

2024 Annual Report to the School Community

School Name: Amsleigh Park Primary School (5428)



- 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 14 March 2025 at 01:12 PM by Michael Cormick (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 28 March 2025 at 01:24 PM by Michael Cormick (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

Nestled in the quiet residential area of Oakleigh East Amsleigh Park primary school is affectionately known as a 'hidden gem'. Our attractive and spacious suburban campus offers a high standard of facilities and grounds, and our students have ample room to grow and develop. We cater to children from Oakleigh East and the surrounding suburbs of Huntingdale, Oakleigh, Mount Waverley, Chadstone and Clayton. We pride ourselves on offering a friendly, welcoming and caring culture all across our school community.

At Amsleigh Park Primary School our purpose is: *'To provide a safe, inclusive and connected community that fosters resilient, curious and empowered learners.'* Our purpose is complemented by our school values: Respect, Integrity, Motivation, Inclusion and Resilience, and our school motto 'Our Best Always'. As a school we actively uphold our school purpose, values and school motto weaving them into school life wherever possible. We are proud of our values and how they are embedded in school life.

In 2024 we commenced the first year of our new Strategic Plan with an aim to optimise all aspects of learning for English and Mathematics through continued professional learning and continuous improvement.

In 2024 our socio-economic profile placed our school in the low band. Generally this means our parents have high levels of education and work in well paid occupations, and therefore have lower levels of disadvantage. Census day enrolment was 343, the same as 2023. A Foundation enrolment of 57 students was achieved through strong word of mouth and a solid reputation in our local community. We are known as an inclusive and welcoming school.

We are a highly diverse school with children of many different cultural backgrounds and beliefs. We are proud of our diversity and observe that we have a harmonious and inclusive community in which everyone feels welcome.

In 2024 our school was organised into 15 classes with 5 specialist programs – Art, Physical Education, Performing Arts, German and STEM (Science-Technology-Engineering-Maths) and inclusive of intervention programs for Reading, English as an Additional Language support and Maths Extension. The Tutor Learning Initiative continued in 2024 though the generous funding support of the Department of Education and Training.

Our staff in 2024 comprised: 2 principal class, 22 teachers and 15 education support staff (Full time equivalent 26.65). Strongly committed to continuous improvement and achieving excellence in teaching and learning, our highly collaborative professional learning community worked collaboratively in 2024. Our school staff climate data strengthened further and was once again well above (11.4%) the State average demonstrating ongoing positive perceptions of our working environment.

We emphasise professional collaboration all across our school and through our work in professional learning communities we plan differentiated learning that meets a broad range of student needs and abilities, as evidenced through our team planning documentation. Our whole school instructional model, based on the 'gradual release of responsibility', is well embedded into classroom teaching practice. We consistently strive for excellence in both teaching and learning programs, and endeavour to have all students achieve their 'best always.'

Well behaved and cooperative, Amsleigh Park PS students are highly respectful and motivated to learn. In 2024 we observed that our overall student behaviour was excellent.

After a freak storm in February 2024 we undertook a significant clean up of our campus and organised for repairs to damaged playground sails, significant pruning of trees and other minor damage.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school community values education highly and we aim to deliver excellent outcomes for all students.

Online NAPLAN testing in 2024 showed positive outcomes for Amsleigh students. NAPLAN testing for Reading demonstrated excellent results for our students with the Grade 3s average of 82.5% achieved strong and exceeding, above state (68.7%) and similar school (76.6%) average. Similarly, our Grade 5s average of 87.8% strong and exceeding was above similar (82.4%) and state (73%) averages. Our reading results are pleasing and demonstrate successful improvement in the teaching of reading through the implementation of Synthetic Phonics and our structured literacy block.

NAPLAN results for Numeracy for Grade 3 were highly successful (87.8% in top 3 bands) and above similar schools (83.7%) and the State average (73%). Grade 5s results in the top three bands (70%) were above State average (67.3%) but not above similar schools (75.7%). Our results for Mathematics were strong for Grade 3 and less successful for Grade 5s and improving the teaching of Mathematics remains a strategic focus. Throughout 2025 we will continue to work on improving our results with students through implementing the Number Fluency Program and focussing teaching on the most important skills students need to learn in a highly structured and explicit way.

Teacher judgement data (shown in student reports) for Reading in 2024 shows that 89.0% were at or above the expected level of achievement. This result is comparable to similar schools and above state averages. With strong NAPLAN results for Reading, we remain very pleased with student outcomes for 2024 but increasing the rigour of learning expectations and continuing to targeting student learning needs through well planned instruction remain priorities.

Teacher judgements for Mathematics, shows that 31% of students were above the expected level, and that overall, 91.2% of our students were at or above expected level. As a strategic priority of our school, we will continue to undertake actions to improve outcomes which include writing and refining a detail scope and sequence for Mathematics based on the Victorian Curriculum 2.0 and further building teacher capacity to undertaken formative assessment.

The highlight for learning in 2024 was the further refinement of our structured literacy block and working with Dr Ange Rogers to improve teaching for Mathematics. Pleasing progress was made in meeting our strategic goals and targets for both literacy and numeracy.

Wellbeing

Wellbeing and learning are equally important at Amsleigh Park as we maintain a long held belief that student learning is enhanced when our students experience high levels of well-being at school.

In 2024 our main focus was on implementing the 'Respectful Relationships' program which is mandated for all Victorian government schools. Our teachers were provided with training in this program, which is also well resourced and follows an evidenced based curriculum. This curriculum has 8 topics that are implemented at our school.

School wide positive behaviour support, which is a evidenced based model for teaching children about positive behaviours, is well embedded at our school. Through SWPBS our teaching staff consistently build high expectations for student behaviours and model both positive and respectful relationships. SWPBS requires a whole school effort and commitment and is monitored by the 'Wellbeing' leader. In 2024 the matrix of student behaviours was reviewed and simplified so it is more user friendly and clear for students.

Implementing SWPBS also supports the management of bullying behaviours and sets the appropriate expectations for student relationships. Student attitudes survey data for 2024 improved considerably and our results continue to be above similar schools and state averages with 84% of our students showing strong endorsement of the management of bullying behaviours. Our 4 year average also remains significantly higher at 86%. Some of the success factors remain the careful and timely management of bullying behaviours and consistent expectations and messaging that bullying behaviours are not welcome at our school.

Wellbeing support is strongly endorsed by our students, and in 2024 our results for 'sense of connectedness' (81%) were again above similar schools (75%) and the state (77%) results. We always aim to implement a 'high care' environment in which all staff work to build excellent relationships with students built upon mutual respect and consistency. Our 4 year average of this indicator is well above (10%+) the similar and state averages.

Other highlights of this year's student attitudes survey include: High expectations for success (94%), positive endorsement of attitudes to attendance (89%), sense of inclusion (88%) and effective teaching time (85%). Overall our student attitudes survey results show we remain above similar schools for all variables and above state for all. Comparative to previous years 2024 showed better results than 2023.

Amsleigh Park PS is proud to have 'inclusion' as one of our school values and it is embedded in all areas of school life. Coming under this umbrella, 'disability and inclusion' is co-led by our Assistant Principal and Inclusion Leader. In 2024 we received a 50% early release of 'Tier 2' funding under this program to support preparations for the roll out of the new D&I model in 2025. Our co-leaders devoted significant time and effort to learning about this new model in preparation for this change and by years end were well prepared. Their proactive efforts were commendable as they sought to network with staff from other regions in their quest to build a clear understanding of and capacity to implement the model.

Our teaching and education support staff provided ongoing and targeted support for our students on the Program for Students with Disabilities, and a significant number of students who are not funded in 2024. Students in this program have experienced much positive success in their learning goals and individual education plans and this is a credit to everyone involved.

Engagement

At Amsleigh Park PS our aspiration is that every child will experience success, develop confidence, independence and resilience, whilst also undertaking a range of engaging learning experiences. The delivery of learning at our school is structured around evidenced based teaching practice. It is our aim to develop interesting and stimulating learning opportunities that enhance student motivation.

Improving student attendance is an ongoing focus and in 2024 the average absence from school was 16.6 days which decreased from 2023 (18 days). Our result is better than similar schools or state results (>20 days) and is a pleasing trend. We will continue to be in focus in 2025 as we understand that low levels of attendance are an indicator of positive student engagement. Our Inclusion leader will work specifically on monitoring student attendances and supporting students as required.

Engagement is enhanced and enriched through quality extra-curricular activities and learning experiences. Our highly engaging and popular specialist programs in STEM, Visual Art, Performing Arts, Physical Education and German language offer high quality learning opportunities for our students and in 2024 greatly enriched the learning experiences for our students. Observations of specialist learning programs show high levels of student interest and engagement.

We aim for a balanced range of extra-curricular activities that encompass incursions, excursions, special events, outreach programs, whole school days, camps and competitions. Some of the highlights of extra-curricular events in 2024 included the school production, school aerobics, state schools spectacular, inter-school sport and outreach at John Monash Science School. Our staff remain dedicated to providing our students with these valuable and enjoyable experiences, often acting in a voluntary capacity to ensure our participation is possible.

Camps for Grade 3-4 and 5-6 provided opportunities to undertake outdoor education activities that in turn led to memorable experiences for students. Camps come under the outdoor education umbrella and our staff are dedicated to ensuring that students have a quality experience in a highly supported environment.

Other highlights from the school year

Extra-curricular programs continue to be a highlight of the school year at Amsleigh Park PS. In 2024 our students participated in many varied events. These programs included the following: 12 Grade 6 students undertook outreach programs at John Monash Science School; 18 students participated in the massed choir in the Victorian State Schools Spectacular; 25 students competed in School Aerobics; 14 students completed the Mathematics Olympiad; Grade 5 students undertook the Robogirls program at Monash University; 8 students participated in the Video competition, 22 students undertook the German Poetry competition and 7 entries were submitted in the German Art competition.

A Strategic Partnership with Dr Ange Rogers was a key driver of improvement for the teaching of Mathematics in 2024. Our work with Dr Ange focused on building teacher capacity in teaching the 'Big Ideas in Number' based on the work of Australian researcher, Diane Siemon. Our teaching

staff were also introduced to new teaching strategies and developed key insights into the important areas of the curriculum.

Our school production for 2024, 'The Olympic Heist' was a marvellous success with amazing performances over two nights watched by 900 parents, carers, friends and relatives. Our students enjoy the numerous benefits of performing for an appreciative audience, building confidence whilst also having a wonderful time.

Our ever-popular Outdoor Education Program included camps for Grade 3-6 students and a sleepover and late stay for Grade 2 and Grade 1 respectively. Building student independence and self-reliance in a supportive environment is well supported through these wonderful opportunities.

Many Amsleigh Park PS students enjoy their sports and the chance to compete for their school. During 2024 we enjoyed watching our students thrive in the Oakleigh District competition and several individuals and teams went onto Divisional, Regional and State finals.

Financial performance

Amsleigh Park Primary School maintained an excellent financial position in 2024.

The Student Resource Package showed a small surplus of \$26,000 at the end of 2024 due to a small increase in overall enrolment for this year. SRP funds were used effectively to support 15 classes and cover specialist programs and student support positions.

All program budgets were fully funded in 2024, and most funds were spent to enhance student learning. Relief teaching was one area that required a significant amount of extra funds in 2024 and is a source of ongoing financial pressure on our school.

Tier 2 Funding for Disability and Inclusion was used to build teacher understanding of the requirements of this program prior to its launch in 2025. Some of the funds were used to employ an Inclusion Leader and to build their capacity to support rollout of the Disability and Inclusion reforms across the Inner East in 2025.

Mental Health Funding for 2024 was used to employ an wellbeing leader and also funded a number of wellbeing focused programs and activities.

Equity funding received in 2024 was used to increased tutoring support and extended the TLI well beyond the funding received.

Managing older buildings and a large campus is challenging for our school, and we continue to set aside funds from building hire for improvements. It has been noted that two of our older buildings will require increased funds to bring them up to standard in coming years and we also need to replace one aging shade structure in 2025.

Careful financial management and a continuing focus on productivity and efficiency have all ensured that our school continues to utilise our resources to provide high standards of learning for students. We maintain a healthy balance of funds which are used to support student learning, improvement and operating as an well managed and successful school.

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 340 students were enrolled at this school in 2024, 155 female and 185 male.

25 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).

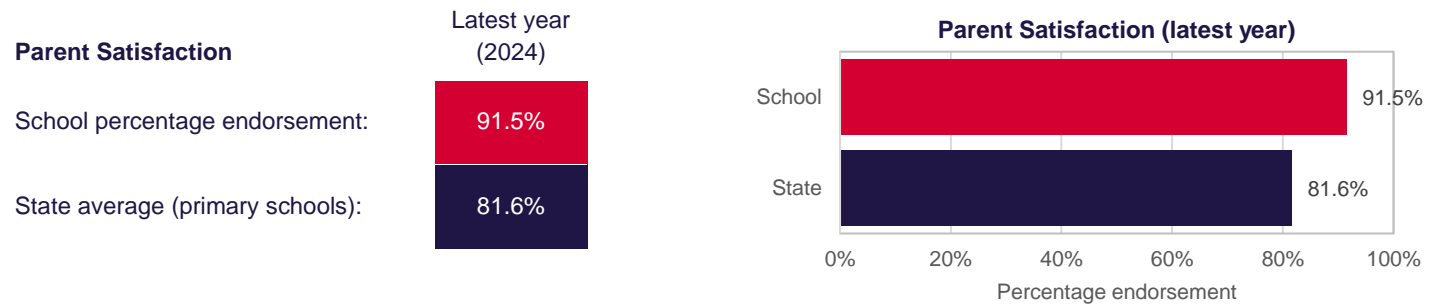
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

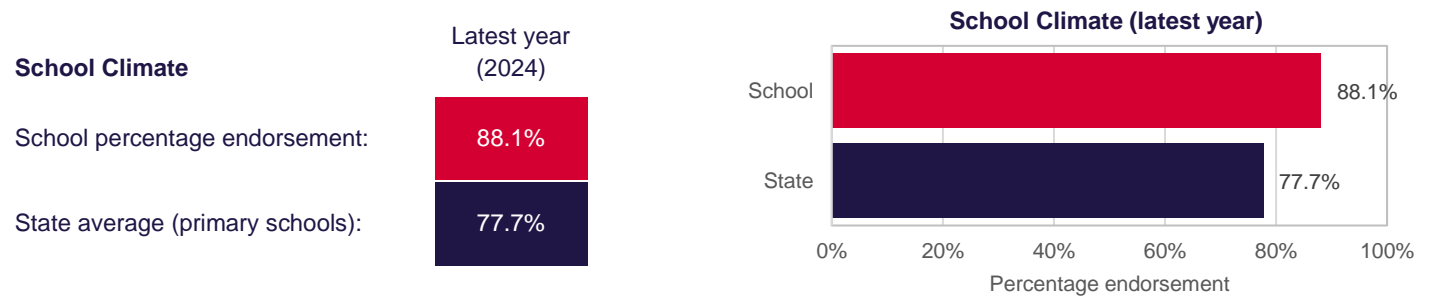


School Staff Survey

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.



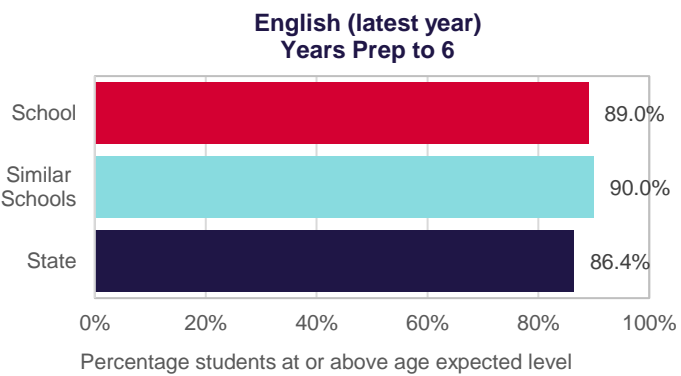
LEARNING

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.

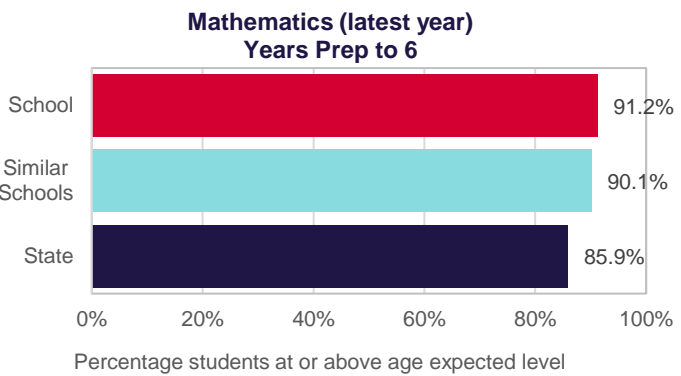
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.0%
Similar Schools average:	90.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.2%
Similar Schools average:	90.1%
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.

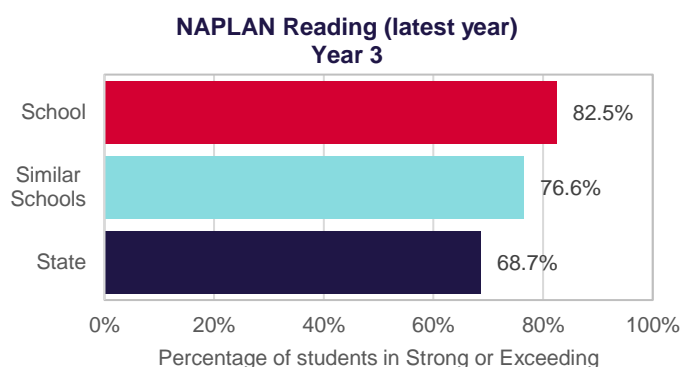
NAPLAN

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.

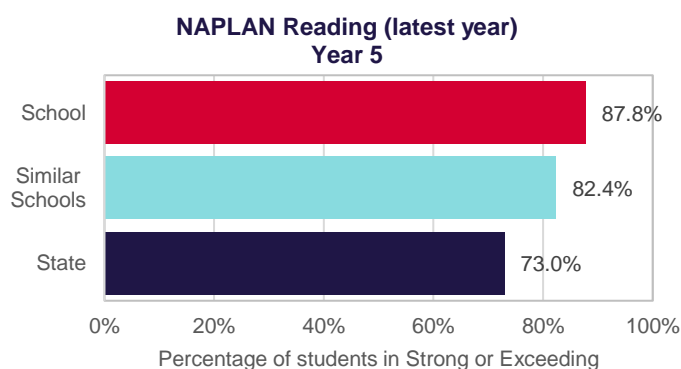
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.5%	81.7%
Similar Schools average:	76.6%	77.4%
State average:	68.7%	69.2%



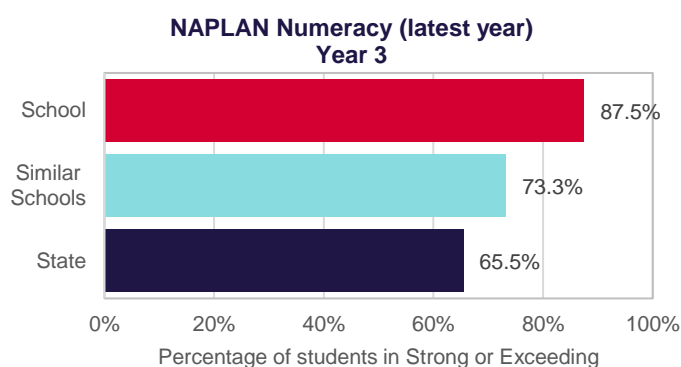
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.8%	85.7%
Similar Schools average:	82.4%	83.7%
State average:	73.0%	75.0%



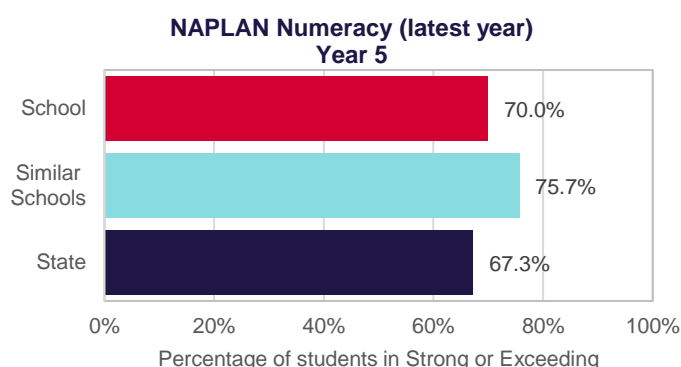
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	82.5%
Similar Schools average:	73.3%	74.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	73.7%
Similar Schools average:	75.7%	76.1%
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:

83.3%

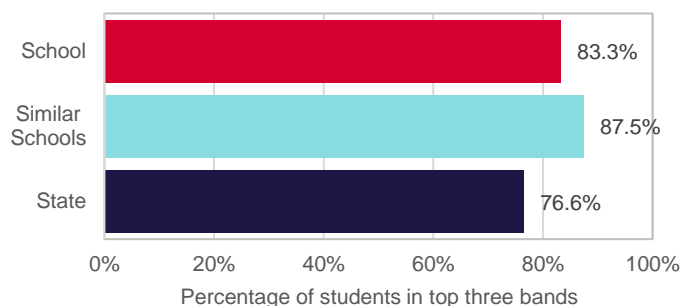
Similar Schools average:

87.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

76.9%

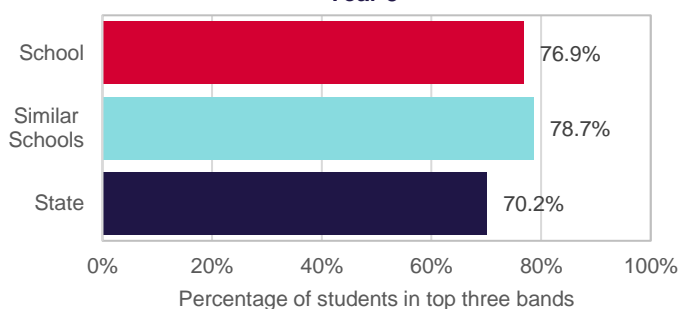
Similar Schools average:

78.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

61.9%

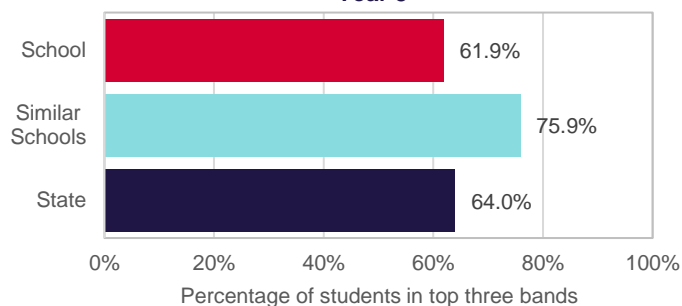
Similar Schools average:

75.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

62.7%

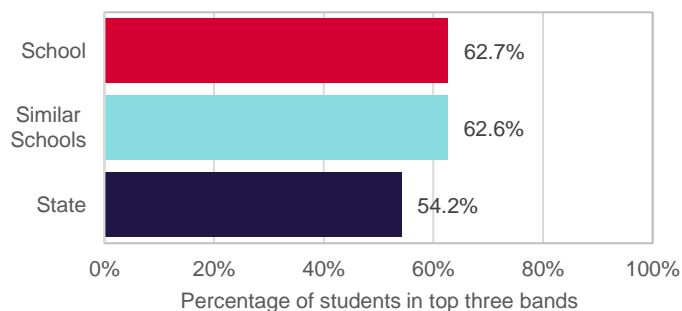
Similar Schools average:

62.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

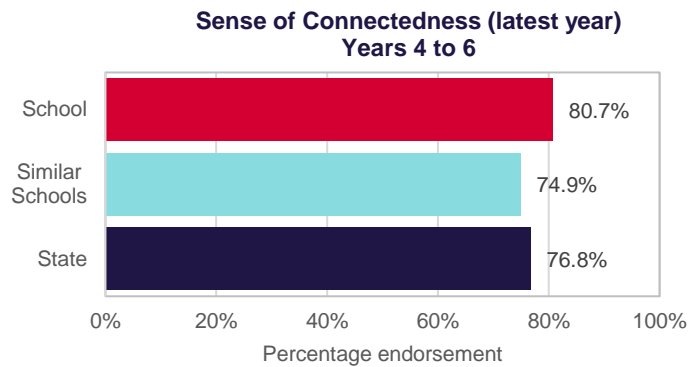
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	80.7%	85.9%
Similar Schools average:	74.9%	76.9%
State average:	76.8%	77.9%

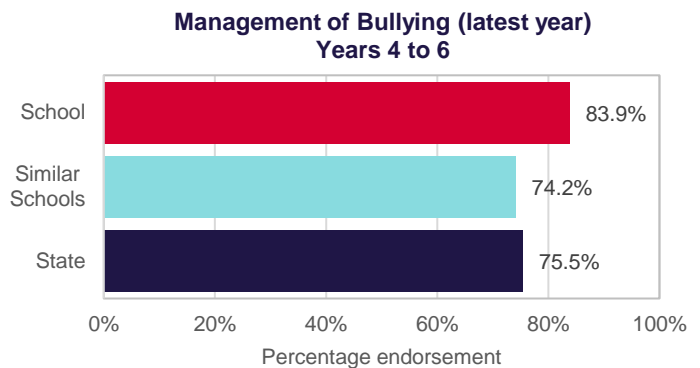


Student Attitudes to School – Management of Bullying

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:	83.9%	86.1%
Similar Schools average:	74.2%	75.2%
State average:	75.5%	76.3%

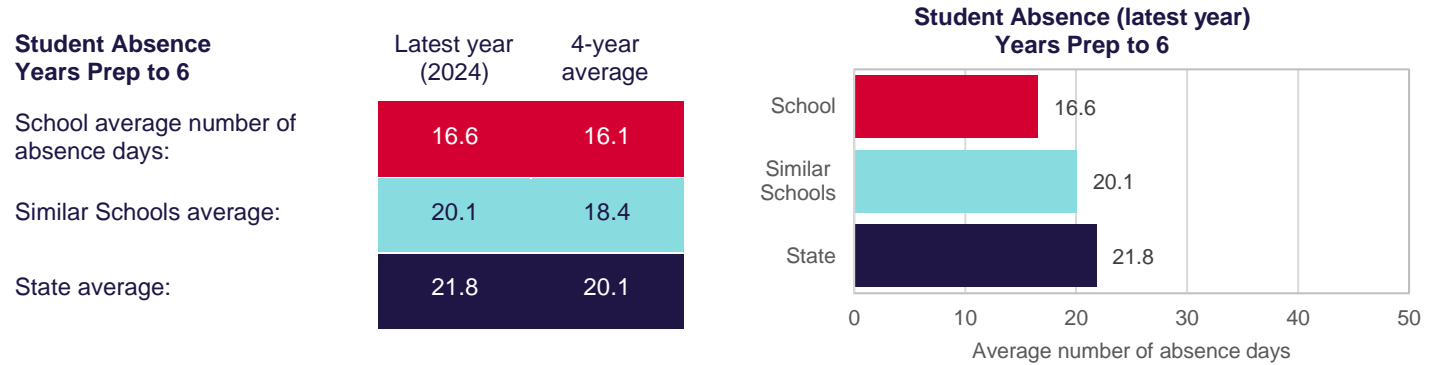


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	92%	92%	91%	91%	92%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,409,808
Government Provided DET Grants	\$376,795
Government Grants Commonwealth	\$8,463
Government Grants State	\$0
Revenue Other	\$41,227
Locally Raised Funds	\$315,474
Capital Grants	\$0
Total Operating Revenue	\$4,151,768

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,534
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,534

Expenditure	Actual
Student Resource Package ²	\$3,320,348
Adjustments	\$0
Books & Publications	\$5,625
Camps/Excursions/Activities	\$153,552
Communication Costs	\$3,598
Consumables	\$77,315
Miscellaneous Expense ³	\$17,431
Professional Development	\$37,109
Equipment/Maintenance/Hire	\$85,863
Property Services	\$75,692
Salaries & Allowances ⁴	\$140,620
Support Services	\$108,170
Trading & Fundraising	\$51,852
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$526
Utilities	\$31,300
Total Operating Expenditure	\$4,109,000
Net Operating Surplus/-Deficit	\$42,768
Asset Acquisitions	\$47,001

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$556,607
Official Account	\$32,569
Other Accounts	\$0
Total Funds Available	\$589,176

Financial Commitments	Actual
Operating Reserve	\$131,442
Other Recurrent Expenditure	\$1,625
Provision Accounts	\$0
Funds Received in Advance	\$49,192
School Based Programs	\$35,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$106,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$147,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$490,259

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.