

2024 Annual Report to the School Community

School Name: Beechworth Primary School (1560)



- 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 26 March 2025 at 10:44 AM by Susan McDonald (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2025 at 09:08 AM by Susan McDonald (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

Beechworth Primary School is set within the historic gold mining town of Beechworth in beautiful North-East Victoria. The preservation of heritage buildings, a charming natural environment and vibrant arts community has combined to create an environment in which tourism is a major industry.

Beechworth Primary School was first opened as a school in January 1858, as National Common School No 36. In 1875 a new brick building was opened on the current site within the historic precinct on Junction Road. This building, designed by Henry Bastow, has been placed on the Heritage Victoria Register as a significant building. In November 2020 the State Government awarded the school a Capital Works Grant of 7.7 million dollars to be used for refurbishment and modernisation. This was an exciting opportunity for the school to honour the beautiful old buildings as we restore it to its former glory, whilst creating a modern teaching and learning environment. The refurbishment works were completed in 2023.

The school currently consists of the historic building which houses the school administration and junior classes and a second building, constructed in 2008 as part of the Building Education Revolution (BER), that accommodates the Year 3 to Year 6 classes. The school is set on five acres of spacious and attractive grounds that feature a 'Stand of Sequoias' more than 120 years old. Our school grounds are part of the 'green space' for families and community visitors to enjoy recreationally out of school hours.

In 2024, we had 186 student enrolments, spread over 8 classes. The school was staffed with a full-time School Principal, equivalent of 11.8 Classroom Teachers, a Tutor Learning Teacher working 3 days per week and 5.4 equivalent Classroom Education Support staff. Administration is managed by a fulltime Business Manager and a further 2 part time staff.

At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and it is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Respect, Safety, Persistence and Caring at every opportunity.

VISION: Beechworth Primary School's vision is to empower all students to be respectful, persistent, and caring learners in a safe and connected community.

PHILOSOPHY: Beechworth Primary School is a student-centred school. We respect the voices and views of our students, staff, and the wider school community. Our students are encouraged to make sense of the world around them by being adventurous when acquiring knowledge, joyful in their pursuit of learning and excited to be a part of our school community.

SCHOOL MOTTO: Respect, Safety, Persistence and Caring ... Always!

Throughout 2024, our focus has been to improve students' wellbeing and engagement in their learning. This work is supported through the engagement in the Berry Street Education Model (BSEM), which aligns very closely with School-Wide Positive Behaviour Supports (SWPBS). The BSEM work has assisted the school by building teacher capacity to ensure a calm and orderly learning environment to support all students, but particularly those with additional learning needs. We aim to build all staff capability to identify and respond to individual students' wellbeing, engagement and learning needs, and to empower students as active and responsible agents in

their learning.

The leadership group (School Principal, Learning Specialist and Wellbeing Leading Teacher), together with our teachers, aims to develop an organisational climate of high expectations, with consistent practices, that results in improved student learning. The percentage of positive endorsement from staff on School Climate (89.3%) is high, and above that of the state (77.7%). Together, we work to build all staff proficiency to effectively collect, analyse and use timely assessment data in planning and teaching. Further to this we aim to build all teachers' capability to integrate high impact teaching strategies within our agreed, evidence-based instructional model.

Our Student Family Occupation and Education (SFOE) band value is 'low'. The SFOE is a measure of the socio-educational disadvantage of the school and is calculated by measuring the educational and employment characteristics of the parent/carer community. Our 'low' banding has an impact on our Student Resource Package Budget (SRP), which means we have a lower level of government equity funding. This SRP covers all staffing costs in addition to maintaining the extensive school grounds and the large historic main building and can present financial challenges for the school. The school has a large range of students who present with additional needs. We strive to provide an inclusive and supportive environment for all students and their families and we are proud to have developed a network of internal and external support systems to address the challenges faced as a result of our financial constraints and regional location. We work diligently with a committed network of health professionals who are within our community and feel privileged to have their guidance to best support our staff, students, and families.

We have a very engaged, social, active school community and many families who have generational links with our school. Parents are aspirational; they value education and have high expectations for their children. Our School PAFA group (Parents and Friends Association) has been very active throughout 2024. This has seen higher levels of social engagement and fundraising for the school, thereby lifting the profile of the school in the wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Beechworth Primary School has continued to make significant advances in supporting the learning and development of its students. With a focused effort on improving student outcomes, particularly in English and Mathematics, the school has seen notable progress in key curriculum areas.

Student Achievement Overview: In 2024, the school recorded excellent results in English and Mathematics, with 86.1% of students meeting or exceeding age-expected standards in English. In Mathematics, 81.3% of students met or exceeded age-expected standards based on teacher judgements. These outcomes are a testament to the school's ongoing efforts to enhance student learning experiences and ensure that every student achieves their potential.

NAPLAN Results: The school's NAPLAN results for 2024 highlight significant achievements in both English and Numeracy. In the area of Reading:

- 78.9% of Year 3 students achieved a Strong or Exceeding result.

- 72.2% of Year 5 students achieved a Strong or Exceeding result.

In Numeracy, Beechworth Primary School saw impressive progress:

- Year 3 students achieved 65% in Strong or Exceeding results, marking a 4% increase from 2023.
- Year 5 students achieved 72.2%, a remarkable increase of 16% from 2023's score of 56%.

This improvement in Numeracy places Beechworth Primary School ahead of similar schools and above the state average, underscoring the effectiveness of the school's educational programs and strategies.

Beechworth Primary School's focus on improving student achievement through personalized learning approaches, targeted interventions, and a strong assessment framework has contributed to a year of impressive academic progress. The school continues to prioritize the development of every student, with a particular emphasis on further enhancing reading and numeracy skills in the year ahead.

Wellbeing

Beechworth Primary School is committed to fostering a positive and supportive environment for all students. We have a clear focus on fostering a positive and inclusive school culture.

1. Support for Wellbeing and Learning Needs

In 2024, we made strong progress in supporting students with additional wellbeing and learning needs through regular Student Support Groups (SSGs) and a solid understanding of the Disability Inclusion model.

2. Engagement for Learning

We continued using the Berry Street Education Model, incorporating welcome circles, brain breaks, and Ready to Learn scales to engage students. Positive behaviour was promoted through consistent whole-school practices.

3. Staff and School Climate

Our School Staff Survey saw an increase in positive feedback, with 89.3% of staff reporting a positive school climate, up from 83.4% in 2023.

4. Mental Health Leadership

We appointed a Mental Health in Primary Schools (MHIPS) lead. Through the appointed MHIPS lead's leadership and training we saw a 7% increase in student connectedness, with 77% of Year 4-6 students reporting a strong sense of belonging in our Attitudes to School Survey.

5. Bullying Management

Our bullying management data improved significantly, with 83.8% of students reporting positive experiences, a large jump from the 4-year average of 68.5%.

Beechworth Primary School remains focused on ensuring a supportive, safe, and engaging learning environment for all students.

Engagement

At Beechworth Primary School, we are incredibly proud of the strides we have made in promoting student engagement and fostering a sense of belonging within our school community. Throughout 2024, we have focused on creating a supportive learning environment where students feel valued, empowered, and connected to their school. Our commitment to ongoing improvement is reflected in the achievements we share in this report.

1. GOLD Award for School-Wide Positive Behaviour Support (SWPBS)

One of our proudest achievements in 2024 was receiving the GOLD Award for SWPBS. This award is the culmination of over four years of dedicated work towards establishing a positive, inclusive, and supportive school culture. SWPBS has played a key role in promoting respectful behaviour, encouraging a growth mindset, and ensuring all students feel safe and supported in their learning environment.

2. Parent Satisfaction and Engagement

Parent satisfaction rose to 87.2%, up from 78.3% in 2023, surpassing the State average of 81.6%. This increase highlights stronger parent engagement.

3. Whole School Reward System

In response to feedback from our Student Representative Council (SRC), we implemented a Whole School Reward System to acknowledge students for making positive choices. This system promotes consistent and fair recognition across all year levels, reinforcing the school's values and encouraging positive behaviour. Our strong SRC continues to play a vital role in enhancing student voice and leadership.

4. Improved Student Engagement

We are pleased to report an improvement in our students' sense of connectedness, as reflected in the Attitudes to School Survey (AtoSS). In 2024, the percentage of students who reported a positive sense of connectedness increased to 77%, up from 70.2% in 2023. This improvement demonstrates the success of our initiatives in fostering an inclusive, supportive, and engaging learning environment for all students.

5. Attendance

In 2024, the average number of days students were absent was 22.1 across the school. While this is slightly above our 4-year average of 19.7 days, it remains close to the average attendance absence rates of similar schools, which recorded 21.4 days absent, and the state average, which stood at 21.8 days. This suggests that while we are experiencing a slight increase in absenteeism compared to our historical data, our attendance remains competitive when compared to similar institutions and the broader state figures. School-Wide strategies to support attendance included proactively following up with parents after a certain number of days absent, strengthening attendance monitoring protocols, and liaising with the DET Wellbeing and Engagement Officer to address poor attendance and provide additional support.

These achievements reflect our ongoing efforts to create an inclusive, supportive school environment.

Other highlights from the school year

The 2024 school year was filled with memorable events and activities that brought our school community together. Our regular annual favorites were once again a highlight of the year, including the Easter Hat Parade, the Book Week Dress-Up Parade and Grandparents Day. On Grandparents Day, our grandparents engaged in literacy and craft activities with our students, followed by a delightful morning tea. These events were highly attended and well-loved by students and families alike.

The PAFA Group hosted an enormously successful Trivia Night, which was embraced by the wider community. It was a fun and engaging event that fostered community spirit and raised valuable funds for the school.

Our Student representative Council (SRC) was highly active throughout the year, organizing various fundraising activities. The funds raised were used to hold whole-school celebration events at the end of each term. These events were enjoyed by all, with the End of Term Disco being a particular highlight.

At the commencement of Term 4, our Year 5 and 6 students travelled to Sovereign Hill in Ballarat for their camp, where they had the opportunity to step back in time to the 1850s. The camp provided a hands-on history experience and helped students gain a deeper understanding of Australia's past. This was a new camp venue for our school.

In the later part of the year, the Year 5 and 6 students produced and published the school's first-ever Year Book. This initiative gave students the opportunity to document and reflect on the school year, creating a keepsake for the entire school community.

We ended the year with our inaugural End of Year Whole School Concert held on the School Oval, under our precious Fairy Tree. The concert had a relaxed, picnic-style setting, complemented by a sausage sizzle, providing the perfect finale to a wonderful school year. Overall, 2024 has been a year of growth, fun, and community engagement, filled with activities that students, parents, and staff will remember for years to come.

Financial performance

The school ended the year 2024 with a net operating deficit of \$44,967 for the calendar year. The School has total funds available of \$147,667.30 at the end of 2024, with no outstanding invoices for 2024. Government approved DET grants include; SRP cash funding, \$15,668.80 for conveyance allowance (bus fares for eligible families), \$78,373.46 to CSEF (Camps, Sports and excursions fund) and SSB (School Saving Bonus). CSEF is to support students from low-socio economic families to engage in extra-curricula activities. SSB is a government initiative brought in at the end of 2024 to help families pay for uniforms, textbooks and/or school activities. The school also received \$24,731.90 for Bushfire preparedness.

The school continued to receive funding through the Sporting School Program which was used to support the whole school swimming program, with all students traveling by bus to Wangaratta. During 2024, the school received \$38,418 for the Tutor Learning Initiative. This funding was used to employ our tutor and 28 students benefited from this program bringing their learning outcomes

back to the expected level for each individual student. Our equity funding of \$20,162 was used to fund targeted literacy intervention for students who receive equity funding.

Locally raised funds of \$104,298 included funds from Family Voluntary Contributions for curriculum related items, donations via our local IGA and Bendigo Bank, and fundraising by the Junior School Council and PAFA (Parents and Friends). PAFA fundraising activities included raffles, a Trivia Night and a tea towel fundraiser.

The school Laptop Lease expired in December 2023, and was replaced in January 2024 with a new 4 year lease of 120 devices. This new lease allows for 1 o 1 laptop use in year 5 and 6, 1 device between 2 in year 3 and 4, in addition to class banks of 6 laptops for all junior classes.

**For more detailed information regarding our school please visit our website at
<https://beechworthps.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 186 students were enrolled at this school in 2024, 93 female and 93 male.

0 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

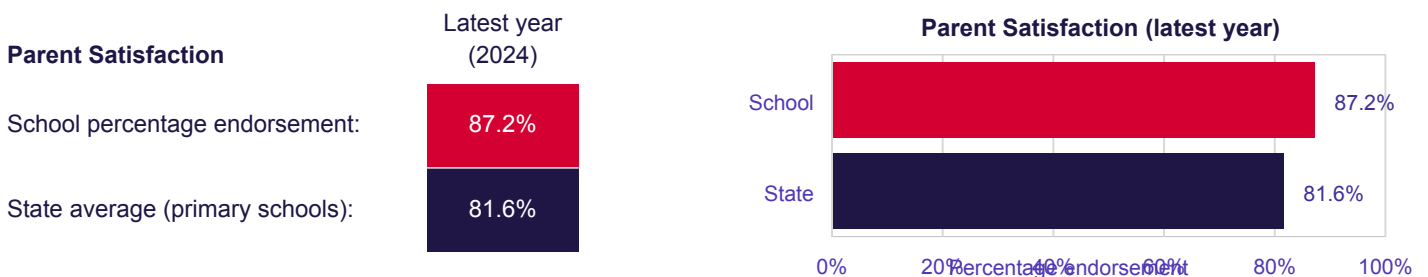
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

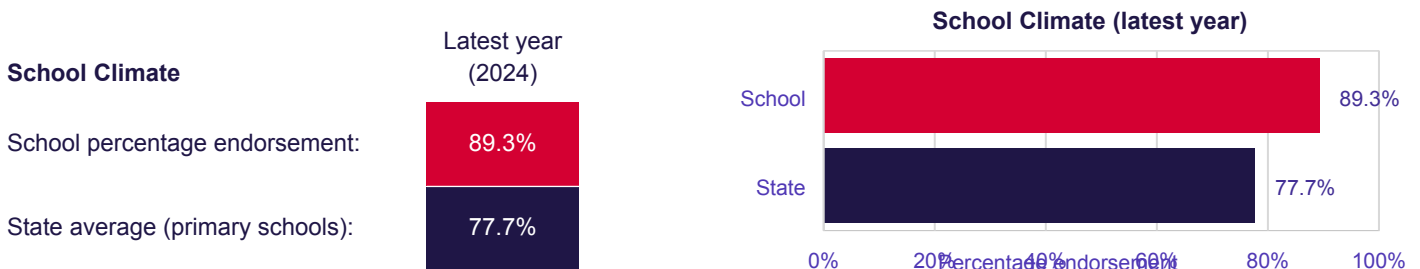


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

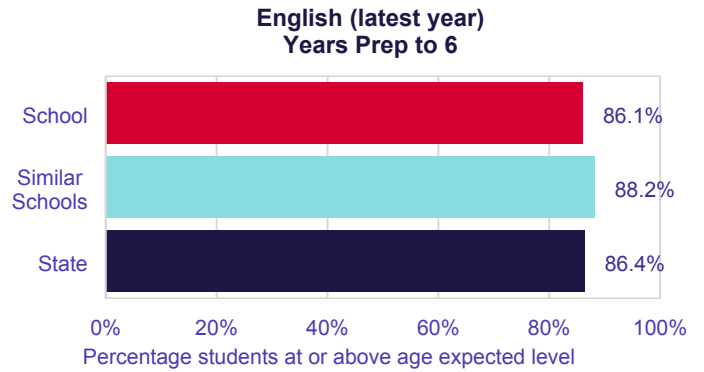
86.1%

Similar Schools average:

88.2%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

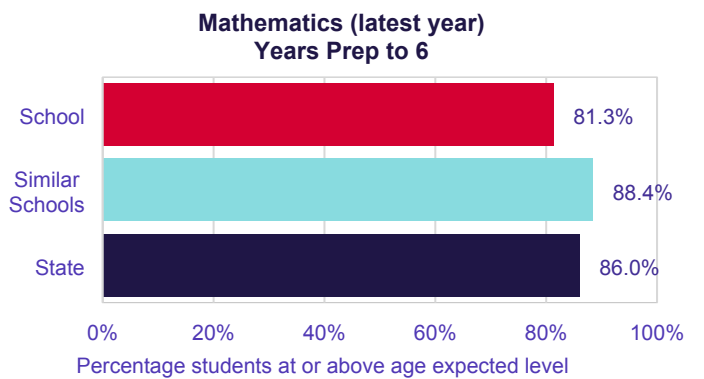
81.3%

Similar Schools average:

88.4%

State average:

86.0%



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.

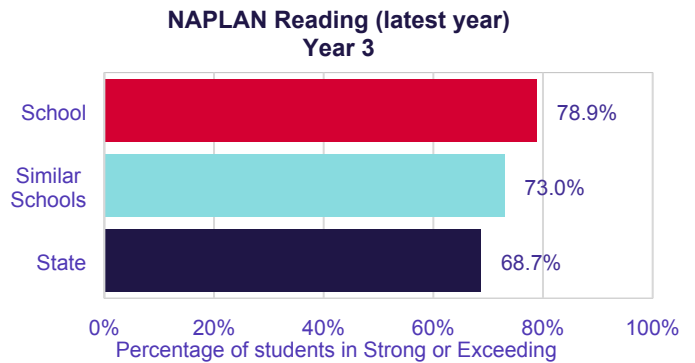
NAPLAN

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.

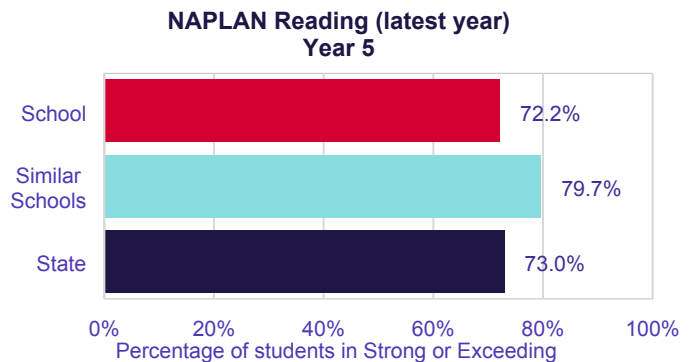
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.9%	62.5%
Similar Schools average:	73.0%	73.8%
State average:	68.7%	69.2%



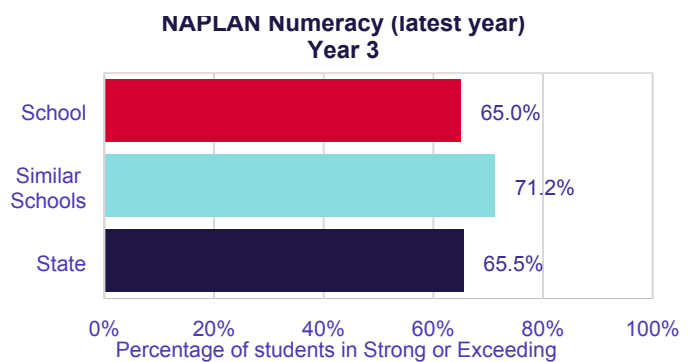
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.2%	70.5%
Similar Schools average:	79.7%	81.9%
State average:	73.0%	75.0%



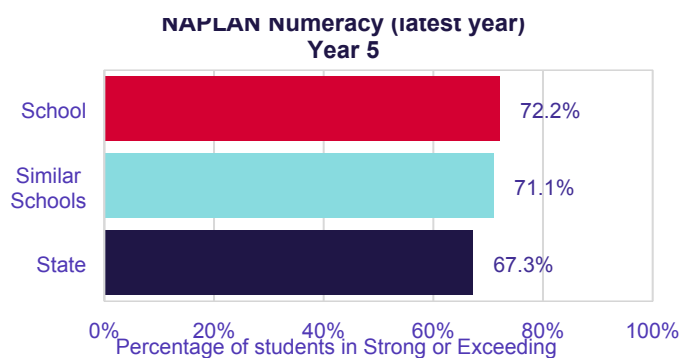
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.0%	61.9%
Similar Schools average:	71.2%	72.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.2%	62.8%
Similar Schools average:	71.1%	71.6%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

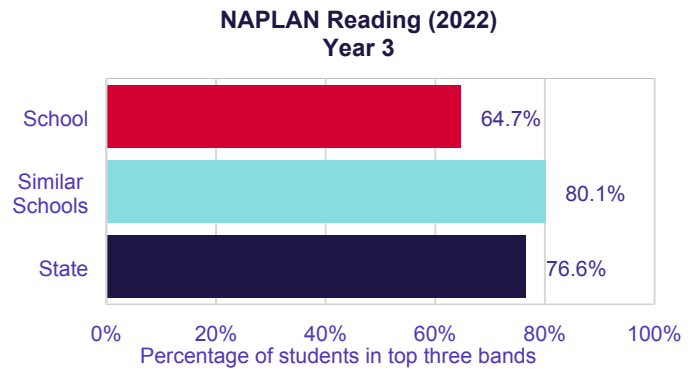
64.7%

Similar Schools average:

80.1%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

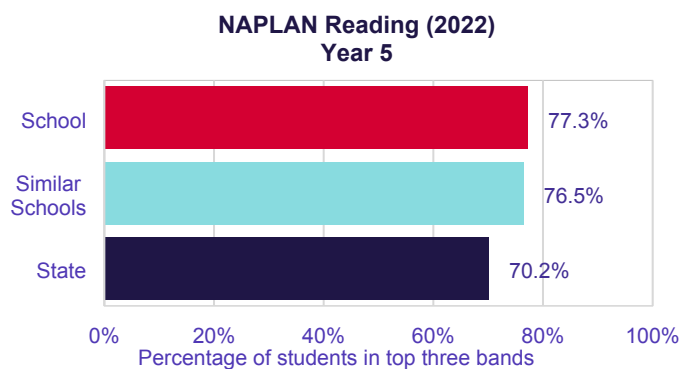
77.3%

Similar Schools average:

76.5%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

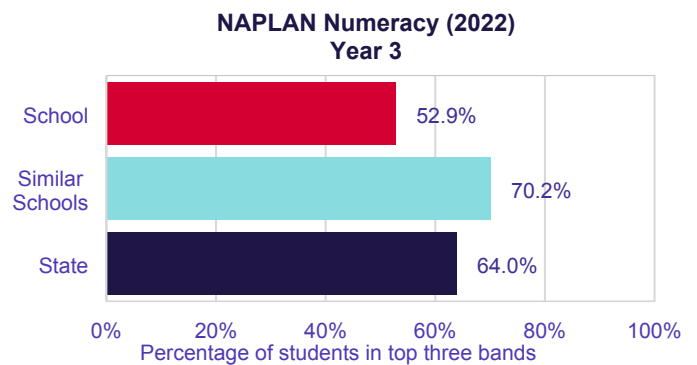
52.9%

Similar Schools average:

70.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

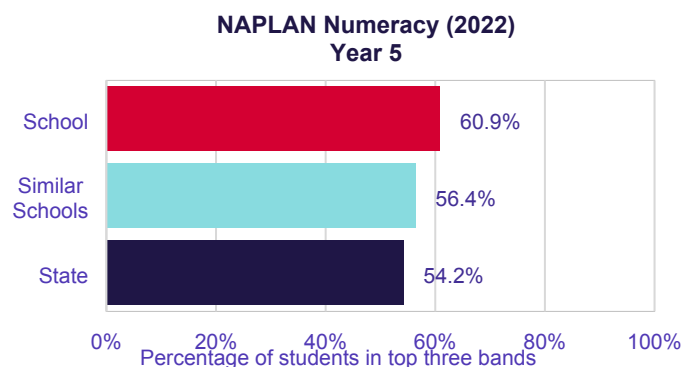
60.9%

Similar Schools average:

56.4%

State average:

54.2%



WELLBEING

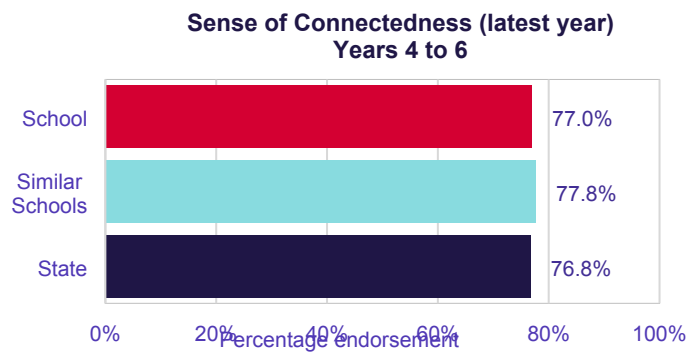
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.0%	65.2%
Similar Schools average:	77.8%	77.7%
State average:	76.8%	77.9%

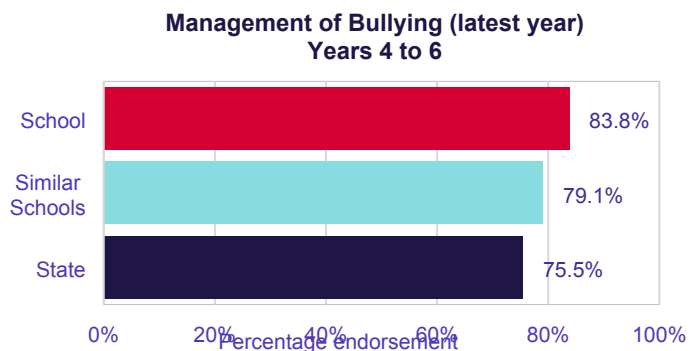


Student Attitudes to School – Management of Bullying

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:	83.8%	68.5%
Similar Schools average:	79.1%	79.1%
State average:	75.5%	76.3%



ENGAGEMENT

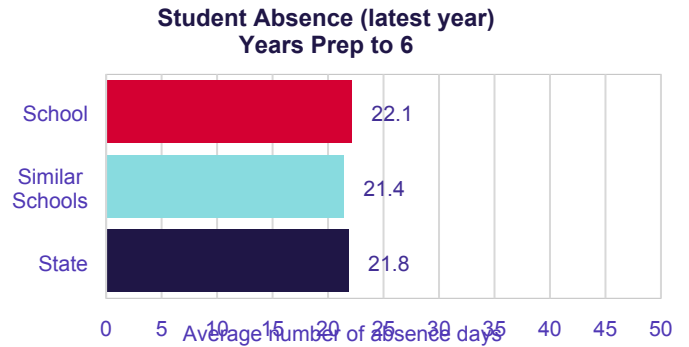
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.1	19.7
Similar Schools average:	21.4	19.8
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%	92%	90%	88%	91%	89%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,205,037
Government Provided DET Grants	\$284,672
Government Grants Commonwealth	\$6,800
Government Grants State	\$0
Revenue Other	\$7,920
Locally Raised Funds	\$104,298
Capital Grants	\$78,068
Total Operating Revenue	\$2,686,794

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,162
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,162

Expenditure	Actual
Student Resource Package ²	\$2,247,636
Adjustments	\$0
Books & Publications	\$1,472
Camps/Excursions/Activities	\$73,835
Communication Costs	\$5,959
Consumables	\$33,936
Miscellaneous Expense ³	\$19,909
Professional Development	\$7,234
Equipment/Maintenance/Hire	\$31,159
Property Services	\$161,319
Salaries & Allowances ⁴	\$75,376
Support Services	\$10,742
Trading & Fundraising	\$18,477
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,708
Total Operating Expenditure	\$2,731,761
Net Operating Surplus/-Deficit	(\$44,967)
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	\$122,683
Official Account	\$24,984
Other Accounts	\$0
Total Funds Available	\$147,667

Financial Commitments	Actual
Operating Reserve	\$81,160
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$12,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$163,160

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.