

2024 Annual Report to the School Community

School Name: Sunbury West Primary School (5006)



- 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 20 March 2025 at 11:46 AM by Inga Wilson (Principal)

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

Attested on 20 March 2025 at 11:46 AM by Inga Wilson (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

School Profile for 2024

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. In 2021, the school celebrated its 50th Year Anniversary, providing quality education to the children of Sunbury since 1971.

The school's vision states, 'In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards their maximum potential as a confident individual and responsible member of society.'

The school's motto is, 'Together We Learn. Together We Grow'.

Sunbury West Primary School strives for social, emotional, and educational excellence in an environment where children of all ages mix cooperatively. The school encourages staff, students and parents to value diversity, promote inclusion, and the development of individual strengths and talents. Skilled, enthusiastic, and committed staff use a range of innovative and evidence-based teaching practices that reflect current education initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

In 2024 Sunbury West had an enrolment of 214 students from Foundation to Year 6. Our staffing consisted of 2 Principal Class officers, 12.6 EFT teachers and 4.19 ES Staff. The school operated 10 classrooms, with all classes being organized into composite groupings except for Foundation level.

In the 2020 State Budget, Sunbury West received Capital Works Funding to the value of \$10.497 million. In 2022, construction commenced to fully upgrade the school with state-of-the-art indoor and outdoor facilities. The school maintains refurbished facilities including the gym and Out of School Hours Care setting as part of this.

Our teaching teams work closely together as Professional Learning Communities to plan for continuity of practice within teams and across the school. Teaching and learning programs are tailored to meet the distinct learning needs of all students with a strong emphasis on Literacy and Numeracy. We use an inquiry approach to our integrated curriculum, promoting voice and agency as students help to shape the curriculum and experiences relative to their stage of learning. Our skilled teaching teams are committed to lifelong learning and the school places great importance in ongoing professional learning at every stage of their careers.

Our core curriculum is further complemented by programs in the areas of Visual Arts, Physical Education, STEM (Science, Technology, Engineering, Mathematics) and Japanese. Performing Arts is available via outsourced dance programs and the Wakakirri Performing Arts Story Challenge. The school also promotes 21st Century learning through its Digital Literacy Program and access to laptops, iPads and smart TVs in all areas of the school. Students in Years 3 – 6 are able to opt in to a BYO iPad program.

Our school has continued to offer many opportunities designed to assist children in developing connectedness with each other and build resilience and self-esteem. Examples of these are: Junior School Council, House / Vice Captains, Student of the Week, Buddies and Peer Support Programs, House Mates Program, School Performances, Art displays and Sporting Opportunities. Extra-curricular activities such as camps, instrumental programs, incursions, and excursions complement our core curriculum. Each of these offer our children a chance to participate at a level of confidence and interest and provides them with a sense of accomplishment and achievement over time. Parents as partners in education are also highly valued with many parents supporting

programs and school activities.

Student wellbeing is of paramount importance and the school adopts School Wide Positive Behaviours in its approach to Student Engagement, Wellbeing and Behaviour Management. In 2021 Sunbury West became a Resilience, Rights and Respectful Relationships lead school promoting personal strengths, social competency, and emotional literacy. This is further complemented by the school's participation in The Resilience Project.

Wellbeing is further supported via the National Schools Wellbeing Program. Sunbury West currently has a Chaplain on site two days a week to work with individual students, run wellbeing programs and support families. A Mental Health in Schools leader is also employed in a 0.6 capacity and is instrumental in fostering a whole school community approach to wellbeing. Our practices are well documented to ensure understanding and clarity in relation to expectations. Our school values are defined by our commitment 'To Strive', 'To Respect', 'To Belong', and underpin our daily interactions and practices at our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Numeracy continued to be a focus in 2024. The P - 6 Numeracy Continuum focussing on the 6 aspects of Place Value developed in 2023 formed the basis for units of work in 2024. Via scheduled and ongoing professional learning opportunities, teams created a suite of worked examples and high-quality lessons, matched against the learning sequence. These have been trialled by staff and will undergo further evaluation to assess their validity against the curriculum mapping and Numeracy 2.0. Further revision and refinement may be required in the future to ensure that the lessons allow for flexibility and differentiation.

Staff also collaborated to develop an agreed instructional model across the school in Numeracy. This has been documented and shared amongst staff and students to promote a shared language and consistency of practice.

The work in Numeracy was greatly enhanced by whole school participation in Dr Ange Rogers' and Bern Long's professional learning day, 'A Whole School Approach to Place Value'. This served to increase staff content knowledge and deepen understandings of the place value learning sequence and student misconceptions.

An ongoing focus in Literacy was the implementation of structured phonics lessons based on the UFLI model in Years 1 /2. The introduction of Little Learners Love Literacy in Foundation saw an explicit, sequential delivery of lessons in relation to phonics, phonemic awareness and writing in Foundation.

Implementation of LLLL was also supported by P - 6 teacher participation in the six-week LLLL training. The Little Learners program was also used to guide intervention programs as part of the TLI for at risk students in other year levels.

Staff have continued to build capacity in the use of data. They have had opportunities for training in the use of DIBELS data, particularly to target students at risk as part of the TLI initiative.

During semester two, staff began a professional learning journey to revisit planning and the delivery of our integrated curriculum via inquiry learning. This involved an examination of current practice, evaluation of the curriculum and revised mapping of the school's scope and sequence. Staff have also engaged in discussions to explore what inquiry learning looks like and means.

With a focus on enhancing student engagement, and voice and agency in curriculum design, teams have begun to look at essential questions which allow for greater higher order thinking. During semester 2, all teaching staff engaged in professional learning to re-introduce Peer Observations. Strategic professional learning allowed time and opportunity for teachers to acquaint / re-acquaint themselves with the process, establish a common approach, norms and expectations, and gain informal and formal experience. The professional learning was carefully scaffolded to ensure a sense of trust, confidence, and collective purpose. All staff participated, having the opportunity to observe and be observed. Feedback from staff was very positive, highlighting the value of the process to enhance practice.

Teacher judgements in English from 2024 show that 83% of students are at or above age expected standards. This is close to the average for Similar Schools (85%) and slightly below the State average (86%).

In Numeracy, teacher judgements reflect that 90% of students are at or above age expected standards. This is slightly higher than both the Similar Schools and State average of 86%.

NAPLAN results for 2024 were as follows.

Reading

Year 3 - Lower than similar schools and the state.

Year 5 - Slightly lower than similar schools and the state.

Numeracy

Year 3 - Lower than similar schools and the state.

Year 5 - Slightly lower than similar schools and the state.

A highlight has been the significant growth shown by our 2024 Grade 5 students when compared to their Grade 3 results. The results are listed below.

Reading

56% in the top 2 bands (2022) to 71% strong or exceeding (2024).

Writing

26% top 2 bands (2022) to 74% strong or exceeding (2024)

Numeracy

24% top 2 bands (2022) to 67% strong or exceeding (2024)

Wellbeing

A whole school focus saw the implementation of a 'Start Up' program at the beginning of the year in 2024, where all teams unpacked the values, and the SWPBS behaviour matrix and flow chart. Explicit classroom and school-wide expectations were co-created with students and teachers as part of this. Students' contribution to setting norms and expectations played a pivotal role in providing them ownership of the school environment. This process empowered students to not only understand but also actively participate in shaping a culture of respect and responsibility. The children's wellbeing continuum was introduced, providing them with an avenue to identify, share and communicate how they are feeling at different times of the day. This has helped to empower students to develop personal strategies to utilise when they recognise the need. This initial focus has been a positive catalyst for embedding the school values and further reflected our clear understanding that student wellbeing and academic success are interconnected. The introduction of a weekly school goal embedded a whole school approach to the development of a positive school culture. It has supported teachers to foster a positive climate through acknowledging and celebrating positive student behaviour and engaging the wider school

community. This, alongside the deeper embedding of the SWPB matrix and behaviour flowchart strengthened teachers' behaviour management through clear identification of behaviours and scaffolded reporting through Compass. All home / school communications regarding positive and negative behaviours are referenced against the matrix to promote a shared language.

All school staff participated in professional learning sessions to commence building understanding of reasonable adjustments and documentation requirements as the school prepared for the introduction of the Disability Inclusion model in 2025. School leadership commenced reviewing the development of Individual Education Plans (IEPs) against the quality rubric checklist. We focused on IEPs for students in Tier 2 to align with Department policies in accordance with Disability Inclusion. These included targeted adjustments and support strategies, ensuring that interventions are tailored to the specific needs of these students and a collaborative approach between the student, family and school.

The school chaplain worked closely with the MHWL to discuss case management and the need for individualised or group intervention. Programs such as Seasons for Growth and Brave were continued as required. A core aspect of this was the development of personalized wellbeing goals for students, empowering them to set personal and social capabilities goals as part of their involvement in wellbeing programs. This has contributed to a sense of ownership and agency in their wellbeing journeys.

As a result of ongoing efforts to explicitly teach and monitor student wellbeing, the school has seen an increase in positive responses to the AToSS survey. Students' sense of connectedness in years 4-6 has increased by 11.3%, with 83.5% of students showing positive feedback. Similarly, students have reported growth for positive responses in relation to management of bullying (85.4%). The school continues to effectively use and monitor wellbeing concerns on compass, identifying students who need support and creating plans in collaboration with parents, teachers and external resources.

Engagement

The school's data, in relation to student attendance, remains close to the similar schools and state average. The data shows the average number of absence days at 22 with the four year trend at 21.1. The rate per year level ranges between 85%-92%, with data showing that particular cohorts are consistently demonstrating lower attendance. The school's wellbeing team, teachers and leadership continuously monitor students with chronic attendance concerns and are working with parents to support the child's re-engagement back into the school setting. Open communication and a positive approach to school assist with the transition between home and the classroom.

In 2024, the school accessed the pilot Navigator program which provides targeted individual support to re-engage primary school aged students.

Other highlights from the school year

Sunbury West Primary School saw the completion of its capital works project, with only some external civil works remaining in 2024. The school enjoyed an official opening attended by Josh Bull, the local member for Sunbury.

Later in the year, the school community came together for a broader cake cutting ceremony to mark this new era for Sunbury West.

During the year, students again had the opportunity to participate in the Wakakirri Performing Arts Program. This involved the development of a themed story dance, choreographed at the school level, and then performed at the Clock Tower Arts Centre, alongside many other schools across Melbourne. The students enjoyed the experience and were successful in obtaining awards for their performance. Approximately 30 students participated in this program.

We also offered a 7-week Kinect2Dance program. Children across all year levels attended weekly sessions, learning dances which were performed at our Sunbury West On Show community event.

The year culminated in the Year 6 graduation. The students hosted the evening, celebrating their successes and achievements, and reflecting on the highlights of their first 7 years of schooling. This is a long-standing tradition and wonderful community event for families.

Financial performance

Careful planning and budgeting procedures for the school are reviewed annually. The school aims to expend or commit all funds received from the Department or raised by the school 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.

The annual result shows the school is in a sound financial position with a surplus of \$223,970 adjusted to \$131,570 as \$92,400 is School Savings Bonus Funds. The 2024 SRP Reconciliation shows a surplus of \$91,552. The large surplus of funds came from not having an Assistant Principal for 2 terms. The funds will be used to employ a Learning Specialist, keep the 0.6 time fraction of our Mental Health in Schools Leader in 2025 and the school will continue to employ designated Specialist teachers for specialist programs in the areas of Art, Japanese, STEM & PE. In addition, any surplus funds will go towards purchases of additional furniture as our student numbers head towards capacity, and landscaping to compliment the capital works. In 2025 we will introduce new interschool sports uniforms and aim to start a kitchen garden for our students.

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 214 students were enrolled at this school in 2024, 107 female and 107 male.

5 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).

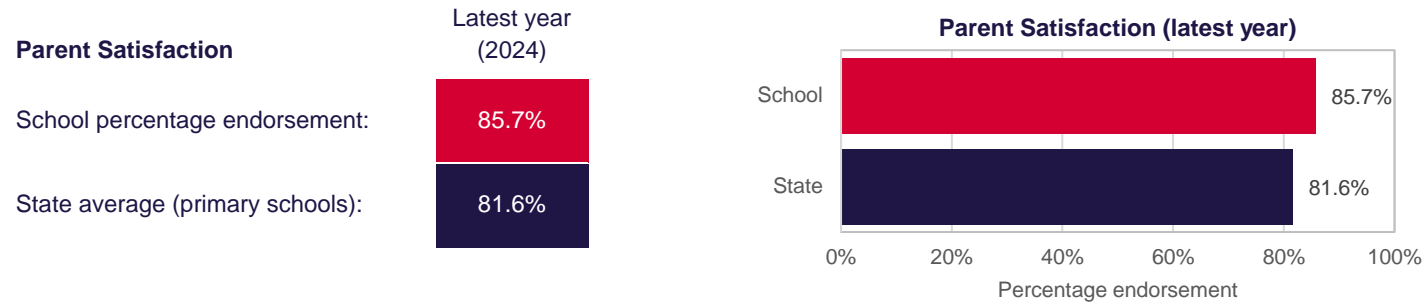
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

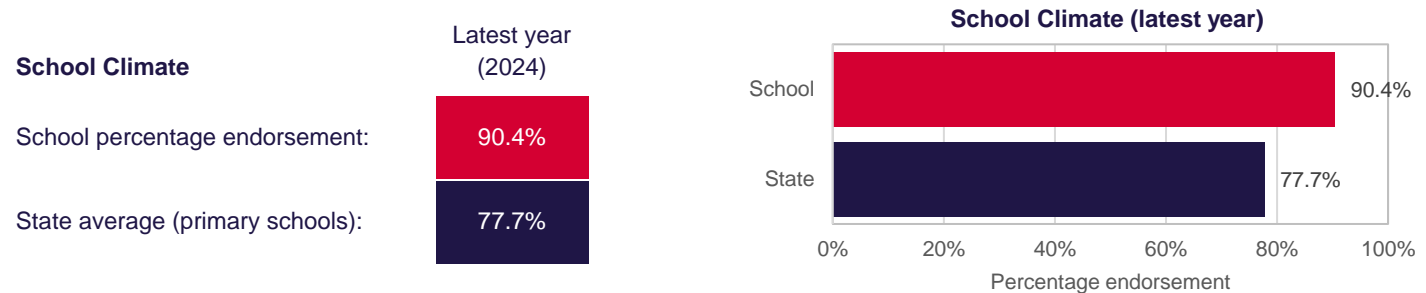


School Staff Survey

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.

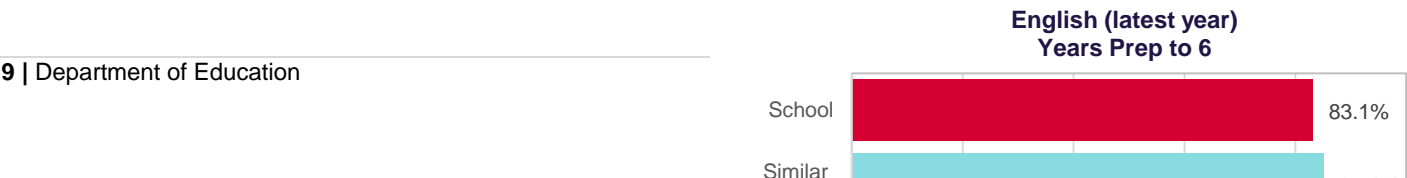


LEARNING

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.*

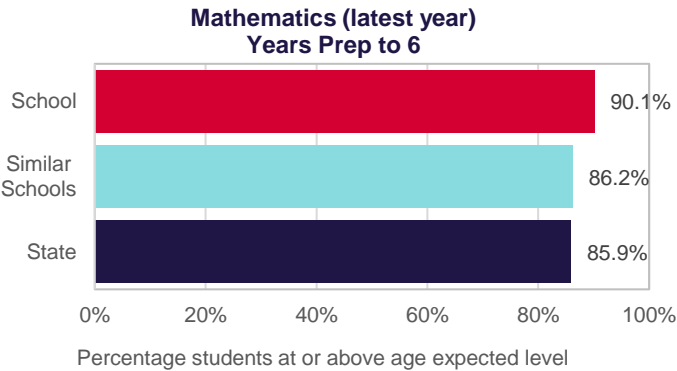
Teacher Judgement of student achievement against the Victorian Curriculum

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



English	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	83.1%
Similar Schools average:	85.1%
State average:	86.4%

Mathematics	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	90.1%
Similar Schools average:	86.2%
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.

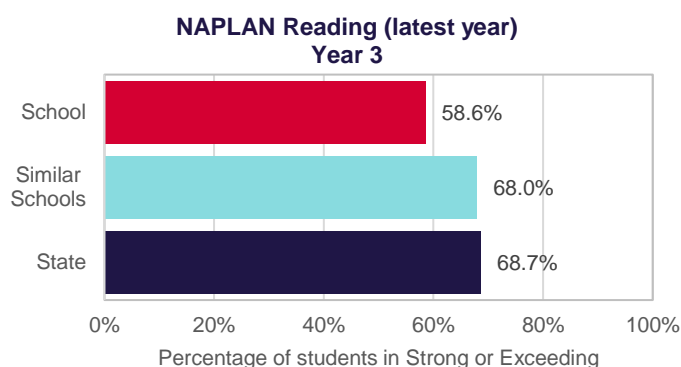
NAPLAN

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.

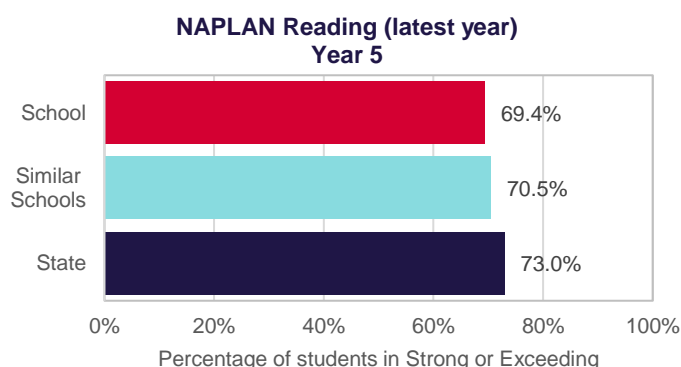
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.6%	61.5%
Similar Schools average:	68.0%	67.1%
State average:	68.7%	69.2%



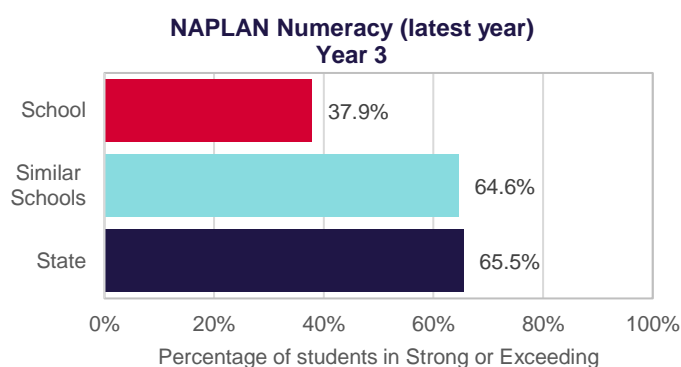
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.4%	71.9%
Similar Schools average:	70.5%	72.3%
State average:	73.0%	75.0%



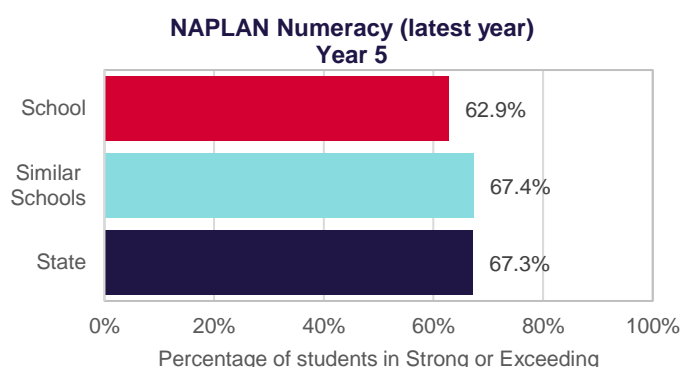
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.9%	46.2%
Similar Schools average:	64.6%	65.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.9%	64.3%
Similar Schools average:	67.4%	64.2%
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:

71.4%

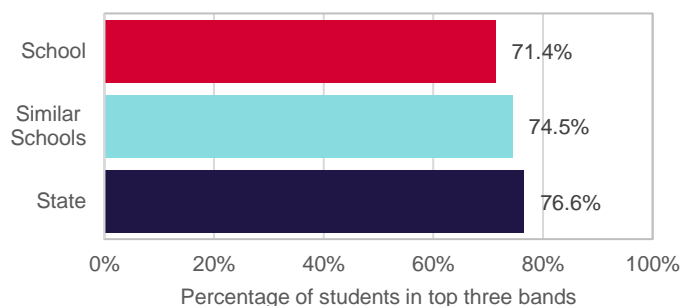
Similar Schools average:

74.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.1%

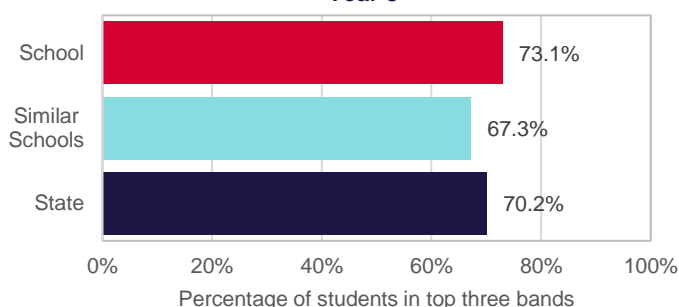
Similar Schools average:

67.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

54.3%

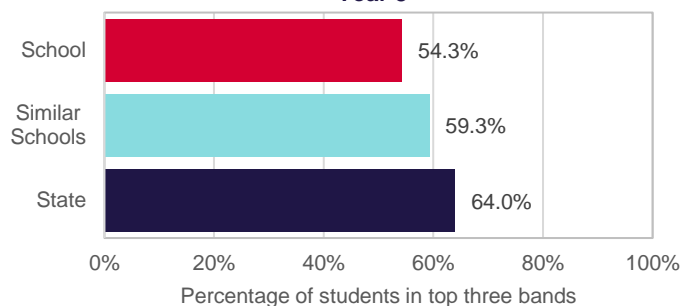
Similar Schools average:

59.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

57.7%

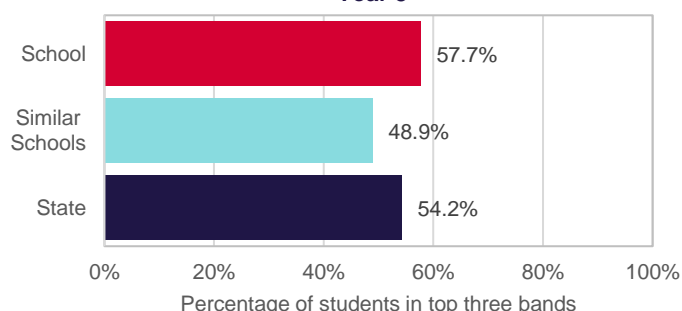
Similar Schools average:

48.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

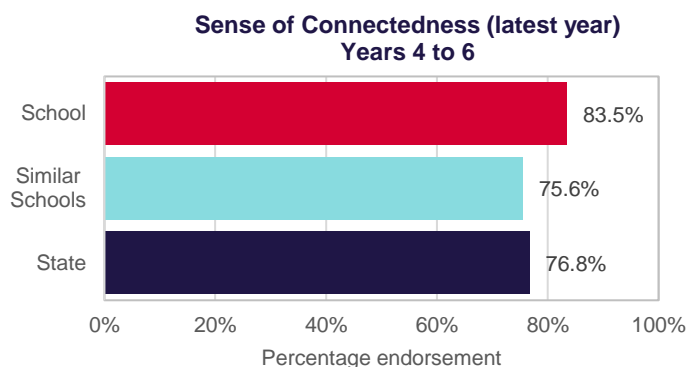
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	83.5%	77.1%
Similar Schools average:	75.6%	77.2%
State average:	76.8%	77.9%

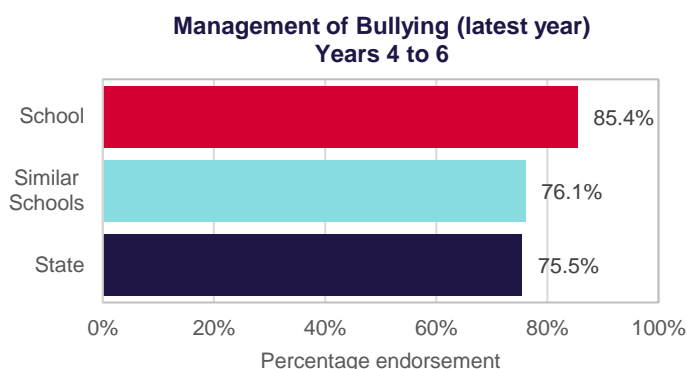


Student Attitudes to School – Management of Bullying

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:	85.4%	78.1%
Similar Schools average:	76.1%	77.2%
State average:	75.5%	76.3%

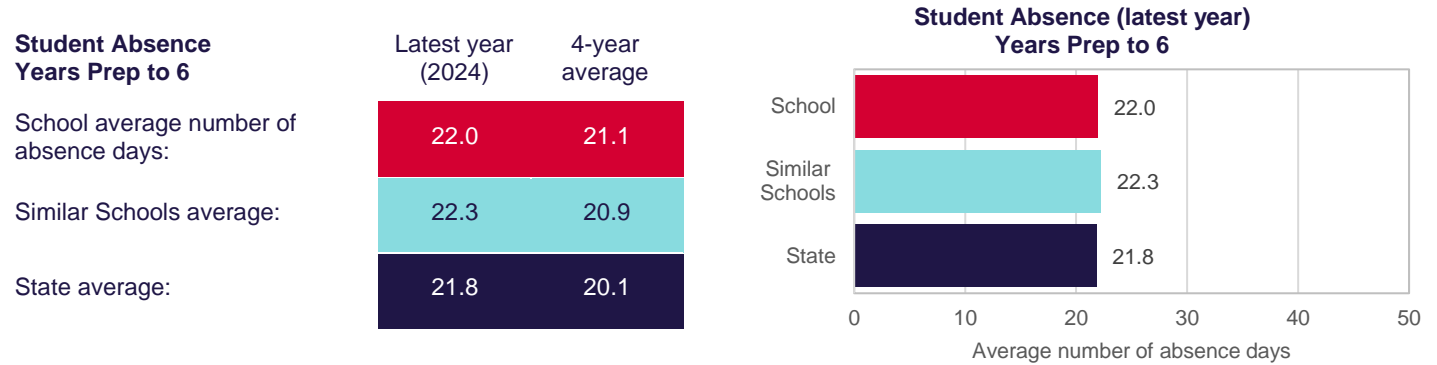


ENGAGEMENT

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

Average Number of Student Absence Days

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



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%	90%	90%	86%	91%	85%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,253,480
Government Provided DET Grants	\$289,234
Government Grants Commonwealth	\$6,417
Government Grants State	\$0
Revenue Other	\$28,540
Locally Raised Funds	\$168,571
Capital Grants	\$0
Total Operating Revenue	\$2,746,243

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,737
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$59,737

Expenditure	Actual
Student Resource Package ²	\$2,175,835
Adjustments	(\$3,178)
Books & Publications	\$0
Camps/Excursions/Activities	\$31,501
Communication Costs	\$6,318
Consumables	\$25,206
Miscellaneous Expense ³	\$8,326
Professional Development	\$12,706
Equipment/Maintenance/Hire	\$39,173
Property Services	\$19,395
Salaries & Allowances ⁴	\$85,412
Support Services	\$48,070
Trading & Fundraising	\$46,344
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,164
Total Operating Expenditure	\$2,522,273
Net Operating Surplus/-Deficit	\$223,970
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 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$621,906
Official Account	\$8,254
Other Accounts	\$6,574
Total Funds Available	\$636,734

Financial Commitments	Actual
Operating Reserve	\$59,465
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$92,400
School Based Programs	\$30,502
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,085
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$222,452

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.