

# 2024 Annual Report to the School Community

School Name: Hampton Park Primary School (4062)



- 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 01 April 2025 at 04:39 PM by Sharne Winstone (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 14 April 2025 at 12:50 PM by Sharne Winstone (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Hampton Park Primary School is a vibrant and inclusive learning community that empowers students to become lifelong learners who contribute to and thrive in a connected world. Our vision is to create a sense of belonging where every child feels valued and motivated to succeed. We foster respect, responsibility, and resilience, equipping our students with the skills and values needed to navigate the future with confidence.

With an enrolment of approximately 425 students, our school is structured to optimise learning. We run three classes per year level, maintaining an average class size of 21 students. Our dedicated team consists of a Principal, an Assistant Principal, three Learning Specialists, 2 Leading Teachers, a Business Manager, 23 classroom teachers (17 full-time, 6 part-time), 6 specialist teachers, 2 Tutor Learning Initiative (TLI) teachers, and 30 education support staff, including a Community Hub Leader and a Multicultural Education Aide. To support personalised learning, we prioritise additional education support staff in classrooms, ensuring students receive tailored assistance to meet their needs.

Our well-equipped campus features three main buildings housing classrooms alongside purpose-built spaces for Art, Science, and Digital Technologies. Our Community Hub is a vital resource, connecting families with essential services, playgroups, and adult learning programs, strengthening our ties with the broader community.

Located in Melbourne's southeast, Hampton Park is part of the City of Casey, about 36 km from the CBD. Its proximity to the South Gippsland Highway and Monash Freeway provides excellent access to the city and surrounding areas. Nestled within a dynamic growth corridor, our suburb is enriched by its mix of residential, commercial, and green spaces, offering a strong sense of community.

Cultural diversity is at the heart of Hampton Park Primary School. With 64.3% of our students speaking a language other than English at home, we celebrate the many cultural identities that shape our school. While 179 of these students were born in Australia, they continue to honour their linguistic and cultural heritage. Our students represent backgrounds from Afghanistan, New Zealand, Samoa, India, Cambodia, Pakistan, the Philippines, Sri Lanka, and Vietnam. This rich diversity is evident in our celebrations, particularly on Harmony Day, when our school comes alive with colour, music, and cultural pride. We embrace inclusivity, respect, and friendship, ensuring that every student feels a sense of belonging.

Hampton Park Primary School is a place where students grow, explore, and succeed in a supportive and connected community. Together, we build a future where all learners can thrive.

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

### Learning

At Hampton Park Primary School, our focus on evidence-based teaching and targeted interventions has driven positive learning growth across the school. With 14 learning targets guiding our *School Strategic Plan*, our 2024 NAPLAN results showed an average growth of 9% from 2023, with the most significant gains in Grade 5 Numeracy, particularly among our EAL and equity-funded students.

Key to this success has been our focused Professional Learning Plan, with literacy as a priority. Much of our professional learning and PLTs have centred on the *English Big 8+1* framework, deepening teachers' understanding of high-impact literacy strategies. This structured approach has strengthened instructional practices, ensuring consistency in evidence-based reading and writing instruction across the school. Additionally, professional learning in mathematics has focused on strengthening teachers' curriculum knowledge and deepening their understanding of core mathematical concepts to improve student numeracy outcomes.

Collaborative planning has been instrumental in this progress. Teachers work in PLTs to analyse relevant student data, identify learning needs, and plan targeted instruction that responds to student progress. This data-driven approach ensures that interventions are precise and effective, particularly for our EAL and equity-funded students.

Targeted interventions have played a crucial role, embedding structured literacy approaches and explicit numeracy instruction to provide additional support where it is most needed. Learning specialists and intervention teams have worked closely with teachers to differentiate learning, ensuring all students experience success. Withdrawal interventions for literacy and numeracy have included small group and paired instruction, further supporting student growth.

Our investment in data-driven decision-making has empowered teachers to use formative assessments effectively, identify student needs early, and adjust instruction accordingly. This responsive approach has contributed to stronger student engagement and improved learning outcomes across the school.

Our progress reflects the collective efforts of staff, students, and families in fostering a learning environment where every child can achieve growth and success.

### Wellbeing

At Hampton Park Primary School, our focus on student wellbeing has been strengthened through the establishment of a Wellbeing Hub, supported by leadership and a dedicated Disability and Inclusion ES staff member. This space has become a central point for student support, fostering a proactive approach to wellbeing and ensuring timely interventions. The addition of a school psychologist and speech pathologist has further enhanced our capacity to provide targeted support for students with diverse needs.

As part of our commitment to inclusive education, we began the Disability and Inclusion process (DIP) for identified students, successfully completing a practice DIP and securing our first approved DIP application. This milestone marks a significant step in ensuring that students requiring additional support have access to the resources and adjustments needed for success.

A key priority this year was redefining and relaunching our school values, ensuring a consistent and positive approach to student behaviour and engagement. The introduction of Building Communities reinforced these expectations, with explicit teaching embedded across the school to support student understanding and application.

Recognising the importance of social-emotional learning (SEL), we conducted an audit of our SEL program to ensure it reflects the latest research and aligns with the evolving needs of our school community. This review has informed our approach to fostering student resilience, emotional regulation, and positive relationships.

Our wellbeing efforts are reflected in our Attitudes to School data, with a 5% overall increase from 2023 to 2024. Notably, our four-year average for managing bullying remains at 86%, sitting 8.5% above similar schools. This reinforces the impact of our Wellbeing Hub, inclusive practices, and proactive processes in creating a safe and supportive learning environment.

## Engagement

Hampton Park Primary School continues to foster a strong sense of connectedness and engagement within our school community. In 2024, our *Attitudes to School* survey results showed a *sense of connectedness* positive endorsement of 84.5% and 4-year average 6% higher than the state average, further strengthening our position above similar schools and the state average. Parent satisfaction also remained high, reflecting the positive relationships between families, students, and staff.

Student engagement initiatives continued to thrive, with cross-age activities playing a key role in fostering leadership and inclusion. Our buddy program ensured that younger students felt welcomed and supported, while lunchtime clubs expanded to offer even more opportunities for students to connect across year levels. Chess remained a highly popular extracurricular activity, with strong participation in both intra- and interschool competitions, including representation at the state finals.

Ensuring equitable access to learning opportunities remained a priority, with the school funding excursions and incursions for all students. Year 6 students again benefited from a fully funded camp, and each year level participated in free excursions and learning experiences each term. These initiatives helped ensure that no student missed out due to financial barriers.

Our Community Hub continued to strengthen connections between families and the broader community, offering programs in English language, social groups, and digital literacy. The *Little Owls* playgroup remained a key support for families, with over 20 families attending each week. Playgroup sessions featured visits from local kindergartens, Monash Health, and City of Casey Maternal Health Services, further ensuring that families could access vital early childhood resources. Our Masterclass group of year 5 students supported the Hub by planning, shopping for and making food hampers.

Student attendance remained a key focus, with the Wellbeing Team continuing to lead efforts in promoting regular attendance. While the *average attendance rate* remained at 88%, and the percentage of students with 30+ days of absence held steady at 24%, the school maintained its

proactive approach to improving attendance. Daily follow-ups by administration staff ensured families were contacted regarding absences, while a continued emphasis on attendance awareness and celebration helped reinforce its importance. Extended overseas travel remained a factor in absence rates, with families taking extended leave for family visits abroad.

## Other highlights from the school year

At Hampton Park Primary School, our year was filled with events that brought our community together, celebrated achievements, and enriched student learning. Regular assemblies and termly Gold Assemblies recognised student efforts, while special events like Art show, Harmony Day, NAIDOC Week, and Book Week fostered inclusion and creativity. Families joined us for Easter, Mother's and Father's Day picnics, and our Christmas and school concerts, strengthening connections between home and school.

Our transition programs both Kindergarden to Foundation as well as Grade 6 to Year 7 ensured smooth entry into school life. Foundation afternoons and reduced days supporting our youngest learners and transition sessions and increased connections with local secondary schools helped ease the big leap. Meanwhile, Grade 6 students marked their final year with graduation, the Final Lap, and leadership excursions. Camps, beach days, and sporting events encouraged teamwork and resilience, with students competing in interschool sports, athletics, and even chess tournaments.

Through our Community Hub, families accessed playgroups, English classes, and support services, reinforcing our commitment to engagement beyond the classroom. Information sessions, Foundation parent transition session and Student-Parent-Teacher Meetings ensured open communication.

Each event and initiative reflected our school's values of Respect, Responsibility, and Resilience, creating an environment where students could grow, celebrate, and thrive together.

## Financial performance

Hampton Park Primary School is in a healthy financial position. A major project for 2024 was the purchase of a new double relocatable classroom through the Victorian School Building Authority (VSBA), which supported us in keeping class sizes low. The final cost of this project came under budget (final cost \$381,513 from a budgeted amount of \$480,000), leading to the opportunity to perform some additional school upgrades in 2025 with the money carried over.

Following on from an SRP surplus in 2023, the school invested strongly in staffing in 2024 to boost educational programs. This included an additional classroom teacher to reduce class sizes and an additional specialist teacher to provide classroom teachers with an extra session each week dedicated to structured professional learning. The school employed a psychologist to support students, families and our wellbeing team. Equity funds were also used to continue to employ an additional Student Wellbeing Teacher and Speech Therapist to support student wellbeing and engagement for our new families, as well as to provide enriched learning opportunities for all students, including camps, excursions and incursions for students in all year



levels, at no cost to families. Equity funding was also used to support the running of Oral Language and Literacy Programs to provide targeted intervention.

The school continued to receive funding of approximately \$46,000 from Community Hubs Australia to run the Community Hub within the school. The grant covers some of the cost of salaries and consumables as well as resources to support implementation, including English language class funding and child minding. School funds were spent as part of the Planned Maintenance Program as set out by DET and the VSBA, ensuring our school facilities are in well maintained condition. The school continued to utilise the DET Outside of School Hours Establishment Grant to support our OSCH provision. At the end of 2024 we had a surplus cash position.

For more detailed information regarding our school please visit our website at <https://www.hpps.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 428 students were enrolled at this school in 2024, 218 female and 210 male.

61 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).

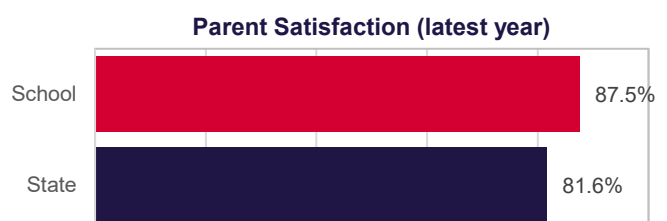
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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





|                                  | Latest year<br>(2024) |
|----------------------------------|-----------------------|
| <b>Parent Satisfaction</b>       |                       |
| School percentage endorsement:   | 87.5%                 |
| State average (primary schools): | 81.6%                 |

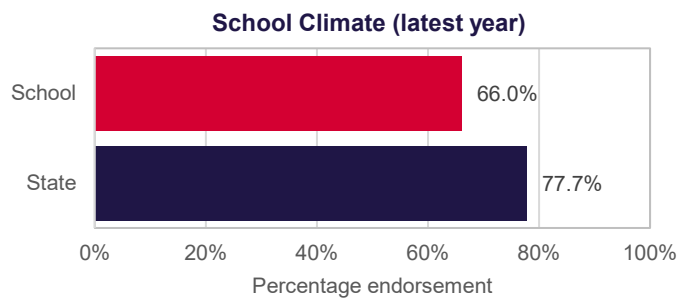
### School Staff Survey

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.

|                                  | Latest year<br>(2024) |
|----------------------------------|-----------------------|
| <b>School Climate</b>            |                       |
| School percentage endorsement:   | 66.0%                 |
| State average (primary schools): | 77.7%                 |



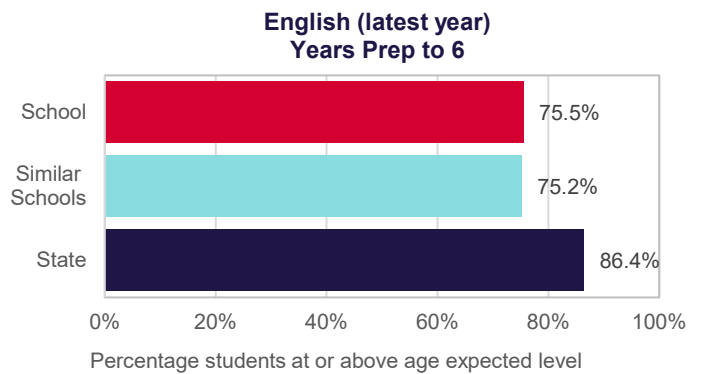
## LEARNING

**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.*

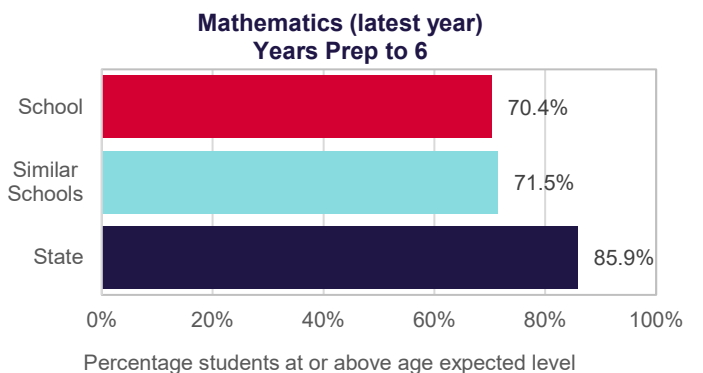
### Teacher Judgement of student achievement against the Victorian Curriculum

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

|   | Latest year<br>(2024) |
|---|-----------------------|
| <b>English Years Prep to 6</b>                                    |                       |
| School percentage of students at or above age expected standards: | 75.5%                 |
| Similar Schools average:  | 75.2%                 |
| State average:  | 86.4%                 |



|   | Latest year<br>(2024) |
|---|-----------------------|
| <b>Mathematics Years Prep to 6</b>                                |                       |
| School percentage of students at or above age expected standards: | 70.4%                 |
| Similar Schools average:  | 71.5%                 |
| 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.

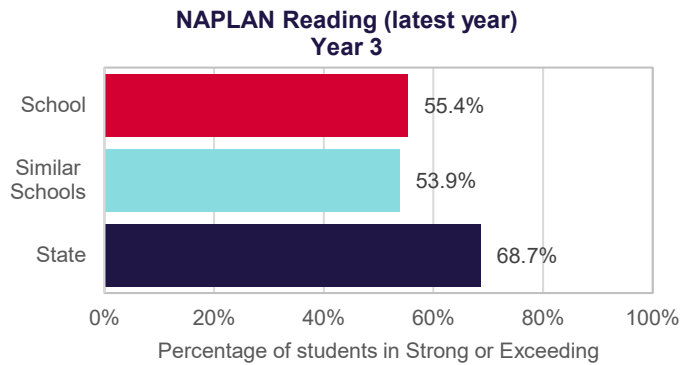
**NAPLAN**

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.

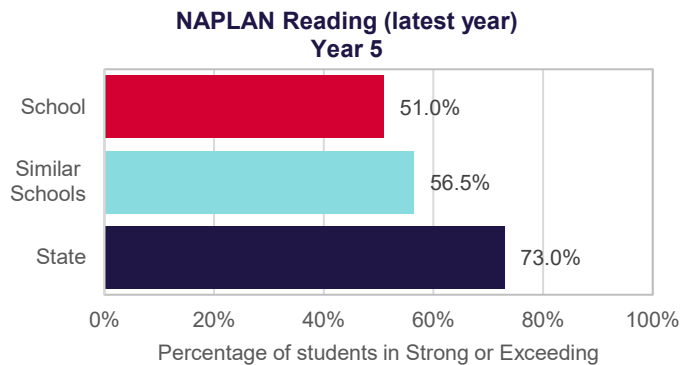
**Reading  
Year 3**

|   | Latest year<br>(2024) | 2-year<br>average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 55.4%                 | 52.2%             |
| Similar Schools average:                              | 53.9%                 | 52.5%             |
| State average:  | 68.7%                 | 69.2%             |



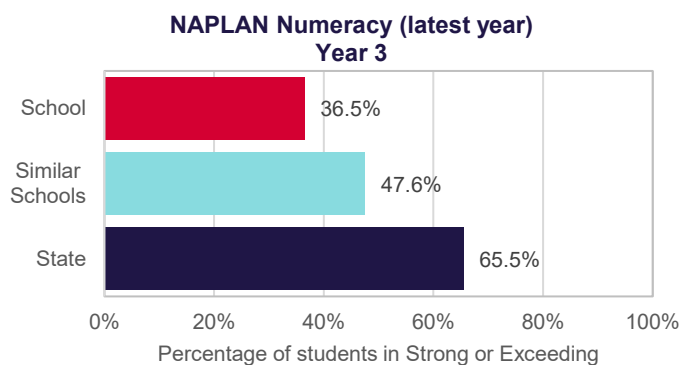
**Reading  
Year 5**

|   | Latest year<br>(2024) | 2-year<br>average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 51.0%                 | 54.1%             |
| Similar Schools average:                              | 56.5%                 | 59.5%             |
| State average:  | 73.0%                 | 75.0%             |



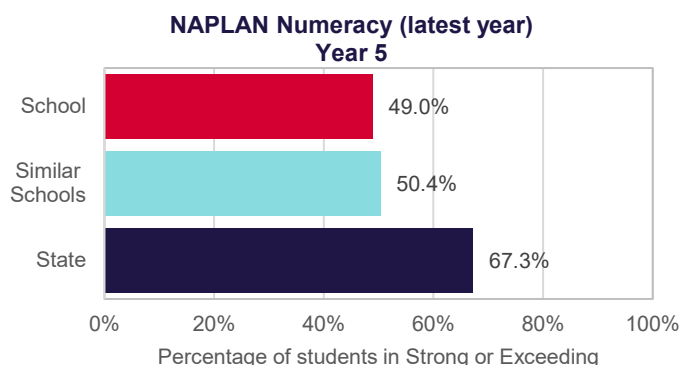
**Numeracy  
Year 3**

|   | Latest year<br>(2024) | 2-year<br>average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 36.5%                 | 36.2%             |
| Similar Schools average:                              | 47.6%                 | 46.5%             |
| State average:  | 65.5%                 | 66.4%             |



**Numeracy  
Year 5**

|   | Latest year<br>(2024) | 2-year<br>average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 49.0%                 | 40.4%             |
| Similar Schools average:                              | 50.4%                 | 51.0%             |
| 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:

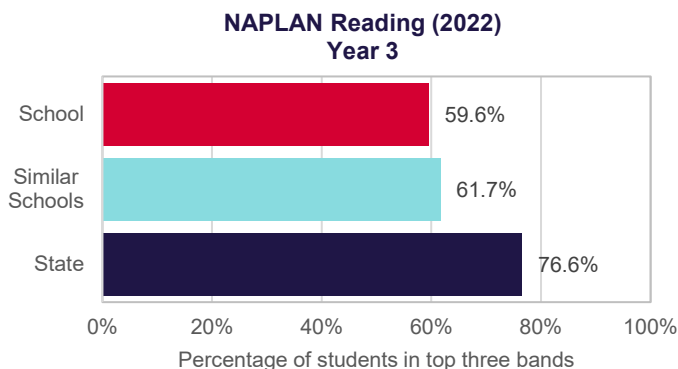
59.6%

Similar Schools average:

61.7%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

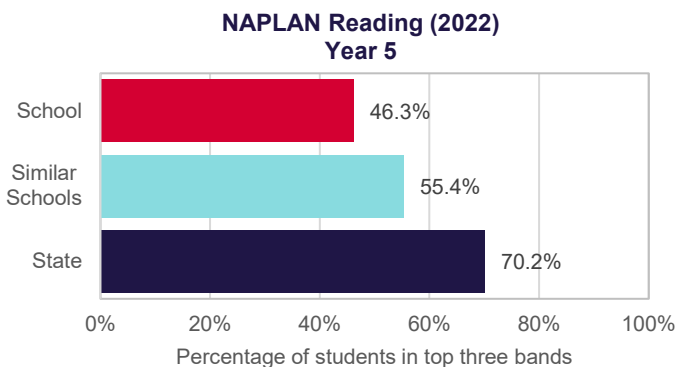
46.3%

Similar Schools average:

55.4%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

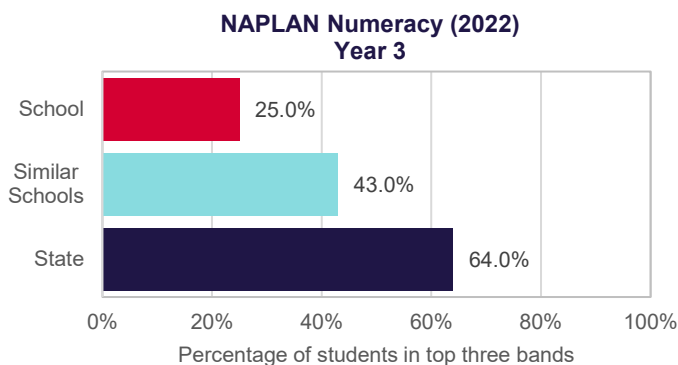
25.0%

Similar Schools average:

43.0%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

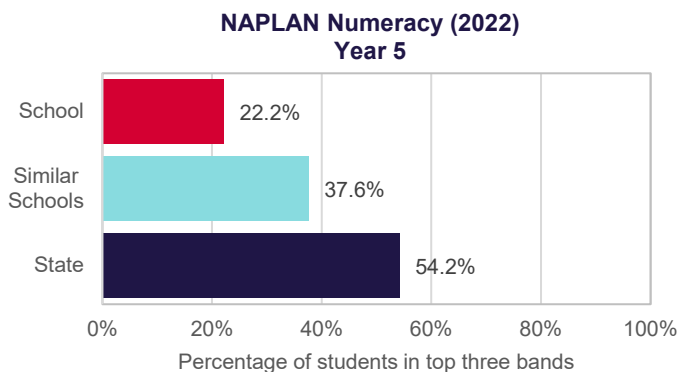
22.2%

Similar Schools average:

37.6%

State average:

54.2%



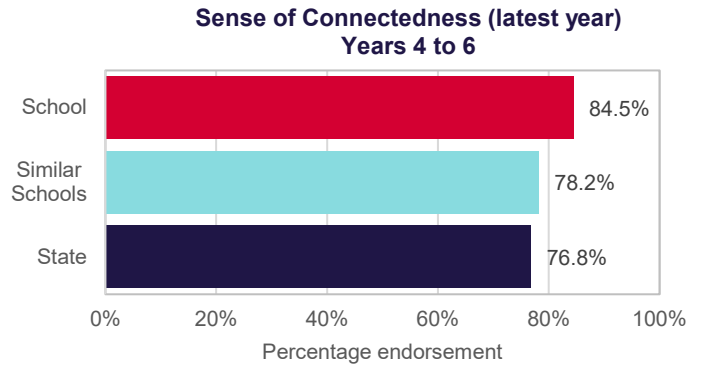
**WELLBEING**

**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).

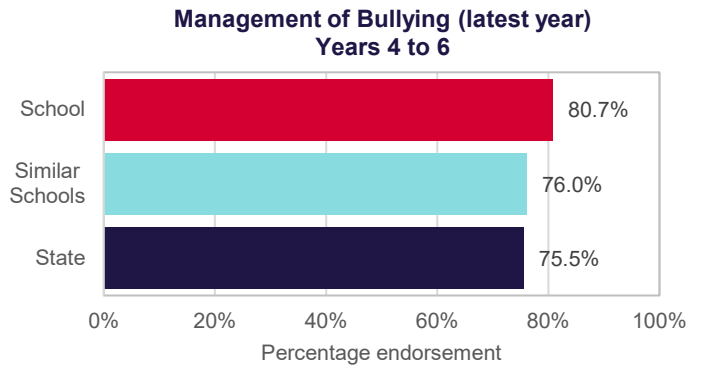
| Sense of Connectedness Years 4 to 6 | Latest year (2024) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percentage endorsement:      | 84.5%              | 86.4%          |
| Similar Schools average:            | 78.2%              | 80.2%          |
| 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:      | 80.7%              | 86.0%          |
| Similar Schools average:            | 76.0%              | 77.5%          |
| State average:                      | 75.5%              | 76.3%          |



## ENGAGEMENT

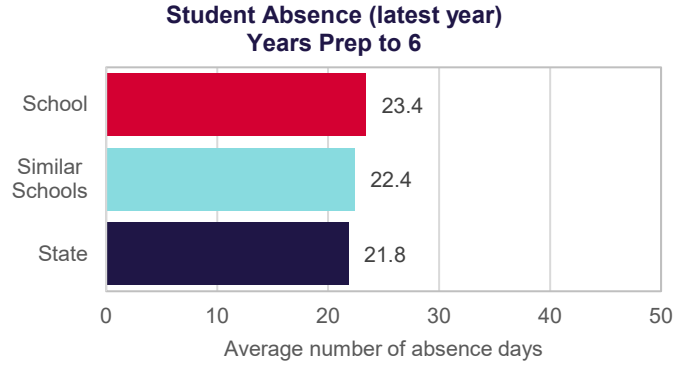
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 23.4               | 22.7           |
| Similar Schools average:               | 22.4               | 22.3           |
| 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): | 87%  | 89%    | 87%    | 88%    | 88%    | 89%    | 90%    |



# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$6,040,132        |
| Government Provided DET Grants | \$949,833          |
| Government Grants Commonwealth | \$47,370           |
| Government Grants State        | \$10,000           |
| Revenue Other                  | \$91,113           |
| Locally Raised Funds           | \$69,762           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$7,208,211</b> |

| Equity <sup>1</sup>                                 | Actual             |
|---|--------------------|
| Equity (Social Disadvantage)                        | \$1,050,933        |
| Equity (Catch Up)                                   | \$0                |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0                |
| <b>Equity Total</b>                                 | <b>\$1,050,933</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$6,060,763        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$37,630           |
| Camps/Excursions/Activities           | \$132,092          |
| Communication Costs                   | \$5,978            |
| Consumables                           | \$102,399          |
| Miscellaneous Expense <sup>3</sup>    | \$13,805           |
| Professional Development              | \$19,350           |
| Equipment/Maintenance/Hire            | \$141,212          |
| Property Services                     | \$83,065           |
| Salaries & Allowances <sup>4</sup>    | \$151,066          |
| Support Services                      | \$329,568          |
| Trading & Fundraising                 | \$2,880            |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$44,630           |
| <b>Total Operating Expenditure</b>    | <b>\$7,124,435</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$83,776</b>    |
| <b>Asset Acquisitions</b>             | <b>\$387,601</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 | \$1,453,742        |
| Official Account              | \$60,308           |
| Other Accounts                | \$0                |
| <b>Total Funds Available</b>  | <b>\$1,514,049</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$178,369          |
| Other Recurrent Expenditure                 | \$2,938            |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$243,586          |
| School Based Programs                       | \$0                |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$0                |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$111,200          |
| Capital - Buildings/Grounds < 12 months     | \$50,000           |
| Maintenance - Buildings/Grounds < 12 months | \$489,700          |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$1,075,793</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.*

