

2024 Annual Report to the School Community

School Name: Niddrie Primary School (5410)



- 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 29 April 2025 at 04:47 PM by Sarah Dalton (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 29 April 2025 at 04:47 PM by Sarah Dalton (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

Niddrie Primary School provides a safe, respectful, inclusive and supportive learning environments for all. With a focus on continuous improvement, we maintain high expectations for all learners achieved through strong engagement and community partnerships where all voices are valued. We hold four clear values that assist us to maintain our school ethos, they are Respect, Resilience, Learning, and Inclusion. We are focused on delivering a comprehensive learning program to our students that is differentiated at each child's point of need.

Niddrie Primary School was established in 1961 to serve the educational needs of the urban development of Niddrie and Airport West. This well-established area is adjacent to the Calder Freeway and is well-served by public transport. Niddrie Primary School shares land titles with the adjoining Essendon Keilor College (EKC) Niddrie Campus. The School facilities include an administration block and staff room, a Professional Learning Community (PLC) room, thirteen air-conditioned and heated classrooms, three mod-5 portables, well-equipped specialist areas for Art, Italian and Physical Education, a multi-purpose hall, a canteen, an all-weather oval and a shade covered basketball court. In 2023 and 2024, extensive renovations were undertaken to the main administration block and classrooms. This delivered refurbished classrooms, break-out learning spaces, upgraded toilet blocks, and a modern administration office.

In 2024, 313 students were enrolled at this school, 161 female and 152 male. A small number of students identified as Aboriginal or Torres Strait Islander, and 8% identified as having English as an Additional Language (EAL) upon enrolment. Students are provided with additional English language support through the tutor learning initiative and through small group instruction in their regular classroom. Individual Education Plans are co-constructed with families to ensure the best learning experience for all identified students. Enrolments within our school zone are steady, reflecting population growth and urban development trends in Niddrie and Airport West. The backgrounds of students reflect a cultural and socio-economic diversity. The school has a Student Family Occupation and Education Index band of **Low - Medium**.

Organisationally, the school is structured in professional learning communities (PLCs): Foundation, Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6. In 2024 our staffing profile consisted of a Principal, two Assistant Principals, one Business Manager, one acting Learning Specialist, 17.7 full time equivalent (FTE) teachers including the Tutor Learning Initiative and Mental Health and Wellbeing Leaders, and 4.3 (FTE) education support members. Our teachers work in highly effective PLC teams, planning for the success and learning of every child in the school. The timetable is designed to support each team with at least one period of PLC time together during the school day. The professional learning schedule is structured with PLC meeting time after school one afternoon per week. All professional learning times are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus to support the achievement of our long-term school goals. An emphasis on curriculum, instruction, assessment and feedback is evidenced through the use of the Niddrie Instructional Model. The School Wide Positive Behaviour Strategies (SWPBS) framework and the Resilience, Rights and Respectful Relationships (RRRR) program promote positive relationships, security and a sense of belonging for all. Specialists' programs in 2024 included Italian, Physical Education, Science, and Visual and Performing Arts.

Progress towards strategic goals, student outcomes and student engagement

Learning

We continued to work toward achieving our Strategic Plan goal of improving student learning growth in Literacy and Numeracy. Opportunities to embed targeted and purposeful professional learning for all staff, including Education Support staff were prioritised, promoting a consistent approach to student learning. All staff continued to engage with Mathematics Consultant to further refine our understanding of the Big Ideas in Number and their alignment with the new Victorian Curriculum 2.0. Professional Learning Communities (PLCs) engaged weekly, during collaborative planning, focused on the use of data and maximising student learning outcomes throughout the year.

Our continued goal is that each student will be supported throughout the year to achieve successful outcomes with an over-arching goal for each student to make 12 months growth in 12 months. In 2024, Teacher Judgement indicates that 88.9% of students from Year Prep to Year 6 are at or above age expected standards in English and 90.2% of students are at or above the expected standard in Mathematics. These results for English and Mathematics are above Similar Schools and State averages.

The carefully orchestrated shift to the Science of Learning and Reading principles that has happened in the Early Years over the past three years has produced some pleasing results in NAPLAN with our Year 3 students in 2024. Our Reading results at Year 3 indicate 80% of our students are in exceeding or strong, which placed them above State (69%), similar schools (74%) and the network (77%). Our Grammar and Punctuation results indicate 61% of our students are in exceeding or strong, which placed them above State (55%) and similar schools (60%). Our Spelling results indicate 65% of our students are in exceeding or strong, which placed them above State (61%) and similar schools (62%).

High participation was once again recorded in NAPLAN, with nearly all assessments having a 100% participation rate. A highlight from the 2024 NAPLAN assessment was Yr. 5 Numeracy - Relative growth, with students achieving medium and high growth in Numeracy increasing from 48% (2023) to 64% (2024).

Regular assessments and data collection were carried out to inform differentiated teaching instruction. Teachers participated in professional learning pertaining to data triangulation throughout 2024 to further refine our ability to use student learning data to inform point of need teaching. The use of learning ladders for Mathematics and other areas of the curriculum ensured that students were able to know what was expected of them, to understand where they were in their learning trajectory, and to set goals according to their next steps.

Our tutor learning program continued throughout 2024, with students identified for intervention through triangulated learning data, and reviewed on a termly basis. Teaching staff worked closely with our tutor to ensure student learning and Individual Education Plan goals aligned across the school.

In 2024, the School Improvement Team began to review the Victorian Teaching and Learning Model (VTLM) 2.0 as well as investigate a new instructional model for Mathematics.

Wellbeing

In 2024, staff continued to progress our Strategic Plan goal of improving the wellbeing of all students, through the implementation of the Mental Health in Primary Schools initiative and the provision of Mental Health and Wellbeing Leaders. Staff continued to develop their knowledge and teaching practice in School Wide Positive Behaviour Support (SWPBS) and Resilience, Rights and Respectful Relationships (RRRR) as well as responding to data gained through the Attitudes to School Survey. Middle leaders and School Improvement Team members conducted Learning Walks and talks to ensure consistency across all classrooms in Tier 1 practices. Staff and students worked together to ensure calm, safe and orderly learning spaces across the school.

In 2024, we established the role of the Mental Health and Wellbeing Leaders (MHaWL) at the school. The role of the MHaWL is to build the capability of the whole school with regard to mental health and wellbeing (identification, promotion and prevention), provide support to staff to better identify and support students with mental health needs, establish clear pathways for referral for students requiring assessment and intervention, and monitor and evaluate student progress. The MHaWLs have been instrumental in providing professional learning to staff (High Impact Wellbeing Strategies, the Social, Academic and Emotional Behaviour Risk Screener, Behaviour Matrix/Positive Pathway review, Zones of Regulation, Improving Tier 1 and Tier 2 supports, Respectful Relationships - Calmer Classrooms, and planning for Start-Up 2025). MHaWLs have also provided whole school incursions and learning opportunities, responding to identified needs in cybersafety and the prevention of bullying through Brainstorm Productions - Sticks and Stones, Cybersafety Project, and explicit whole school lessons pertaining to inclusion. There has been on-going communication to families via Compass and the newsletter, to share strategies and available supports.

In our second year of the Disability Inclusion Reform, we were successful with completing 13 Disability Inclusion Profiles. This highlighted the importance of making adjustments to meet the substantial and extensive requirements for individual students, and the importance of being specific throughout the process of completing a DIP. We accessed professional learning provided by the Department of Education (Master of Inclusive Education, Graduate Certificate in Education (Learning Difficulties), Inclusive Classrooms, Disability Inclusion modules, Individual Education Plan modules, and Protective Intervention training). In the wider community we are known as an inclusive and supportive school.

Engagement

Classroom teachers and members of the school Leadership team have tracked and responded to student absence data. Parent meetings, unexplained absence letters, phone calls, unaccounted absence sms and attendance plans were implemented to continue to support students to attend school more regularly. The attendance rate for 2024 was 89.2%, with 21.6 average absence days and 4.7 of these days being unapproved absences. Reducing student absences to below 15 days average absence continues to be a priority. The absenteeism categories indicated by parents are family holidays, medical appointments and medical/illness. We continue to work closely with families to improve attendance.

Student Leadership continues to expand and grow at the school. In 2024, our 3-6 students

attended the GRIP Leadership conference and were passionate about how they could influence and lead opportunities throughout the school. They organised lunchtime events aimed at including all students, created a buddy bench, undertook some fundraising for charities, The Royal Children's Hospital and The Asylum Seeker Resource Centre, and met regularly to canvass the opinions and thoughts of their peers across the school to help improve and shape NPS.

We continue to support students entering their next year of schooling through our 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning and achievement data. Students and parents are provided with opportunities to provide feedback and learning partner requests for the new year ahead. School tours and formal transition programs are offered to all new Foundation students entering the school and this process begins early in term 2 each year. Partnerships with local Secondary Schools continue to develop, with many shared experiences and opportunities to visit, engage with learning, and become familiar with these schools taking place, including High Achievers Maths programs, library-share, open days, food technology and STEM experiences being undertaken.

Niddrie Primary School has continued to increase engagement in learning within the community. Each class has a designated Parent Representative/s that communicates with the teacher and Community Engagement in Learning Leader to encourage Parent Helper participation in the classroom, along with parent involvement in various fundraising and social opportunities. A dedicated accessible Parent Helper online training course was developed to assist parents to understand how to help students with learning in the classroom and all classroom helpers complete an OH&S and Child Safety induction prior to assisting. Our Community Engagement in Learning Leader continued to engage families throughout the year to support student learning and wellbeing at NPS.

School Staff Survey data notes a 77% positive endorsement to School Climate measures which is consistent with 2023 results. Staff at Niddrie Primary School continue to highly endorse several measures including a collective focus on student learning (88% positive endorsement), collective responsibility (91% positive endorsement), and staff trust in colleagues (92% positive endorsement). We continue to work hard to ensure Niddrie Primary School is a great place of employment and a place of on-going learning and development for all staff.

Other highlights from the school year

A team of enthusiastic students and staff participated in the Energy Breakthrough challenge in Maryborough again in 2024, with our year 4 and 5 students also attending a day excursion to the witness the positive racing and competition environment. We were fortunate enough to start in poll position in 2024, with one of our students recording the fastest qualifying lap time.

Overnight camps were another highlight for our students, with year 3 and 4 students attending Camp Weekaway, and year 5 and 6 students attending Anglesea Recreation Camp. Both camps involved students staying two nights, with a multitude of activities happening throughout the days. These camps provided students with the opportunity to demonstrate our school values, and to develop independence and resilience.

We celebrated many events throughout 2024. At the end of the school year we hosted a community breakfast involving entertainment, stalls and food. Our community breakfast continues to draw a large amount of families into the school each year, and is heavily supported by the school staff and parent group members.

We pride ourselves on being a welcoming and inclusive community, and this was displayed throughout Harmony Week in 2024. Bookweek continues to be a wonderful celebration of literature and our Bookweek Parade was well-attended by members of the community, with students dressing as their favourite book characters. Italian Day provided an opportunity for the community to come together to celebrate the language, culture and food of Italy. Students were involved in many and varied sporting activities throughout 2024 including interschool sports, regional competitions, GALA days, footy day, and additional Sporting School Victoria opportunities organised by our Health and Physical Education teachers.

Financial performance

The school's overall financial position was that of surplus and a full operating reserve. The financial position of the school at the end of the year was positive due to diligent budget monitoring and planned spending. In 2024, the school purchased many items to support the implementation of Disability Inclusion, and further resourcing classrooms to support our numeracy focus. Additional furniture and technology was purchased to support the transition into new learning spaces. The school received Equity Funding, and Tutor Learning Initiative funding as part of the School Resource Package. Equity funding was used to ensure students had access to all the learning materials and additional extra-curricula opportunities on offer. The School used the Tutor Learning Initiative funding to provide a small group tutoring program to students identified as requiring additional support or extension throughout 2024. Through dedication and continuous fundraising, the fundraising sub-committee successfully raised in excess of \$28,000 which will be utilised to build a new playground in the future. Due to the significant cost of playgrounds, these fundraising endeavours will continue throughout 2025.

**For more detailed information regarding our school please visit our website at
<https://niddrieprimary.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 313 students were enrolled at this school in 2024, 161 female and 152 male.

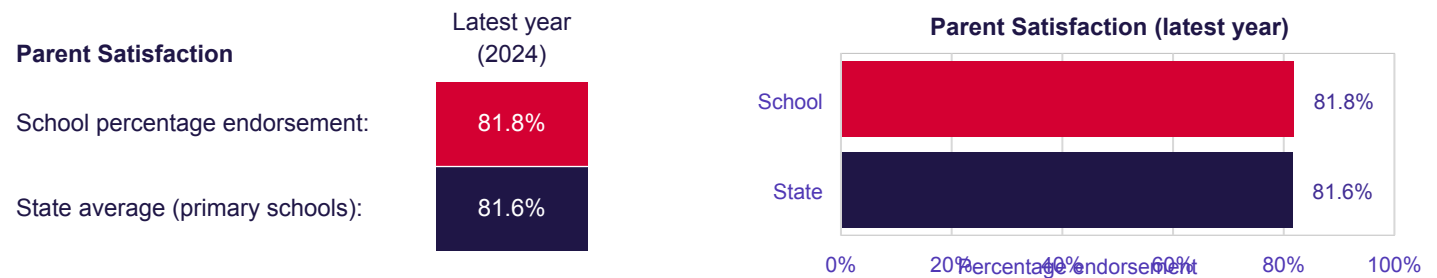
8 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

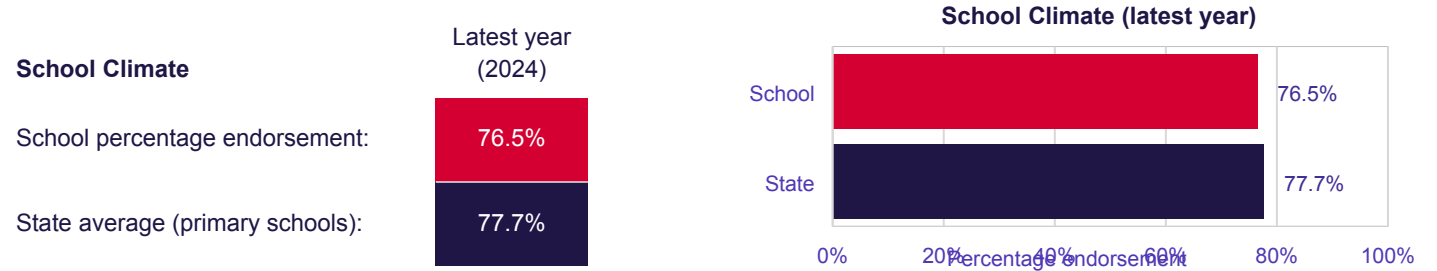
Parent Satisfaction Summary

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



School Staff Survey

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

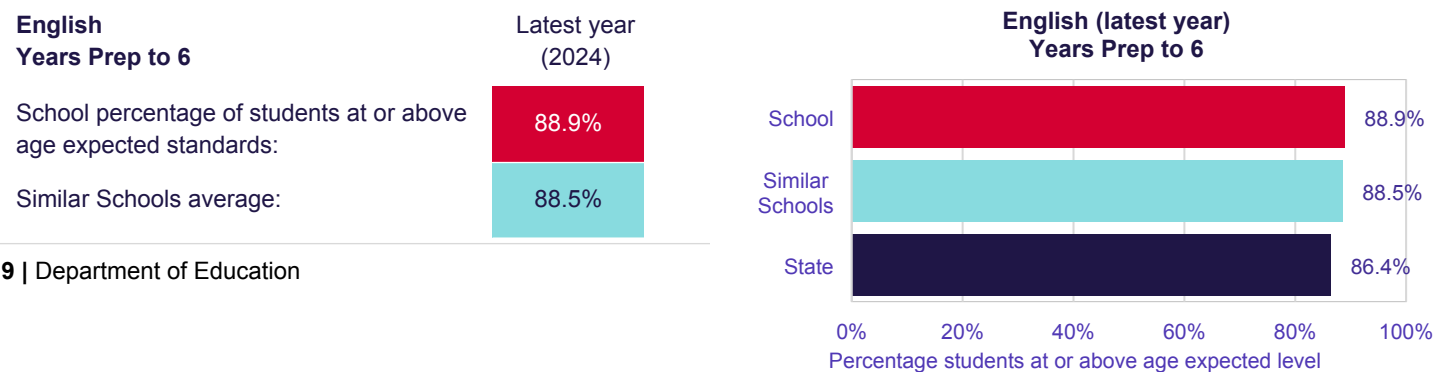


LEARNING

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

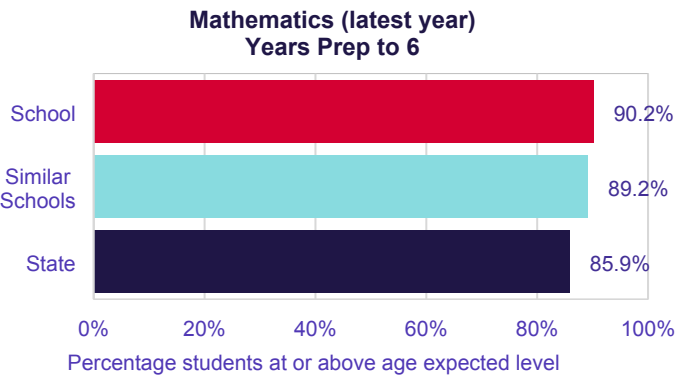
Teacher Judgement of student achievement against the Victorian Curriculum

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



State average:	86.4%
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Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.2%
Similar Schools average:	89.2%
State average:	85.9%



LEARNING (continued)

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

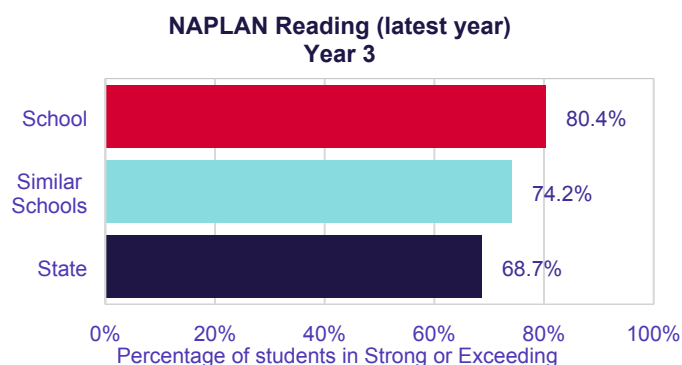
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

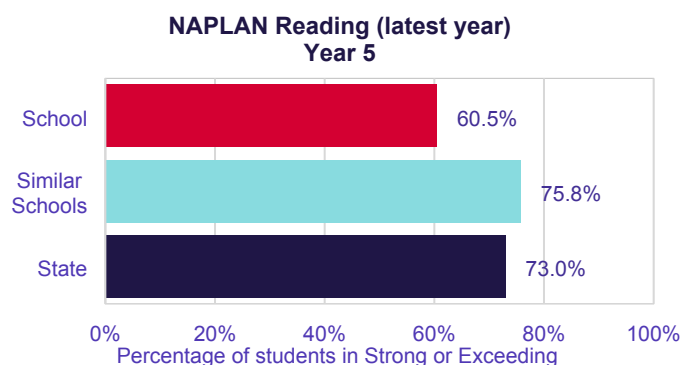
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.4%	80.9%
Similar Schools average:	74.2%	74.0%
State average:	68.7%	69.2%



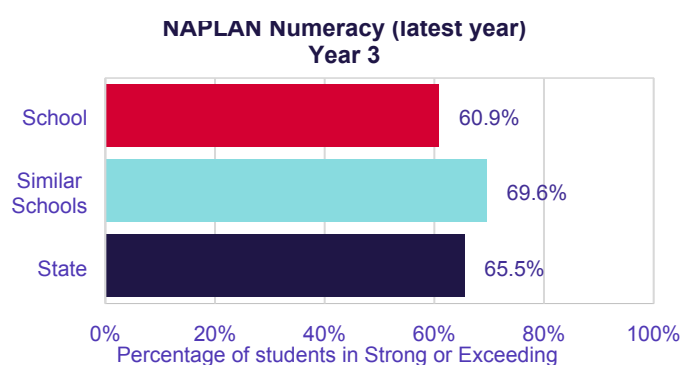
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.5%	69.1%
Similar Schools average:	75.8%	79.3%
State average:	73.0%	75.0%



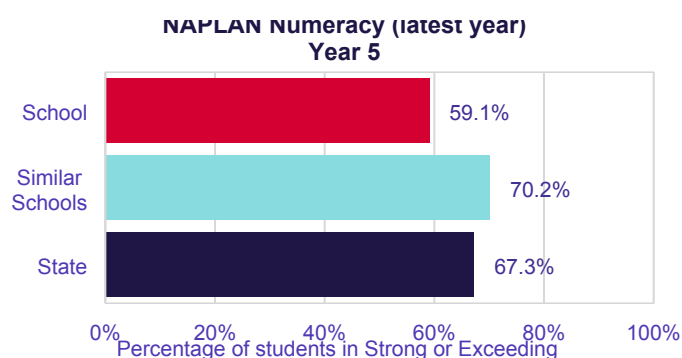
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.9%	66.0%
Similar Schools average:	69.6%	70.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.1%	59.2%
Similar Schools average:	70.2%	71.2%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

86.8%

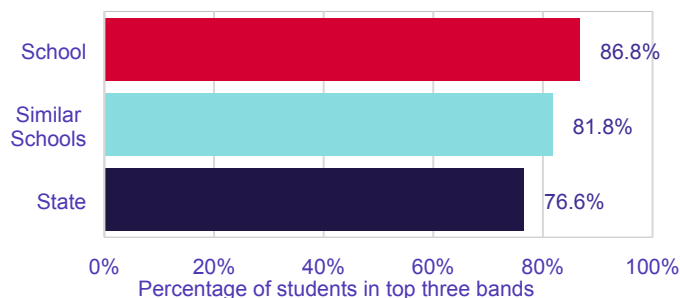
Similar Schools average:

81.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

72.9%

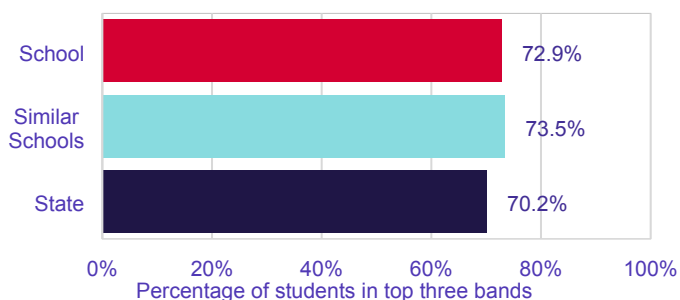
Similar Schools average:

73.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.8%

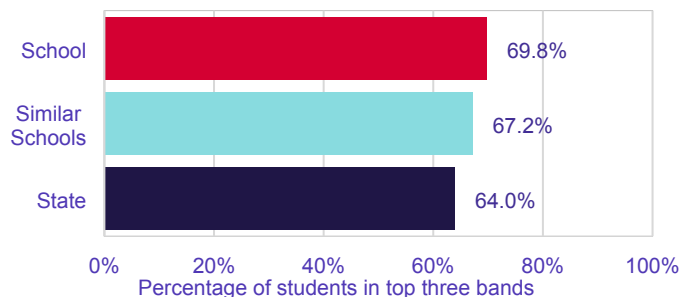
Similar Schools average:

67.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.4%

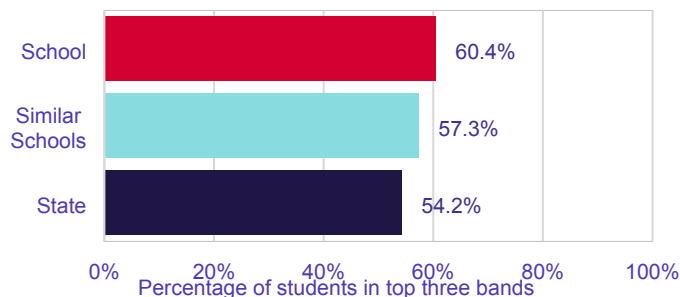
Similar Schools average:

57.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

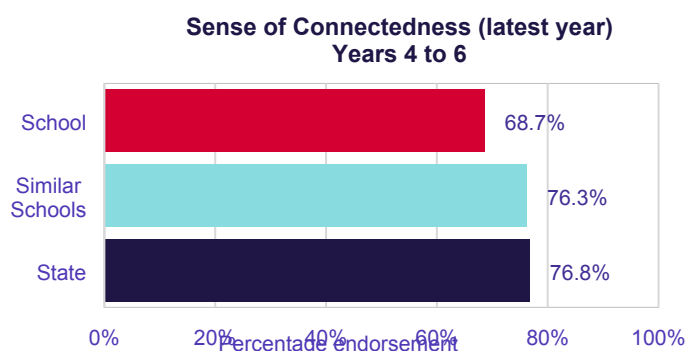
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	68.7%	77.9%
Similar Schools average:	76.3%	76.5%
State average:	76.8%	77.9%

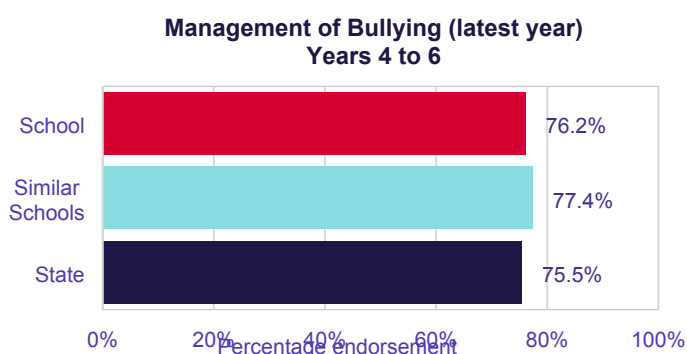


Student Attitudes to School – Management of Bullying

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:	76.2%	77.8%
Similar Schools average:	77.4%	76.5%
State average:	75.5%	76.3%

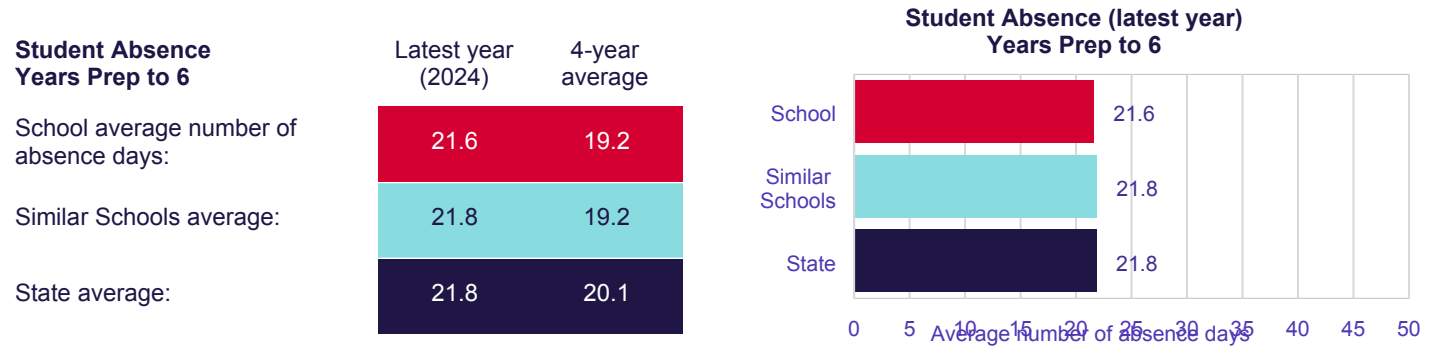


ENGAGEMENT

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.



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%	89%	90%	89%	88%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,406,027
Government Provided DET Grants	\$525,412
Government Grants Commonwealth	\$7,531
Government Grants State	\$0
Revenue Other	\$72,814
Locally Raised Funds	\$367,075
Capital Grants	\$0
Total Operating Revenue	\$4,378,859

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,125
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,125

Expenditure	Actual
Student Resource Package ²	\$3,244,621
Adjustments	\$0
Books & Publications	\$707
Camps/Excursions/Activities	\$138,080
Communication Costs	\$3,956
Consumables	\$133,127
Miscellaneous Expense ³	\$8,350
Professional Development	\$28,470
Equipment/Maintenance/Hire	\$36,458
Property Services	\$89,988
Salaries & Allowances ⁴	\$290,746
Support Services	\$58,159
Trading & Fundraising	\$56,943
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,794
Total Operating Expenditure	\$4,136,399
Net Operating Surplus/-Deficit	\$242,460
Asset Acquisitions	\$93,007

(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 14 Apr 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	\$508,611
Official Account	\$25,226
Other Accounts	\$0
Total Funds Available	\$533,837

Financial Commitments	Actual
Operating Reserve	\$148,645
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,960
Funds Received in Advance	\$132,835
School Based Programs	\$132,167
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$94
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,636
Capital - Buildings/Grounds < 12 months	\$48,000
Maintenance - Buildings/Grounds < 12 months	\$35,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$533,837

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.