

2024 Annual Report to the School Community

School Name: Pinewood Primary School (4874)



- 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 18 March 2025 at 04:44 PM by Karen Jenkin (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 20 March 2025 at 04:27 PM by Karen Jenkin (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

Pinewood Primary School (PPS) is located in the City of Monash in the South-Eastern suburbs of Melbourne and is considered to be a school of choice within the local and wider community. The school has a current enrolment of 993 students. School enrolments have continued to increase in the past year. Enrolments are currently limited to families living in our enrolment zone to ensure ample provision of resources and curriculum opportunities.

Pinewood Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging complex 21st-century world. Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, as we aspire to the provision of a positive and supportive environment with high expectations and personalised care for all students. We employ quality, dedicated staff who work together to ensure that we maintain our high standards for the benefit of our students. The broad profile of 67.35 equivalent full time (EFT) staff include: 3 Principal class, 1 Leading Teacher, 4.6 EFT Learning Specialists, 1.4 Tutors (Tutor Learning Initiative), a 1.0 School Counsellor, Experienced and Graduate teachers, and Education Support Staff, Office Administration staff and a Qualified School Nurse. This profile provides for a rich diversity of ideas and experience. Staff regularly undertake Professional Development and a key focus throughout the current Strategic Plan has been the development of Writing, Numeracy and Student Wellbeing.

Our modern facilities include classrooms and an Administration building housing the Staffroom, Health Centre, Interview room and the Counsellor. The school also has a Library, and 3 Flexible learning spaces. The school hall accommodates OSHClub, Performing Arts, and physical education classes. Both the Art room and the Music rooms are accommodated within classrooms as well as designated specialist spaces. Pinewood is proud of its rich history, tradition of educational excellence and outstanding facilities which continue to grow and improve. The development of our grounds has been ongoing and offers an aesthetically pleasing environment and a range of playground spaces. The school community has a high socio-economic profile (indicated by the School Family Occupation index or SFO) and a similarly high proportion of students with a language background other than English (LBOTE) when compared with many other government schools in the area. The school proudly embraces a broad diversity of backgrounds including, Asian, European and Middle Eastern cultures. The school has a culture that values diversity and is very open to catering for individual needs. We focus on building children's emotional intelligence and intellectual capacity and in addition, support those that require additional support and extension.

Pinewood Primary School has a strong commitment of continuous improvement. The school worked closely with architects and the VSBA, planning for the \$8.56million redevelopment of the Hall space, which will incorporate Competition Grade Netball facility as well as a Performing Arts space. The school continued to seek student, staff and community input into the development of this community hub.

The pursuit of academic excellence, with students consistently achieving academic results that exceed National and State benchmarks in all areas. The school covers all domains of the Victorian Curriculum and provides a differentiated curriculum that promotes individual learning and

focuses on the development of creative and independent learners. NAPLAN data shows that the school performs well above National Minimum Standards with high percentages of students achieving results in the top bands. The continued use of "Seesaw" digital learning platform further enhanced our connections with home and school, and was an essential tool used to allocate student work and provide timely and individualised feedback about student progress and achievement. This platform incorporated parent to teacher communication methods as well. The school continues to receive very positive community feedback in regards to this digital approach and our suite of digital resources to aid and enhance student achievement and learning growth. Teaching teams met weekly with School Improvement Team (SIT) members to analyse student data and plan next steps in learning. Learning opportunities are further enriched by our specialist programs include: Music and Performing Arts, Visual Arts, PE and Sport, Language Other Than English (French) and STEM (Science, Technology Engineering and Mathematics- including robotics and coding). A Mathematics Specialist Teacher works across Years 3-6, focusing on the High Impact Teaching Strategy of Differentiation, and the mathematical proficiencies particularly Reasoning and Problem Solving. Most importantly, each student's learning needs are catered for in every classroom everyday through a differentiated curriculum. ICAS assessments also provide further opportunities for student enrichment. During 2024 resource acquisitions have ensured all classrooms are fitted with interactive TV's and students have access to digital resources such as iPads, Laptops, Robotic and coding materials, and the related software to allow access to digital tools. Our school values a strong relationship between home and school, with parent participation encouraged and valued. A dedicated School Council and Parent Group assist all aspects of the school's operations and provide the basis for a strong community partnership, and we greatly valued this continued support. School governance was maintained through the continued use of video conferencing platforms such as Webex, Zoom and Dropbox, as well as face to face meetings. We have focused on improving home and school communication strategies to enhance our relationship and accessibility with parents and carers and see the continued expansion of the COMPASS and Seesaw programs in 2024 as being most beneficial. Pinewood Primary School ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all of our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

The School Review identified that there had been strong academic growth across all year levels. During the period of the last SSP, we continued to focus teachers' attention to implement a differentiated curriculum catering to individual student needs. In 2024, our NAPLAN data was once again strong. Whilst Pinewood is considered a school, high in Reading and Numeracy achievement and attendance, we continue to focus on high levels of student growth across the curriculum. As a high performing school we will be aiming to move more students into the high growth areas as this is where most students are capable of achieving. We will be attempting to do this through a number of curriculum initiatives, including; the implementation of the Mathematics 2.0 Victorian Curriculum, the embedding of PLC's across all cohorts, further embedding the GANAG instructional model which draws on prior knowledge, explicit teaching and introduces new information through clear and concise lesson goals. The documented inclusion in lesson planning

of 10 High Impact Teaching strategies (focus on Feedback and Differentiation) and the use of the Victorian Curriculum based “I can” statements will also be embedded. With the implementation of the Mathematics 2.0 Victorian Curriculum allowed us to develop a Maths 2.0 Tracker to support staff to successfully report mathematics using an aggregated score. A focus on each student as an individual is an integral part of our school. School policies and programs are designed to cater for individual needs and to maximise each student’s potential. Students participate in practical, differentiated learning experiences that provide opportunities for success. Students are encouraged to be independent, creative and innovative thinkers with an agile, problem-solving mindset. With the overarching structure of the DoE Framework for Improving Student Outcomes (FISO 2.0 model) underpinning the Victorian Educational system, cohort learning needs have been addressed through our pedagogical focus incorporating the Victorian Teaching and Learning Model (VTLM 2.0) which encompasses the High Impact Teaching Strategies and is further supported by our strong Instructional Model. Professional Learning Communities (PLCs) drive our school improvement and build capacity of teachers to work collaboratively at the school level to improve individual student, cohort and whole school learning growth data. At Pinewood, we have built our PLC’s by creating a culture that is:- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers- committed to professionalism- fueled by collaborative expertise is our collaborative effort of distributed leadership, a focus on learning, a focus on results, and collaboration where combined knowledge and skills, that translates to powerful school learning, student learning growth and achievement.

Wellbeing

Pinewood Primary School has a strong and documented commitment to staff and student wellbeing. Student safety and wellbeing continue to be a priority for our whole school community. As a school we understand the close link between student wellbeing, engagement and achievement and this underpins our student wellbeing provision and has now been recognised by the DOE through the restructuring of the FISO model (FISO 2.0). During 2024, the Resilience Project continued to be implemented across the school. The program focuses on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). The program has a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health, and is being used across the school to improve the social and emotional wellbeing of all students. The school continues to implement our Marrung Education Plan with the implementation of a Marrung Education Leader in 2024. Staff continued to implement the RULER program in 2024. Rights, Resilience and Respectful Relationships program continues to be implemented in classrooms. We introduced a school counsellor in 2024, who provides support for families and students through individual counselling and group sessions, that cover a range of social emotional needs. Our Wellbeing Assistant Principal and Student Wellbeing Leading Teacher coordinate support for families and students on a needs basis. Our goal is to further enhance the wellbeing and emotional resilience of all students. We survey students with regard to their emotional wellbeing at every year level from Year 2 to Year 6 using the Student Emotional Wellbeing survey. The results from this survey influence a whole school approach to wellbeing, and we undertook student focus groups to further unpack survey data.

Engagement

Pinewood Primary School maintains well established links with local preschools and conducts a comprehensive transition program during term four. Prospective prep students visited the school for three transitions. Teachers visited kinder and childcare centres to establish connections with students. Our buddy system continues to be an integral part of our Prep transition to school program. Roles of responsibility for students, in the areas of Sport, Sustainability, Art, Music, French, STEM, ICT, Library, Wurundjeri and Wellbeing as well as other student representation (School and House Captains) all contribute to developing leadership pathways. Students moving to Year 7 are well prepared for their transition to secondary education. Our strong School Representative Council conducted meetings for students from Years 3 - 6. Student Voice and Agency is an important element of our School Strategic Plan, having students collectively take responsibility and pride in their school. Students are encouraged to celebrate each step of their learning journey sharing this with their families through the Seesaw digital platform, adding to classroom "bump it up" walls, and identifying the next steps in their learning. Student led assemblies continue to be part of the weekly whole school program, recognising student participation and achievement across the curriculum. Weekly Newsletters published to the entire school community identify "Student of the Week" recipients, and promote engagement activities across the school. A major part of the program at Year 6 focuses on developing skills in organisation, time management, adapting to change and building resilience. Our exiting students enrol at a range of government, catholic and independent schools. Attendance is recognised as a key contributor to student success. During 2024 student leadership initiatives were designed to ensure engagement and connection to the school. For students with identified attendance concerns, individual programs were put in place and access to appropriate support provided. Our 2024 student attendance data remains high. Pinewood Primary School offers a Wurundjeri Indigenous Language program. This program provides a platform for students to connect with and celebrate indigenous culture. In consultation with Indigenous Elders, the School house names have been reimagined to now represent the Wurundjeri language (BebeJan, Inga Linga, Woterang, Mirram). The school will continue to connect with all community members in 2025.

Other highlights from the school year

In 2024 we conducted many wonderful community and student engagement events:

- Wurundjeri Language Program
- School Community Night
- Harmony Day
- Whole School Community Evening
- Creating Our Learning Community Program
- Cyber Safety Project
- Landcare/Connecting to Country Day
- Colour Fun Run

- Year 6 Leadership Ceremony
- Year 4 Camp to Adanac
- Grade 6 Economics Fair
- 3-Way Conference Day - Student Free Day to celebrate student achievement and next steps in the learning journey?
- School Production
- Year 5 Camp to Arrabri
- Year 2 Disco
- Whole school 'Mathstastic' day
- Year 1 Activity Night
- Whole School Swimming Program
- Grade 3 Camp to Phillip Island
- Year 6 Camp to the Urban CYC
- Prep Transition Program
- Grade 6 Graduation held at Huntingtower
- Successful transition programs across the school
- Many incursions and excursions
- Many intra and interschool sports events including cross country and athletics carnivals
- SRC Fundraising Days, such as Cupcake Day

Financial performance

In 2024, funds were used to ensure safety of all equipment across the school including playgrounds, shade sails and electrical items. Staff shortages across the Education system as well as the VGSA 2022 brought about significant challenges with financial planning in regards to extra-curricular activities, including camps, and required careful financial management of human and technical resourcing. The school made a significant investment in decodable texts for prep-2 students, and continued our partnership with elastik, a program looking at the triangulation of student achievement data across the school. Additional funds were directed to professional learning to build teacher capacity in Phonics, Spelling, Writing, Assessment and Curriculum and Digital Technology, as well as having a particular focus in Mathematics 2.0. The school leased additional laptops to increase the device ratio in grade 5 from 1:2 to 1:1, as our enrolments in the senior years of schooling continued to grow. Funds were utilised to grow the Music program, which was inclusive of additional resources in this area, the expansion of the instrumental music program, which again incorporated a whole school performance, this year being Mary Poppins. An increase in student population numbers across the school, combined with strategic financial management contributed to a net operating surplus at the conclusion of the year. Further asset

purchases, such as Interactive TVs, ICT resources, furniture for shared spaces and the redevelopment of our natural environment are planned for 2025.

TiL payments, to staff under the VSGA 2022, became a major consideration in how to best promote financial efficiency and effectiveness of events whilst covering all risk management elements. The SRP experienced a significant negative impact due to staff absences, CRT usage to cover absence, LSL and TiL payments.

For more detailed information regarding our school please visit our website at <https://www.pinewood-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 973 students were enrolled at this school in 2024, 440 female and 533 male.

59 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**

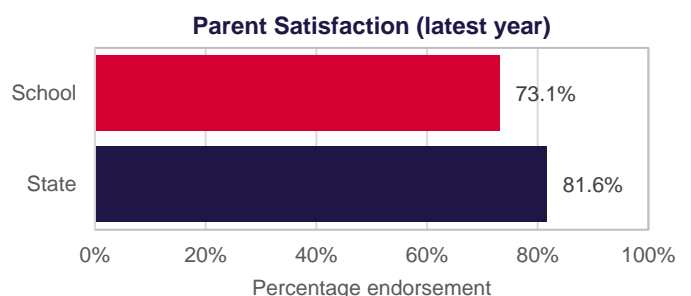
Parent Satisfaction Summary

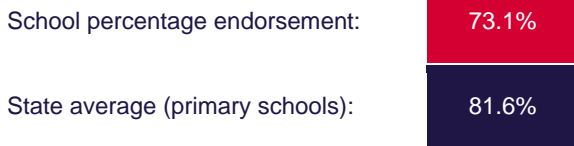
The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction

Latest year
(2024)



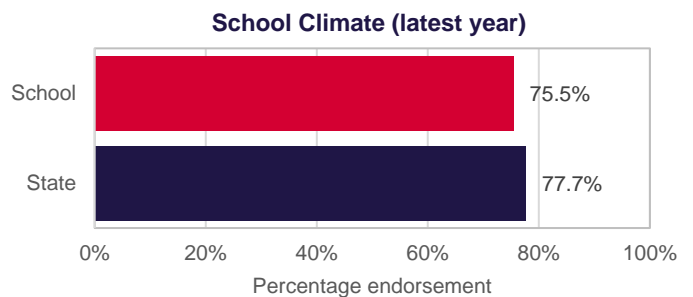
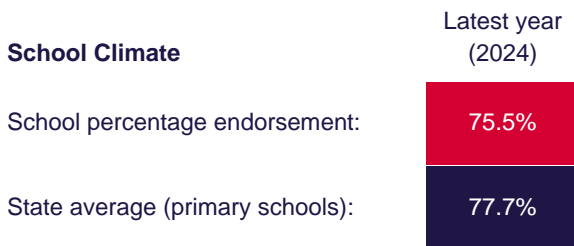


School Staff Survey

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.

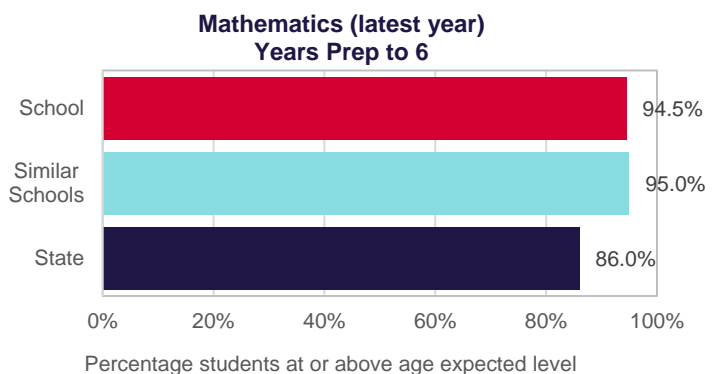
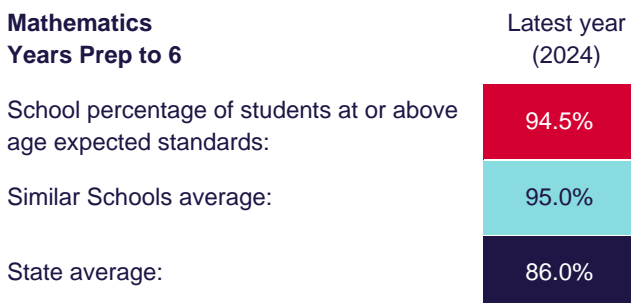
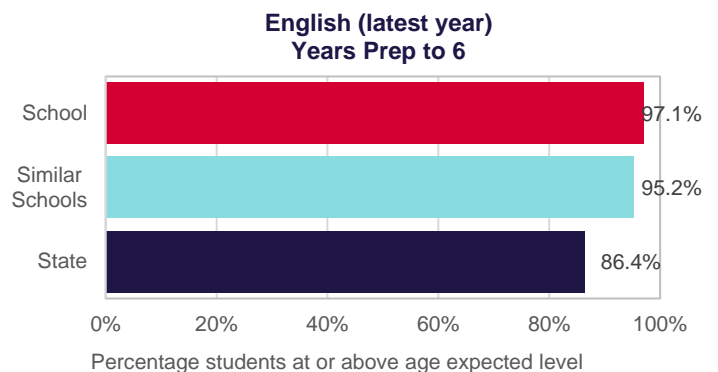
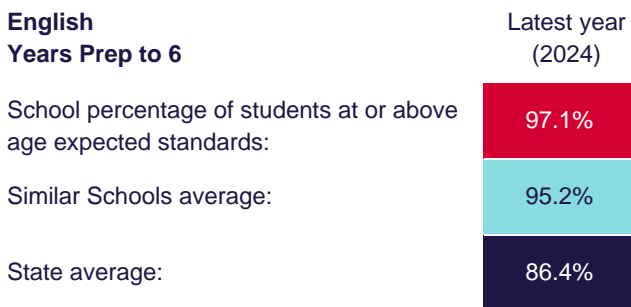


LEARNING

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.



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.

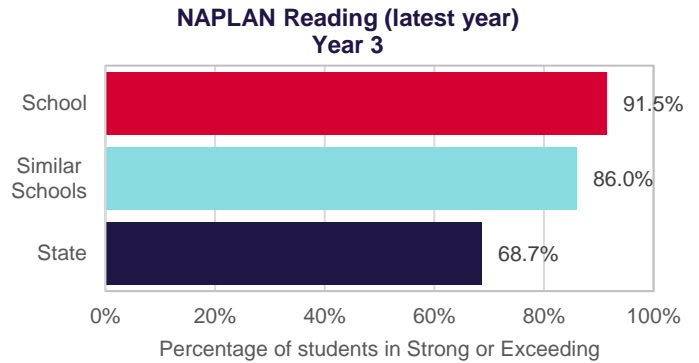
NAPLAN

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.

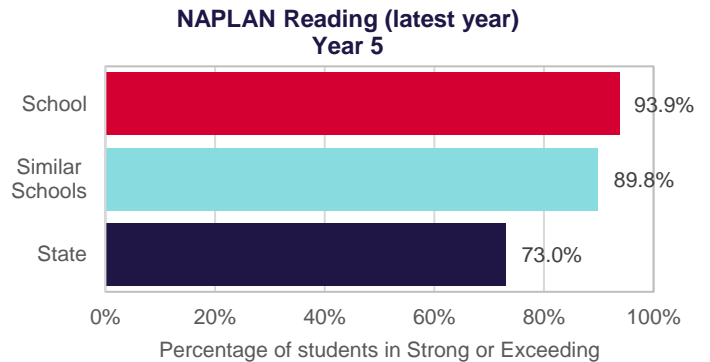
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.5%	90.5%
Similar Schools average:	86.0%	87.0%
State average:	68.7%	69.2%



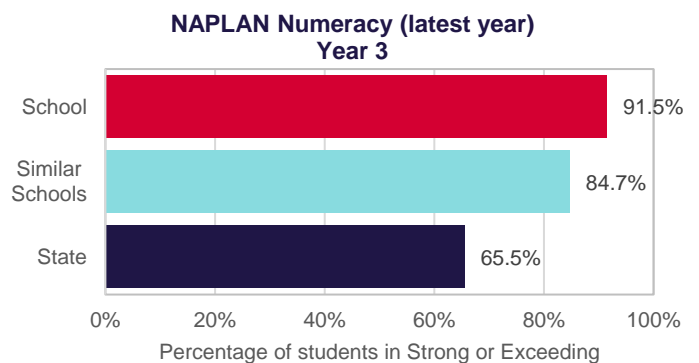
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.9%	94.0%
Similar Schools average:	89.8%	90.3%
State average:	73.0%	75.0%



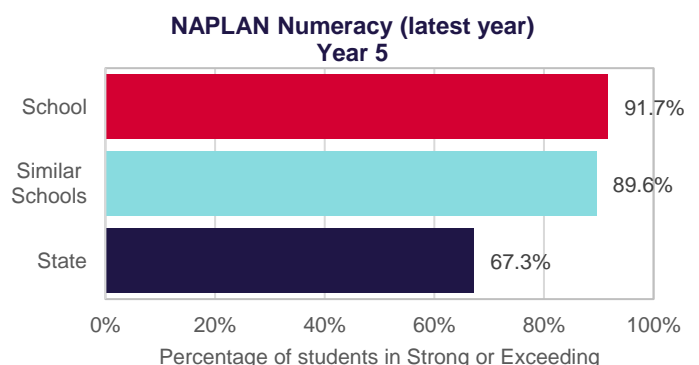
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.5%	91.2%
Similar Schools average:	84.7%	86.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.7%	89.9%
Similar Schools average:	89.6%	89.4%
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:

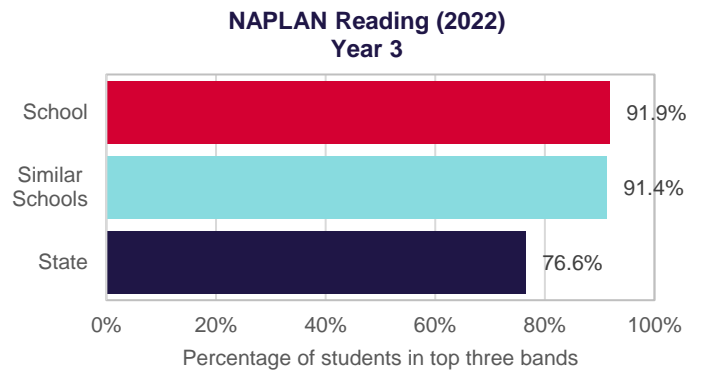
91.9%

Similar Schools average:

91.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

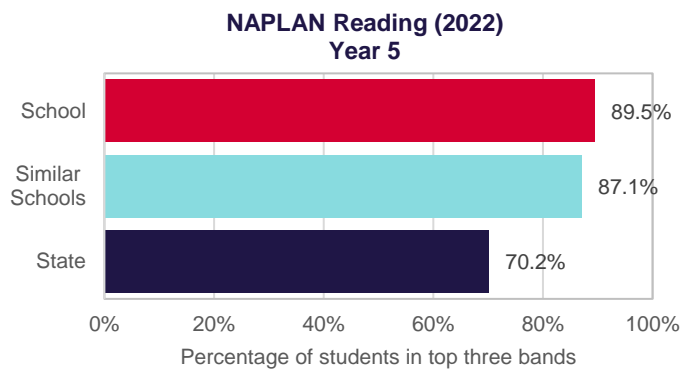
89.5%

Similar Schools average:

87.1%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

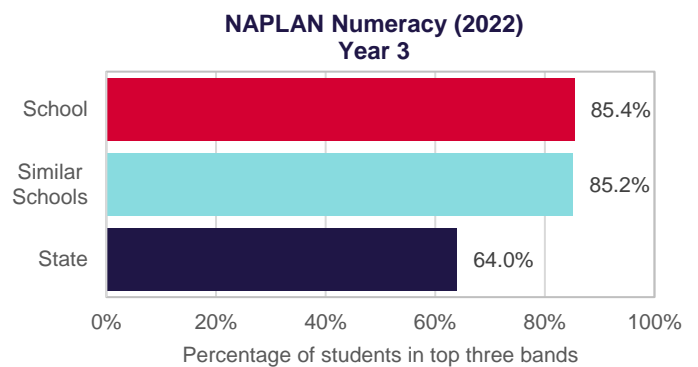
85.4%

Similar Schools average:

85.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

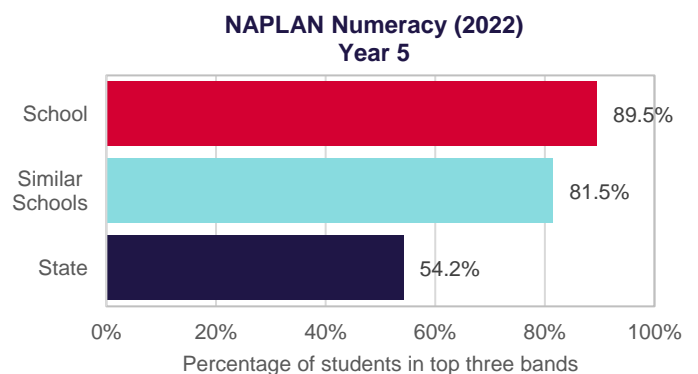
89.5%

Similar Schools average:

81.5%

State average:

54.2%



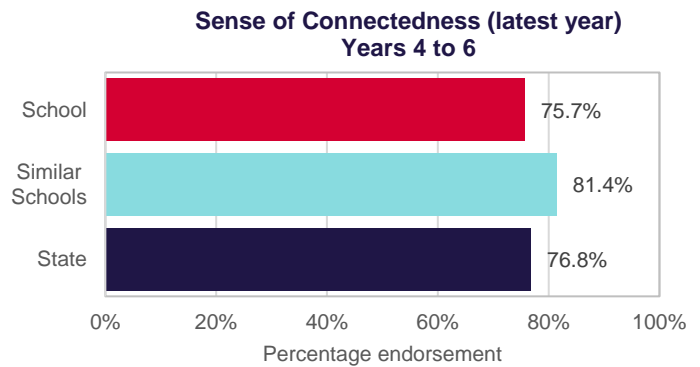
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

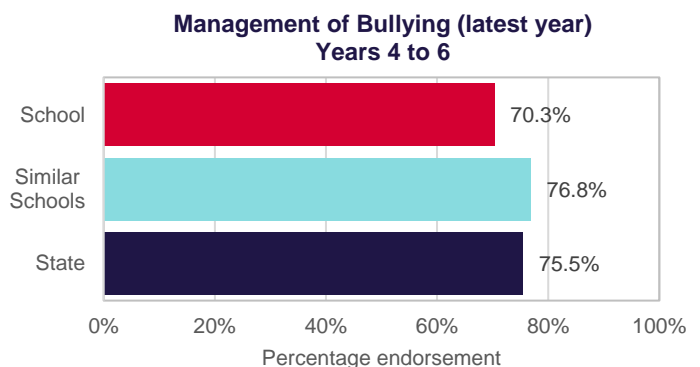
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	75.7%	78.8%
Similar Schools average:	81.4%	82.1%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	70.3%	72.1%
Similar Schools average:	76.8%	77.2%
State average:	75.5%	76.3%



ENGAGEMENT

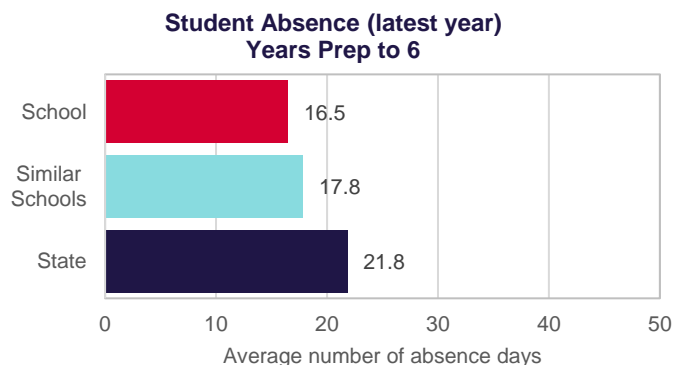
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	16.5	14.5
Similar Schools average:	17.8	16.0
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	91%	92%	93%	92%	92%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,660,960
Government Provided DET Grants	\$1,237,655
Government Grants Commonwealth	\$21,126
Government Grants State	\$0
Revenue Other	\$25,659
Locally Raised Funds	\$836,551
Capital Grants	\$5,000
Total Operating Revenue	\$10,786,952

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,107
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,107

Expenditure	Actual
Student Resource Package ²	\$8,065,829
Adjustments	\$0
Books & Publications	\$1,608
Camps/Excursions/Activities	\$397,878
Communication Costs	\$5,663
Consumables	\$178,807
Miscellaneous Expense ³	\$163,288
Professional Development	\$53,830
Equipment/Maintenance/Hire	\$246,707
Property Services	\$140,655
Salaries & Allowances ⁴	\$256,943
Support Services	\$655,468
Trading & Fundraising	\$56,336
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,649
Total Operating Expenditure	\$10,279,661
Net Operating Surplus/-Deficit	\$507,291
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$270,971
Official Account	\$44,737
Other Accounts	\$22,124
Total Funds Available	\$337,832

Financial Commitments	Actual
Operating Reserve	\$371,442
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$399,254
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,664
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	\$795,360

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.

