

# 2024 Annual Report to the School Community

School Name: Montmorency South Primary School (4925)



- 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 23 April 2025 at 11:43 AM by Keyla Jeffers (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 23 April 2025 at 11:45 AM by Keyla Jeffers (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

*Together we Learn, Lead and Achieve*

'Montmorency South school vision is to be an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners.'

We believe that every person in our Montmorency South school community has the capacity to assist each student in attaining our vision.

We develop a culture of gratitude, empathy and an active care of others and the environment. We aim to develop the essential skills of literacy and numeracy and promote mental health and wellbeing. We strive to build teacher capacity and have knowledge of best practices and use data at the core of our practice. We inspire students to become curious and engaged in authentic learning experiences and endeavour to ensure they have an active voice in their development. Students will emerge resilient and self-motivated with an ability to articulate their goals and growth.

Located in leafy surrounds, with abundant areas for sport and recreation, Montmorency South Primary School (MSPS) provides the perfect setting for our students' primary education. In 2024, student enrolment was at 618 students on census day with 306 boys and 312 girls. Of these students 19% had a language background other than English. The school had 28 classes with all classes being straight grades. Due to high enrolments in 2023, the school was placed on an enrolment management implementation plan in 2024. This meant that as the school was approaching its school's-built capacity, it was important for the school to prioritise enrolments in line with the Department's Placement Policy. At the beginning of the year, there were 58 teaching staff with 46.3 full time equivalent, consisting of two Principal class, 1 Leading Teacher, 2 Learning Specialist and 1 Literacy Leader appointed at the end of the year. Additionally, there were 30 non-teaching staff with 17 of those being Education Support Staff.

In addressing MSPS's goals the school worked hard to align the learning program to meet Department policy. Additionally building cohesion, consistency and collaboration in learning and wellbeing across the school was a priority. The learning programs continued to be supported by the Tribes Framework as well

as the Berry Street Education Model (BSEM). The BSEM also provided new whole school protocols to support students' engagement and mental health and wellbeing.

Staff at Montmorency South employed the principles of inclusive education for all learners and implemented evidence-based pedagogies to deliver the Victorian Curriculum Levels F-6 through systematic and scaffolded practices. To support the implementation of the outcomes of Learning and Wellbeing, the school embedded a tiered response to student learning that focused on curriculum and academic rigour; wellbeing, safety, and care at the universal (tier 1), targeted (tier 2) and individual levels (tier 3).

MSPS continued to have a range of specialist programs on offer. The French program covered all classes from Foundation to 6 and the school also ran the highly successful Stephanie Alexander Kitchen Garden (SAKG) program in Years 3-6. The Performing Arts program provided students with opportunities which supported their artistic growth through participation in various performances, including concerts and graduation ceremonies. The PE program starts with the PMP program for our Foundation students, to inter-school, intra school, Regional and State participation events as they progress through school. Many opportunities were provided for student leadership, through the Year 6 student captains, the Principal Advisory Leaders (PALs), and Student Advisory Leaders (SALs). To further support student wellbeing the school had several student clubs that functioned at lunch time. These clubs were facilitated by staff, and some were led by the student leaders. In 2024, community involvement in the school was very high and as always vital to the running of the school. The School Council was very proactive in participating in school decision making whilst the Parents and Friends group organised and ran several fundraising events throughout the school year. Both groups played a pivotal role in furthering the strong sense of community that has become a trademark of Montmorency South Primary School.

In 2024 MSPS underwent both a School Review and School Compliance and met all requirements as confirmed by the school review panel and the senior advisor from the School Compliance Unit. The School Review allowed us to work on a new Strategic Plan 2025-2028 with a future focus as well as the areas of recommendation by the panel. In Compliance we met all 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).

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Montmorency South Primary School's (MSPS) Learning component of the Annual Implementation Plan (AIP) focused on establishing consistency in curriculum planning and teaching practices through the lens of the Victorian Teaching and Learning Model (VTLM 1.0). Consistent planning documentation for Literacy and Numeracy was designed through collaboration with the school's middle leaders to build on the consistency of practice throughout the school.

In Literacy, the Curriculum Team used 'The Big Six of Reading' to drive the consistent components to feature within the literacy block in every classroom. In addition to this, DIBELS testing was implemented from Foundation to Year 6 to establish a consistent approach to screening and progress monitoring student acquisition of literacy skills. Through the consistent collection of this data, teams targeted and tracked the improvement of reading accuracy and fluency with a reduction of students at risk and increase of students working well above in all cohorts.

In Numeracy, the school continued to implement Departmental priorities as set out in the VTLM 1.0 and Numeracy Improvement Guide for School Leaders and focused on the High Impact Teaching Strategies (HITS). In semester 1, professional learning was focused around delivering challenging maths tasks, responsive teaching practices and further development of our school's Numeracy scope and sequence. A four-year maths materials purchasing plan was developed by all staff to enable the strategic optimisation of resources in this area. The school's PAT-Maths data shows an increase in number of students working above 50th, 75th and 95th percentiles in all cohorts (Years 1-6).

In semester two, following the Victorian Teaching and Learning Model 2.0 release, the Curriculum Team used the Australian Education Research Organisation (AERO) papers to further develop their knowledge of the science of learning. A commitment was made to unpacking the research into Explicit Direct Instruction (EDI) and in preparation for 2025s La Trobe University's Momentum Research Project, the team completed a short course in the science of learning. The Year 4 team implemented EDI practices throughout semester two to pilot the program. All staff engaged in professional learning on cognitive load theory, retrieval practice and explicit teaching.

## Wellbeing

To address the Wellbeing Key Improvement Strategy of the 2024 AIP, the focus was to effectively mobilise the available resources to support students' wellbeing and mental health, especially the most vulnerable.

To achieve this, the MSPS staff continued to engage and completed the 18-month commitment to the Berry Street Education Model (BSEM) training, which significantly impacted the effective practice and culture within the school. Staff underwent training in the following domains: Body, Stamina, Engagement, Character and Relationships. Some consistent practice developed as a result, which included: Welcome Circles, Ready to Learn Scales, Brain breaks, Calm Zones and consistent language. Staff also embedded consistent use of whole school strategies to support student mental health and wellbeing, which included: Ready 2 Learn plans, calm corners in every room, visual class timetables, use of brain breaks and consistent language.

The Wellbeing Year Level Leaders (WYLLs) continued to lead wellbeing across the school in their teams. A significant achievement from the WYLLs was the construction and completion of the Social and Emotional Scope and Sequence, which captures Respectful Relationships, BSEM, Zones of Regulations and Vic Curriculum. Another significant project achieved was the development of our Level 1 and 2 Behaviour Support Process, including student voice, policy and practice, into a student accessible process supported by visuals. To compliment SEL lessons, student engaged in incursions to further develop their social skills, cyber safety skills and problem solving, as well as a specific focus on body image in Year 5.

The Student Support Guidelines document was finalised and launched with staff. This contains all formal documentation, processes and requirements to ensure quality care and record keeping of all that is being done to support the learning and wellbeing needs of each student. IEPs and BSPs templates were upgraded, including the addition of student voice and we also introduced a new template, the Student Support Plan, which captures all relevant accommodations and specialist strategies, including and beyond what is within the IEP. We continued our professional learning, focused around on documentation and processes to ensure consistency and improvement in practice.

In Semester 2, the entire school was asked for input as we set out to establish our new school values. In Term 4, our new values were launched, which are: Compassion, Inclusion, Respect, Curiosity, Learning, Every day. With the successful launch, our school now moves forward together into our next chapter, united by our CIRCLE Values.

## Engagement

In 2024 students were provided with opportunities to develop their leadership skills as well as Voice and Agency. Their engagement in whole school priorities such as teaching and learning, resources, new playground equipment, and events was a highlight for students across the school. The Principal Advisory Leaders (PALs) and Student Action Leaders (SALs) with representatives from Years 3 to 6 were very capably led by the Student Leadership Coordinator. Meeting on a fortnightly basis, both PALs and SALs contributed to the decision making across the school. The School Council and P&F were also very eager to ensure that student voice was included in priorities across the school. The PALs enjoyed the responsibility of running school assemblies as well as representing the school at many community events. It was also great to see students using their initiative to run clubs such as the Pokémon Club on Tuesdays and Thursdays. In 2024, the AtoSS data had a 98% overall response rate (Years 4 to 6) this meant that we had a head count of 283 students who participated in the Statewide survey tool. Student average attendance rate was 90.16%. Some notable overall results that perhaps highlight the increase in attendance were Sense of Inclusion 88%; School Connectedness 77% and Attitudes to Attendance 89%. The major reasons for student absence this year were family holidays and long-term illness. Student approved absences improved in 2024 due to parents seeking principal approval for holidays greater than five days.

## Other highlights from the school year

2024 brought plenty of highlights for MSPS, which supported the learning and wellbeing of all students from Foundation to Year 6. These highlights brought the school together to celebrate the school community as well as raise some funds for a number of projects. A major event in the school calendar was the school production- Seussical the Musical. Our students transported us to the world of Dr Seuss with tremendous performances by the main cast. Over two nights the cohorts put on great performances and showcased the talents that are developed through the Performing Arts program here at school. The school participated in many other events during the year that allowed students to showcase special team and individual talents through different competitions. Montmorency South Primary School is very fortunate to be able to offer an extensive school camp and excursions/incursions program. The camp's experiences span across the school beginning at Foundation with an extended pyjama/breakfast day; to a long day for our Year 1; a day camp for Year 2; a two-day camp for Year 3; and a three-day camp for Years 4, 5 and 6. These camp experiences provide opportunities for students beyond the school gates and build on their wellbeing and resilience. The Colour Explosion School Fun Run was the final highlight for the students in 2024. Another fundraising event organised by the P&F which was not only fun but supported the school's efforts to save trees and coral. For every \$20 raised, either one tree was planted in the Yarra Yarra Biodiversity Corridor, or one coral was planted in the Great Barrier Reef. As an incentive to the community, the teachers volunteered to get 'slimed' depending on each target met. A big thank you and congratulations to our school community and the P&F as they fundraised \$39,029 in 2024, this provided great playground equipment across the school.

## Financial performance

In 2024, the school continued to maintain a sound financial position throughout the year. Again, this year the school saw the allocation of the budgets and financial resources, both locally raised funds, and School Resource Package (SRP) in a more defined financial setting. Expenditure of budgeted funds aligned to the School Strategic Plan goals and student outcomes. Equity funding received was used to employ staff to provide support and intervention to students. The school expended funds in line with the School Council's approved Capital and Facilities Development Plan, which was developed and endorsed by the School Council, and it sets a pathway for capital works and improvement for 2024 and beyond. However, at the end of the year, the school underwent the rolling facilities assessment and following the acceptance of the Conditions Assessment Report, a new Facilities and Maintenance plan will be developed from 2025-2029. This year the school also saw the process of investigating further additions to play spaces for the students. Combined funds from the 2023 school fete and the fundraising from this year were used to purchase new equipment. A big highlight of the year was the additional playground equipment that included a mud kitchen, teepees, cubby houses, the refurbishment of the boat and the very popular Gaga-pit. In line with supporting the AIP and implementing key improvement strategies, the school has further furnished areas which included improvements and buildup of the mathematics resources during the year as well as reading resources. The school had a very involved growing team with the Parents and Friends group (P&F) in 2024 which saw fundraising events such as second: hand uniform sales, Easter and Christmas Raffles, Movie Night, Mother's Day and Father's Day Stalls, and the Colour Run, organised by this effective proactive team. Through the hard work of the P&F team and the school community, the P&F raised a grand total of \$39,029. All funds raised will be used towards purchasing additional equipment and upgrading areas of the school for the students. Keep a watch on these spaces in early 2025 for the changes that are coming.

**For more detailed information regarding our school please visit our website at  
[www.montysouth.vic.edu.au](http://www.montysouth.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 615 students were enrolled at this school in 2024, 280 female and 334 male.

11 percent of students had English as an additional language and 2 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.

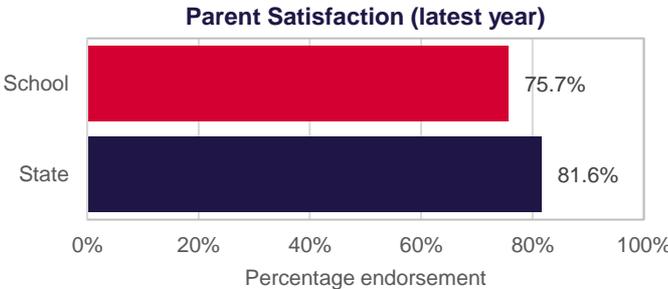
This school's SFOE band value is: **Low**

### 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:	75.7%
State average (primary schools):	81.6%



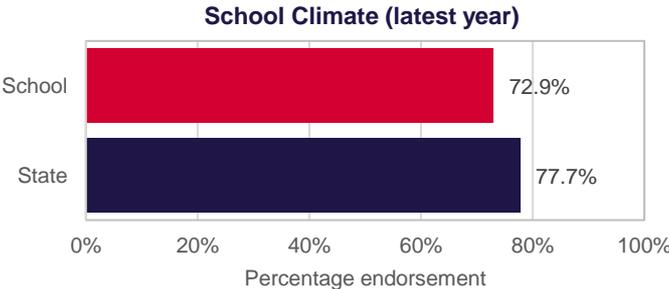
### School Staff Survey

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:	72.9%
State average (primary schools):	77.7%



**LEARNING**

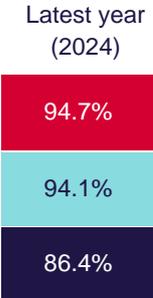
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Teacher Judgement of student achievement against the Victorian Curriculum**

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

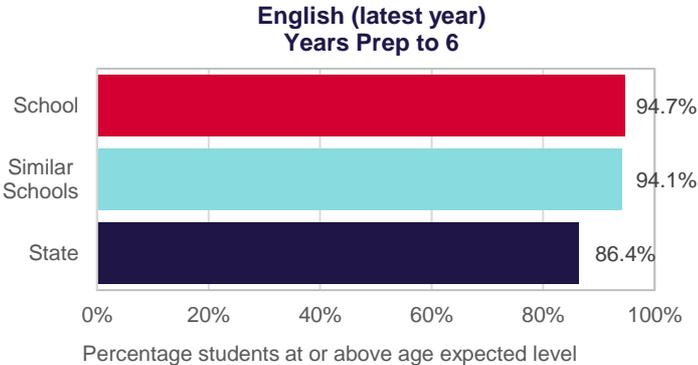
**English  
Years Prep to 6**

School percentage of students at or above age expected standards:



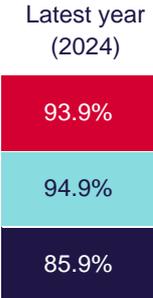
Similar Schools average:

State average:



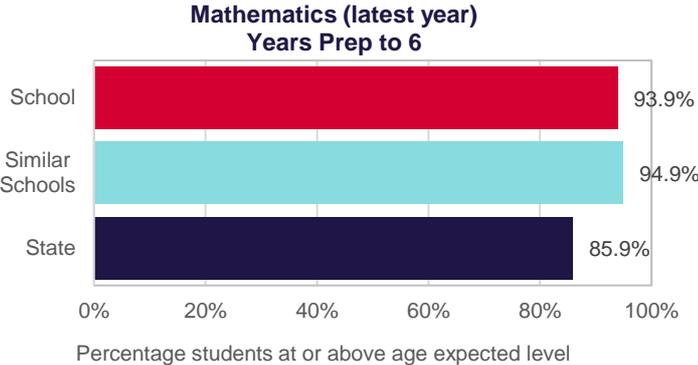
**Mathematics  
Years Prep to 6**

School percentage of students at or above age expected standards:



Similar Schools average:

State average:



**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.

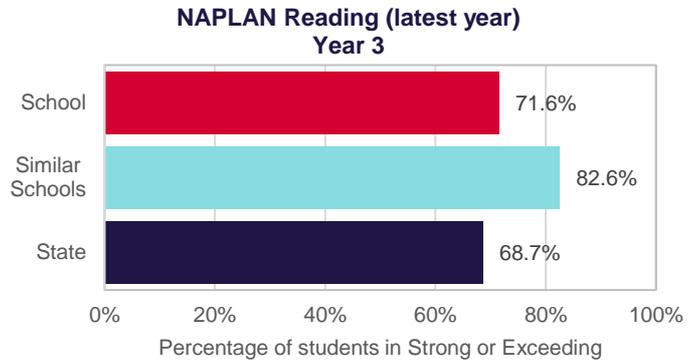
**NAPLAN**

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.

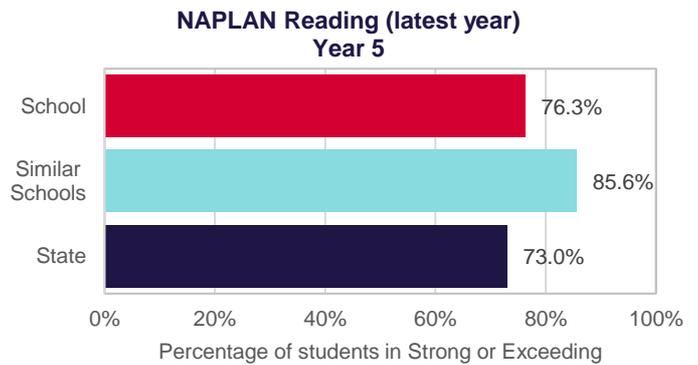
**Reading  
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.6%	76.3%
Similar Schools average:	82.6%	83.0%
State average:	68.7%	69.2%



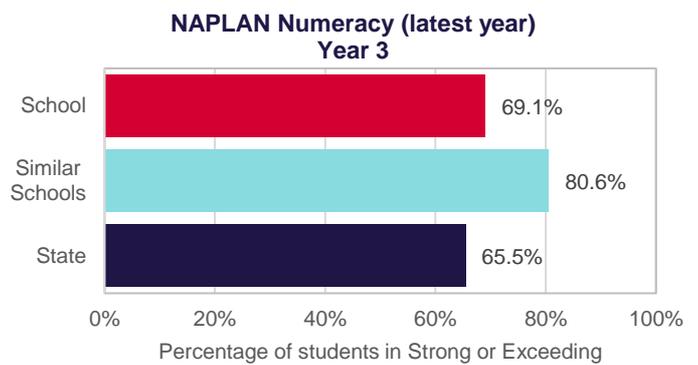
**Reading  
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.3%	79.0%
Similar Schools average:	85.6%	87.3%
State average:	73.0%	75.0%



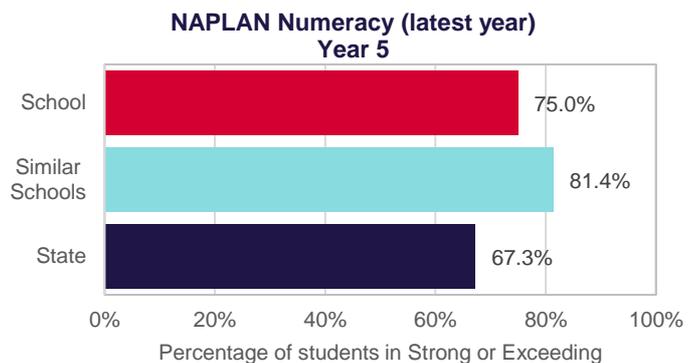
**Numeracy  
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.1%	76.7%
Similar Schools average:	80.6%	81.4%
State average:	65.5%	66.4%



**Numeracy  
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	68.3%
Similar Schools average:	81.4%	81.9%
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.

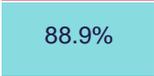
**Reading  
Year 3**

(2022)

School percentage of students in the top three bands:



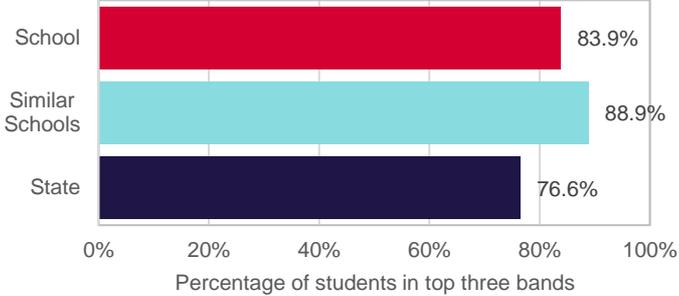
Similar Schools average:



State average:



**NAPLAN Reading (2022)  
Year 3**



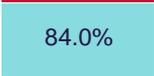
**Reading  
Year 5**

(2022)

School percentage of students in the top three bands:



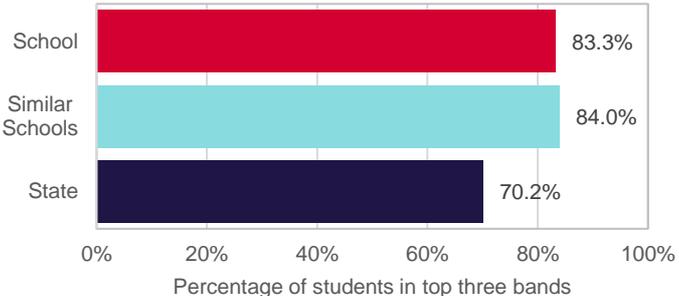
Similar Schools average:



State average:



**NAPLAN Reading (2022)  
Year 5**



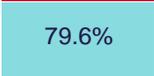
**Numeracy  
Year 3**

(2022)

School percentage of students in the top three bands:



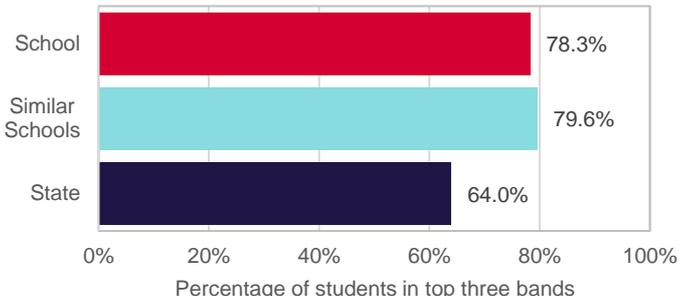
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)  
Year 3**



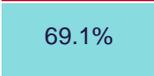
**Numeracy  
Year 5**

(2022)

School percentage of students in the top three bands:



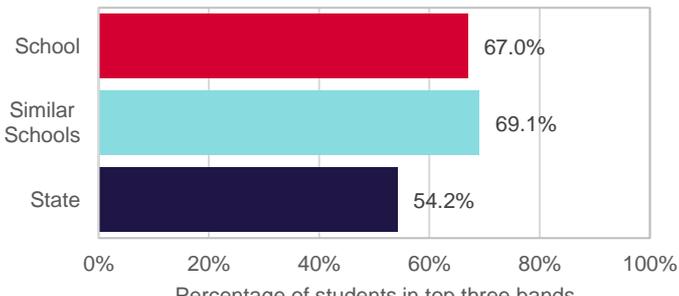
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)  
Year 5**



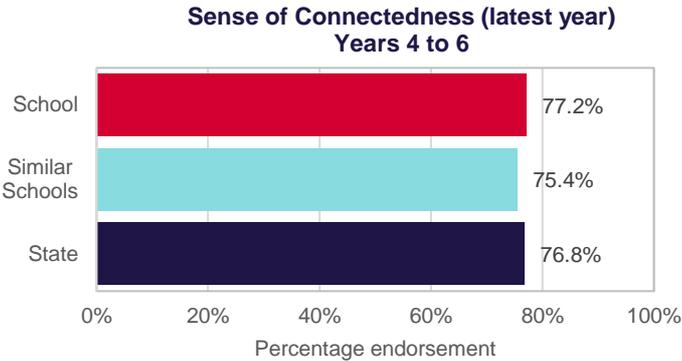
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

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

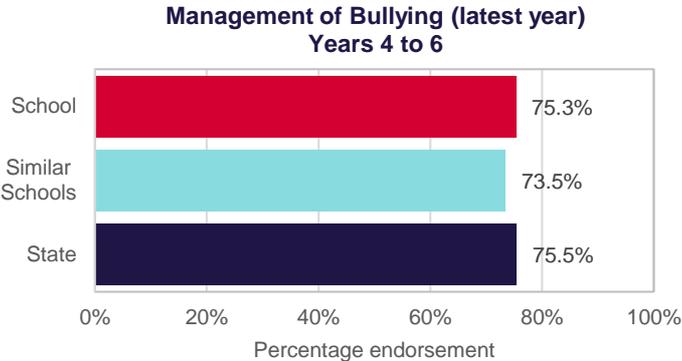
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	77.2%	76.2%
Similar Schools average:	75.4%	75.7%
State average:	76.8%	77.9%



**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:	75.3%	73.0%
Similar Schools average:	73.5%	73.7%
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**

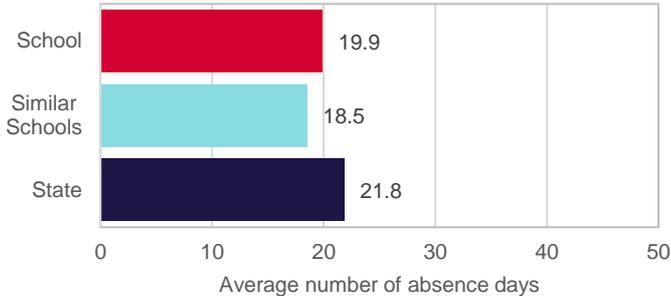
School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	19.9	16.1
Similar Schools average:	18.5	16.3
State average:	21.8	20.1

**Student Absence (latest year) Years Prep to 6**



**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%	91%	92%	89%	91%	87%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,375,606
Government Provided DET Grants	\$547,444
Government Grants Commonwealth	\$23,302
Government Grants State	\$0
Revenue Other	\$28,858
Locally Raised Funds	\$593,231
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,568,441</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,365
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,365</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,720,884
Adjustments	\$0
Books & Publications	\$452
Camps/Excursions/Activities	\$251,075
Communication Costs	\$3,017
Consumables	\$147,584
Miscellaneous Expense <sup>3</sup>	\$24,656
Professional Development	\$14,119
Equipment/Maintenance/Hire	\$134,537
Property Services	\$132,913
Salaries & Allowances <sup>4</sup>	\$316,736
Support Services	\$90,917
Trading & Fundraising	\$22,243
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$67,614
<b>Total Operating Expenditure</b>	<b>\$7,926,746</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$358,304)</b>
<b>Asset Acquisitions</b>	<b>\$6,920</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$552,138
Official Account	\$69,421
Other Accounts	\$32,277
<b>Total Funds Available</b>	<b>\$653,836</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$202,606
Other Recurrent Expenditure	\$22,181
Provision Accounts	\$9,522
Funds Received in Advance	\$248,416
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$43,767
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
<b>Total Financial Commitments</b>	<b>\$526,491</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*