

# 2024 Annual Report to the School Community

School Name: Upwey South Primary School (4894)



- 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 12 March 2025 at 07:58 PM by Damien Kitch (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 12 March 2025 at 07:59 PM by Damien Kitch (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

## Location Profile:

Upwey South Primary School is located at 91 Morris Road, in the south-eastern suburb of Upwey. The school has a large geographical footprint with plenty of space for students to play and engage in an environment which is reflective of the Dandenong Ranges area. On-site buildings encompass a school gymnasium, Lifelong Learning Centre, two classroom buildings, and the heritage listed Griffiths Homestead with the homestead being dedicated to hosting 3MDR 97.1FM under a joint-user agreement with School Council. The school shares a boundary-line with the Dandenong Ranges Childcare Centre/ Kindergarten, and is within walking distance of Upwey South Preschool, which is also located on Morris Road.

## Educational Philosophy:

Our School's Educational Philosophy is underpinned by our Guiding Principles, which are:

- **Evidence-Based Learning** We deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.
- **Consistency** We work as a school-wide team of professionals to provide consistency in daily routines and structures for our students.
- **Predictability** The actions of the adults in our school are predictable, compassionate, calming, and supportive at all times.
- **Orderliness** We provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.
- **Reinforcement of desirable learning behaviours** We work hard to acknowledge on-task learning behaviours, and encourage students to regulate their learning through the Berry Street Educational Model.
- **Responsiveness** We act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

Teaching and Learning Programs across the school are facilitated through explicit-direct instruction; with classroom teaching being planned via our school-wide instructional model, the Gradual Release of Responsibility. Our academic curriculum is supported by a strong social-emotional learning culture, which is based upon the Berry Street Education Model (BSEM), School Wide Positive Behaviours for Learning (SWPBL) and associated social-emotional structures (such as Let'sTALK and a school counselling service).

The school's strong commitment to applying an evidence-based Literacy Curriculum was recognised, with the school being selected as one of only ten schools Australia-wide to take part in a four-year (2021-2025) field research facilitated through MULTILit (<https://multilit.com/>) which is focussed upon improving Australian Literacy achievement data in the middle and upper years of primary school.

Building on the positive impacts upon student learning which came from the Literacy related field research, in 2024 the school successfully applied to join a four-year (2024-2029) active field research program focussed upon the application of learning science within the curriculum area of Mathematics. As one of only six schools selected nationally, this research is also facilitated through MULTILit with a staged rollout commencing in Foundation.

As a community-minded school, extra-curricular learning continued to be expanded throughout 2024 and enriched through learning partnerships with: Victorian State Schools Sporting Programs; Victorian State Schools Spectacular; Robocup Australia; ISSF Aerobics; 3MDR 97.1FM; John Monash Science School; Groove Foundations Music Tuition.

In addition to these community partnerships, the school also offers a subject electives across Years Three-Six with students able to select community-based cross-curricular electives which extend beyond the traditional classroom model. These electives alter each term, and are reflective of student voice and agency from terms prior; with the school also partnering with external expertise to deliver electives which reflect genuine student engagement.

In addition to these community-based electives, students in Year Five/Six are also able to select History/Geography electives, and Health/Physical Education electives throughout the year.

## **2024 Student Enrolment and Demographic Profile:**

In 2024, a total of 320 students were enrolled as of February census; 54% males and 46% females. The school welcomes the recent DET acknowledgement of self-described students (gender), of which there are currently no students identified through the DET enrolment process. The total enrolment distribution was, Foundation- Year Two 51%, Year Three-Four 23%, Year Five-Six 26%. The student population is drawn from Upwey and local suburbs, with many families travelling from surrounding areas to attend the school.

The school community are also supported by the State Schools Breakfast Program who in partnership with the Parents Association provide a weekly breakfast and healthy food program for students. The School Council outsource the provision of an Out of School Hours Care (OSHC) Program, which includes before and after-school care, and a school holiday/ vacation care program. The extensive vacation care program also caters for students from surrounding schools. This program is hosted in the school's modern Lifelong Learning Centre, encompassing a double- kitchen, large learning space, and extensive student gardens with easy access to playgrounds and shaded hardcourts. Through changes within the current economic climate, demand for the OSHC Program has continued to grow; with the OSHC service being delivered by through TheirCare ( <https://theircare.com.au/>).

## **2024 Staffing Profile:**

The 2024 staffing profile consisted of two principal-class members, one leading teacher, 14 classroom teachers, two tutors, and six specialist teachers. The 2024 classroom structure was complemented by each class engaging in specialist programs, constituting the delivery of: Visual Arts; Performing Arts; Health/ Physical Education; LOTE- Auslan; Science. The teaching staff are supported by four Education Support staff; comprised of two Integration Aides, one Business Manager, and one Office Manager. The staff are actively supported by a professionally conducted School Council, Parent Association (PA), and Student Leadership Team, who work collaboratively to focus upon continuous improvement of the school learning environment.

# Progress towards strategic goals, student outcomes and student engagement

## Learning

In 2024, Upwey South Primary School continued to focus upon delivering evidence-based teaching, with a focus upon improving literacy, numeracy outcomes for students. Within the area of numeracy, the school invested in building the capacity of middle leaders through engaging with the Victorian Teaching and Learning Academy (VTAL), and undertook an audit of current practices as the first step of a three-year professional development plan for teaching staff to align with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). Within the area of Literacy, the school continues to partner with MULTILit, with a focus upon student engagement and evidence-based literacy practices supported by a Multi-Tiered-System-of-Support (MTSS).

The school's commitment to engage in best-practice pedagogical models and instructional delivery, was recognised through a 2024 national article which aired on the Australian Broadcasting Commission (ABC) news channels- within both print, television, radio, and digital features, and through various associated media outlets. These articles can be accessed through visiting <https://www.upweythps.vic.edu.au/articles/4>

Within NAPLAN, the school data sets reflect the emphasis that the school places upon delivering instruction based upon the Guiding Principles. It should be noted that the school encouraged all students to take part in NAPLAN, inclusive of those with diagnosed specific learning disorders (SLDs), with the following results achieved in **2024**:

### **Year Three Reading**

- 81% of students in 'exceeding' or 'strong' (state mean score 69%)
- school mean scale score of 458.4 (state mean scale score 414.9)

### **Year Five Reading**

- 81% of student in 'exceeding' or 'strong' (state mean score 73%)
- school mean scale score of 521.3 (state mean scale score 500.2)

### **Year Three Writing**

- 97% of student in 'exceeding' or 'strong' (state mean score 78%)
- school mean scale score of 468.7 (state mean scale score 420.1)

### **Year Five Writing**

- 92% of student in 'exceeding' or 'strong' (state mean score 73%)
- school mean scale score of 530.4 (state mean scale score 493.1)

**Year Three Spelling**

- 80% of student in 'exceeding' or 'strong' (state mean score 61%)
- school mean scale score of 444.1 (state mean scale score 406.5)

**Year Five Spelling**

- 81% of student in 'exceeding' or 'strong' (state mean score 67%)
- school mean scale score of 521.3 (state mean scale score 487.8)

**Year Three Grammar and Punctuation**

- 71% of student in 'exceeding' or 'strong' (state mean score 55%)
- school mean scale score of 459.8 (state mean scale score 411.7)

**Year Five Grammar and Punctuation**

- 89% of student in 'exceeding' or 'strong' (state mean score 64%)
- school mean scale score of 531.2 (state mean scale score 500.6)

**Year Three Numeracy**

- 83% of student in 'exceeding' or 'strong' (state mean score 65%)
- school mean scale score of 445.6 (state mean scale score 413.0)

**Year Five Numeracy**

- 81% of student in 'exceeding' or 'strong' (state mean score 67%)
- school mean scale score of 517.3 (state mean scale score 493.8)

**Wellbeing**

In 2024, the school focused upon further building student voice and agency through School Wide Positive Behaviours for Learning (SWPBL) and the Berry Street Education Model (BSEM). This theme was explicitly taught through small-focus groups which included the use of the school counselling service, and through classroom discussions based upon the notion of 'student voice vs student choice' and 'group voice' vs 'group noise'.

Professional Learning in this area was facilitated through a partnership with the Quaglia Institute as part of a wider network partnership, facilitated by Upwey South Primary School. The school also focussed upon creating opportunities for meaningful teacher-student connections, and student-student connections through a continued focus upon promoting positive physical and mental health.

Within the 2024 Year Four-Year Six Attitudes to School Survey, the following indicators measure impact across the network schools involved in this focus:

- advocate at school 90% positive endorsement (state mean 87%)

- physical and mental health 82% positive endorsement (state mean 75%)
- sense of inclusion 92% positive endorsement (state mean 88%)
- high expectations for success 95% positive endorsement (state mean 93%)

Within the 2024 Parent Opinion Survey, the following indicators are relevant for the 2024 wellbeing goals of the school:

- student connectedness 93% positive endorsement (state mean 88%)
- school communication 92% positive endorsement (state mean 82%)
- respect for diversity 91% positive endorsement (state mean 87%)
- promoting positive behaviour 90% positive endorsement (state mean 86%)
- school pride and confidence 94% positive endorsement (state mean 82%)

Within the 2024 Staff Climate Survey, the following indicators are relevant for the 2024 wellbeing goals of the school:

- collective responsibility 96% positive endorsement (state mean 89%)
- believe student engagement is the key to learning 95% positive endorsement (state mean 94%)
- promote student ownership of learning goals 95% positive endorsement (state mean 81%)

## **Engagement**

In 2024, a proportion of the student cohort continued to experience long-term absences; either through planned family holidays or through isolation due to illness.

The following attendance data is relevant:

- 22% of students had >95% attendance in 2024 (state mean 26%)
- 38% of students had between 90% and 95% attendance in 2024 (state mean N/A)
- 34% of students had between 80% and 90% attendance in 2024 (state mean N/A)
- 4% of students had between 70% and 85% attendance in 2024 (state mean N/A)
- 3% of students had <70% attendance in 2024 (state mean N/A)

In 2024, as part of the school's focus upon student voice and engagement, the community-based electives for Year Three-Year Six students reduced the number of early departures on a Friday afternoon, with a marked reduction in unexplained absences leading into the weekend.

In 2024, on the Attitudes to School Survey (ATSS) 81% of students positively endorsed that daily attendance at school is highly valued by their families.



## Financial performance

In 2024, the school finances and facilities continued to be managed effectively. The school finished 2024 in a credit surplus, with School Council cash reservations being utilised for the installation of a new junior playground in early 2024.

As a school within the Outer Eastern Region, the school received Disability Inclusion Tier 2 funding in 2024, which was utilised to increase tutoring sessions for students with the employment of a dedicated Foundation-Year Two tutor, and a dedicated Year Three-Year Six Tutor, with further funds utilised to secure the services of a 0.6FTE school counsellor.

School Council reserves were also utilised to invest in a one-one laptop program (school supplied devices) for Year Five-Six students, which came into practice from the commencement of 2024. Refer to the data tables within the Financial Performance and Position for further information.

**For more detailed information regarding our school  
please visit our website at**

**<https://www.upweysthps.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

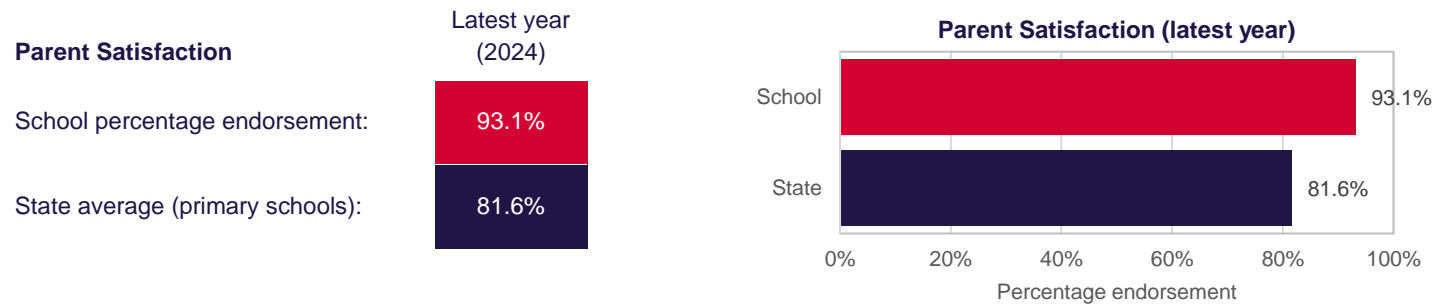
A total of 320 students were enrolled at this school in 2024, 148 female and 172 male.  
2 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).  
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.  
This school's SFOE band value is: **Low**

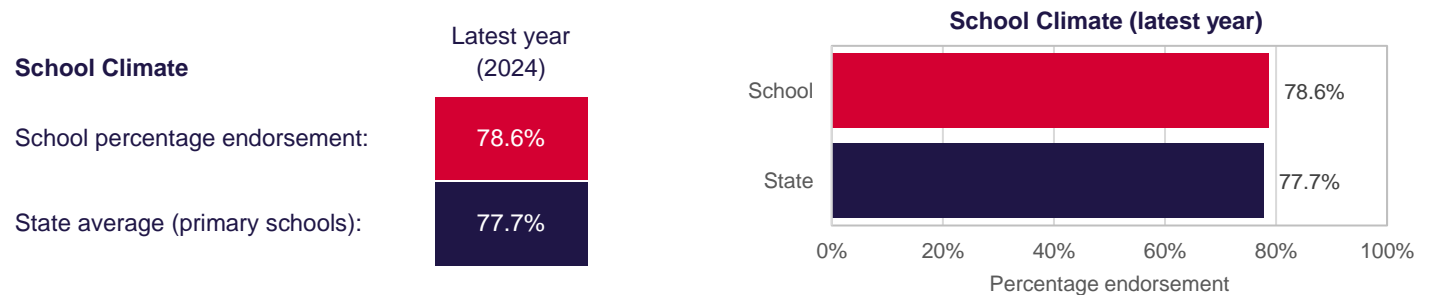
### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.  
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.  
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.  
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



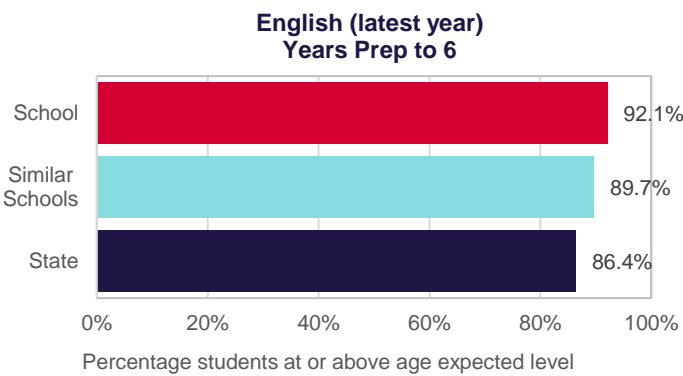
LEARNING

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

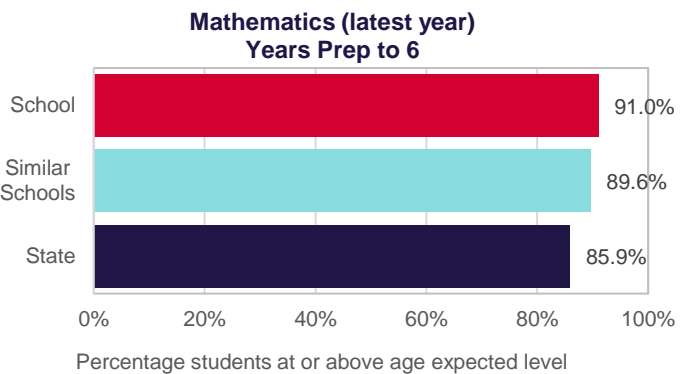
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.1%
Similar Schools average:	89.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.0%
Similar Schools average:	89.6%
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.

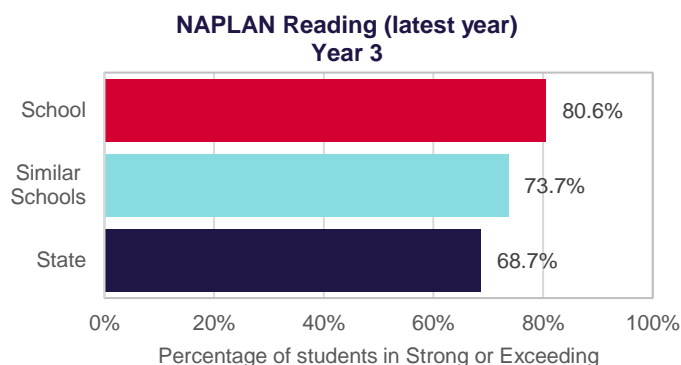
### NAPLAN

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.

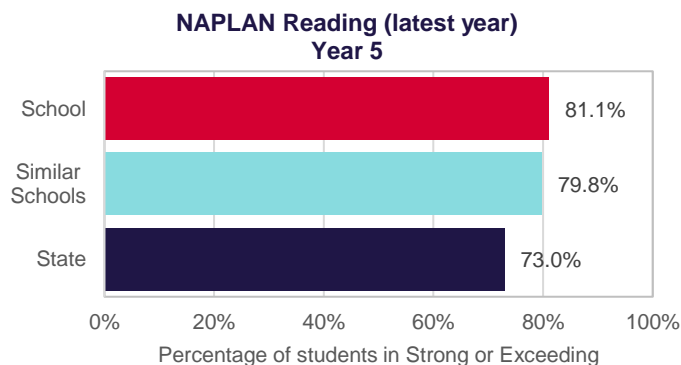
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.6%	79.4%
Similar Schools average:	73.7%	74.2%
State average:	68.7%	69.2%



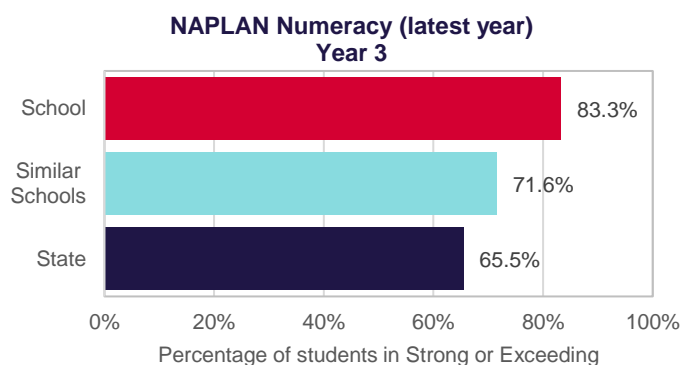
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.1%	83.8%
Similar Schools average:	79.8%	81.5%
State average:	73.0%	75.0%



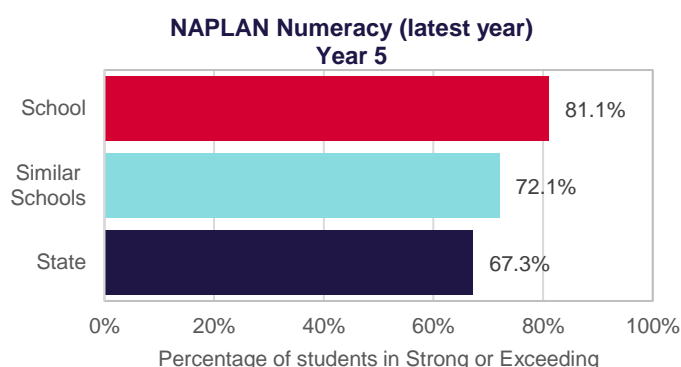
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	76.5%
Similar Schools average:	71.6%	72.3%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.1%	74.7%
Similar Schools average:	72.1%	73.6%
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:

93.5%

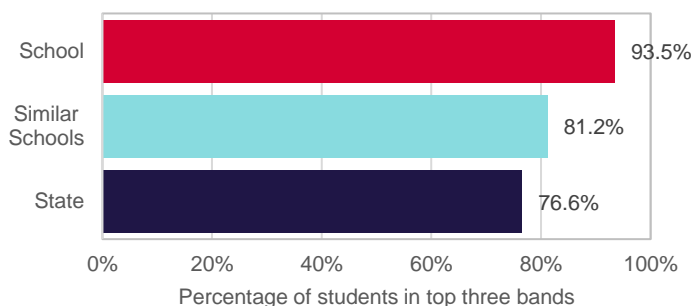
Similar Schools average:

81.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

86.7%

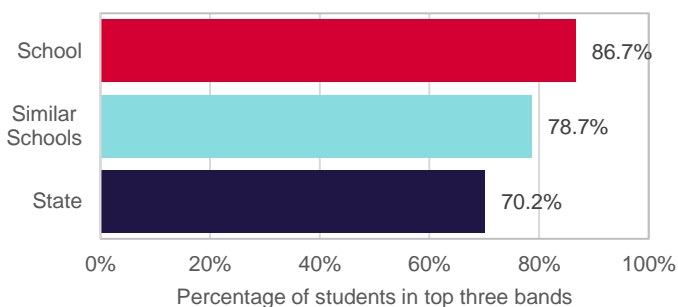
Similar Schools average:

78.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

87.5%

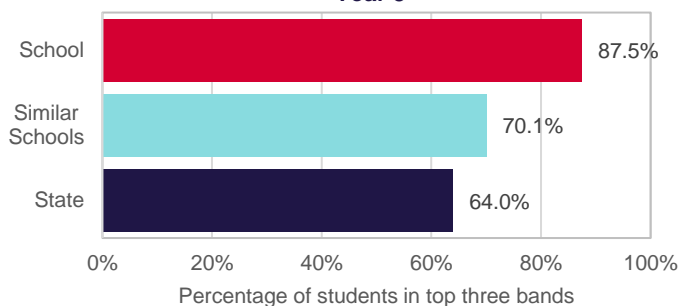
Similar Schools average:

70.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

56.7%

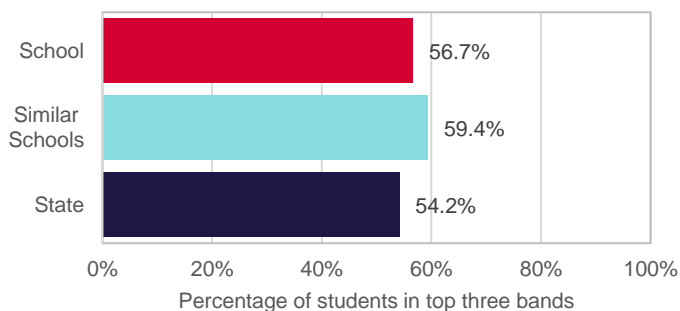
Similar Schools average:

59.4%

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.

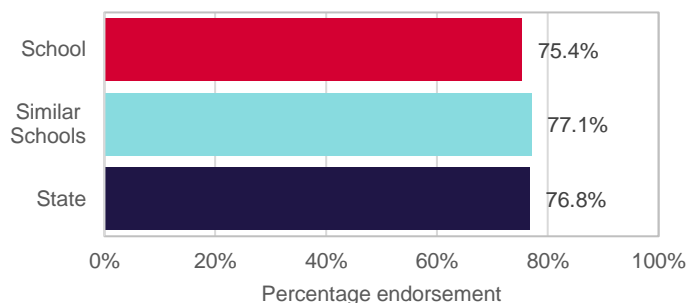
### Student Attitudes to School – Sense of Connectedness

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:	75.4%	67.7%
Similar Schools average:	77.1%	77.5%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



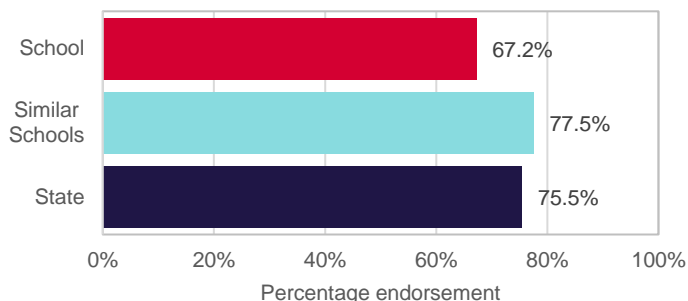
### Student Attitudes to School – Management of Bullying

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:	67.2%	65.6%
Similar Schools average:	77.5%	77.7%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

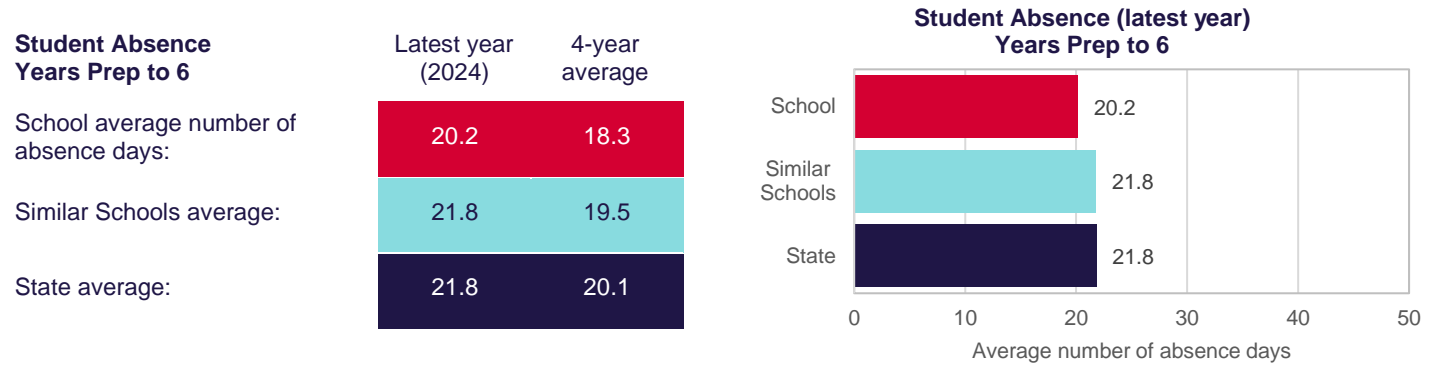


ENGAGEMENT

**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):	91%	90%	91%	89%	90%	89%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,044,396
Government Provided DET Grants	\$594,044
Government Grants Commonwealth	\$13,119
Government Grants State	\$0
Revenue Other	\$41,030
Locally Raised Funds	\$322,767
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,015,356</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$14,820
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$14,820</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,803,715
Adjustments	\$0
Books & Publications	\$132
Camps/Excursions/Activities	\$118,762
Communication Costs	\$5,262
Consumables	\$85,941
Miscellaneous Expense <sup>3</sup>	\$16,441
Professional Development	\$7,805
Equipment/Maintenance/Hire	\$81,923
Property Services	\$218,372
Salaries & Allowances <sup>4</sup>	\$27,438
Support Services	\$166,678
Trading & Fundraising	\$12,779
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,454
Utilities	\$36,381
<b>Total Operating Expenditure</b>	<b>\$3,583,084</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$432,272</b>
<b>Asset Acquisitions</b>	<b>\$88,753</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	\$549,806
Official Account	\$11,589
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$561,395</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$130,524
Other Recurrent Expenditure	\$5,729
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,996
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,269
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$119,172
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$115,807
<b>Total Financial Commitments</b>	<b>\$384,496</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.*