

2024 Annual Report to the School Community

School Name: Yarram Primary School (0693)



- 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 01 April 2025 at 08:27 AM by Karen Langdon (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 01 April 2025 at 08:28 AM by Karen Langdon (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Yarram Primary School offers a comprehensive educational experience designed to develop responsible, socially-minded individuals who are well-prepared to adapt to the ever-changing world. Our vision is to empower each student to reach their full potential - academically, emotionally and physically. Situated in the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 has been serving the community since 1861.

At Yarram Primary School, we are STARS.

Our values are:

S - Strive (We set goals and work towards them. We embrace challenges. We keep trying when things get tough.)

T - Together (We collaborate and connect with others in our school and community. We value diverse perspectives, embracing the strength of our differences. We support and encourage others to succeed.)

A - Achieve (We set high standards for ourselves and our learning. We can all succeed. We take pride when we do well.)

R - Respect (We use kind words and actions towards ourselves and others. We take care of our environment and property. We follow expectations.)

The development of our values involved consultation with students, staff and families. Our values and value statements reflect clear, succinct, and meaningful beliefs that include the voices of stakeholders in our school community. All students are taught developmentally appropriate lessons relating to each value statement to ensure that students have a true understanding of what the values and value statements mean.

Yarram Primary School has a modern facility with beautifully designed learning spaces. Our facilities are carefully maintained, ensuring that students learn and play in environments that are conducive to positive growth and development.

In 2024 our enrolment was 142 students. Students have choice, both academically and socially, while we maintain the many benefits of a close-knit small school community. 38% of students travel to school by bus. YPS had 13.82 equivalent full-time staff: 1 Principal class, 8 classroom teachers, 4 specialist teachers, 1 tutor, 2 office administration staff and 8 Education Support Staff. We have a dynamic mix of experience amongst our staff. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targeted interventions. Students study core academic subjects as well as four specialist areas, which include physical education, visual arts, performing arts and STEM (Science, Technology, Engineering and Maths). Auslan is taught in all classrooms. Yarram Early Learning operate a before and after school care and vacation care program on the school premises.

Progress towards strategic goals, student outcomes and student engagement

Learning

Yarram Primary School undertook a School Review in Term 1 of 2024, where we reflected on our progress against our four-year strategic goals and, alongside a panel of reviewers, set new goals for the next four years. The school's Learning focused goal was to improve Literacy and Numeracy achievement and learning growth for every student, particularly in Writing. While progress toward this goal varied across years and cohorts, overall we did not meet the targets we set, with two targets not met and two targets no longer relevant based on the changes to the Naplan test categories. Before looking closely at 2024, we will provide a summary of the school review findings, which includes data from the last four years. The data showed that the percentage of students at or above benchmark growth increased for Reading and Writing but decreased in Numeracy between 2019 and 2021. The percentage of year 5 students in the top 2 bands increased in all three areas (Reading, Writing and Numeracy) between 2021 and 2022 and that Yarram Primary School's results were above similar schools in Numeracy and Reading but below for Writing. In 2023 there were more Year 5 students in the exceeding proficiency level for Writing (38%) than in Reading (12%) and Numeracy (4%). The data showed that the percentage of students achieving 12 months growth or more increased between 2019-20 and 2022-23 in all three areas. All three areas showed the same trend with a sharp decline in 2021-22 followed by a rise in 2022-23. This was most evident in Reading & Viewing which showed a 41% increase.

In 2024, as our new Strategic Plan was approved at the end of Term 2, we worked on a six-month Annual Implementation Plan. Our learning targets were based on numeracy assessments using the Essential Assessments and PAT-Maths platforms. While only 40% of students met grade level expectations in Maths according to Essential Assessments, results were extremely positive on the PAT-Maths platform. Of particular note was the impressive growth amongst Grade 2 students, where only 37% were meeting expectations at the start of the year, as compared to 75% at the end of the year.

Looking holistically at student performance in English from Years Prep-6, 81.4% of YPS students were achieving at or above age expected standards, which is above the average reported by similar schools. Similarly, in Mathematics from Years Prep-6, 82.9% of YPS students met or exceeded age level expectations, again above the average of similar schools. Our Year 3 students struggled on the Naplan exam in 2024, but our Year 5 students achieved above similar schools in both Reading and Numeracy. We are aware of a strong cohort influence, with a high level of special needs and disadvantage impacting our 2024 Year 3 cohort.

Our School Review highlighted the need to revise our school instructional model. In the second half of 2024 we engaged in professional learning around explicit instruction and utilising Daily Reviews to support students in remembering and practising information they have learned, particularly in Numeracy. We had an instructional leader dedicated to observing teachers and coaching them in the use of Daily Reviews, and our whole school professional learning community work centred around these new practices. This work quickly yielded positive results, as evidenced by student PAT-Maths results at the end of the year.

Wellbeing

Our four-year strategic goal in the Wellbeing domain was to improve student agency so that students become more self-regulating, independent learners. We spent the last two years engaging in professional learning using the Berry Street Education Model, and all staff are now implementing strengths based, trauma-informed practices. These include daily positive circle times, ready to learn time, brain breaks, consistent, positive routines and restore conversations. Across the four years of our last strategic plan, the panel found that our goal was partially met. Data from the Student Attitudes to School Survey showed that student voice and agency and self-regulation and goal setting declined, whilst perseverance increased over the School Strategic Plan. In 2023 the data was in line with that of similar schools.

Looking specifically at 2024, our school earned concerning results. Students in Years 4-6 reported a low sense of connectedness to school and a lack of confidence in the management of bullying. This data has formed early work in 2025 to improve management of bullying, including analysing school data with student leaders and collaboratively developing responses. This will be a focus in 2025.

Student response data was trending upwards in terms of school connectedness by the end of 2024 based on the YPS Attitudes to School survey. Pleasingly, data from the Parent Opinion Survey in 2024 was extremely positive. Our work related to our school values and value statements was reinforced, as 84% of parents/carers reported that they feel Yarram Primary School has a consistent approach to promoting positive behaviour.

In 2024 Yarram Primary School worked with several providers to support wellbeing and positive mental health for students. We welcomed Latrobe Regional Hospital to our school, where they ran the CASEA program (Child and Youth Mental Health Service and Schools Early Action program). Nominated students and their parents participated in a program to support attachment, social skills, and positive relationships. We also worked with the Schools Focussed Youth program and hosted Peaceful Kids for our students in Grades 5 and 6. This involved small group sessions teaching mindfulness and meditation. We employed a school counsellor who worked one day each week with students that needed one on one support. By combining positive and consistent whole school approaches with focused teaching and targeted intervention, we worked to meet the needs of our diverse student population.

Engagement

Student engagement at Yarram Primary school involves both student wellbeing and student cognitive engagement, or being stimulated and challenged in learning.

Cognitive engagement happens when students are clearly taught information that is at an appropriate level of challenge, they are supported to be successful with that content, and they are then given opportunities to apply the information. By revising our instructional model and investing in Daily Reviews we built a framework where students were regularly and consistently practising the information they had learned. This reduced instances of confusion or frustration, as students achieved fluency with their learning. Our professional learning focuses in the second half of 2024 were all around building teacher capacity to provide structured Daily Reviews that supported student confidence and ability.

Yarram Primary School improved practices in 2024 to meet the needs of diverse learners. Each term we had several students participate in the Victorian High Abilities program, which provides extension to high performing students. We continued to improve our student Individual Education Plans in 2024, and we developed structures to ensure all students with IEPs had an opportunity to share their goals, interests, and suggestions. We began hosting Student Support Group meetings during the school day, which allowed for teachers, families, students (where appropriate), Education Support Staff, and leadership staff to come together to discuss the student's goals and strategies to support them in reaching these goals.

In 2024 YPS maintained intervention programs for students in need of extra support, with Minilit Sage available to students for literacy and the Tutor Learning Initiative for numeracy. Student leadership programs at YPS included House and Vice Captains, School Crew, Junior School Councillors and the Cultural Ambassador Team. House and Vice Captains sat on the Student School Improvement Team, where they participated in regular meetings with the school leadership team. They voiced their ideas, reflected against school data, and had a meaningful platform to contribute to school decisions. Ongoing use of surveys in classrooms gave us the opportunity to hear all student voices and reflect upon their concerns and what was working well.

Additional programs in 2024 promoted student engagement and school connectedness. These included the Peaceful Kids program, the Wellington Student Leadership program, the Hoop City Tournament basketball competition, and our commitment to participation in community events and traditions. Students were involved in the Yarram Eisteddfod, the Yarram Show, the Yarram Tarra Festival, local sporting competitions, school camps and camping programs for all year levels, and Friday activity clubs that provided connections within the school and with community volunteers.

Student average attendance in 2024 was 88% across the school. At our school, families are supported to value attendance. Student attendance was at its highest in Prep in 2024, with a 91% attendance rate, and then declined in higher year levels. Our two most common reasons for student absences included illness and extended family holidays. Teachers and school staff contact families each day when a student has an unexplained absence in order to maintain contact with students and families and encourage school attendance. Further supports are implemented when we identify patterns of poor attendance, addressing the reasons behind it.

Other highlights from the school year

In 2024 we continued production of Yarram Primary School's news broadcast, the Pelicam. The Pelicam includes video clips and photos of learning, special events, and important information. Students read the voice overs for all of the components of the broadcast and were acknowledged in the credits.

Our hugely popular Friday activity clubs continued, with many being offered by parents, community volunteers and students themselves. Options included: cricket, drawing, reading music and singing, swimming, cross stitch, drama, basketball, book club, tennis, scrapbooking, quilling, board games, chess, Minecraft, gardening, athletics, magic tricks, watercolour painting, science experiments, cheerleading, pixel art, nature art, visiting the Yarram library, yoga, netball, puzzles, step dancing, Pokemon, lacrosse, make and build and Lego. It was particularly wonderful to have students request to facilitate clubs, giving them a place to share their interests and skills.

We continued participation in athletics, cross country, swimming and winter sports events and hosted specialist coaches at our school to support students in learning lawn bowls and hockey. Our school camping program involved our P-2 staged camping experience as well as trips to Camp Rumbug and Phillip Island. We participated in Do It For Dolly Day, Bike Education and a Bike Ed Challenge, hosted a BMX bike performance and sent student leaders to the Wellington Student Leadership conference. Thanks to our dedicated Parents and Friends Club we hosted a glow disco in 2024 and ran a Colour Fun Run, as well as hosting a stall at the Yarram Tarra Festival and the Yarram Show. Students all performed in items as part of the Yarram Eisteddfod, with many students also performing in the school choir and in solos, duos and trios. We once again showed an incredible array of artwork at the Yarram Show. We maintain a strong relationship with the Wulgunggo Ngalu Learning Place and worked with them in 2024 to create a school wide collaborative piece of art during NAIDOC Week. We are very proud of our participation in school and community events that enrich the school experience for all students.

Financial performance

The YPS annual financial performance produced a net operating deficit of \$16,958. The impact of the statewide change to parent payment arrangements has continued to have a significant impact on our cash budget. Careful management of funds in collaboration with the finance subcommittee of the School Council saw us able to manage the operating deficit, maintain high quality programs, and end the year with a balanced budget. Total funds available at the end of the year were \$149,592, of which \$87,647 were committed. Equity funding enabled the school to continue to progress its strategic goals and helped to fund our Minilit Sage reading intervention program and additional in-classroom support for students. Funding through the Tutor Learning Initiative allowed us to employ a tutor one day per week to assist students identified as needing extra support. Maintenance projects were completed, including several fencing projects. Fundraising money was put towards construction of a gaga pit in the yard for student play times. Grants received during the year included Sporting Schools Grants that allowed us to bring lawn bowls and hockey coaches to the school. We utilised funding through the Mental Health Menu to employ a school counsellor and used a portion of the Mental Health Fund money to engage the Berry Street Education Model to deliver whole staff training in strengths based, trauma-informed practice. Tier 2 Disability Inclusion funding was spent on providing additional in-classroom support for students across the school. Eligible families were also entitled to CSEF which was held for students to access sports and camping programs.

**For more detailed information regarding our school please visit our website at
<https://www.yarram-ps.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 142 students were enrolled at this school in 2024, 68 female and 74 male.

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

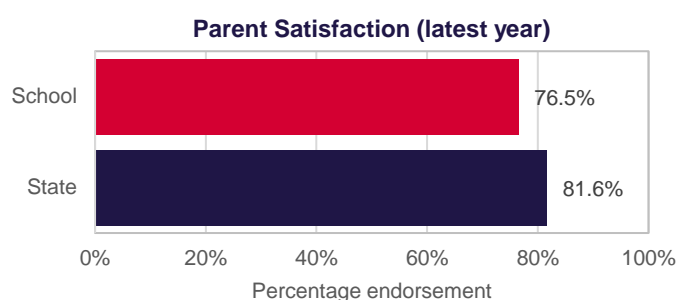
This school's SFOE band value is: **Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	76.5%
State average (primary schools):	81.6%



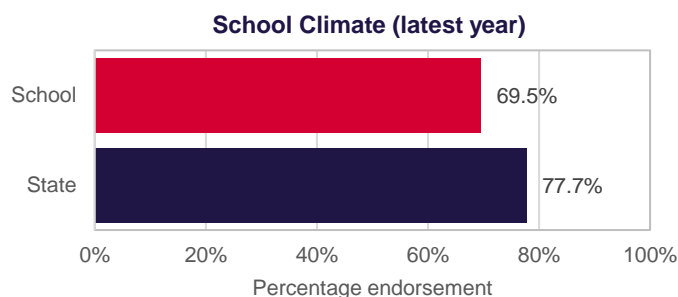
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	69.5%
State average (primary schools):	77.7%



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

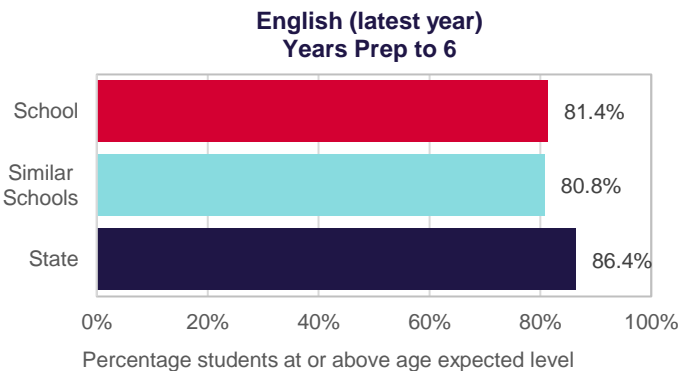
81.4%

Similar Schools average:

80.8%

State average:

86.4%



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

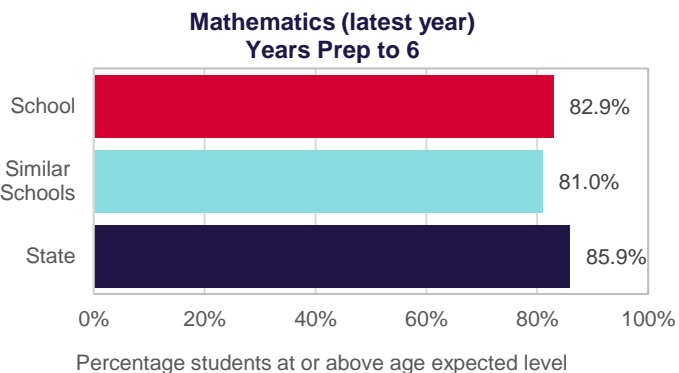
82.9%

Similar Schools average:

81.0%

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.

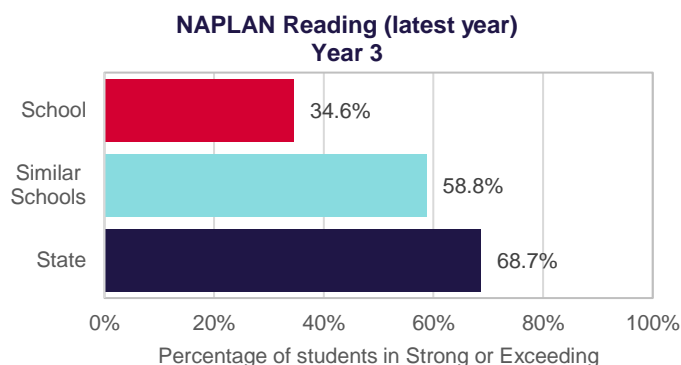
NAPLAN

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.

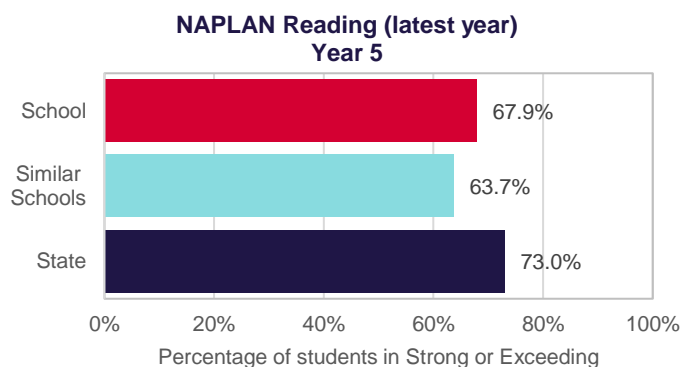
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	34.6%	50.0%
Similar Schools average:	58.8%	59.1%
State average:	68.7%	69.2%



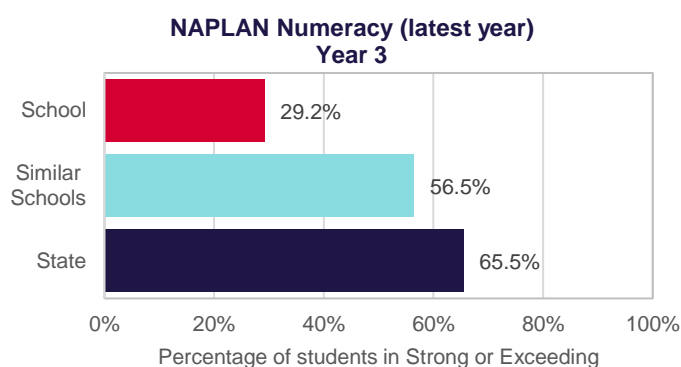
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.9%	66.0%
Similar Schools average:	63.7%	66.5%
State average:	73.0%	75.0%



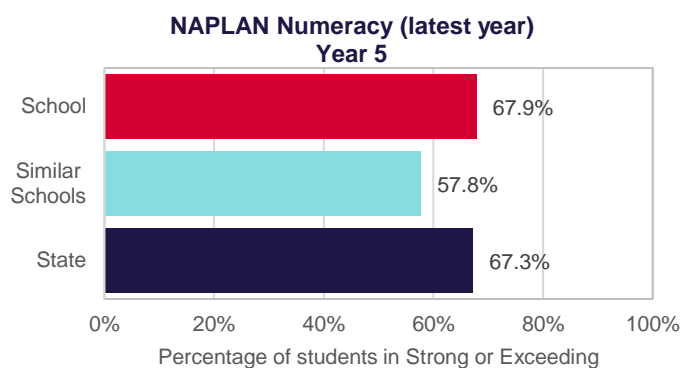
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	29.2%	44.7%
Similar Schools average:	56.5%	57.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.9%	60.4%
Similar Schools average:	57.8%	58.0%
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:

74.1%

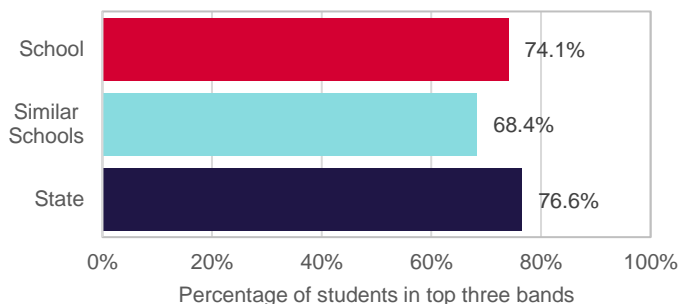
Similar Schools average:

68.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

66.7%

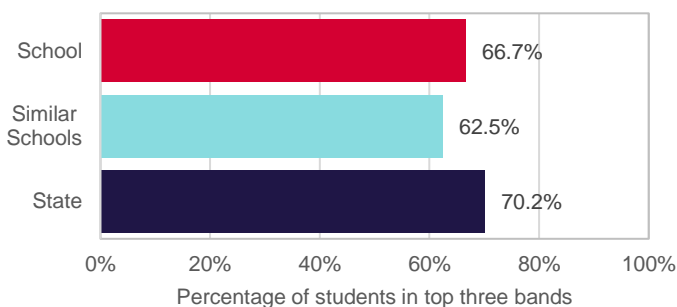
Similar Schools average:

62.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

63.0%

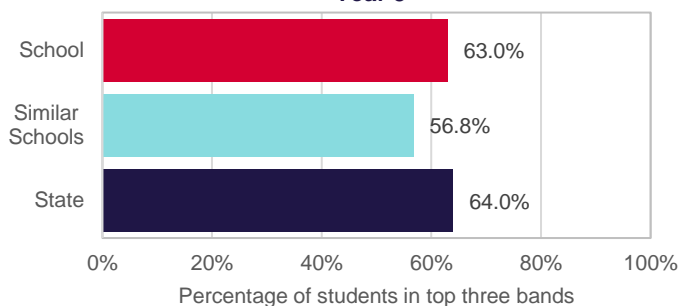
Similar Schools average:

56.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

65.0%

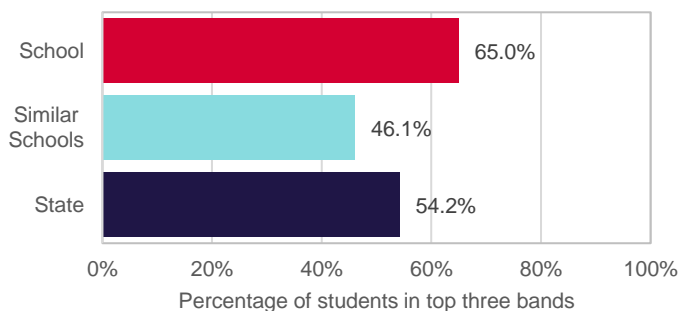
Similar Schools average:

46.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

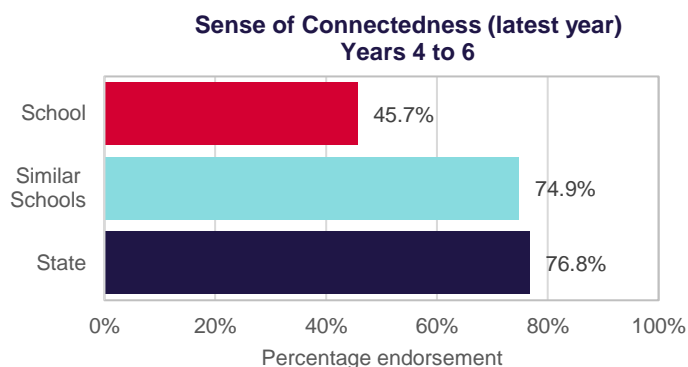
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	45.7%	56.9%
Similar Schools average:	74.9%	77.7%
State average:	76.8%	77.9%

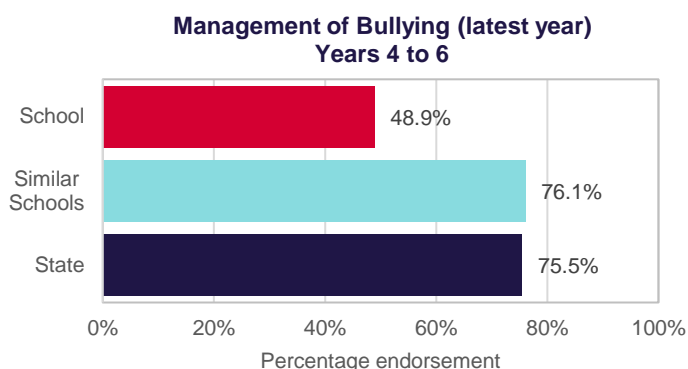


Student Attitudes to School – Management of Bullying

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:	48.9%	62.9%
Similar Schools average:	76.1%	78.9%
State average:	75.5%	76.3%

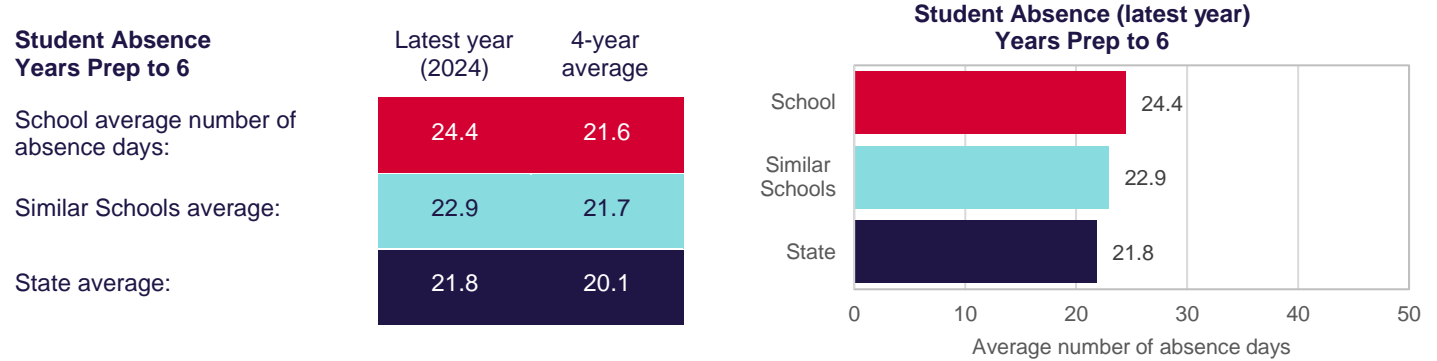


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	90%	90%	87%	88%	87%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,671,832
Government Provided DET Grants	\$320,997
Government Grants Commonwealth	\$6,294
Government Grants State	\$0
Revenue Other	\$12,734
Locally Raised Funds	\$68,962
Capital Grants	\$0
Total Operating Revenue	\$2,080,819

Equity ¹	Actual
Equity (Social Disadvantage)	\$157,664
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$157,664

Expenditure	Actual
Student Resource Package ²	\$1,700,458
Adjustments	\$0
Books & Publications	\$1,755
Camps/Excursions/Activities	\$51,294
Communication Costs	\$2,511
Consumables	\$32,029
Miscellaneous Expense ³	\$13,698
Professional Development	\$14,682
Equipment/Maintenance/Hire	\$36,423
Property Services	\$77,109
Salaries & Allowances ⁴	\$113,920
Support Services	\$22,320
Trading & Fundraising	\$8,474
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,104
Total Operating Expenditure	\$2,097,777
Net Operating Surplus/-Deficit	(\$16,958)
Asset Acquisitions	\$16,989

- (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

Funds available	Actual
High Yield Investment Account	\$135,362
Official Account	\$14,229
Other Accounts	\$0
Total Funds Available	\$149,592

Financial Commitments	Actual
Operating Reserve	\$66,220
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$21,427
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$87,647

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.