

2024 Annual Report to the School Community

School Name: Wilandra Rise Primary School (5558)



- 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 08 May 2025 at 10:35 AM by Tina Clydesdale (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 08 May 2025 at 10:35 AM by Tina Clydesdale (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

Wilandra Rise Primary School is an F-6 school located at 25 Aayana Street, Clyde North, 3978 and is built under the Public-Private Partnership (PPP) development. Nestled in an expanding housing estate, which 10 years prior was farm land, Wilandra Rise Primary School is an excellent facility that brings together the best in contemporary educational design and promotes active student-centered learning through the creation of flexible, functional spaces. All educators work together in Learning Communities to create flexible teaching and learning options that better cater for individual needs of all students. The school upholds high expectations for all and provides inclusive experience for staff, students and families. Wilandra Rise Primary School is committed to ensuring the safety of all students and will have zero tolerance of child abuse in any form. It is the vision of Wilandra Rise Primary School to develop confident, passionate and curious learners. Our students are empowered to achieve their personal best within a supportive and inclusive learning community. Our students are well-balanced local and global citizens who have the personal belief and conviction to make a difference. Students demonstrate respect, responsibility and safety whilst celebrating our diversity. Wilandra Rise school values are framed around the 4 key pillars of Respect, Responsibility, Safety and Compassion. Our staffing profile consists of 7.8 Principal Class, 8 Learning Specialists, 1 Psychologist, 1 Occupational Therapist, 0.6 Speech Pathologist, 68 classroom teachers and specialists, 55 Educational support staff and 10 Administration staff. Our staff encompass a variety of backgrounds, including Aboriginal and Torres Strait Islanders. A number of our staff are multilingual, including but not exclusive to AUSLAN, Spanish, Dari, Arabic, Pashto, Mandarin, Hindi, Punjabi and many more. We have 147 current staff. With just 10% of our classroom teachers (14 staff members) with more than 10 years experience and 7 teachers provisionally registered WRPS, 45% of our staff have less than 5 years experience with the Department of Education and 44% have only ever worked at Wilandra Rise Primary School. Wilandra Rise Primary School has grown exponentially in the first seven years. In 2017, we opened with 300 students across F to 6 and now we have stabilised at approximately 1200 students, with 160 staff and approximately 50 to 55 grades each year. A total of 1200 students were enrolled in this school in 2024; 577 females and 623 males. The school is organised into single year level classes and has grown from 16 classes in 2017 to 52 classes in 2023. The buildings are a combination of single and double story relocatable classrooms as well as open plan, flexible Community Hubs. Wilandra Rise Primary School provides a comprehensive specialist program which includes Physical Education, Science, LOTE (Spanish), Visual Arts, Performing Arts and Literacy Appreciation and Access (Library). The school has allocated a significant expenditure commitment to make sure that resources in our specialist areas have increased as the population growth continued over the time of the Strategic Plan. High priority has been given to Digital Device provision and at present, we have close to 1:1 device capacity for our students. In the last three years, four additional primary schools have opened on our bordering neighbourhood areas and this has reduced the pressure of continued high growth. One unintentional consequence has been the difficulty in forward planning for numbers and this has impacted our financial and administrative planning. Fifty two percent of students had English as an Additional Language and approximately one percent were of Aboriginal or Torres Strait islander status. Our socio-economic band value is Low – Medium. We have more than 55 students who are PSD funded and above 20% of our student population who have additional learning needs. We will continue to support and build practices and resources that recognise the diverse needs of our wider community. As a school we have prioritised locally funded resources to support families

needing additional support across the year, particularly ensuring no student goes hungry. Due to the generosity of our school community (mainly our staff), in the last 3 years, we have distributed over 350 hampers of much needed food to families. As part of the funded breakfast program we have averaged 3000 breakfast and lunch meals per term. We have provided large amounts of fruit to classrooms each week and our office staff have distributed a significant number of food vouchers to families who regularly have no means to access food. We are grateful to the wider community and business supporters who regularly provide additional support across the year. This support has allowed many of our students to start the day with sufficient nutrition to concentrate and it has definitely made it easier for many of our students to come to school each day.

Progress towards strategic goals, student outcomes and student engagement

Learning

During the 2024 year we continued to have a strong focus on improving the academic outcomes for all our students. We have continued to successfully implement and embed the 'Talk for Writing' approach from Foundation to Year Six. Majority of our teaching staff have completed the two-day training course in 'Talk for Writing' as well as regular professional learning offered by our 'Talk for Writing' Learning Specialists. Our teachers continue to use a Systematic Synthetic Phonics approach to teach phonemes and graphemes to ensure our students have the skills to be able to decode words when reading and encode when spelling and writing. Our Literacy Learning Specialists have worked closely with CLTs to refine their lesson planning and structures to ensure the best possible learning experiences for our students. Mentoring and observations and feedback have been a key part of our Learning Specialists role in 2024. In 2024 we appointed two additional Numeracy Learning Specialists with the focus on building staff understanding, skills and capacity to teach mathematics effectively. The Numeracy Learning Specialists supported the development of staff mathematics pedagogical and content knowledge. This was done by: focussing on year levels Foundation, Year one, Year two. LS coached and mentored teachers in each of these year levels through: Teach, model, observe, reflect, math lessons two- three sessions a week. During planning, LS assisted teachers with lesson choice and instructional practices with multiple entry points. LS provided feedback to staff throughout lessons so they could adjust their thinking and implementation at point of need. LS discussed observations made about students' thinking and provided feedback on what to teach next. LS assisted teachers to ask deep thinking questions throughout lessons to differentiate and extend student thinking. They monitored teacher and student growth using student work samples. LS deepened staff knowledge of how to anticipate possible student strategies using a continuum or landscape as a guide to help observe how students are progressing. LS worked with Team Leaders to develop rich learning tasks for Numeracy Extension - Task focus - student reasoning, breadth and depth. LS assisted teams in implementing open-ended assessment tasks and assessing students' level of proficiency in their answers. Worked with teams to moderate the assessment tasks and provided a proficiency guide to help with consistency. They offered whole school mini workshop professional development sessions with the focus on Number Sense and Reasoning. Each session was targeted to year levels with research and practical activities to implement in classrooms. The school purchased manipulatives that can be used in all levels for

different math concepts. LS modelled how to use manipulatives in maths lessons to build conceptual understanding. Manipulatives were purchased ensuring there is enough for 1:1 or 1:2 so all students are able to use these concrete resources to build understanding. LS further developed a Numeracy CoP.

Our goal was to increase the proportion of students in the Top 2 bands in both Year 5 and Year 3 by 5% in numeracy.

Year 3: Number of students in Exceeding: 5 students (3%) Number of students in Strong: 79 students (52%)

Year 5: Number of students in Exceeding: 12 students (8%) Number of students in Strong: 79 students (52%).

Increase the proportion of students achieving at or above expected level in writing 5% across all levels (85%)

Year Level	"At"	6 months above	12+ months above	Total number of students "above"	Total number of students "at or above" expected level	Total number of students on VIC Curriculum
Foundation	43	16	0	16	59	74
Year 1	39	17	1	18	57	82
Year 2	55	14	0	14	69	95
Year 3	57	18	2	20	77	109
Year 4	56	26	3	29	85	120
Year 5	49	22	6	28	77	116
Year 6	81	21	1	22	103	131
TOTAL	380	134	13	147	527	727

Wellbeing

In 2024 Wilandra Rise Primary School has continued to have a strong focus and emphasis on the health and wellbeing of our students, staff and community. Our Breakfast and Lunch Clubs we have provided over 14,000 meals to our student community over the course of the year. Our staff have donated various food and household items to create hampers to support families who are facing difficulties in our school community. Our school community have continued to be generous and supportive of those who are facing difficult and challenging situations.

Our Student Support Team has continued to support students with additional needs through Occupational Therapy tasks, Speech Therapy sessions, cooking sessions and social groups. The SS Team have continued to educate and support our staff with strategies to support students



with additional needs in the classroom by providing professional learning and in-classroom support. The SS Team have undertaken professional learning in the Disability Inclusion Program and began implementation in 2023.

Last year with SWPBS we established our whole-school rewards system, 'Wilbucks', and integrated this across the school. Teachers highlight students showing our School values by presenting Wilbucks tokens to students and clearly attributing which value they have shown to receive the token. We have continued our whole-school agreed major and minor behaviour chart as well as the flowchart for what to do if students are not meeting our expectations. This has been supplemented by documenting on COMPASS major and minor incidents with more detail to track trends in behaviour.

We are continuing with Student Portfolios to gather and collect samples of their progress, achievements and reflections on their learning. We use our portfolios during 3 Way Conferences with students leading the conversations about their learning progress with their parents/caregivers. Students were able to talk about their achievements and learnings they were proud of. The feedback we receive from parents/care givers, teachers and students continues to be extremely positive. SeeSaw was used predominantly as a communication vehicle for parents and teachers and we look forward to 2025 when the platform will be used for achievements and information sharing.

Engagement

In 2024, all teachers continued to use Student Portfolios to gather and collect samples of their progress, achievements and reflections on their learning. Each year level selected how they would collect and present their portfolios (ie exercise books, folders, etc) to suit their students. The portfolios are now used in all parent/teacher conferences to lead conversations about student learning progress. Students are able to talk about their learning and specific achievements they are proud of. The feedback we received from parents/care givers, teachers and students was extremely positive, we found that all parties were engaged in the process and students enjoyed having the opportunity to share their school life and learning. We will continue to refine our process and procedures around Student Portfolios and 3 Way Conferences in 2025. Our goal of increasing student voice and agency from 63% to 72% in the AtoSS survey results: Positive endorsement: 306 students Neutral: 58 students Not positive endorsement: 54 students 74% of our students put in a positive endorsement for student voice and agency, which is higher than similar schools, our Network and the State.

In 2024, decrease the number of students with 20+ days absence to below 35% Our student attendance data from Panorama is the following: 0 days: 19 students (2%) 0.5 – 9.5 days: 331 students (28%) 10 – 19.5 days: 391 students (33%) 20 – 29.5 days: 209 students (17%) 30+ days: 250 students (21%) We have 38% of our students with 20+ days absent from school.

Other highlights from the school year

We commenced 2024 with an Indigenous Smoking Ceremony. The whole school took part in the ceremony as we recognised the First Nations people for the land we work, learn and play on. Our whole school celebration days are supported and embraced by our student and parent

community. Harmony Day is our largest whole school celebration of our collective and individual cultural identity. Students celebrate and learn from each other through song, dance, traditional dress and the sharing of food and cultural practices. This continues to be the highlight of the school calendar for our students, staff and parent community. Through our LOTE program, we have an annual 'Spanish Cultural Day' for students to experience and celebrate Spanish song, dance, cuisine and customs. Our Parent Opinion Survey results continue to be significantly above similar schools, the Network and the State. We have utilised a variety of different communication strategies such as Compass and Seesaw to effectively liaise with our parent/caregiver community. We have introduced regular morning tea events for various groups of parents from our school community to help them build connections and friendships as well as provide input and feedback into our school's operations. We introduced an English Language session on Wednesday mornings for families to learn conversational English and meet other parents from our school. These sessions have continued to grow in popularity and we now have a much larger group of parents and friends from various backgrounds arriving every Wednesday morning to practise English and share morning tea together.

Financial performance

Our school finished 2024 year in a strong financial position. There were few major projects this year as we committed to 2025 spending our savings on several projects throughout the school, ie. LED signage, storage solutions in the form of a storage shed, board walk to cover the swale drain and fans for the stadium. All funds received from the Department, 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.

**For more detailed information regarding our school please visit our website at
<https://www.wilandrariseps.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 1,159 students were enrolled at this school in 2024, 558 female and 601 male.

53 percent of students had English as an additional language and 1 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).

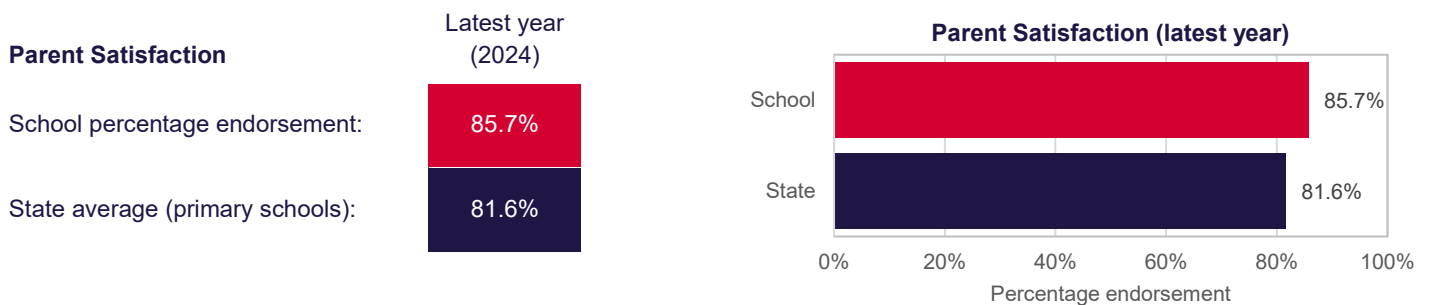
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

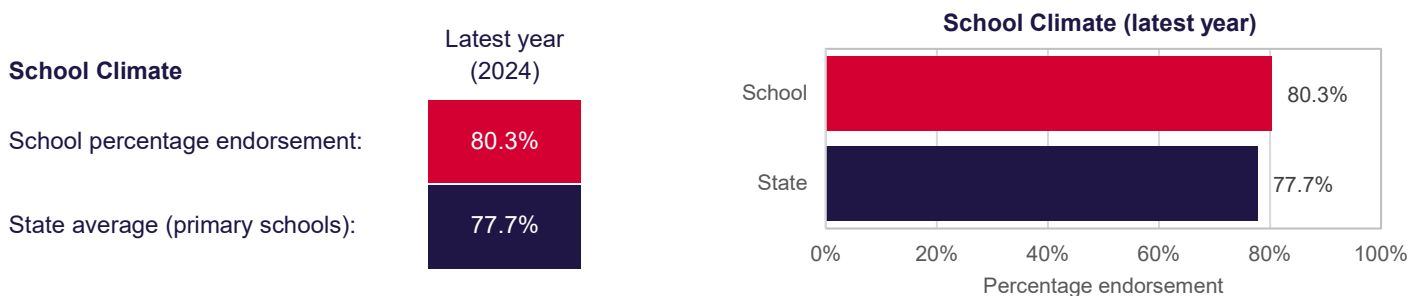


School Staff Survey

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.

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

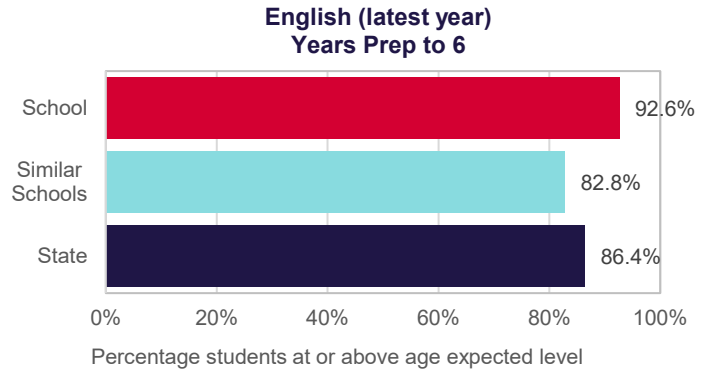
92.6%

Similar Schools average:

82.8%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

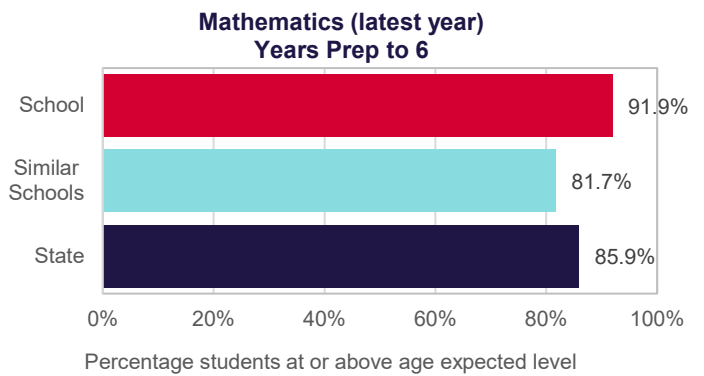
91.9%

Similar Schools average:

81.7%

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

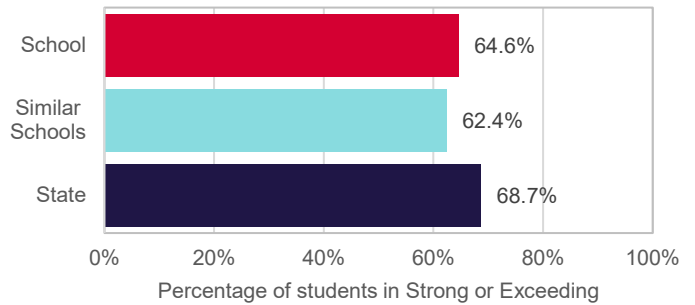
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	64.6%	61.2%
Similar Schools average:	62.4%	62.9%
State average:	68.7%	69.2%

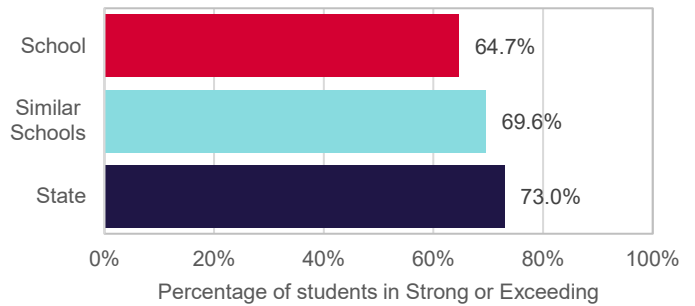
**NAPLAN Reading (latest year)
Year 3**



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.7%	70.9%
Similar Schools average:	69.6%	71.6%
State average:	73.0%	75.0%

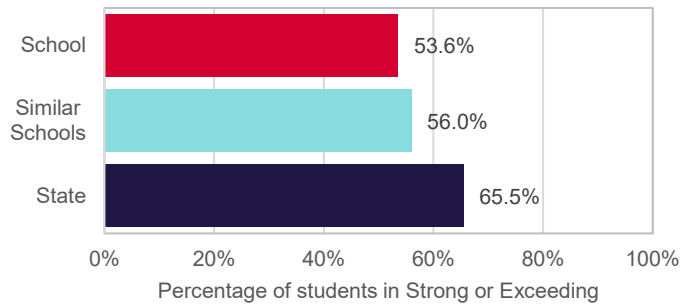
**NAPLAN Reading (latest year)
Year 5**



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.6%	55.9%
Similar Schools average:	56.0%	57.8%
State average:	65.5%	66.4%

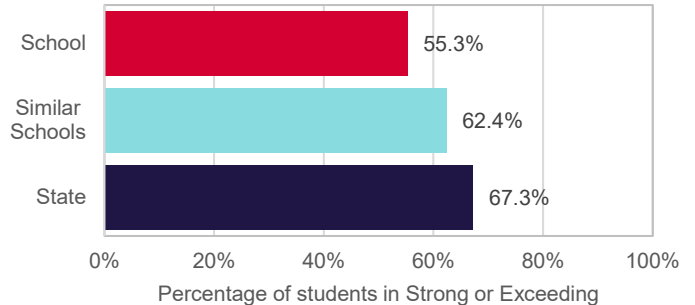
**NAPLAN Numeracy (latest year)
Year 3**



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.3%	57.6%
Similar Schools average:	62.4%	62.6%
State average:	67.3%	67.6%

**NAPLAN Numeracy (latest year)
Year 5**



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:

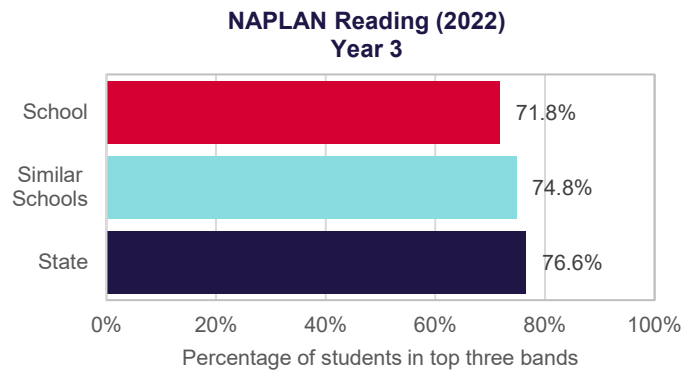
71.8%

Similar Schools average:

74.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

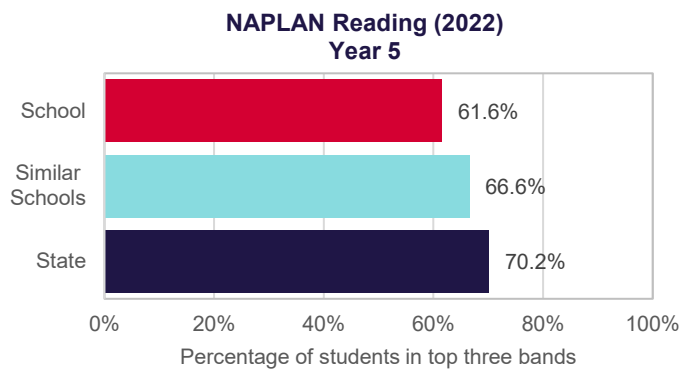
61.6%

Similar Schools average:

66.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

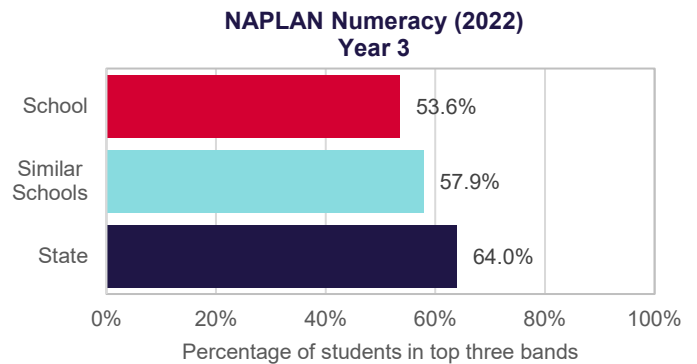
53.6%

Similar Schools average:

57.9%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

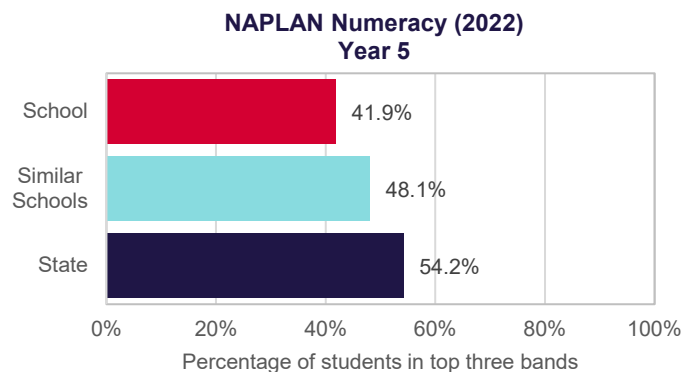
41.9%

Similar Schools average:

48.1%

State average:

54.2%



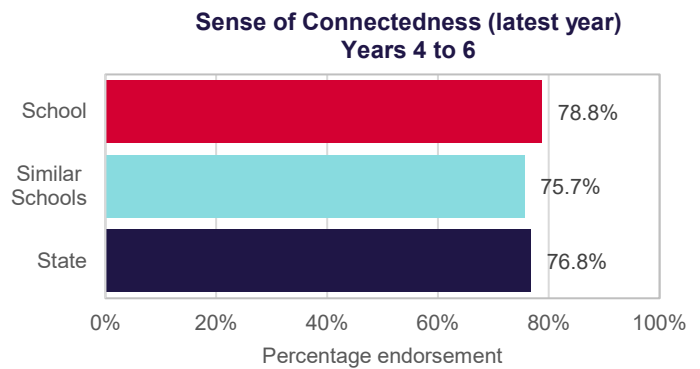
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

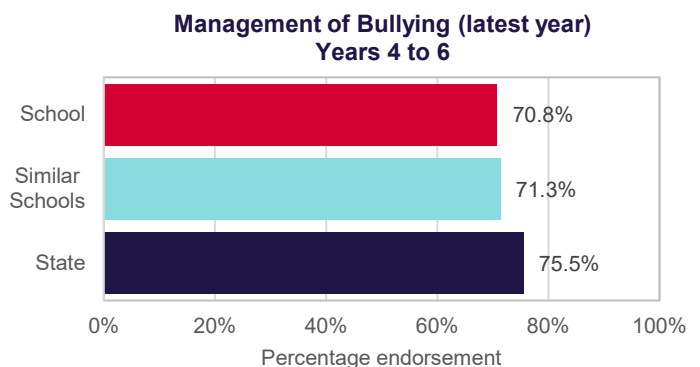
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	78.8%	80.3%
Similar Schools average:	75.7%	77.7%
State average:	76.8%	77.9%



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:	70.8%	72.1%
Similar Schools average:	71.3%	73.1%
State average:	75.5%	76.3%



ENGAGEMENT

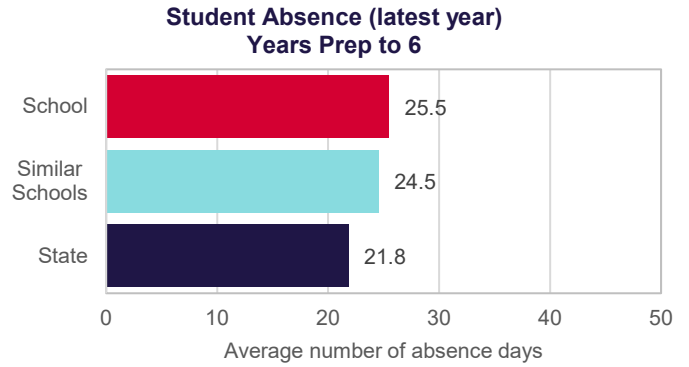
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	25.5	22.4
Similar Schools average:	24.5	22.7
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	86%	86%	88%	89%	88%	87%	87%



Financial Performance and Position

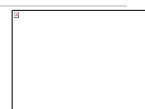
FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$12,649,364
Government Provided DET Grants	\$709,239
Government Grants Commonwealth	\$5,550
Government Grants State	\$0
Revenue Other	\$97,978
Locally Raised Funds	\$343,825
Capital Grants	\$0
Total Operating Revenue	\$13,805,957

Equity ¹	Actual
Equity (Social Disadvantage)	\$460,623
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$460,623

Expenditure	Actual
Student Resource Package ²	\$12,116,981
Adjustments	\$0
Books & Publications	\$688
Camps/Excursions/Activities	\$228,778
Communication Costs	\$16,506
Consumables	\$261,297
Miscellaneous Expense ³	\$118,730
Professional Development	\$40,235
Equipment/Maintenance/Hire	\$100,093
Property Services	\$50,775
Salaries & Allowances ⁴	\$337,463
Support Services	\$106,337
Trading & Fundraising	\$5,093
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$121,972
Total Operating Expenditure	\$13,504,948
Net Operating Surplus/-Deficit	\$301,009
Asset Acquisitions	\$12,920

- (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	\$1,112,561
Official Account	\$61,439
Other Accounts	\$0
Total Funds Available	\$1,174,000

Financial Commitments	Actual
Operating Reserve	\$231,798
Other Recurrent Expenditure	\$1,156
Provision Accounts	\$0
Funds Received in Advance	\$534,449
School Based Programs	\$51,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$160,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$978,403

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.

