

# 2024 Annual Report to the School Community

School Name: St Albans Heights Primary School (4948)



- 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 17 March 2025 at 01:32 PM by Effie Sultana (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 03 April 2025 at 12:21 PM by Effie Sultana (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').

## 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

#### Purpose Statement:

St Albans Heights Primary School's Purpose statement is: Soaring to Greater Heights!

#### Vision:

At St Albans Heights our graduates will be empowered to thrive, collaborate and think critically. They will be supported by the school community and will be at the centre of all decision making. All students will be provided with highly effective instruction, in every classroom, every day. They will have sound literacy and numeracy skills and an inquiring mindset to create opportunities to live successful lives. They will develop positive social and emotional capabilities and a strong moral compass in order to effectively contribute to society.

#### Values:

St Albans Heights Primary School's values are: Honesty, Excellence, Respect and Belonging (H.E.R.B). Our mascot, introduced in 2021, is Herb the Hawk.

St Albans Heights Primary School was established in 1968 in the western suburbs of Melbourne within the City of Brimbank. A total of 223 students were enrolled at this school in 2024, 109 female and 114 male. 88 % of students had English as an additional language. The school's socioeconomic band value is High, which represents a high level of socio economic disadvantage in our community.

The leadership profile for SAHPS in 2024 was 3 Principal Class Officers, and 1.6 Learning Specialists, we currently have 15.5 EFT staff and 10.71 EFT support staff. Trend data indicates a drop in enrolments over the last few years.

We cater for students with differing needs from Foundation to Year 6 and our students come from diverse cultural backgrounds. The school's Student Family Occupation and education Index (SFOE) is considered high. We provide a structured, supportive and motivating educational environment where every child experiences a stimulating curriculum with challenging and achievable goals that will meet their needs.

Physical Education (PE), Visual Arts, Science Technology Engineering and Mathematics (STEM) and Japanese are our current specialist areas and we offer English as an Additional Language Support, Language Support, Levelled Literacy Intervention and Library services to support our literacy program.

The school is organised into composite classes, which ensures smaller class sizes for all students. Our school focuses on quality teaching and learning and our teaching and non-teaching staff are dedicated to developing each child to their full potential. Staff differentiate the learning according to the needs of each individual student.

A strong emphasis is placed on a team approach to planning and teaching, implementing and evaluating all of our programs. Staff worked in team teaching situations with two classes effectively working together. The second half of the year saw us move to single classes, due to

the capital works program. Data and evidence is key to driving school improvement. Our school and parent community have a shared vision for all students at our school. Through positive role modelling and co-operative learning we encourage our students to respect the rights of others, to act in a responsible manner and to strive for excellence at all times.

We have a number of school student leaders (School Captains, House Captains, Sustainability, Engagement and ICT Leaders, Class Captains) with designated roles and responsibilities across the school. We aim to equip our students with the skills necessary to build positive social relationships, to work and learn in teams and the strategies required to manage and resolve conflict.

Student Wellbeing continues to be a priority across the school. There are a number of support services for students and families including a student counsellor (4 days per week). We currently have approx. 7 students funded on the Program for Students with Disabilities (PSD) program and a number of students who aren't funded but require additional support. The school values of Honesty, Excellence, Respect and Belonging play an important role in the way we manage issues across the school. We are currently implementing the School Wide Positive Behaviours (SWPBS) and Respectful Relationships programs at our school, which link directly to our school values. The school received Gold accreditation in SWPBS in 2021 and 2022, and 2023, one of only a handful of schools in Victoria to achieve this. We are waiting for the 2024 announcements.

Breakfast Club operates every morning from the canteen to provide a free healthy breakfast for all students. We also provide a number of students with lunch on a daily basis and food boxes for some of our more vulnerable families.

The school has a strong transition program building links with the local kindergartens, childcare centres and secondary colleges.

The school provides technology for students to use to assist with their learning; iPads for F-2 and MacBook's for 3-6 in the classroom, with a ratio of almost 1:1 access.

Family–School partnerships are encouraged and actively sought for the benefit of our students. These partnerships are based on trust and mutual respect for the role that families play in a child's education.

A Community Hub is based at the school and provides strong links between home and school, running a number of programs including English language classes, Cooking classes, playgroups and walking groups to name just a few. The school has a partnership with Blu Earth to increase student engagement and increase active participation. We also offer free after school sporting clinics such as cricket through Cricket Victoria, which are always well attended. The school has a partnership with ACMI (Australian Centre for Moving Image) and we work collaboratively to engage and build students skills in digital literacy and digital technology.

The school is part of the Stephanie Alexander Kitchen Garden Program and our year 3/4 students work in the garden and learn cooking skills once a week.

In 2024 we had 5 International full fee paying students attending SAHPS who are provided with support within the classroom and small group learning.

In 2024 the Capital Works program consisting of \$13.45 million dollars began, (funding was announced in 2022) the project consists of rebuilding the North Building (Building A) and

installing a new covered playground. The new works consists of 6 brand new classrooms, new administration block and library space. Works will continue into 2025.

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

### Learning

St Albans Heights Primary School strives to improve student learning in all aspects of the school curriculum. Teachers ensure consistent judgements are made against the Victorian Curriculum through collaboration and considered use of data. This informs our planning for the learning requirements of our students and provides accurate data to parents. This information is delivered to parents via our semester reports on COMPASS and student led conferences. Information about learning is also shared with families via the SeeSaw app. In 2023 we underwent a school review where we reviewed our school's policies, data (results) and processes from the last four years to write a new strategic plan for the period of 2023-2027.

Goal 1: Improve student learning outcomes in literacy with a focus on reading and writing.

Goal 2: Improve student outcomes in numeracy with a focus on number and algebra.

#### Key Improvement Strategies:

Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.

Develop a guaranteed and viable curriculum with consistency in documentation and delivery.

Develop consistent and high performing Professional Learning Community (PLC) teams to plan, differentiate and measure impact of instruction.

Teacher judgements in 2024 indicate that 82.8% of our students achieved at or above expected standards in English, this is above similar schools 77.7% but below the state average of 86.4%. In mathematics, 70.3% of students achieved at or above expected standards, compared with 72.8% of similar schools and 85.9% as the state average.

NAPLAN (students in strong or exceeding bands) data indicates:

Year 3 Reading is at 60.0% which is above similar schools 55.6% and below the state average of 68.7% Year 5 Reading is at 53.1% which is below similar schools 57.2% and well below the state average of 73.0%

Year 3 Numeracy is at 54.3% which is above similar schools 48.6% and below the state average of 65.5% Year 5 Numeracy is at 51.5% which is the same as similar schools 51.7% and below the state average of 67.3%

Tutoring continued to be a focus for the school targeting small groups and individuals who were performing below and above the expected levels. In 2024 there were a number of events across the school.

Highlights include:

- Whole school approach to teaching literacy and mathematics.

- Continued to revise our planning documents across the school to determine clarity around the planning process.
- Focused on teaching and learning best practice, in all curriculum areas not just reading and numeracy.
- We continued to employ external consultants to work in the school to observe and provide feedback to the staff and the leadership team.
- We embedded our Instructional model across the school in all curriculum areas.
- We continued to refine our PLC Cycle to assist staff with planning curriculum relevant to individual needs of students.
- We placed a greater emphasis on using data to plan at student point of need. Leading Teachers and Assistant Principals supported planning and are attached to cohorts for support.
- Learning Specialists attached to sub schools to support with coaching, modelling and peer observations.
- Focus continuing on differentiation of work to cater for all students needs.
- Refining of Guaranteed and Viable Curriculum and Proficiency scales to support this work.
- In 2024 SAHPS was once again selected as a PLC Link school, one of only three in Brimbank St Albans. This means that our processes are clearly aligned with DET initiatives, so we have other schools coming out to visit and observe our planning practices.

## Wellbeing

### Key Improvement Strategies:

Develop and implement a whole school approach to wellbeing and engagement to provide a safe and supportive learning environment.

Our student Attitude to School survey results are continuing to improve each year and are extremely high.

Sense of Connectedness (years 4-6) for our school was 85.5%, which is above similar schools 78.6% and the state was 76.8%.

Management of Bullying (years 4-6) SAHPS is 89.9%, which is above similar schools 77.0% and State average 75.5%. We have put a number of measures in place to support this shift and they continue to be a focus moving forward. The school does not tolerate bullying of any form and always follows up all reported incidences. The staff are logging all incidents on COMPASS to monitor issues and problems in the yard so action/follow up can occur.

The school places high value on student wellbeing and connectedness and has invested in a strong team of staff to support students and their families, including a student counsellor, Wellbeing leaders, a Learning Specialist and Assistant Principal focusing on Wellbeing and Engagement. In addition we access the Student Support Services Officers (SSSO) team from the region as required to provide additional support for families and students. The school is



implementing the School Wide Positive Behaviour Framework and Respectful Relationships programs through the Department. We have achieved Gold status again in 2023 and are awaiting the 2024 results. COMPASS and Pulse is being used to track and monitor individual and cohort behaviour and areas around the school which may cause concern. Parents are notified of issues at school, via a letter home. Most Valuable Peer (MVP) cards are being distributed to students for following the school values and greater rewards, acknowledgements and incentives are in place to reward those doing the right thing. The SWPBS shop is very popular where students can trade their cards for a prize.

A number of opportunities to enhance student voice and agency were identified through the Student Representative Council, school leaders program (through Brimbank Council and the Halogen Youth Conference) as well as BluEarth.

#### Highlights:

- Continued to promote the school values to have a clear understanding of each one.
- Distribution of Most Valuable Peer (MVP) cards which can then be redeemed at the MVP shop.
- Respectful Relationships program and weekly wellbeing lessons for all students.
- Social skills groups for relevant students based on need.
- More student leadership positions and a greater voice for Student Representative Council (SRC) students.
- Raising money for charities and organising a school sports day.
- Students to set individual goals for their learning in reading, writing, numeracy and wellbeing.
- Student led conferences, Breakfast Club, student led assembly.
- Support of a student counsellor onsite to support students and families.
- Stephanie Alexander Garden program for all year 3 and 4 students.
- A dedicated Leading Teacher/Assistant Principal to implement initiatives, follow through concerns and issues and to support staff to build their capacity in managing student behaviours.
- Lunch time clubs, wheel of choice, house points, MVP cards, zones of regulation, calm corners in all classrooms and the use house points to support and acknowledge positive behaviours.
- Achieved the Gold award for SWPBS in 2023 and data submitted for 2024.

## Engagement

The School's average days absent for full time equivalent student per year level is below similar schools and state. Our average number of absences sits at 22.0, whilst similar schools are at 22.1 days and the state at 21.8 days. We believe we still have too many absences across the school and we are working on educating our parents that 'It is not okay to be away'. Attendance rates for years 1, 3 and 6 were above 90% with Foundies at 82%, Year 2 at 85%, and Year 4 and 5 at 89%.

We continue to use COMPASS to record attendance and absences. Staff continue to call home for unexplained absences which are two or more consecutive days. Our counsellor and Wellbeing Leaders also follow up prolonged absences and regular late arrivals. More lunchtime programs and a wider variety of programs to encourage attendance are being offered and to improve engagement levels, including after school sporting classes.

Parent Engagement is a focus through the Community Hub. There are a number of programs for



parents and community members to participate in at no cost, including English language classes, cooking and conversation, coffee and chat sessions, playgroups. etc.

## Other highlights from the school year

The SAHPS community BBQ was a huge success, held during term 1 each year. In conjunction with the Hub, families were invited to a free BBQ as a welcome back to the school year and an opportunity to meet new families. There were lots of activities for the families to enjoy including AFL, Henna, badge making and more, as they mingled and met with one another and the staff.

The 3/4 cohort attended Lady Northcote camp and the 5/6 cohort attended Anglesea. The F-2 Breakfast and 1/2 Stay Late was also implemented in 2024 once again. Students enjoyed eating breakfast at school then brushed their teeth and changed into school uniform ready for learning. As a start to the camping program this event builds independence and confidence. This year the 1/2's stayed late until 6.30pm enjoying games, dinner and a disco.

The beginning of the capital works program caused great excitement as the old buildings were demolished to make way for brand new buildings. The first stage consisted of 6 classrooms, a science/technology, canteen and community space. The works were continuing into the following school year.

## Financial performance

The Equity funding the school receives is predominantly used to build teacher capacity in teaching literacy and numeracy, in order to ensure our students have access to the latest research and resources. Some of our funds go towards staffing costs to ensure the right people are in the roles needed to support the school community. External coaches were employed to assist staff to develop their teaching strategies and expertise, to provide feedback and set goals for future direction. The leadership team was involved in coaching and mentoring staff across the school in literacy and numeracy strategies. Upgrades to the grounds and buildings continue to be a priority for the school in line with the school's age and needs. A number of activities/events continue to be paid for and/or subsidised for families including book packs, swimming, BluEarth, Learning Apps (Mathletics, Reading Eggs, Seesaw, etc) , student leadership conference, year 6 graduation, etc). Due to COVID many projects and activities (camps, swimming) were put on hold which has led to a surplus. In 2022 we received a government grant of \$13.45 million to modernise our facilities, this is currently being built and the current surplus will be used to support the new building with additional requirements and to refurbish and update the remaining spaces (South Building and Stadium) in the school, as well as the oval which was used as a car parking lot during the works.

**For more detailed information regarding our school please visit our website at  
<https://www.sahps.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 223 students were enrolled at this school in 2024, 109 female and 114 male.

88 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).

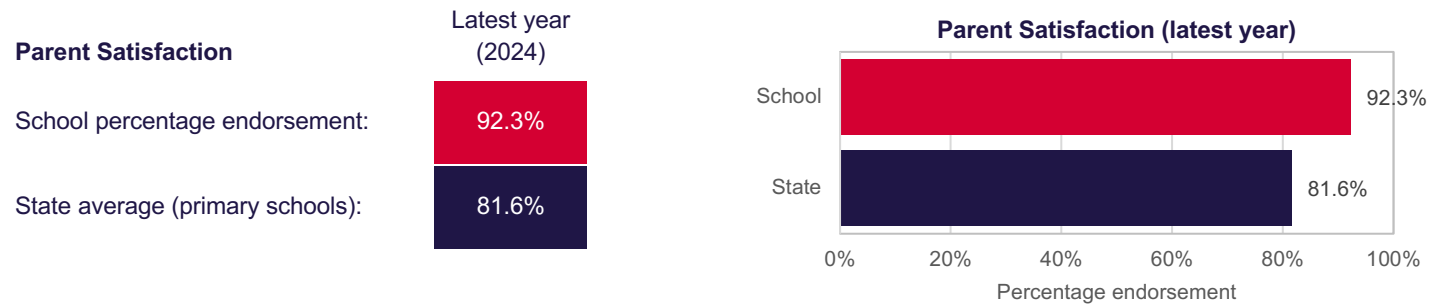
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

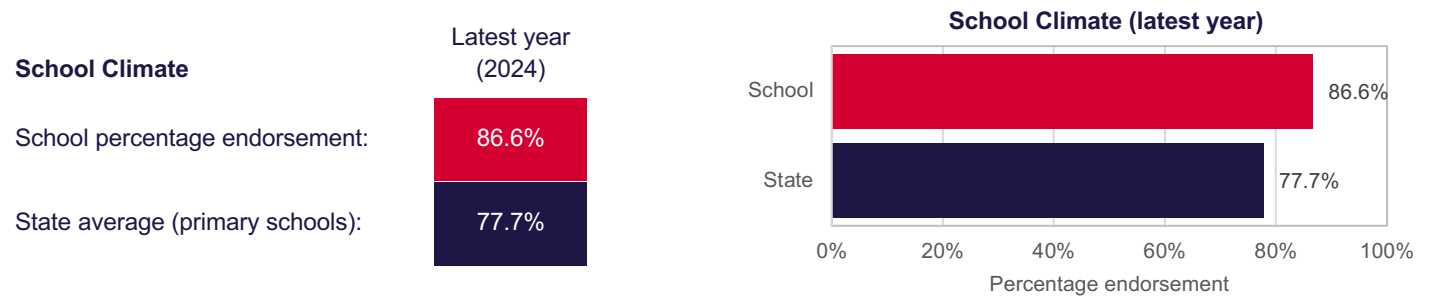


### School Staff Survey

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

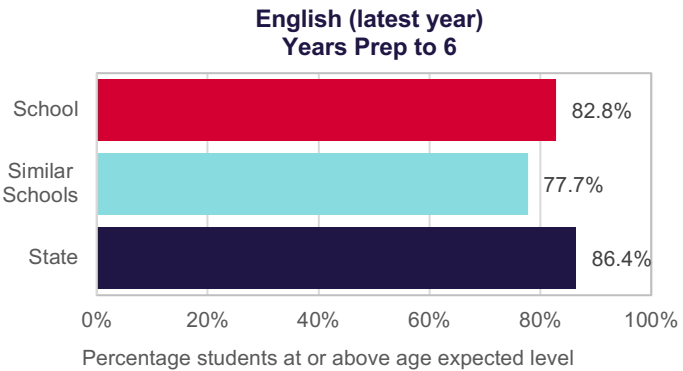
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

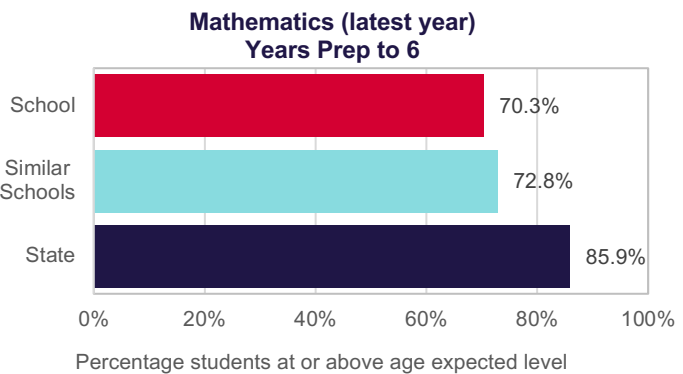
English  
Years Prep to 6

Latest year (2024)	
School percentage of students at or above age expected standards:	82.8%
Similar Schools average:	77.7%
State average:	86.4%



Mathematics  
Years Prep to 6

Latest year (2024)	
School percentage of students at or above age expected standards:	70.3%
Similar Schools average:	72.8%
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.

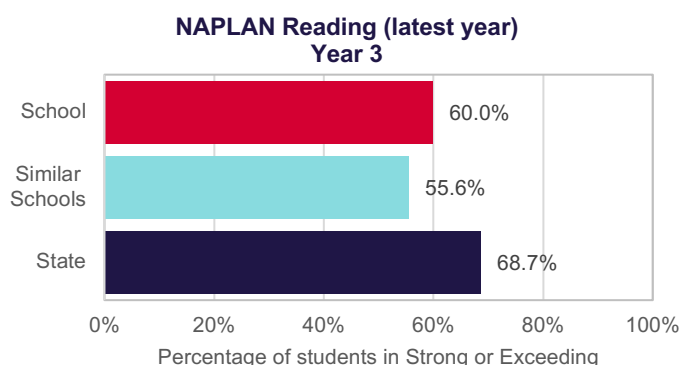
### NAPLAN

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.

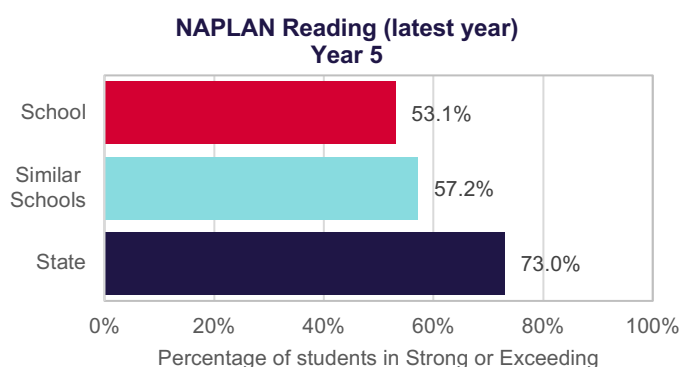
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	56.5%
Similar Schools average:	55.6%	54.8%
State average:	68.7%	69.2%



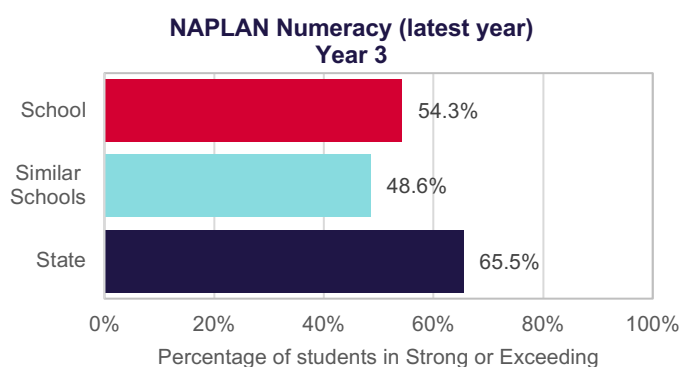
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.1%	61.4%
Similar Schools average:	57.2%	60.1%
State average:	73.0%	75.0%



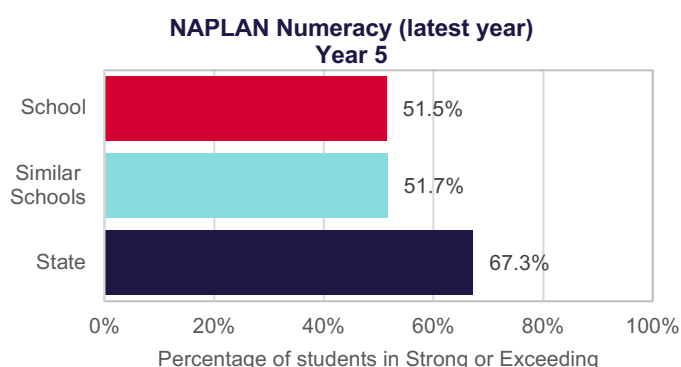
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.3%	47.5%
Similar Schools average:	48.6%	48.7%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.5%	59.2%
Similar Schools average:	51.7%	53.1%
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:

50.0%

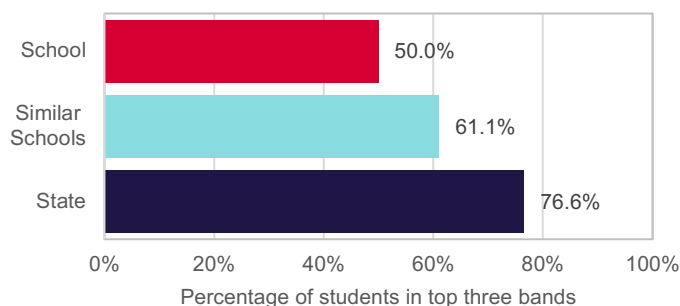
Similar Schools average:

61.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

48.6%

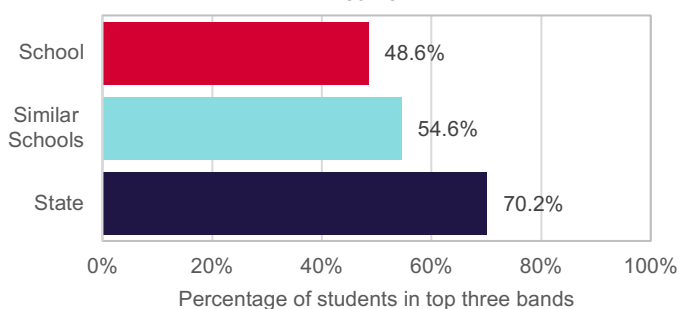
Similar Schools average:

54.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

47.1%

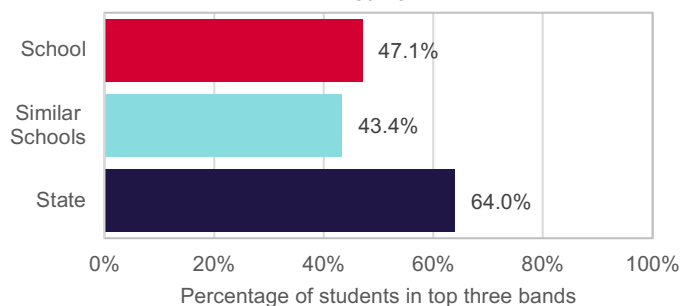
Similar Schools average:

43.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

40.5%

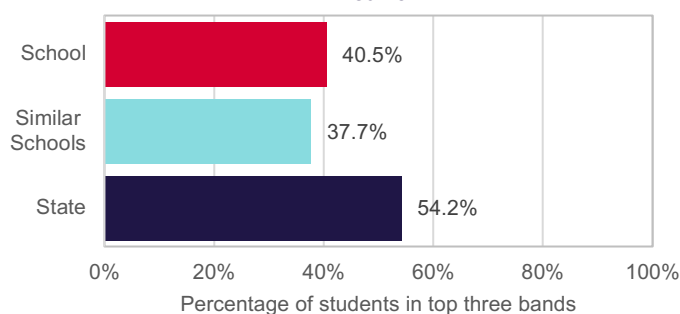
Similar Schools average:

37.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

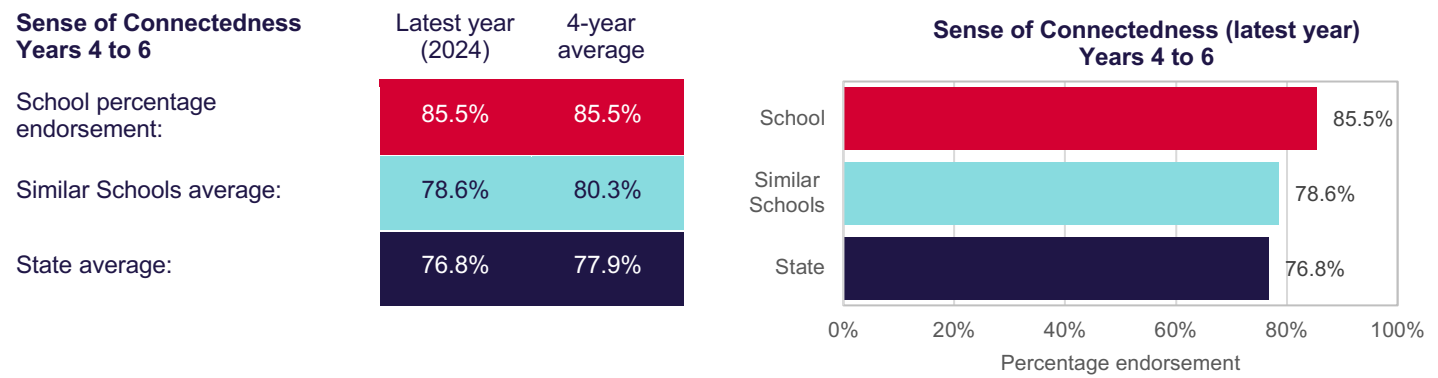


WELLBEING

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

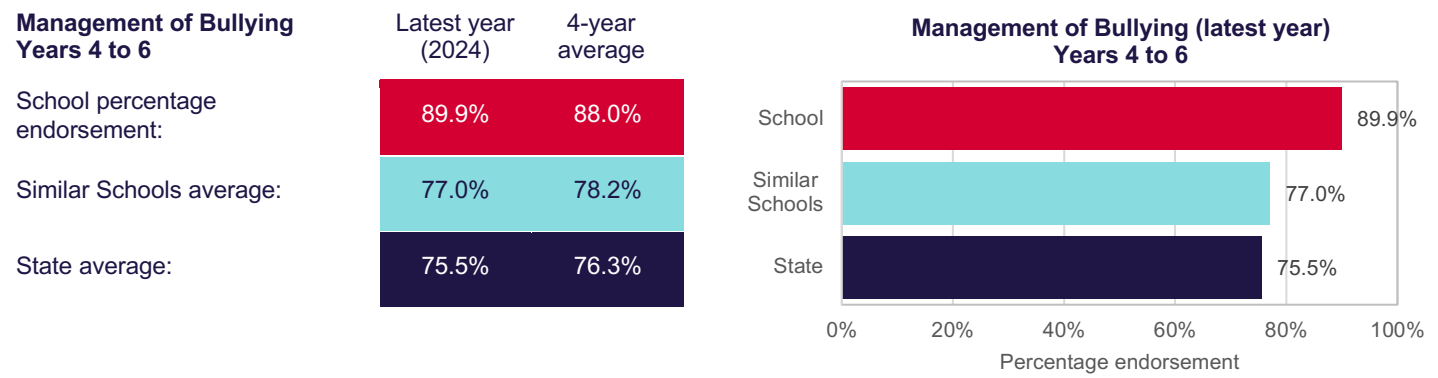
Student Attitudes to School – Sense of Connectedness

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



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).

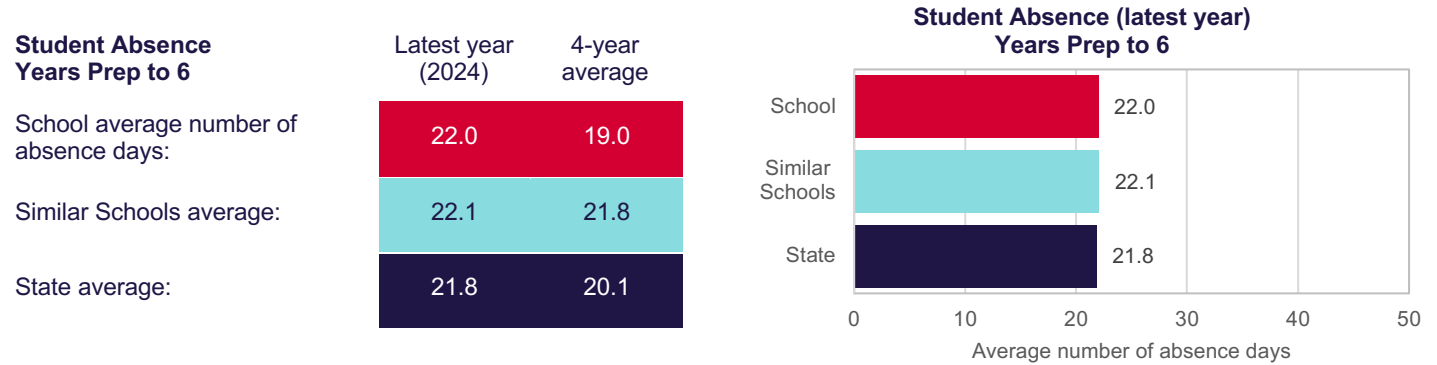


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	82%	90%	85%	91%	89%	89%	93%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,058,624
Government Provided DET Grants	\$846,734
Government Grants Commonwealth	\$51,289
Government Grants State	\$5,000
Revenue Other	\$69,127
Locally Raised Funds	\$93,728
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,124,502</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$641,906
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$641,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,975,797
Adjustments	\$0
Books & Publications	\$3,352
Camps/Excursions/Activities	\$100,342
Communication Costs	\$4,244
Consumables	\$134,882
Miscellaneous Expense <sup>3</sup>	\$16,474
Professional Development	\$64,851
Equipment/Maintenance/Hire	\$186,009
Property Services	\$51,290
Salaries & Allowances <sup>4</sup>	\$119,432
Support Services	\$161,669
Trading & Fundraising	\$91,114
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,785
<b>Total Operating Expenditure</b>	<b>\$3,956,242</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$168,260</b>
<b>Asset Acquisitions</b>	<b>\$40,355</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	\$1,073,631
Official Account	\$45,142
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,118,773</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$156,102
Other Recurrent Expenditure	\$22,109
Provision Accounts	\$805
Funds Received in Advance	\$0
School Based Programs	\$619,732
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$128,360
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$120,000
<b>Total Financial Commitments</b>	<b>\$1,047,108</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.*