

2024 Annual Report to the School Community

School Name: Wimba Primary School (5604)



- 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 24 February 2025 at 12:30 PM by Paul Schwartz (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 24 February 2025 at 12:30 PM by Paul Schwartz (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

Located in the thriving suburb of Tarneit, Wimba Primary School is a vibrant and dynamic learning community. Established in 2024, our school serves families within our designated catchment zone in the high-growth Wyndham area, west of Melbourne. We proudly opened our doors with 176 students and ended our foundation year with 224 enthusiastic learners. Our diverse student body includes 87% from language backgrounds other than English, 2% Aboriginal and Torres Strait Islander students, and 2% international students. Based on the Student Family Occupation and Education index, our school community reflects a low-to-medium socio-economic profile.

Our Dedicated Team

At Wimba Primary School, our passionate educators and staff are committed to fostering a love for learning in every student. Our leadership team includes a Principal and two Assistant Principals, specializing in Teaching & Learning and Health & Wellbeing. With 16 full-time equivalent teachers, our staff work tirelessly to support students' academic, social, and emotional development.

Our dedicated Integration Aides ensure all students receive the support they need to thrive in an inclusive learning environment. Behind the scenes, our Business Manager and Office Administrator play a vital role in keeping our school running smoothly, ensuring a safe and efficient learning space for all.

Our Vision and Values

At Wimba Primary School, our vision is to create a **connected, inspiring, and supportive learning community** where children reach their full potential and develop into **confident, contributing citizens**. We achieve this through **high-quality, research-informed teaching and learning**, guided by our core values: **Integrity, Happiness, Community, and Excellence**.

Learning at Wimba

In our first year, we operated 13 grades, carefully structured to maintain small class sizes despite our growing enrolments. Our classrooms included a mix of straight and composite classes, ensuring a well-balanced and engaging learning experience. Our curriculum is designed to meet the needs of every student, with a strong focus on literacy, mathematics, humanities, and health & wellbeing. In addition, students enjoy specialist programs in **Physical Education, STEM, and Visual Arts**, fostering a well-rounded education.

Strong Partnerships with Families

We believe that **strong home-school partnerships** are key to student success. Our **Parent-Teacher Conversations**, held twice a year, provide valuable opportunities for families to discuss their child's progress. Additionally, we host **information sessions, open classrooms, and parent forums** to encourage continuous communication and collaboration. Our **School Council** plays an essential role in shaping our school's future, ensuring we remain a strong and thriving community.

State-of-the-Art Facilities

Wimba Primary School boasts **modern facilities** designed to enhance student learning and wellbeing. Our school features **spacious classrooms, collaborative learning areas, a**

gymnasium, and dedicated spaces for science, visual arts, and performing arts. Outside, students enjoy **expansive grounds**, including **hard courts, playgrounds, and a sporting field**, providing plenty of opportunities for active play and outdoor learning.

We are incredibly proud of our growing school community and look forward to continuing to provide a **nurturing, engaging, and inspiring** educational experience for every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

As we look back on our first year at Wimba Primary School, we celebrate the incredible milestones achieved in teaching and learning. Establishing a new school has been both exciting and challenging, and our community's dedication and perseverance have been truly inspiring. This reflection highlights our successes, as well as the strategies, actions, and initiatives that helped us navigate this uncharted journey and lay a strong foundation for future growth.

To guide our approach, we developed a **comprehensive whole-school teaching and learning plan** that ensures coherence and consistency across all year levels and curriculum areas. This plan serves as a roadmap for instructional delivery and curriculum alignment, supporting a high-quality learning experience for every student.

A key part of our strategy has been the establishment of **Collaborative Professional Learning Communities (PLCs/CIAs)**, which focus on enhancing student outcomes through data-driven instruction. These teams provide a space for teachers to share insights, analyse student progress, and exchange effective teaching strategies. To support this, we introduced **protected meeting time**, allowing educators to engage in professional development, refine their teaching approaches, and plan differentiated learning experiences tailored to student needs.

To ensure consistency in our instructional practices, we conducted **whole-school professional learning sessions**, equipping teachers with the knowledge and skills to implement our instructional models. Additionally, a **comprehensive whole-school assessment schedule** was developed and implemented, guiding educators in systematically collecting and analysing student data. This data-driven approach enables teachers to tailor instruction, address individual learning needs, and maximise student growth.

Assessment plays a crucial role in our teaching and learning process. Our PLTs use the **Assessment Schedule** to plan and administer assessments, gather evidence of learning, and engage in moderation discussions to ensure consistency in evaluating student work. The insights gained from this process inform future lesson planning, ensuring that every student receives the right level of challenge and support to thrive academically and beyond.

Through these initiatives, we have built a strong and collaborative learning culture where both students and staff continue to grow. As we move forward, we remain committed to refining and

strengthening our teaching practices to provide the best possible learning experiences for all our students.

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Wellbeing

As we look back on our first year at Wimba Primary School, we are proud of the meaningful strides we've made in prioritising the **health and wellbeing** of our students, families, staff, and wider community. From the very beginning, our focus has been on creating a **nurturing and supportive environment** where everyone feels safe, valued, and empowered to thrive.

Our approach has been **holistic and proactive**, ensuring that wellbeing is embedded in all aspects of school life. We placed particular emphasis on supporting our most vulnerable students by effectively mobilising available resources and implementing targeted strategies to enhance their overall development.

Supporting Seamless Transitions

A key priority in our first year was ensuring a **smooth transition for all students** into Wimba Primary School. We worked closely with previous educational settings to gather important transition information and hosted a **Step-Up Day** to help new students and teachers build connections before the official school start. Throughout the year, as new enrolments continued, our structured transition processes ensured that students settled quickly and confidently into our school community.

Building a Positive School Culture

Central to our wellbeing approach was the development and implementation of a **School-Wide Positive Behaviour (SWPB) framework**. This initiative fosters a culture of **positivity, inclusivity, and respect**, with a strong focus on **social-emotional learning and proactive behaviour management**. To support this, we provided **comprehensive whole-school professional learning** to equip staff with the skills and strategies needed to promote positive behaviour and student wellbeing.

Effective **communication and collaboration** were also key to this success. By actively engaging students, parents, and the wider community, we strengthened a shared commitment to fostering a safe, respectful, and supportive learning environment.

Targeted Wellbeing Support

To further enhance student wellbeing, we made **strategic leadership appointments**, including an **Assistant Principal dedicated to Health & Wellbeing**. This role has been instrumental in overseeing our wellbeing initiatives, collaborating with staff on **tier 1 and tier 2 interventions**, and ensuring that the diverse needs of our students are met with care and attention.

The Impact of Our Wellbeing Initiatives

Through these efforts, we have successfully:

- ? Supported seamless student transitions, creating a warm and welcoming school environment.
- ? Implemented the **SWPB framework**, leading to **improved school culture** and a **reduction in behaviour incidents**.
- ? Fostered an **inclusive and respectful learning environment**, where diversity is celebrated, and open dialogue is encouraged.
- ? Strengthened **student relationships and engagement**, positively influencing both social and academic outcomes.

Our commitment to **health and wellbeing** remains at the heart of everything we do. As we continue to build on this strong foundation, we look forward to further enhancing the support, inclusion, and care we provide to every member of our school community.

Engagement

In its first year, **Wimba Primary School** placed a strong focus on **student engagement**, ensuring that every learner felt welcomed, supported, and excited about their educational journey. Recognising the importance of a smooth transition into a new school environment, we implemented **orientation programs, buddy systems, and dedicated staff support** to help students settle in with confidence. These initiatives created a warm and inclusive atmosphere, laying the foundation for positive learning experiences.

A Safe & Nurturing Environment

At Wimba Primary School, **safety and wellbeing** were top priorities. We established comprehensive **safety protocols, proactive supervision, and conflict resolution strategies** to ensure that students felt secure and cared for. By fostering an environment built on trust and emotional support, students could focus on their academic and personal growth while truly enjoying their time at school.

Engaging & Dynamic Learning Experiences

To provide a **stimulating and enriching education**, we embraced **diverse teaching methodologies** and hands-on learning experiences. From **STEM experiments to creative expression in visual arts**, students were immersed in **interactive, engaging lessons** tailored to their unique learning styles and abilities. Our commitment to **differentiated instruction** ensured that every student received the right level of challenge and support.

Specialist classes further enriched the student experience, offering exciting opportunities in **Physical Education, Science, and Visual Arts**. These subjects sparked creativity, curiosity, and

a love for learning while equipping students with valuable knowledge and skills beyond the core curriculum.

Integrating Technology for Enhanced Learning

Technology was seamlessly woven into the classroom, **enhancing engagement and personalising learning**. Interactive educational software, digital resources, and multimedia presentations allowed students to access information, collaborate with peers, and demonstrate their understanding in innovative ways. This **blended learning approach** supported students in developing essential digital literacy skills for the future.

Beyond the Classroom: Extracurricular Opportunities

Learning at Wimba Primary School extended well beyond the classroom. We organized **incursions, excursions, sports events, and lunchtime clubs** to provide students with **hands-on experiences, social opportunities, and personal growth**. From guest speakers and museum visits to team sports and creative clubs, these activities helped students **explore new interests, develop friendships, and build a strong sense of school spirit**.

Dedicated & Supportive Staff

Our **caring and approachable staff** played a crucial role in fostering **student engagement and success**. Beyond being skilled educators, they served as **mentors and role models**, offering guidance, encouragement, and support to every child. Their commitment to creating a **nurturing and inclusive learning environment** ensured that all students felt **valued, respected, and inspired** to achieve their best.

Empowering & Supporting Our Educators

At Wimba Primary School, we understood that **motivated and well-supported educators** are key to student success. To cultivate a **collaborative and dynamic work environment**, we prioritised:

- ? **Regular professional learning and training sessions**
- ? **Open communication and mentorship programs**
- ? **Encouraging innovation and autonomy in teaching practices**

By fostering a **culture of professional growth and support**, we empowered our educators to explore creative teaching approaches, leading to **greater job satisfaction and a fulfilling workplace experience**.

Building Strong Home-School Partnerships

Engaging families and the wider community was essential to our success. We actively encouraged open dialogue between **educators and families**, ensuring that every student received **the support and resources needed to thrive**.

Classroom Open Mornings provided parents and carers with a firsthand glimpse into their child's learning experience. These events allowed families to **observe lessons, interact with teachers, and gain a deeper understanding of the curriculum and teaching methods**. By actively involving families in the learning process, we reinforced the importance of **home-school partnerships in supporting student achievement and holistic development**.

Looking Ahead

As we reflect on our **first year**, we are incredibly proud of the strong, connected, and engaged community we have built. Moving forward, we remain committed to **enhancing student learning, strengthening relationships, and fostering a school culture where every child, educator, and family feels a true sense of belonging**.

Financial performance

At Wimba Primary School, **financial responsibility and strategic resource allocation** were key priorities in our inaugural year. Under the **capable leadership** of the **Principal, Business Manager, and School Council**, we diligently monitored and met budgetary requirements while ensuring full compliance with **Department of Education and Training (DET) financial guidelines**.

Smart Budgeting for a Growing School

Managing the financial budgets for **2024**, we took a **strategic approach** to ensure resources were effectively allocated to support our **rapidly growing student population**. Despite the unique challenges of establishing a new school, **prudent financial planning** allowed us to carry forward a portion of the **Establishment Grant**, ensuring that essential **infrastructure, educational materials, and staffing** were well-funded. This careful financial stewardship provided a **strong foundation** for our school's long-term success.

Accommodating Enrolment Growth

Our school experienced **significant enrolment growth**, starting the year with **176 students** and expanding throughout the year. This increase required **adjustments in staffing, classroom spaces, and resources** to maintain our commitment to **high-quality teaching, learning, and student wellbeing**. By **proactively adapting** to these changes, we ensured that all students continued to receive the **best possible education and support**.

Sustainable Financial Success

Thanks to **exceptional budgeting and financial foresight**, Wimba Primary School successfully allocated funds to **key infrastructure and operational needs** while maintaining a **financial surplus** at the year's end. Our **responsible fiscal management** ensures that we remain well-positioned for continued growth, innovation, and **the ongoing delivery of high-quality education** to our students and the wider school community.

Through **careful planning and a strong financial foundation**, Wimba Primary School is set to thrive, ensuring that every student has the resources and support needed to succeed in a **nurturing and enriching learning environment**.

For more detailed information regarding our school please visit our website at
<https://www.wimbaps.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

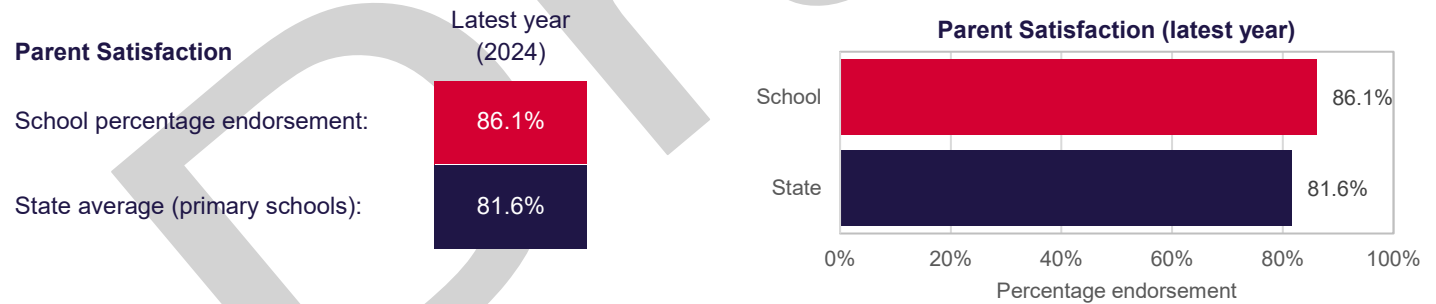
A total of 224 students were enrolled at this school in 2024, 106 female and 118 male.
87 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.
This school's SFOE band value is: **NDA**

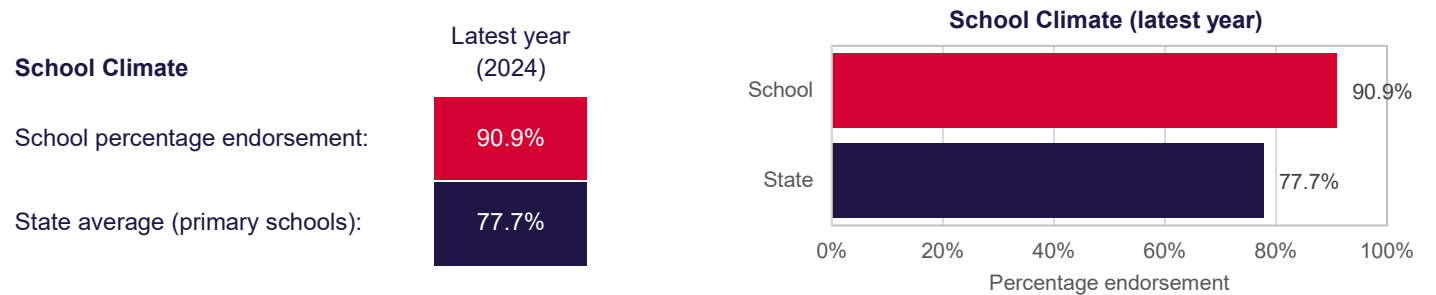
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

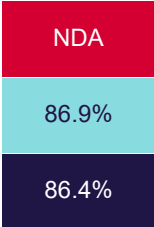
English
Years Prep to 6

School percentage of students at or above age expected standards:

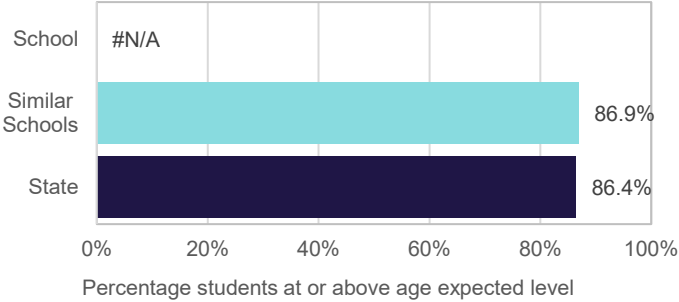
Similar Schools average:

State average:

Latest year
(2024)



English (latest year)
Years Prep to 6



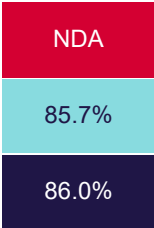
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

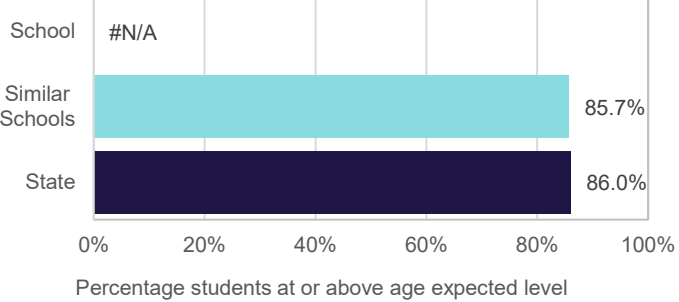
Similar Schools average:

State average:

Latest year
(2024)



Mathematics (latest year)
Years Prep to 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.

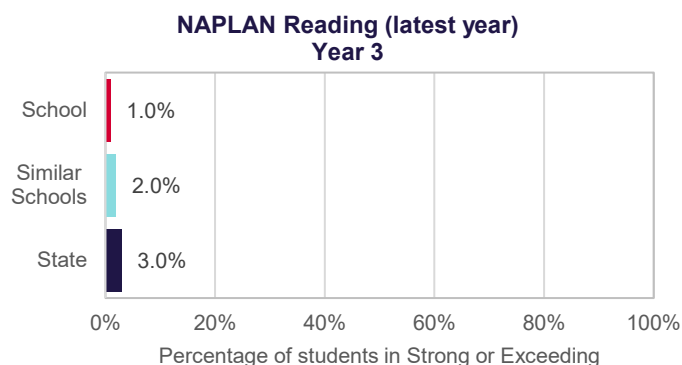
NAPLAN

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.

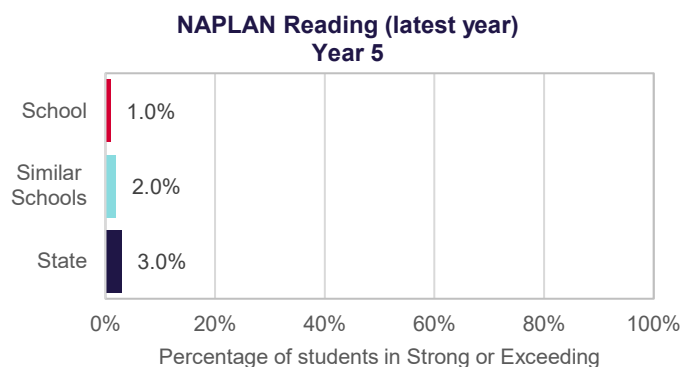
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



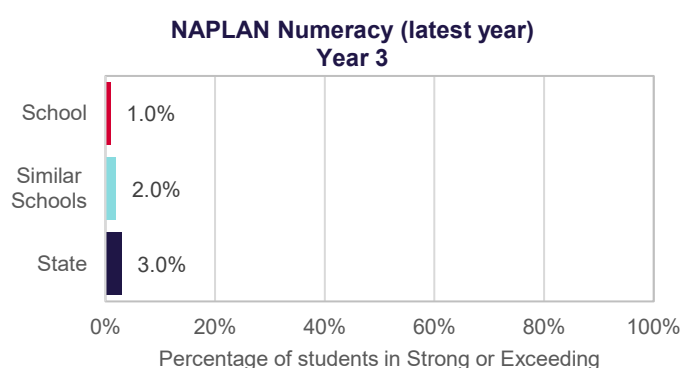
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



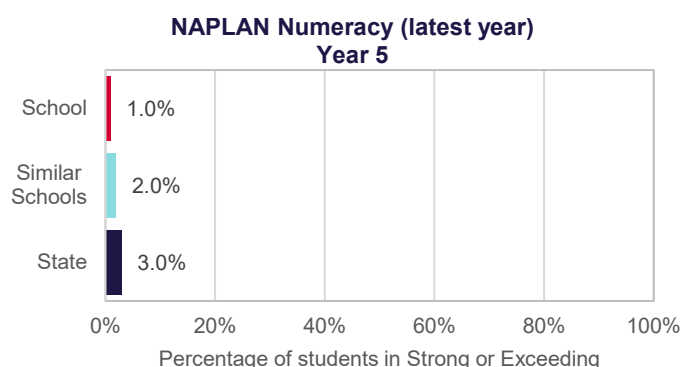
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



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:

1.0%

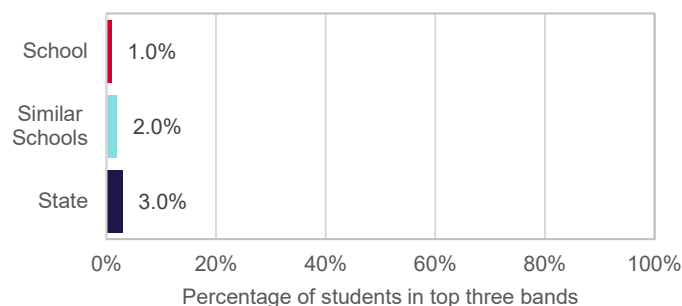
Similar Schools average:

2.0%

State average:

3.0%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

1.0%

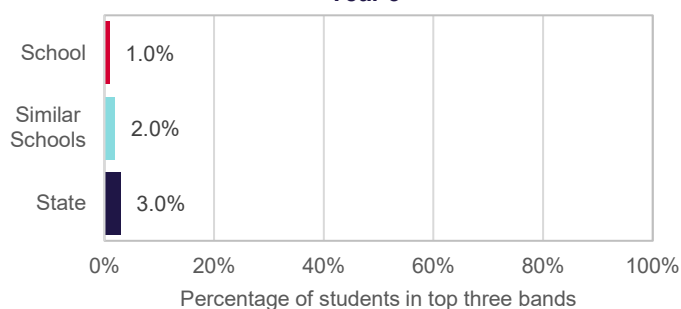
Similar Schools average:

2.0%

State average:

3.0%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

1.0%

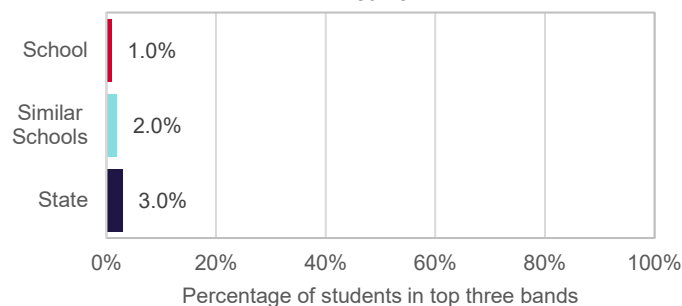
Similar Schools average:

2.0%

State average:

3.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

1.0%

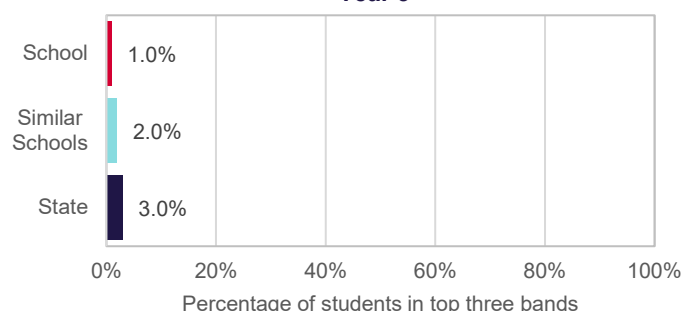
Similar Schools average:

2.0%

State average:

3.0%

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.

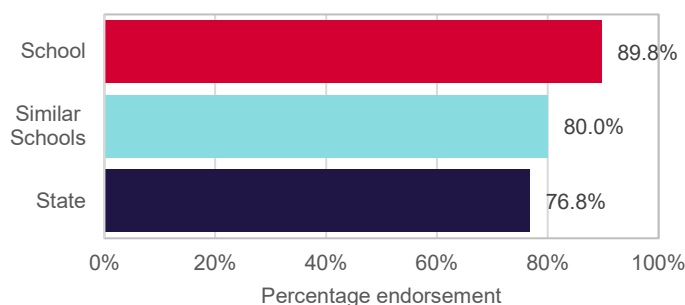
Student Attitudes to School – Sense of Connectedness

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:	89.8%	89.8%
Similar Schools average:	80.0%	79.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



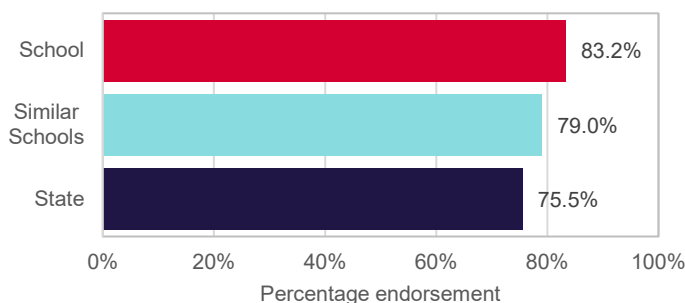
Student Attitudes to School – Management of Bullying

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:	83.2%	83.2%
Similar Schools average:	79.0%	78.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

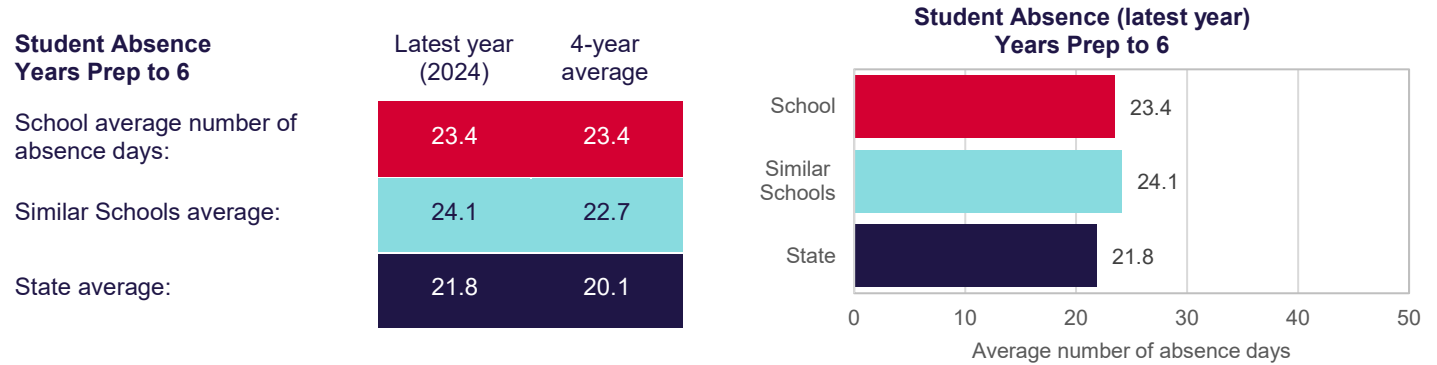


ENGAGEMENT

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.

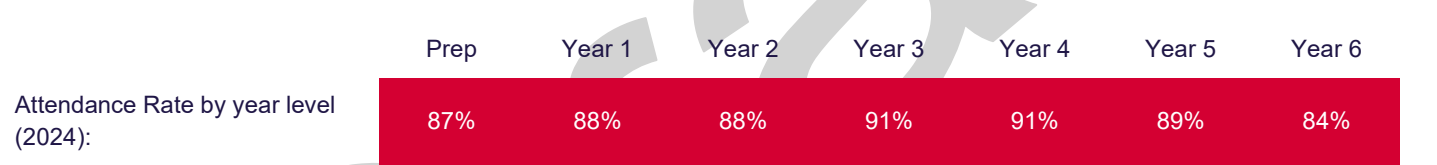
Average Number of Student Absence Days

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.



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,725,465
Government Provided DET Grants	\$805,229
Government Grants Commonwealth	\$8,480
Government Grants State	\$7,715
Revenue Other	\$25,321
Locally Raised Funds	\$107,124
Capital Grants	\$0
Total Operating Revenue	\$3,679,335

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,506,371
Adjustments	\$0
Books & Publications	\$2,773
Camps/Excursions/Activities	\$31,037
Communication Costs	\$5,266
Consumables	\$110,715
Miscellaneous Expense ³	\$26,828
Professional Development	\$23,699
Equipment/Maintenance/Hire	\$49,225
Property Services	\$19,998
Salaries & Allowances ⁴	\$43,483
Support Services	\$45,438
Trading & Fundraising	\$36,672
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$78
Utilities	\$60,135
Total Operating Expenditure	\$2,961,717
Net Operating Surplus/-Deficit	\$717,618
Asset Acquisitions	\$11,836

- (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 23 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	\$553,955
Official Account	\$46,231
Other Accounts	\$0
Total Funds Available	\$600,186

Financial Commitments	Actual
Operating Reserve	\$76,577
Other Recurrent Expenditure	\$1,968
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$204,305
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$282,850

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.