noble Park communities as a centre of educational excellence to the present day. The school is committed to providing a safe and inclusive learning environment and developing the whole child academically, socially, emotionally and physically. The school embraces and celebrates diversity, and our families speak over thirty languages. Some families move in and out of the area due to housing affordability. Students are welcomed into the school community, and learning is continuous through a seamless whole-school transition program. In 2024, the school had 17.69 full-time staff: 2 principal class officers, 11.6 teachers and 4.09 education support staff. As a school community, we agree to use the school's values: Respect, Trust and Doing Your Best in all interactions with staff, students, parents, and carers. The school has well-maintained grounds and buildings. Two BER (Building Education Revolution) buildings house our junior, middle and senior students. Our foundation students are housed in the school's main building. The school has a library, a STEM area, an Italian room, an art room, and a hall for physical education, including the Perceptual Motor Program. There are three playground areas, two basketball/netball courts, an outdoor table tennis table, cricket nets, a large oval, two sandpits, a jumps pit and several play areas. The school offers a Breakfast Club each morning during the term to support families.

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

### Learning

Heatherhill Primary School has a whole-school instructional model underpinned by highly effective learning and teaching in best practice. Our highly skilled teachers are committed to building student capabilities to grow and thrive in an ever-changing global world. The Victorian Curriculum is implemented with a strong focus on developing literacy and numeracy skills to improve student learning and achievement. Students also develop their capabilities through the Visual Arts, Library, Italian, STEM and Physical Education. In 2024, our school implemented the Department of Education's two priorities: Learning and Wellbeing. At the start of the year staff completed CPR training. Professional learning facilitated by educational consultant Anny Lawrence focused on developing teacher capabilities to write student learning goals. Regular Learning Walks were implemented to improve teachers' capabilities to co-write student learning goals with students. An Induction Program is in place to support and guide teachers new to the school; meetings are held fortnightly with the assistant principal. Graduate teachers receive support from mentor teachers, educational consultants, and school leadership. Individual Education Plans (IEPs) were created to cater for students working above or below six months of the expected level and those students on the Disability Inclusion Program. Student Learning Contracts are developed to challenge and extend students working 12 months or more above grade level. Eligibility for the Tutor Learning Initiative was determined based on student data for those working below or above year level. Reading and viewing data identified students requiring additional support through Repeated Reading and the Tutor Program. Maths data was used to determine the levels of the Maths Plus Homework Books, ensuring they cater to the diverse needs of learners.

### Wellbeing

Our school has a strong emphasis on student wellbeing. Teachers implement the Department of Education's Respectful Behaviours and School-wide Positive Behaviours Programs. Students are supported to develop positive relationships and build resilience in a safe and inclusive learning environment. The Daily Breakfast Club, along with Rights, Resilience and Respectful Relationships Program, Protective Behaviours and Peer Mediation, are valuable resources we utilise to enhance student awareness of themselves, to teach self-care practices, provide information about the services available to them and identify people who can help keep them safe. The first two weeks of term one are dedicated to the Learn-to-Learn Program, which aims to develop positive learning communities that build a sense of belonging and connectedness. In term four, students in year four are trained as Peer Mediators in preparation for their role in senior school. In 2024, students participated in a variety of wellbeing and educational activities funded by the wellbeing grant. Senior school students participated in the REACH Program to develop their social skills and team building capabilities. In addition, all students participated in the Brainstorm Wellbeing Show. Student wellbeing is monitored through the Team Agenda (for each year level team). Vulnerable students and those needing support are identified, supported and monitored by teachers, the Student Wellbeing Team and the assistant principal. Parents and carers are notified and invited to attend meetings as required. Families requiring additional support receive a box of fresh food items (weekly) from the One Box Program. The Staff Opinion Survey results demonstrate that Heatherhill has exceeded the targets in many areas, including Academic Emphasis - (75%), Collective efficacy- (98%), and Promote student ownership of learning goals – (100%).

### Engagement

Students participated in incursions and excursions linked to their units of inquiry. The Junior school students participated in milestone events: the Teddy Bear's Picnic, One Hundred Days of School and the Extended Day activities. Our school has an embedded Buddy Program to build student connectedness across the school. Our school community supported the Foodbank Food Fight fundraiser in recognition of their contribution to the Breakfast Club. The Foodbank Food Fight was well-received and attended by our students and their families. Students from foundation to year six attended an eight-day intensive swimming program hosted by Monash University’s Doug Ellis pool. High-performing senior school students participated in the Victorian High Ability Program. The Student Council, comprising students in grades three to six, met throughout the year to organise social service events. Year three and four students designed lanterns to be displayed at the Springvale Shopping District. A selection of students from the Italian Art Club displayed their work at the Noble Park Art Show. One of our junior school student’s Christmas design was selected as the cover of the Honorable Clare O'Neil's Christmas Card for her electorate. All students participated in the whole school Transition Program, including future students. The senior school students completed a CPR session. Year three and four students attended Wombat Corner camp. The school employs a speech pathologist who works directly with students and oversees the Language Support Program delivered by education support staff.

The Parent Opinion Survey data, the positively endorsed percentages in the areas of positive transition and student connectedness are (97%) and (98%) respectively. The positively endorsed percentages are above similar schools (90%), network (91%) and the state (82%). In the areas of community, engagement, parent participation and involvement, the positively endorsed percentages are 93%, school communication is (93%), and teacher communication is (92%). These positively endorsed percentages are also above similar (85%), network schools (87%) and state (78%). The 2024 Student Attitudes to School Survey (AToSS) sense of connectedness is maintained at (83%) and is above similar schools (78%), the network (80%), and the state (77%). In the area of sense of inclusion, the positively endorsed percentage is 91% and is above similar (88%) and network schools (89%) and state (88%). Student voice and agency are positively endorsed at (73%) and are similar and the network schools (68%) and the state (67%). The attendance data indicates that 40% of students with (95%) or higher attendance in 2024, compared to (33%) for similar schools, (34%) for the network and (26%) for the statewide.

## Financial performance

Careful financial management ensured the school maintained a surplus, met all commitments, and effectively resourced programs. However, in 2023 and 2024, ongoing staff shortages significantly impacted the school's ability to fill advertised positions: three teaching positions and a speech position. Positions were temporarily filled throughout the years (s) by casual relief teachers for at least six months or more per position. In 2023 and 2024, the school applied to the Department for a credit to cash transfer to reimburse the school for salaries that were paid out of the cash budget. In 2023 and 2024, the Department denied the request to convert credit to cash, forcing the cash budget to cover salaries usually funded by the credit budget. This reduced the school’s financial position. Additionally, the Department commandeered approximately $300,000 from the school’s 2024 credit surplus, which accumulated due to its inability to hire staff, further disadvantaging an already disadvantaged and vulnerable community. The school grounds and facilities are extensive and require a surplus to replace fences, secure trees, repeatedly unblock BER building sewer blockages, and continually repair damaged buildings, including the roofs.

# 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 207 students were enrolled at this school in 2024, 114 female and 93 male.

75 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

### Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Latest year **Parent Satisfaction (latest year)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | 81.6% |

|  |
| --- |
| 91.7% |
| 81.6% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0% | 20% | 40% 60%  Percentage endorsement | 80% | 100% |

### Parent Satisfaction (2024)

School 91.7%

School percentage endorsement:

State State average (primary schools):

### 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | 82.0%  77.7% |

|  |
| --- |
| 82.0% |
| 77.7% |

### School Climate (latest year) Latest year School Climate (2024)

School School percentage endorsement:

State

State average (primary schools):

0% 20% 40% 60% 80% 100%

Percentage endorsement

## 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 Latest year English (latest year) Years Prep to 6 (2024) Years Prep to 6

|  |
| --- |
| 94.1% |
| 77.6% |
| 86.4% |

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | 77.6%  86.4% |

School 94.1%

Similar

Schools

State

0% 20% 40% 60% 80% 100%

Percentage students at or above age expected level

**Mathematics Years Prep to 6**

### Latest year Mathematics (latest year)

**Years Prep to 6**

(

2024

)

%

75.2

%

72.2

86.0

%

%

75.2

%

.2

72

%

86.0

School

Similar

Schools

State

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

0% 20% 40% 60% 80% 100%

Percentage students at or above age expected level

## LEARNING (continued)

***Key: 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 | **NAPLAN Reading (latest year)**  **Year 3** |

|  |  |
| --- | --- |
| 62.5% | 56.6% |
| 54.9% | 54.4% |
| 68.7% | 69.2% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2024) | 2-year average | 0% | 20% 40% 60% 80%  Percentage of students in Strong or Exceeding  **NAPLAN Reading (latest year) Year 5** | 100% |

School percentage of students in Strong or Exceeding:

62.5

%

54.9

%

68.7

%

School

Similar

Schools

State

Similar Schools average:

State average:

|  |  |
| --- | --- |
| 70.6% | 65.4% |
| 57.2% | 60.2% |
| 73.0% | 75.0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2024) | 2-year average | 0% | 20% 40% 60% 80%  Percentage of students in Strong or Exceeding  **NAPLAN Numeracy (latest year) Year 3** | 100% |

School percentage of students in Strong or Exceeding:

70.

6

%

57.2

%

7

3.0

%

School

Similar

Schools

State

Similar Schools average:

State average:

|  |  |
| --- | --- |
| 62.5% | 54.7% |
| 48.1% | 48.2% |
| 65.5% | 66.4% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2024) | 2-year average | 0% | 20% 40% 60% 80%  Percentage of students in Strong or Exceeding  **NAPLAN Numeracy (latest year) Year 5** | 100% |

|  |  |
| --- | --- |
| 58.8% | 59.6% |
| 51.6% | 52.6% |
| 67.3% | 67.6% |

School percentage of students in Strong or Exceeding:

62.5

%

48.1

%

65.5

%

School

Similar

Schools

State

58.8

%

51.

6

%

67.3

%

0

%

20

%

40

%

60

%

80

%

100

%

School

Similar

Schools

State

Similar Schools average:

State average:

School percentage of students in Strong or Exceeding:

Similar Schools average:

State average:

Percentage of students in Strong or Exceeding

## LEARNING (continued)

***Key:***

***location of the school.***

**NAPLAN 2022**

Percentage of students in the top three bands of testing in NAPLAN.

### Reading NAPLAN Reading (2022) Year 3 (2022) Year 3

|  |
| --- |
| 81.8% |
| 61.6% |
| 76.6% |

School percentage of students School in the top three bands:

81.8

%

61.6

%

76.6

%

Similar

Similar Schools average: Schools

State average: State

0% 20% 40% 60% 80% 100%

Percentage of students in top three bands

### Reading NAPLAN Reading (2022) Year 5 (2022) Year 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 5 | 4.8% |  |  |
|  |  | 5 | 4.8% | 70.2 | % |

|  |
| --- |
| 54.8% |
| 54.8% |
| 70.2% |

School percentage of students School in the top three bands:

Similar

Similar Schools average: Schools

State average: State

0% 20% 40% 60% 80% 100%

Percentage of students in top three bands

**NAPLAN Numeracy (2022)**

**Numeracy Year 3**

### Year 3 (2022)

|  |
| --- |
| 54.5% |
| 43.6% |
| 64.0% |

School percentage of students School in the top three bands:

5

4.5

%

43.6

%

64.0

%

0

%

20

%

40

%

60

%

80

%

100

%

Similar

Similar Schools average: Schools

State State average:

Percentage of students in top three bands

**NAPLAN Numeracy (2022)**

**Numeracy Year 5**

**Year 5** (2022)

|  |
| --- |
| 58.1% |
| 37.9% |
| 54.2% |

School percentage of students in the School top three bands:

58.1

%

37.9

%

5

4.2

%

Similar

Similar Schools average: Schools

State State average:

0% 20% 40% 60% 80% 100%

Percentage of students in top three bands

## WELLBEING

***Key:***

***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** Latest year 4-year **Sense of Connectedness (latest year)**

### Years 4 to 6 (2024) average Years 4 to 6

School percentage

endorsement: School

83.3

%

82.2

%

78.5

%

79.9

%

76.8

%

77.9

%

83.3

%

78.5

%

76.8

%

Similar Schools average: Similar

Schools

State average: State

0% 20% 40% 60% 80% 100%

Percentage endorsement

### 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 Latest year 4-year Management of Bullying (latest year) Years 4 to 6 (2024) average Years 4 to 6

School percentage

endorsement: School

87.3

%

85.3

%

77.1

%

77.9

%

75.5

%

76.3

%

87.3

%

77.1

%

75.5

%

Similar Schools average: Similar

Schools

State average: State

0% 20% 40% 60% 80% 100%

Percentage endorsement

## 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 (latest year)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 6.9  22.1  21.8 |  |  |

|  |  |
| --- | --- |
| 16.9 | 16.3 |
| 22.1 | 21.9 |
| 21.8 | 20.1 |

### Student Absence Latest year 4-year Years Prep to 6 Years Prep to 6 (2024) average

School

School average number of absence days:

Similar Schools Similar Schools average:

State State average:

0 10 20 30 40 50

Average number of absence days

### 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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 90% | 88% | 91% | 92% | 92% | 92% | 94% |

Attendance Rate by year level (2024):

# Financial Performance and Position

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

|  |  |
| --- | --- |
| **Revenue** | **Actual** |
| Student Resource Package | $2,870,282 |
| Government Provided DET Grants | $410,053 |
| Government Grants Commonwealth | $6,300 |
| Government Grants State | $0 |
| Revenue Other | $33,191 |
| Locally Raised Funds | $117,664 |
| Capital Grants | $5,000 |
| **Total Operating Revenue** | **$3,442,489** |

|  |  |
| --- | --- |
| **Equity 1** | **Actual** |
| Equity (Social Disadvantage) | $322,674 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| **Equity Total** | **$322,674** |

|  |  |
| --- | --- |
| **Expenditure** | **Actual** |
| Student Resource Package 2 | $2,381,999 |
| Adjustments | $0 |
| Books & Publications | $1,638 |
| Camps/Excursions/Activities | $60,076 |
| Communication Costs | $10,522 |
| Consumables | $51,141 |
| Miscellaneous Expense 3 | $11,700 |
| Professional Development | $14,499 |
| Equipment/Maintenance/Hire | $104,015 |
| Property Services | $80,610 |
| Salaries & Allowances 4 | $650 |
| Support Services | $262,106 |
| Trading & Fundraising | $20,605 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $6 |
| Utilities | $26,793 |
| **Total Operating Expenditure** | **$3,026,360** |
| **Net Operating Surplus/-Deficit** | **$416,130** |
| **Asset Acquisitions** | **$92,926** |

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 | $514,530 |
| Official Account | $26,445 |
| Other Accounts | $0 |
| **Total Funds Available** | **$540,975** |

|  |  |
| --- | --- |
| **Financial Commitments** | **Actual** |
| Operating Reserve | $106,841 |
| Other Recurrent Expenditure | ($3,313) |
| Provision Accounts | $0 |
| Funds Received in Advance | $18,491 |
| School Based Programs | $15,425 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $30,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $455,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$622,444** |

*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.*