

2024 Annual Report to the School Community

School Name: Glenferrie Primary School (1508)



- 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 27 March 2025 at 12:13 PM by Tanya Gurney (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 04 April 2025 at 09:19 AM by Tanya Gurney (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

Glenferrie Primary School (GPS) is located in the heart of the City of Boroondara, within the inner-eastern residential area of Hawthorn. Conveniently close to public transport and surrounded by a variety of Government, Independent schools, and Tertiary Institutions, GPS has been a cornerstone of the local community since its establishment in 1875.

At GPS, we are committed to fostering the development of active, compassionate, and lifelong learners who embody our core values: excellence, confidence, respect, and resilience.

Our Aims:

- To create a welcoming, friendly environment where students feel safe and secure.
- To promote a positive, supportive working and learning atmosphere for both staff and students.
- To provide comprehensive and responsive learning programs that encompass the Victorian Curriculum.
- To inspire students to reach their full potential, appreciate their learning, and support one another.
- To cater to a wide range of abilities and special needs, including an active inclusive curriculum.
- To embrace the principles of equal opportunity, merit, equity, and multiculturalism within the life of the school.
- To involve parents in the school community and foster a mutually beneficial relationship with the local community.

2024 School Profile: In 2024, GPS enrolled 250 students, including 24 international students. Our staff profile includes:

- 12 class teachers
- 2 integration aides
- 3 specialist teachers (Art, Visual and Performing Arts, Physical Education, Wellbeing - The Resilience Project, and Italian)
- 2 administration staff
- A Principal and an Acting Assistant Principal 0.4
- A Tutor working with junior school students as part of our dedicated program for those identified as below benchmark.

International Baccalaureate (IB) Primary Years Program (PYP): GPS is an accredited International Baccalaureate (IB) school, delivering the Primary Years Program (PYP). The IB principles ensure that literacy and numeracy are integrated authentically into the curriculum, learning has a real-world context, and metacognitive pedagogy is promoted through our inquiry-

based approach. This results in a holistic, challenging, inquiry-driven curriculum with meaningful assessments that guide differentiated learning.

Together with our dedicated parents, staff, and students, GPS provides a caring, culturally diverse, and inclusive community. We focus on the development of international-mindedness, enabling our students to feel a sense of belonging, contribute positively to their school, and make a meaningful difference in the wider world.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Glenferrie Primary School (GPS) maintained a strong focus on providing students with learning opportunities that support their academic, social, and emotional development. Teachers used pre-tests to identify individual learning needs and post-tests to assess academic growth. A whole-school data page was implemented to track student progress throughout the year, supplemented by an online data portal. The GPS instructional model was deeply embedded in our teaching approach, focusing on clear learning intentions and success criteria to guide both students and teachers in measuring achievement.

Individual Education Plans (IEPs) were developed and regularly reviewed, with teachers meeting parents to set and monitor goals for students. The Tutor Learning Initiative continued to support students working towards their expected learning levels, with all participating students making measurable growth. Parent-teacher meetings provided a platform to celebrate successes and discuss strategies to further support student learning.

Literacy Focus and Achievements: Staff continued to collaborate in assessing and planning meaningful literacy lessons tailored to students' individual needs. Data from PAT and Fountas and Pinnell assessments informed their teaching strategies. A Prep-2 parent information session was held to share how literacy is taught at GPS, ensuring that parents understood and aligned with our vision for literacy development.

In 2024, 93% of Year 5 students achieved "exceeding" or "strong" results in NAPLAN reading, well above the state average of 73%. In writing, 81% of Year 5 students achieved "exceeding" or "strong" results, significantly surpassing the state average of 73%. These results were driven by a more consistent, school-wide approach to teaching reading, supported by ongoing professional learning for staff. Additionally, a whole-school strategy was implemented to create a common language, teaching approach, and assessment method for writing instruction.

Numeracy Focus and Achievements: GPS continued to stay at the forefront of evidence-based research into numeracy teaching, ensuring that instruction was tailored to each student's individual needs. Teachers participated in regular professional learning provided by our regional network to support this approach.

Our 2024 teacher judgements indicated that 94% of students from Prep to Year 6 met or exceeded expectations in both Number and Algebra, and Statistics and Probability. In Measurement and Geometry, 94% of students achieved the same. This compares favourably to the state average of 86%. These results were achieved by teachers using pre-test data to inform

lesson planning, applying High Impact Teaching strategies in the classroom, and engaging in collaborative planning. These strategies have contributed significantly to the success of our numeracy program, and GPS remains committed to continuing this approach in 2025 to further support student learning.

Wellbeing

The wellbeing of all students at Glenferrie Primary School remained a top priority in 2024. Our commitment to fostering respectful relationships continued as a school-wide approach, with community circles becoming a regular practice in classrooms. These circles provide a platform for students to build strong, positive relationships with both their teachers and peers. This approach is supported by the creation of Essential Agreements in each classroom, which help guide behaviour and reinforce our shared values.

The use of Compass Chronicles has played a crucial role in identifying behavioural patterns, allowing teachers to address matters promptly and with support from leadership. Additionally, we introduced a dedicated one-hour per week wellbeing lesson, focused explicitly on the principles of The Resilience Project, including Gratitude, Empathy, Mindfulness, and Emotional Literacy. Students worked with a dedicated Wellbeing teacher in a special wellbeing classroom to explore these concepts through guided lessons and practical activities.

Engagement with external agencies has been instrumental in supporting students and families, providing access to a range of allied health professionals. The school also continues to receive regular fortnightly contact with our key Department of Education liaison, who supports the wellbeing needs of our students.

Student Wellbeing Data and Achievements:

Our 2024 Student Attitudes to School survey showed positive results, particularly among our Year 4 to 6 students. Notably:

- **92%** of these students expressed strong confidence in themselves as learners, well above the state average of **77%**.
- **86%** demonstrated a strong sense of emotional awareness and regulation, exceeding the state average of **73%**.
- **92%** felt a strong sense of connectedness to their school, also surpassing the state average of **77%**.

These results reflect the positive impact of our wellbeing programs and the overall supportive environment at GPS.

Looking Ahead:

In 2025, Glenferrie Primary School will continue to build on these positive programs, including the wellbeing classroom, to enhance students' resilience. Our focus will remain on fostering mindfulness, empathy, and emotional intelligence. We will continue to collaborate with external agencies and incorporate new, evidence-based research to further support the health and wellbeing of all students at GPS.

Engagement

In 2024, as an IB PYP school, fostering student engagement in their learning remained a top priority for Glenferrie Primary School. Our strong student attendance data reflects the positive and supportive school environment we have worked to cultivate. The Student Attitudes to School Survey, completed by all students in Years 4, 5, and 6, yielded exceptional results.

One of the key highlights from the survey was that **95%** of students endorsed "Stimulated Learning," indicating a high level of engagement in their learning. This result is significantly above the state average of **77%**, and reflects our commitment to offering students real-life, meaningful learning opportunities. It also demonstrates the active role our students take in their own learning journey, supported by a dedicated teaching staff focused on planning engaging and relevant lessons.

Another notable achievement was the strong endorsement for "Student Voice and Agency," with **84%** of students expressing a positive attitude towards having a say in their learning. This is well above the state average of **67%**. This result was driven by our IB PYP program, which promotes global learners through inquiry-based learning, and our Year 6 leadership program, which empowers students to take on leadership roles within the school community.

Looking Ahead to 2025:

In 2025, the school will continue to prioritise student engagement through the IB PYP approach and further strengthen leadership opportunities. We remain committed to providing our students with the tools to become successful, globally-minded citizens, fostering continued stimulation in their learning and promoting a strong sense of voice and agency.

Other highlights from the school year

Glenferrie Primary School takes great pride in offering students a wide range of extracurricular opportunities that help foster resilience, independence, and a sense of belonging within the community. These opportunities were provided through various activities, including the 3/4 and 5/6 camps, as well as incursions and excursions linked to our units of inquiry.

Whole School Production: As part of our whole school production focus, all students from Prep to Year 6 participated in weekly dance lessons over a term, culminating in a school-wide performance at our end-of-year concert at the local town hall. This event was a fantastic celebration of our school community, showcasing the talent and spirit of our students.

Partnership with 'It's the Little Things Community': In 2024, Glenferrie Primary School partnered with the local charity 'It's the Little Things Community,' providing our students with the opportunity to support those in need within our community. Some of our Year 5/6 students, including our Wellbeing leaders, visited the charity's kitchen to help prepare meals. Additionally, as a school community, we participated in a variety of initiatives to support the charity, such as:

- Donating Easter and Christmas gifts for students in need
- Organising a Winter Warmers clothing and pantry staples drive to provide warmth and essential food items
- Running drives to collect basic ingredients for meal preparation

These experiences have allowed our students to develop a deep sense of empathy and connection to those around them, reinforcing the importance of community involvement.

Environmental Protection Officers (EPOs) and Gardening: In 2024, our Year 4 students had the opportunity to nominate as Environmental Protection Officers (EPOs), taking on the responsibility of organizing the school's rubbish bins each week and contributing to the development of our garden beds. These efforts were supported by our local Bunnings, who assisted in planting small garden beds around the school, including in our cottage garden and car park area. These activities helped students connect with their environment, while also fostering a greater understanding of community cooperation.

Parents & Friends (P&F) Committee and Community Events: Our active Parents & Friends committee organised several successful events, with the annual 'Taste of Glenferrie' being the most attended. This event celebrated the cultural diversity of our school community, as families shared dishes from their cultural backgrounds. It provided a wonderful opportunity for our community to come together and celebrate our unique heritage. The P&F also contributed funds for special lunches during our Book Day, Footy Day, and Italian Day events, further strengthening our sense of community.

Sporting Achievements: Glenferrie Primary School continues to be proud of our students' involvement in sport. Our students participated in various intra-school events, such as the Senior School House Cross Country, House Athletics, and a whole-school Footy Day. In addition, Year 5/6 students engaged in inter-school sports, competing against other local schools.

Notable sporting achievements in 2024 include:

- Our mixed volleyball team winning at the district and competed at division level
- Our 3/4 Hoop Time basketball team representing the school at state championship level
- Students represented in cross-country, swimming, and athletics who competed at district, division and state levels

These successes reflect the dedication and skill of our students, as well as the ongoing support of our staff and community in nurturing sporting talent.

Financial performance

Glenferrie Primary School (GPS) demonstrated a strong commitment to financial management and controls, which allowed the school to conclude 2024 in a stable financial position. This financial stability has enabled GPS to meet both current and future student needs, ensuring that the school continues to foster an enriching and nurturing environment that supports both personal growth and academic excellence.

Throughout 2024, students benefited from a range of support programs, including:

- Tutoring services
- Literacy and numeracy support
- Speech and occupational therapy
- Wellbeing initiatives

- EAL (English as an Additional Language) support

The year saw steady student enrolment, welcoming both local and international students. Parents and guardians played a crucial role in supporting the school by contributing to the School Contributions, Building Fund, and ICT/Library Fund.

Fundraising and Grants: The fundraising efforts led by the Parents & Friends Association (P&F) were incredibly successful, raising a total of **\$21,500**. Additionally, GPS secured the following grants in 2024:

- **Sporting Schools Grant** – \$5,200

These contributions, combined with effective financial planning, enabled the school to undertake several key improvements, including:

- **Sports equipment and basketball & netball post padding (on order)** – \$6,400
- **Sports equipment raised through SRC** – \$1,180
- **New website (in progress)** – \$5,600
- **New library furniture** – \$11,820
- **Library books & resources** – \$3,400
- **New display felt pinboards** – \$10,470
- **New playground rubbish bins** – \$24,910
- **Upgrade of air-conditioning units in classrooms** – \$4,835
- **New hot water system** – \$2,170
- **Foyer TV (installation)** – \$1,950
- **Security light upgrade** – \$3,917

Acknowledgements: We extend our heartfelt gratitude to the GPS community—students, staff, parents, and supporters—for their continued commitment. Your generosity and involvement ensure that 2024 has been another successful year for our school, providing vital resources and improvements that enhance our students' learning experiences and wellbeing.

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 248 students were enrolled at this school in 2024, 132 female and 116 male.

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

Overall Socio-Economic Profile

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

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

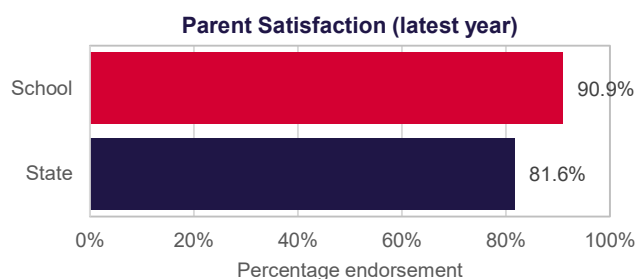
This school's SFOE band value is: **Low**

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 percentage endorsement:	90.9%
State average (primary schools):	81.6%



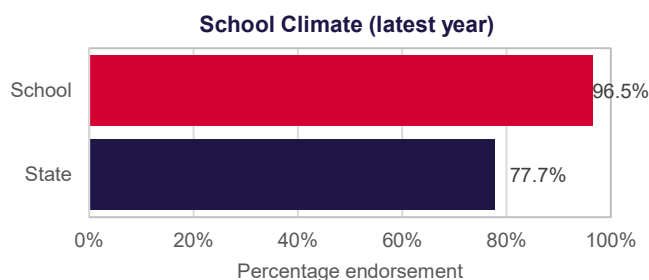
School Staff Survey

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:	96.5%
State average (primary schools):	77.7%



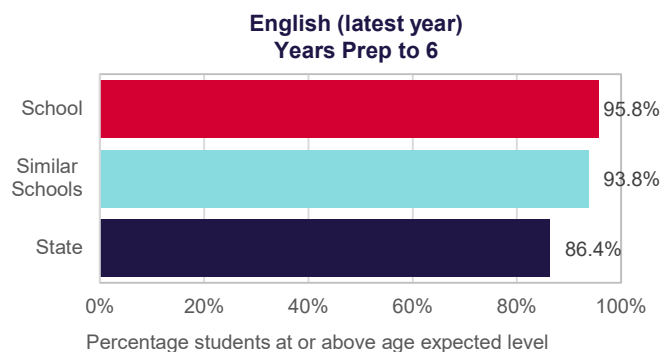
LEARNING

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:	95.8%
Similar Schools average:	93.8%
State average:	86.4%



**Mathematics
Years Prep to 6**

School percentage of students at or above
age expected standards:

Latest year
(2024)

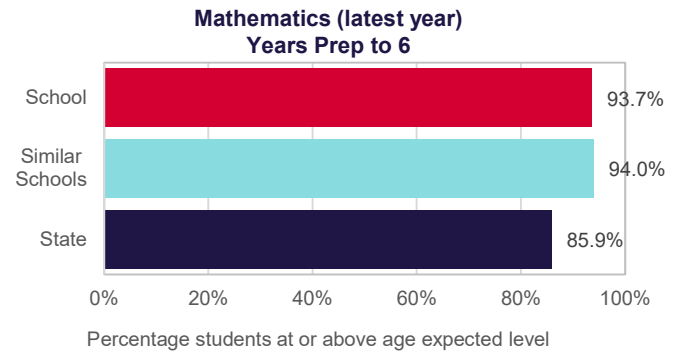
93.7%

Similar Schools average:

94.0%

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.*

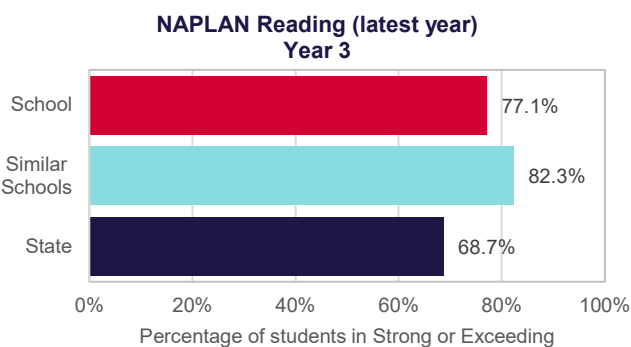
NAPLAN

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.

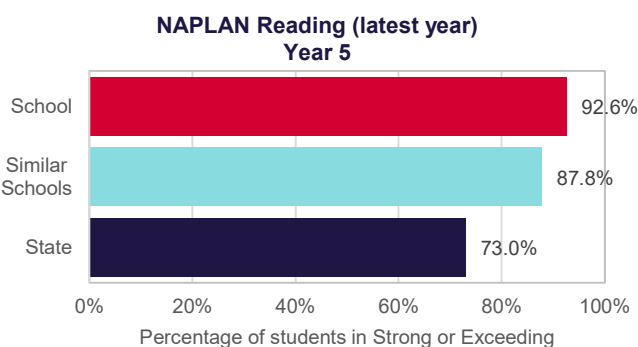
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.1%	86.6%
Similar Schools average:	82.3%	82.8%
State average:	68.7%	69.2%



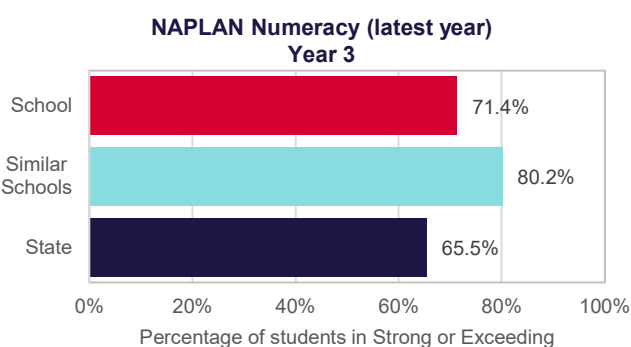
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.6%	93.2%
Similar Schools average:	87.8%	88.6%
State average:	73.0%	75.0%



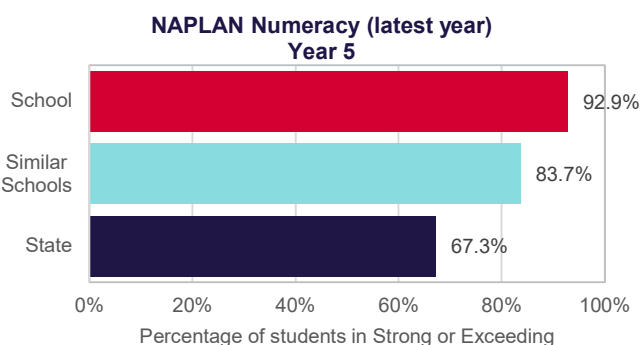
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	83.6%
Similar Schools average:	80.2%	81.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.9%	95.0%
Similar Schools average:	83.7%	83.8%
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:

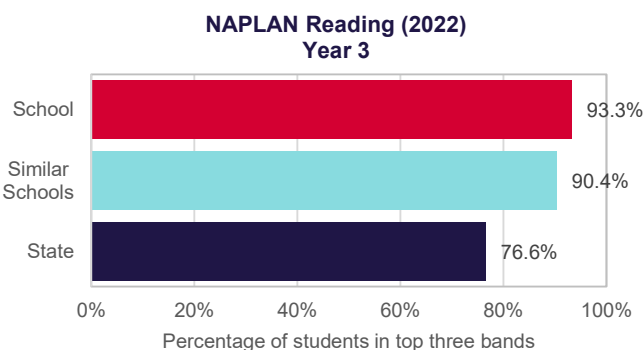
93.3%

Similar Schools average:

90.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

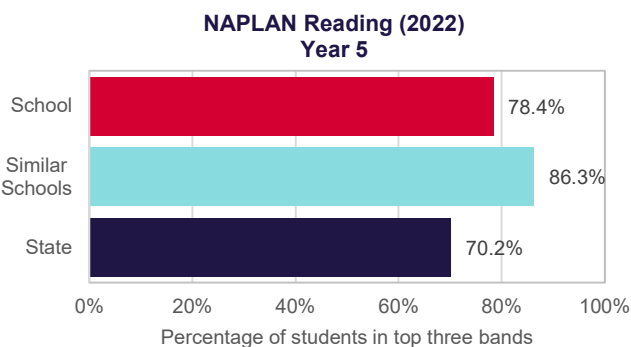
78.4%

Similar Schools average:

86.3%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

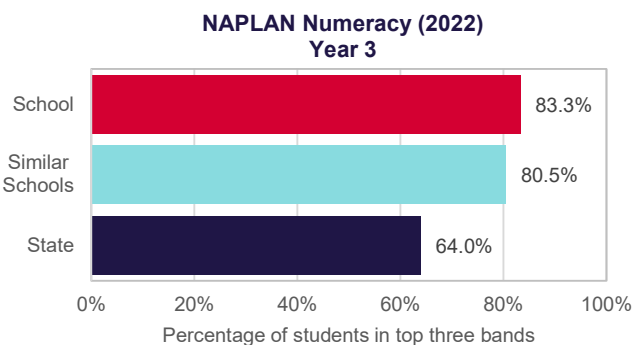
83.3%

Similar Schools average:

80.5%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

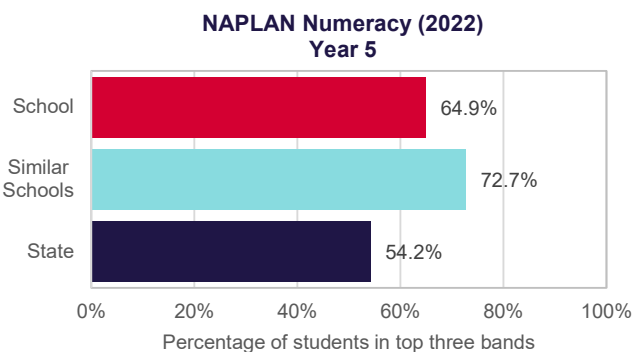
64.9%

Similar Schools average:

72.7%

State average:

54.2%



WELLBEING

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

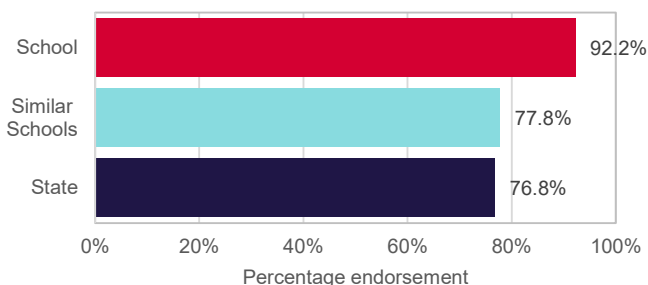
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	92.2%	91.2%
Similar Schools average:	77.8%	78.5%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



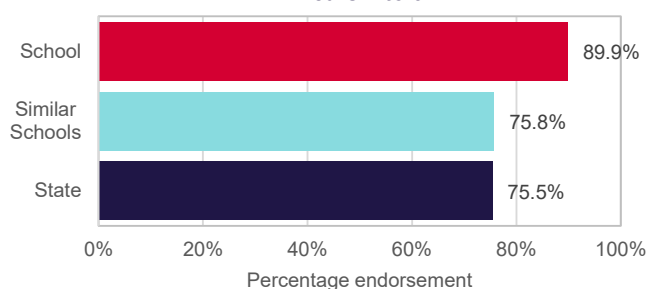
Student Attitudes to School – Management of Bullying

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:	89.9%	90.8%
Similar Schools average:	75.8%	76.5%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6



ENGAGEMENT

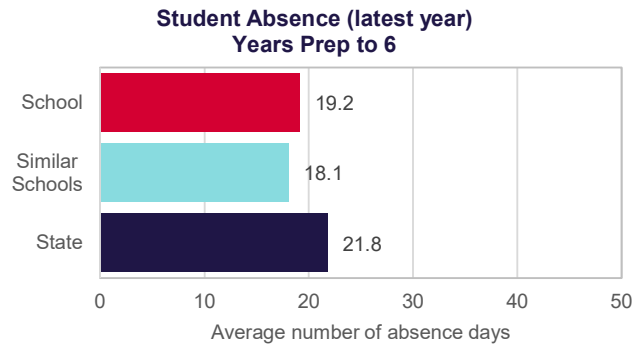
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.2	17.5
Similar Schools average:	18.1	16.1
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):	92%	89%	89%	90%	91%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,144,479
Government Provided DET Grants	\$335,966
Government Grants Commonwealth	\$0
Government Grants State	\$5,200
Revenue Other	\$62,005
Locally Raised Funds	\$428,818
Capital Grants	\$0
Total Operating Revenue	\$2,976,469

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,249
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,249

Expenditure	Actual
Student Resource Package ²	\$2,261,053
Adjustments	\$0
Books & Publications	\$1,605
Camps/Excursions/Activities	\$142,815
Communication Costs	\$2,737
Consumables	\$48,365
Miscellaneous Expense ³	\$56,481
Professional Development	\$7,759
Equipment/Maintenance/Hire	\$57,244
Property Services	\$123,014
Salaries & Allowances ⁴	\$33,585
Support Services	\$138,915
Trading & Fundraising	\$12,798
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,009
Total Operating Expenditure	\$2,927,381
Net Operating Surplus/-Deficit	\$49,088
Asset Acquisitions	\$42,701

- (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	\$665,369
Official Account	\$54,455
Other Accounts	\$126,271
Total Funds Available	\$846,095

Financial Commitments	Actual
Operating Reserve	\$111,398
Other Recurrent Expenditure	\$28,337
Provision Accounts	\$0
Funds Received in Advance	\$126,271
School Based Programs	\$35,620
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$245,000
Asset/Equipment Replacement < 12 months	\$16,131
Capital - Buildings/Grounds < 12 months	\$255,000
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	\$817,758

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.

