

2024 Annual Report to the School Community

School Name: Foster Primary School (6221)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2025 at 01:48 PM by Daniel Wells (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 01 April 2025 at 01:59 PM by Daniel Wells (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

Foster Primary School is in the rural town of Foster, South Gippsland.

The Foster township is located at the very heart of Prom Country, just two hours Southeast of Melbourne and 30 minutes from the gate of the magnificent Wilsons Promontory National Park. There has been a Primary School in Foster since 1872. The current site, in Pioneer Street, was established in 1965.

Our enrolment for 2024 is 172. The school operated 8 grades. With 15 teaching staff and 9 support staff.

Currently we have 6 Aboriginal or Torres Strait Islander students enrolled at our school and are supported by the local Koorie Engagement Support Officer (KESO) network.

Our school values, based upon a motto of, 'Our Best Always' were developed in consultation with staff, students and families and are: Be Respectful. Be Caring. Be Safe. Be a Learner.

We believe that everyone can learn to learn. Resilience, reciprocity, resourcefulness and reflectiveness are promoted, and we always try our best!

Our school is a Be You school. We build positive relationships and social responsibility in an inclusive, safe and caring environment, using School Wide Positive Behaviours (SWPBS) to support our students in making good choices. We have a strong social and emotional learning program. We foster independence, promote inclusivity and embrace individuality.

We have high expectations of our students. English and Mathematics are central to the curriculum, underpinned by an emphasis on developing adaptable and socially conscious citizens. We offer a rich variety of opportunities and experiences.

Our curriculum and pedagogical practice are based on educational research and evidence. Our school recognises the individuality of student approaches to learning and cognitive styles across all areas of the curriculum both within the classroom and specialist programs. Foster Primary School is committed to developing student abilities and interests and providing learning experiences that cater for individual differences. Sport, Music and individual tuition, Science and Art are popular in the wider school community and students are encouraged to participate.

Participation in government initiatives has raised the profile of student health and wellbeing; and sustainability of the environment. The school developed a Kitchen Garden School in 2007 and this program continues to thrive and flourish in our school with the support of volunteers. Our students are given opportunities to participate in a variety of extra curricula activities and programs such as Camps, Excursions, Incursions and Interschool Sports. Students whose native language is not English are supported by the Victorian School of Languages both remotely and in person.

Staff at our school, work collaboratively with one another through Professional Learning Communities and with staff from other schools in South Gippsland to continually strive to be the best we can be, reaching for excellence in teaching and learning by developing teacher capacity to improve student outcomes.

Student voice, through a wide variety of leadership roles is encouraged and promoted throughout our school. We have a partnership with our local Rotary Group who jointly run Early Act within our school to give students a good grounding in leadership.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Foster Primary School (FPS) Leadership and Professional Learning Communities (PLC) teams focused intentionally on the strategic direction and deployment of resources to create and reflect shared goals and values.

FPS's compelling purpose is to monitor and implement the goals of the School Strategic Plan (SSP) and Annual Implementation Plan (AIP). With the introduction of FISO 2.0, FPS committed to Learning and Wellbeing being authentically intertwined and equally entrenched into the learning landscape at FPS.

Leadership leads teams in formulating Action Plans to ensure collective efficacy and an academic emphasis across the school, as well as analysing whole school data to devise explicit individual, cohort and year level targets. Members of the leadership team also lead the Disability inclusion Process and resourcing.

This has led to a more consistent approach throughout the school in the delivery of lessons, as observed through observational rounds and collegial conversations.

In 2024, our Learning Specialist and Assistant Principal implemented collaboration within PLC and whole school teams in:

- Investigation of maths curriculum (whole school)
- Development of a NAPLAN readiness plan (with support from Education Improvement Leader)
- Development of Statement of Beliefs for Maths at FPS
- Development of Maths planning templates
- Development of a shared understanding of where all planning documents were saved for ease of sharing with staff/casual relief teachers (CRT's)
- Capacity building for staff into the 'Big Ideas' of Maths and the development of a Maths teaching philosophy throughout the whole school

This collaboration resulted in identified whole school weaknesses being addressed through teacher collaboration.

Learning Walks also began to give us a picture of where the school was at with regards to the explicit teaching of Maths. This informed our practice around provided students with consistency and predictability between classes.

- A data base of conversations with staff regarding their teaching and learning goals, areas to build on and teaching reflections.

Focusing on academic emphasis to embed consistent practices and teaching and learning instruction assisted in the ongoing collaboration and co-creation of:

- Whole school Maths Curriculum
- Whole school instructional model
- Consistent data collection

FPS has continued to develop collective efficacy (evident through our staff opinion survey) in PLC's using the Improvement Cycle framework, sharing the belief that we can influence student outcomes and increase achievement for all students.

FPS supports students relative to early intervention in literacy and numeracy through the Tutor Learning Initiative and students relative to extension via the Victorian High Ability Program (VHAP).

The Leadership team were involved in Coaching with Terry Harrington to develop their skills in middle leadership and management. Individual coaching for the Leadership team members was also offered and actions implemented by those involved. This was evident through individual meetings and check-ins between leaders and principal.

Wellbeing

The FPS wellbeing focus is an organised and intentional plan of action, that acknowledges the rights and responsibilities of all staff and students to work and learn within a positive, safe and inclusive learning environment.

The 2024 Wellbeing actions included:

- The continuation and strengthening of the School Wide Positive Behaviour Program (SWPBS) with the natural integration of the Respectful Relationships, Social and Emotional Learning and Zones of Regulation constructs, with the support of our Welfare team. This work was also acknowledged through our school achieving Gold level accreditation for SWPBS.
- Aboriginal Culture and Inclusion Professional Development and action plan
- Marrung Lead trained
- Aboriginal student involvement in Secondary School lead activities including artist workshops
- ADHD professional development for all staff
- Trauma informed professional development
- Harmony Day
- IDAHOBIT (International Day Against Homophobia, Biphobia and Intersex Discrimination and Transphobia) Day
- NAIDOC (National Aboriginals and Islanders Day Observants Committee) Week celebration
- Reconciliation week
- Daily acknowledgement of country and visits from Aboriginal Elders/Aunties and Koorie Education Support Officer

- Disability Inclusion Profile meetings celebrating the success of funding outcomes in support of 5 of our students. This success was noted by the Disability Inclusion area facilitator who asked our Disability Inclusion leader for their time to support a couple of schools across Victoria
- Collaborative partnerships between Allied Health professionals

Staff received targeted Professional Learning focussing student wellbeing, especially within mental health. Students participated in regular lessons of Social and Emotional Learning with classrooms. The Wellbeing program is complemented by daily implementation of strategies and programs that support student mental health wellness and welfare including Breakfast Club. This was supported by data from our staff, student and parent opinion survey.

The FPS Wellbeing focus is in the provision of a culturally safe and inclusive environment for all Aboriginal students and students from culturally and/or linguistically diverse backgrounds. FPS is extremely committed to the Child Safe policies and strategies and to the inclusion, safety and wellbeing of all children in its care.

FPS is strongly committed to supporting students with a disability and/or vulnerable. Student Support Group (SSG) meetings for students funded under the Program for Students with Disabilities (PSD)/ Disability Inclusion Profile and all priority cohort students are conducted each term. FPS has one classroom teacher who dedicated time to work as our Disability Inclusion Leader. The FPS Disability Inclusion Leader provided on site Professional Development for all staff including our Education Support staff to ensure strategies, goals and regular communication is transparent between Allied Health, student, parents/carers and FPS. This was well received by staff.

Regular weekly meetings are held with Education Support staff where information is shared regarding strategies used for different students, new resources, celebrations of successes, sharing strategies to help solve issues etc.

Engagement

The FPS Engagement approach acknowledges the responsibilities of all staff, student body, student leaders and the community, in promoting a welcoming and inclusive school environment. Student voice, agency and leadership continues to develop. This is evidenced with a robust Year 6 leadership process. School Captains, Sports Captains, Leadership Team as well as Maintenance crew and Tech team were all involved in student voice within the selection process. School leaders participated in an interview process with staff. Student initiatives such as a Grade 6 hoodies, School assembly preparation and school activity planning for special days have been some of the projects. FPS has maintained a highly engaged Transition Program across the school, with a strong focus at the start of each year on building a positive learning culture and establishing the climate. Staff are strategically allocated roles throughout the transition sessions, including: Kinder to Foundation, Grade 2-3/4, Grade 4-5/6, Grade 6 to Year 7.

Students in Grade 5 were offered the chance to apply for a position in Early Act; a group working with Rotary providing positions on a committee and involvement in projects for school, local and international levels. This is another opportunity for students to fine tune their leadership skills.

FPS provides opportunities for pre-Foundation students and families to engage with the school including: Prep Information Evening, Transition program in Term 4, Comprehensive information

booklet/packs for Foundation parents.

The Foundation teachers actively engage with our established onsite Kindergarten and other local Kinders to ascertain explicit needs moving into school, to further support students in the early years of education. In addition, the Senior School Team teachers connecting with the neighbouring Secondary colleges to ensure a smooth transition to Year 7.

Staff attended professional development sessions including Trauma Informed practices, ADHD information, Learning Zone development and practices, Improving Numeracy Outcomes with Communities of Practice. Some staff members were trained intensively in Sounds Write with two more trained in 2024. A plan for two more Staff members to be trained in 2025. Meeting time has been dedicated for Staff to reflect on School goals and how we are tracking on our School Review.

Kitchen garden classes run fortnightly for grades 3-6 and are led by leaders in their field. Student commented on how they enjoyed working in the program and the benefits they got from the experience. Many areas of the curriculum were integrated into the program including maths, science and enterprise. There have been strong links with parents and the wider school community through selling of kitchen and garden products at a weekend community market.

Once again, FPS concerts/ class music performances are very popular with the students, staff, parents and the wider school community. Student engagement, motivation, interpersonal skills and speaking and listening were all enhanced through school performances. FPS had implemented the School Wide Positive Behaviour Support program underpinned by the school's values Be Respectful, Be a Learner, Be Safe and Be Caring. The program was an enabler in promoting student engagement, students related to the values and could articulate their meaning.

Students also related to the Zones of Regulation displayed in the classrooms which assisted in them discussing and self-regulating their readiness for learning. Our Wellbeing team ensured connections were made with students, parents and Student Services. Breakfast Club held weekly is a huge hit with students and parents. Foster Primary School values student attendance and implemented strategies to highlight the crucial importance of school attendance. Staff in Wellbeing and classroom teachers contacted parents to check on non-attendance and punctuality and to support families around attendance at school.

Whilst student attendance has improved, there have still been barriers including families taking the opportunity for holidays in school time, rounding off long weekends with extra days, time out for extra sporting events on weekend or unexplained illness. Student attendance remained a barrier for achieving this goal. Our attendance data was 88% in 2024.

Other highlights from the school year

In 2024 FPS focussed on extra-curricular activities designed to foster and promote connectedness to school, to one another and the community. This included:

- Water Safety programs and swimming events
- Athletic Sports
- Winter sports for children in Grades 5/6
- Cross Country events P-6

- Music review of each class at the Secondary College
- Playground excursion for all students P-6 in the local area to develop ideas for a future playground design
- School Camps for the 3 /4 and 5 /6 students
- Sleepover for Grade 2 students
- Special events planned by the Parents and Friends group including a Colour Fun afternoon.
- Special days celebrated and community members invited to attend i.e. Harmony Day / Sorry Day / IDAHOBIT (see above for full description).
- Community involvement through Rotary Club developing an Early Act Club committed to school, local and international projects. Raffles were held to support a charity and a car track developed in the Junior school playground.
- The Kitchen Garden program is wonderfully supported by volunteer parent and students selling garden produce / kitchen products in a weekend community market.

Financial performance

In 2024 our school reconciled a credit deficit of \$33,089. At the end of 2024, we were waiting on some back-dated funding for Term 4 in regard to students supported through the Disability Inclusion program which will help off-set the deficit. Our school continues to prioritise high-quality learning opportunities for students through the resourcing of experienced teaching staff. We also had a learning specialist and assistant principal out of the classroom two days a week. Our wellbeing coordinator was out of the classroom three days a week, providing support for teacher, students, and families. Our school budget will be carefully managed after this year.

For more detailed information regarding our school please visit our website at <https://fosterps.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 169 students were enrolled at this school in 2024, 95 female and 74 male.

9 percent of students had English as an additional language and 4 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.

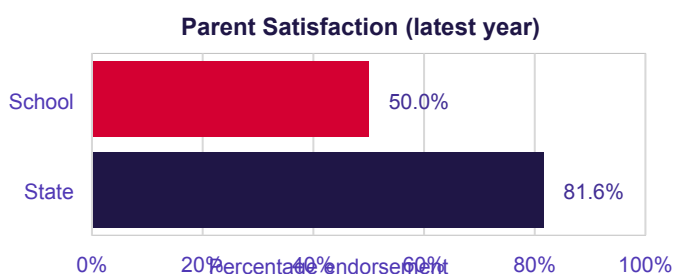
This school's SFOE band value is: **Low - Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	50.0%
State average (primary schools):	81.6%



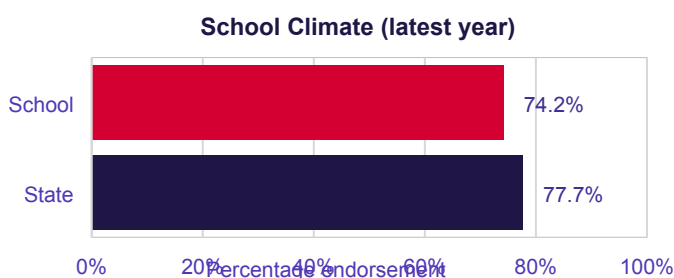
School Staff Survey

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:	74.2%
State average (primary schools):	77.7%



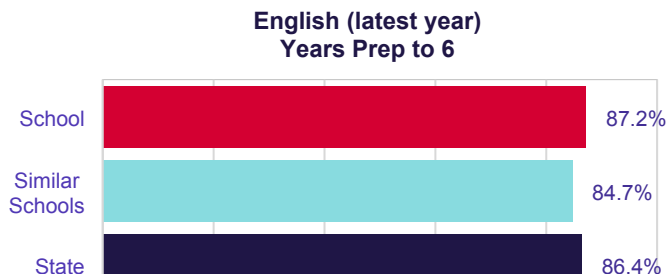
LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
-------------------------	--------------------



School percentage of students at or above age expected standards:

87.2%

Similar Schools average:

84.7%

State average:

86.4%

**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above age expected standards:

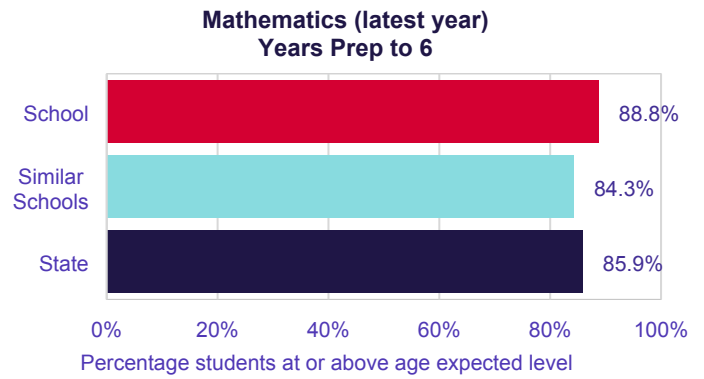
88.8%

Similar Schools average:

84.3%

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.

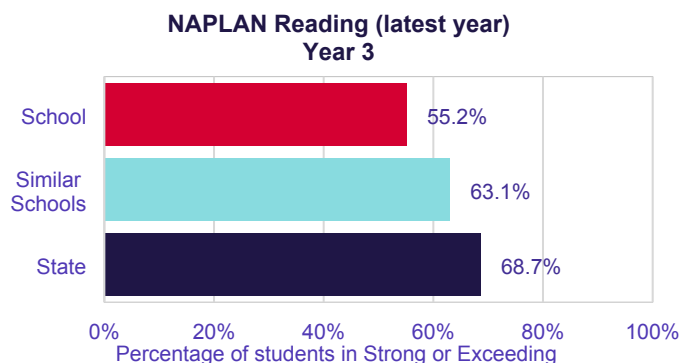
NAPLAN

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.

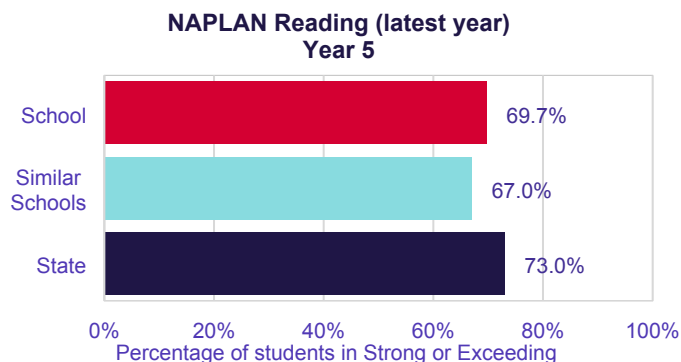
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.2%	57.4%
Similar Schools average:	63.1%	63.7%
State average:	68.7%	69.2%



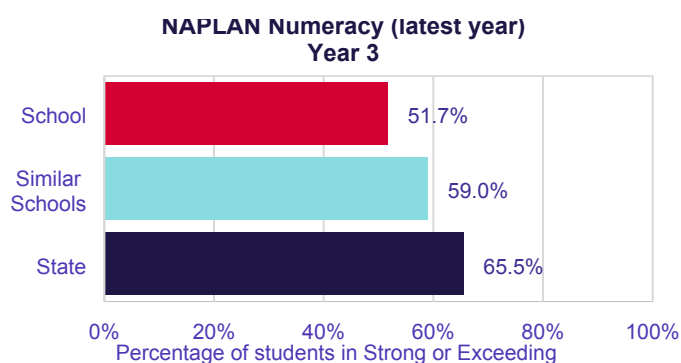
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	76.4%
Similar Schools average:	67.0%	70.6%
State average:	73.0%	75.0%



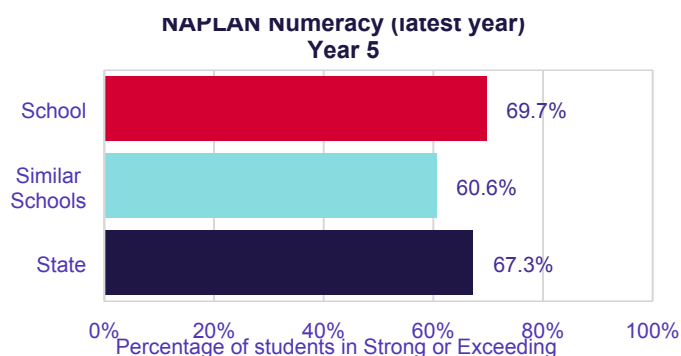
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.7%	49.2%
Similar Schools average:	59.0%	61.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	67.3%
Similar Schools average:	60.6%	61.3%
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:

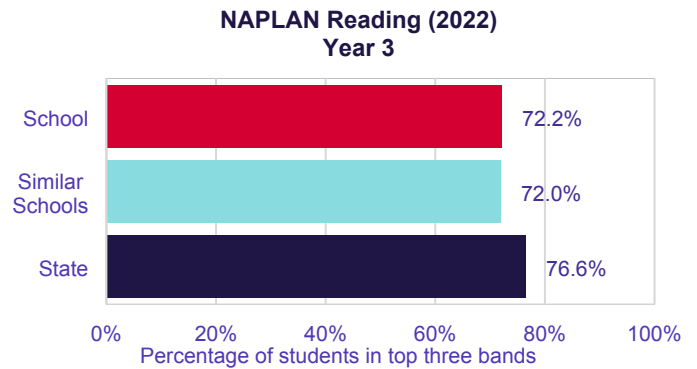
72.2%

Similar Schools average:

72.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

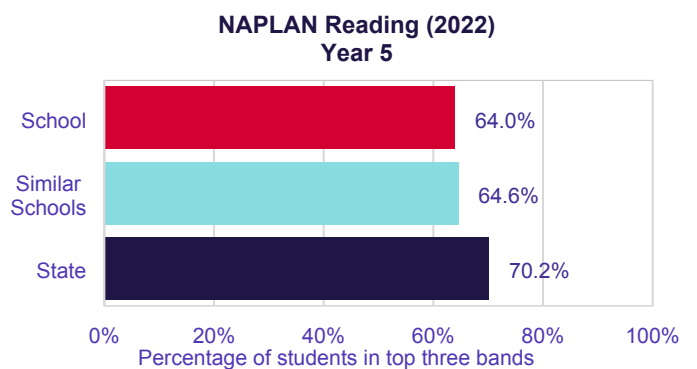
64.0%

Similar Schools average:

64.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

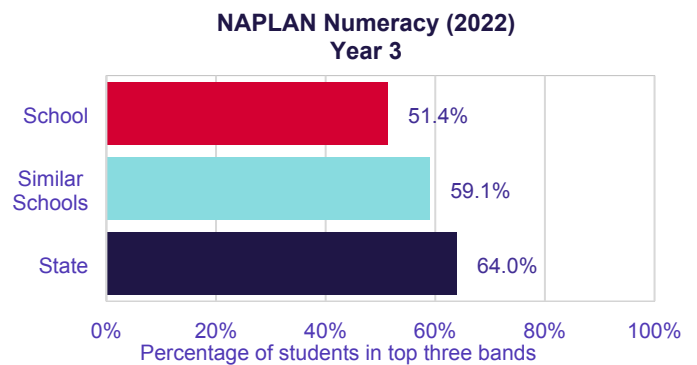
51.4%

Similar Schools average:

59.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

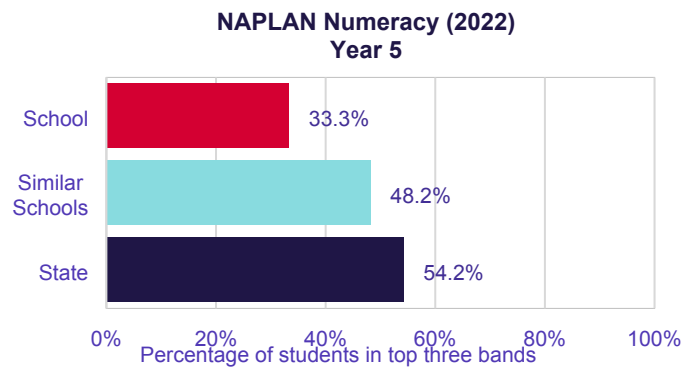
33.3%

Similar Schools average:

48.2%

State average:

54.2%



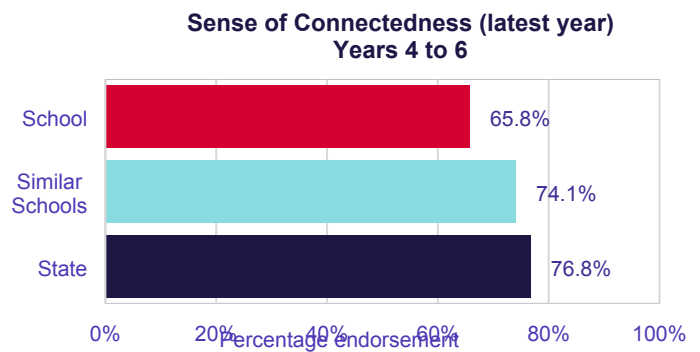
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

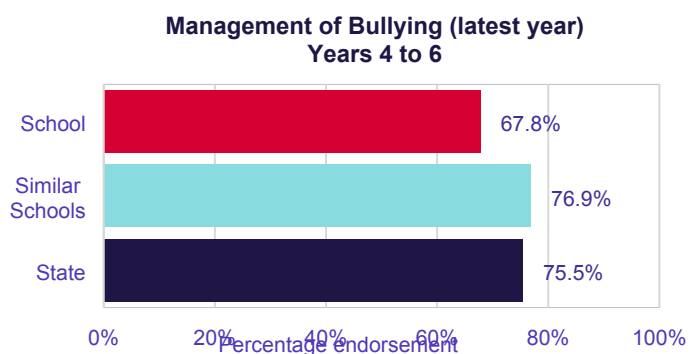
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	65.8%	67.9%
Similar Schools average:	74.1%	76.4%
State average:	76.8%	77.9%



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:	67.8%	69.5%
Similar Schools average:	76.9%	78.3%
State average:	75.5%	76.3%



ENGAGEMENT

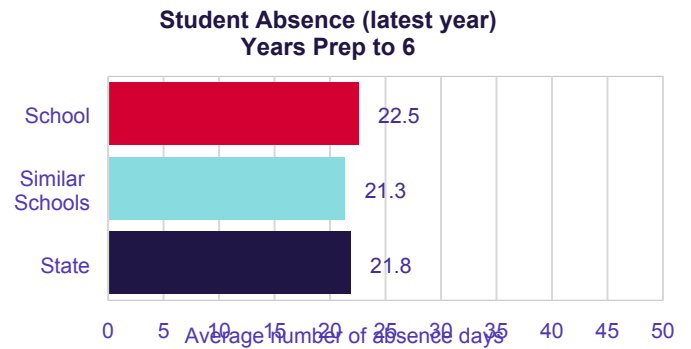
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	22.5	22.0
Similar Schools average:	21.3	20.0
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	91%	88%	89%	89%	87%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,951,531
Government Provided DET Grants	\$300,841
Government Grants Commonwealth	\$6,900
Government Grants State	\$4,153
Revenue Other	\$20,248
Locally Raised Funds	\$111,142
Capital Grants	\$0
Total Operating Revenue	\$2,394,816

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,119
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,119

Expenditure	Actual
Student Resource Package ²	\$2,004,538
Adjustments	\$0
Books & Publications	\$319
Camps/Excursions/Activities	\$52,452
Communication Costs	\$4,168
Consumables	\$23,400
Miscellaneous Expense ³	\$23,843
Professional Development	\$6,308
Equipment/Maintenance/Hire	\$57,926
Property Services	\$112,141
Salaries & Allowances ⁴	\$176,432
Support Services	\$1,780
Trading & Fundraising	\$20,208
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,823
Total Operating Expenditure	\$2,505,337
Net Operating Surplus/-Deficit	(\$110,521)
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 17 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	\$56,969
Official Account	\$8,379
Other Accounts	\$3,486
Total Funds Available	\$68,834

Financial Commitments	Actual
Operating Reserve	\$83,711
Other Recurrent Expenditure	\$0
Provision Accounts	\$363
Funds Received in Advance	\$0
School Based Programs	\$19,004
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,184
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$309
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$121,572

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.