

2024 Annual Report to the School Community

School Name: Karwan Primary School (5596)



- 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 13 March 2025 at 01:51 PM by Ashley Craig (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 March 2025 at 09:47 AM by Ashley Craig (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

Welcome to Karwan Primary School, a thriving learning community in the ever-growing suburb of Tarneit. Established in 2023, our school continues to flourish in the high-growth area of Wyndham in Melbourne's west, exclusively enrolling students from our designated catchment zone.

Karwan Primary School is committed to empowering everyone to reach their full potential, today and into the future. Our mission is to provide a safe environment where every individual is known, valued, and respected, while fostering a love for learning and curiosity. We continue to strengthen our links with local, wider, and global communities, building pride in our school. Our core values of Respect, Responsibility, and Resilience guide our everyday interactions and learning experiences.

Building on our strong foundation, Karwan Primary School began 2024 with over 600 students and concluded the year with a dynamic and engaged student body of 675 learners, a dramatic increase from the previous year of 401 students. Our diverse community remained a key strength, with 77% of students coming from language backgrounds other than English, 14% equity funded, 2% from likely refugee backgrounds, and 24% identified as students with disabilities through the Nationally Consistent Collection of Data. Less than 2% of our students are international students. Our Student Family Occupation and Education (SFOE) index reflects a low to medium socio-economic profile.

The school's leadership team expanded to support the school's growth. The principal was supported by two Assistant Principals overseeing Teaching and Learning and Health and Wellbeing. Our staff grew to 38 Equivalent Full-Time (EFT) teaching staff, all dedicated to fostering the academic, social, and emotional development of our students. Our team also included 14 Integration Aides, 1 Business Manager, 2 Office Administration Assistants, and a full-time Facilities Manager, ensuring smooth operations and a safe school environment.

In 2024, Karwan Primary School operated 30 grades, with a mix of straight and composite classes to accommodate our growing enrolments while maintaining low class sizes. We provided a comprehensive, student-centred curriculum with a strong focus on literacy, numeracy, humanities, and health and wellbeing. Our specialist programs in Performing Arts, Physical Education, Science, and Visual Arts continued to offer rich learning experiences beyond the core subjects.

To further enhance student learning, we worked in Professional Learning Team (PLT) to strengthen collaborative teaching practices and ensure consistent, high-quality curriculum delivery across all year levels. Additionally, intervention and extension programs were expanded to provide targeted support and enrichment opportunities for students.

We continued to prioritise strong home-school partnerships, recognising the importance of collaboration in student success. Our four formal Parent/Teacher Conferences, each with a specific focus, were well attended. We also hosted curriculum information sessions, open classrooms, and parent forums to foster ongoing communication. The School Council played a pivotal role in guiding school priorities and decision-making, ensuring strong community involvement.

Karwan Primary School takes pride in its state-of-the-art facilities, including purpose-built learning spaces, collaborative common areas, a gymnasium, science and technology labs, performing arts and visual arts spaces, and well-maintained outdoor areas featuring hard courts, playgrounds, and a sporting field. As part of our continued growth, additional learning spaces and playgrounds were

provided to support our expanding student population.

In Term 3, Karwan Primary School embarked on its first-ever School Review, a comprehensive and reflective process aimed at assessing our progress during the first year and a half of operation. This thorough review involved analysing data, survey results, and gathering valuable feedback through discussions with students, staff, and families. To ensure a holistic perspective, we engaged three knowledgeable challenge partners who supported us throughout the review process. Their insights were invaluable in helping us reflect on our achievements and identify areas for growth. As a result, we developed our first School Strategic Plan (SSP), a guiding document that will shape our direction and decisions for the next four years, ensuring continued success and growth for our school community.

As we reflect on 2024, we celebrate our growth, achievements, and commitment to high-quality education. Moving into 2025, we remain focused on enhancing student learning, strengthening staff professional development, and fostering a connected and inclusive school community. Karwan Primary School continues to be a place where every child is supported to thrive, and every family feels a sense of belonging.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, we've welcomed new students and staff to our school community as enrolments continued to grow. To support this, we've focused on creating a smooth transition for everyone, fostering an inclusive environment. New staff integrated well through induction programs and ongoing professional development. We also put systems in place to ensure students feel connected and valued, helping them adapt quickly to our school's values. With a strong focus on learning, we continued to build a positive school culture, laying a solid foundation for future success.

In 2024, we made significant progress in staff and student development.

Data-Driven Decision Making: A key focus was building staff capacity to analyse and use student learning data. Through regular data review sessions during PLTs, we ensured more targeted interventions for students.

Big Ideas in Mathematics: We worked to embed the "Big Ideas in Mathematics" into teaching practices, enhancing mathematical understanding through key concepts and problem-solving strategies. Professional learning sessions helped strengthen mathematics teaching across the school.

Our 2024 teaching and learning targets and results are set out below:

NAPLAN - Exceeding or Strong

Year 3

- Reading - Goal 63% - Not Achieved 59%
- Numeracy - Goal 58% - Not Achieved 50%

- Writing - Goal 73% - Not Achieved 70%

Year 5

- Reading - Goal 72% - Not Achieved 68%
- Numeracy - Goal 60% - Not Achieved 51%
- Writing - Goal 72% - Not Achieved 64%

Victorian Curriculum Teacher Judgement

- Reading - Goal 80% - Achieved 90%
- Writing - Goal 75% - Achieved 88%
- Number - Goal 80% - Achieved 89%

School Staff Survey

- Collective Efficacy - Goal 84% - Achieved 88%
- Teacher Collaboration - Goal 72% - Achieved 88%
- Guaranteed and Viable Curriculum - Goal 85% - Achieved 90%
- Staff trust in colleagues - Goal 80% - Achieved 95%
- Instructional Leadership - Goal 83% - Achieved 90%

Parent/Caregiver/Guardian Opinion Survey

- General Satisfaction - Goal 85% - Achieved 91%
- Effective Teaching - Goal 84% - Achieved 89%
- Student Motivation and Support - Goal 81% - Achieved 90%
- Positive Transitions - Goal 87% - Achieved 88%
- Promoting Positive Behaviour - Goal 91% - Achieved 97%

Looking ahead, we'll build on our progress and address areas for improvement. The School Improvement Team (SIT) will continue to support staff in refining teaching practices, focusing on professional learning, and ensuring every student receives the support they need. 2024 has been a year of growth and achievement. With the dedication of staff, support from families, and student effort, we've laid a strong foundation for future success, and we're excited to continue this work in 2025 and beyond.

Wellbeing

The Health and Wellbeing Team has had a productive year, working to foster a positive and inclusive school environment that supports the academic, social, and emotional development of all

students. Throughout the year, we have focused on strengthening our School-Wide Positive Behaviour (SWPB) framework, promoting student voice and leadership, and ensuring a whole-school approach to mental health and wellbeing.

A significant achievement this year has been the review and embedding of the SWPB framework. Staff consistently implemented the school-wide acknowledgement system, reinforcing expected behaviours and promoting our core values. Teachers have used Compass data to explicitly teach these behaviours in various settings, ensuring students understand and adhere to the expectations outlined in the SWPB matrix.

We also established inclusive structures and practices to support students with diverse learning needs. Teachers documented adjustments and modifications in their teaching programs to align with Individual Education Plans (IEPs), ensuring that students receive tailored support. Leaders have played a critical role in building staff capacity to develop high-quality IEPs and facilitating termly Student Support Group (SSG) meetings to engage families in their children's learning journey.

Student voice and leadership have been key priorities, with the activation of a student leadership team that provides input on strategies to enhance engagement and attendance. Their recommendations have been instrumental in shaping school-wide initiatives that promote participation and belonging.

Mental health and wellbeing remain at the forefront of our efforts. Staff have implemented evidence-based social and emotional learning strategies, and leaders have participated in the Wyndham Community of Practice for Attendance to address student engagement holistically. Families have also been informed about available mental health supports, strengthening the partnership between home and school.

Our 2024 health and wellbeing targets and results are set out below:

Student Attitudes to School Survey

- Sense of Connectedness - Goal 79% - Achieved 81%
- Managing Bullying - Goal 73% - Achieved 73%
- Resilience - Goal 69% - Achieved 69%
- School Stage Transitions – Goal 83% - Not Achieved 78%

School Staff Survey

- Collective Efficacy - Goal 84% - Achieved 97%
- Staff trust in colleagues - Goal 80% - Achieved 96%
- Instructional Leadership - Goal 83% - Achieved 96%

Parent/Caregiver/Guardian Opinion Survey

- Student Motivation and Support - Goal 81% - Achieved 85%
- Positive Transitions - Goal 87% - Achieved 89%
- Promoting Positive Behaviour - Goal 91% - Achieved 94%

Attendance

- P-6 average student absence (20 or more absent days) - Goal 52% - Achieved 47%

We look forward to continuing our work in fostering a safe, supportive, and inclusive school environment in the coming year.

Engagement

In its second year of operation, Karwan Primary School remained committed to prioritising student engagement and fostering a supportive, inclusive environment for all learners. The school continued its efforts to seamlessly transition new students into the school community, ensuring both students and their families felt welcomed and supported.

As the year progressed, the school refined its orientation program to better support classroom allocations and to assess any additional resources needed to ensure a smooth start for each student. Many new families had the opportunity to meet with a member of the leadership team and had a chance to address any questions or concerns prior to beginning at Karwan Primary School. This initiative provided valuable insights for teachers, while also offering families an opportunity to familiarise themselves with the school environment and discuss potential supports for their children.

A key focus for Karwan Primary School has been the delivery of a rigorous and engaging curriculum. Weekly Specialist subjects such as Visual Arts, Performing Arts, Physical Education, and Science have complemented the core curriculum, ensuring students have access to a broad educational experience. Furthermore, the school has offered various extracurricular opportunities, including excursions, incursions, and special event days that were focused on sports, inclusion, and cultural celebrations. These events consistently demonstrate high levels of student engagement.

Additionally, Allied Health practitioners and Visiting Teachers have provided external support, promoting inclusive practices and offering tailored recommendations to teachers through formal reports that focus on meeting the individual needs of students. These efforts have been integrated with our School-Wide Positive Behaviour (SWPB) framework, reinforcing expected behaviours and creating a positive school culture.

Engagement with families has been another cornerstone of our approach. Through various forums such as open mornings, specialist expositions, Literacy/Mathematics workshops, information sessions, school tours, School Council, Parent/Teacher Conferences, and consistent communication via Compass and social media platforms, families have had numerous opportunities to engage with the school community. Teachers have built strong relationships with families by being accessible and communicative, ensuring that important information is shared in a timely and supportive manner. This approach has strengthened the role of classroom teachers as the primary point of contact for families.

Looking forward, Karwan Primary School is committed to further developing authentic Student Voice and Agency. We will continue to explore leadership opportunities that allow students to directly influence their school environment. Our student leaders and the Student Representative Council (SRCs) have already participated in events run by the Member of Parliament, using these experiences to lead growth initiatives within the school. In particular, our Year 6 students engaged

with the LifeChanger Foundation, which focuses on empowering participants to develop a deeper understanding of themselves and their potential. The facilitators were highly impressed by the students' engagement, maturity, and emotional intelligence, underscoring the strong leadership skills cultivated at Karwan Primary School. It is inspiring to witness our upper primary students serving as role models for their younger peers.

The progress made in 2024 has built upon the strong foundations established in the previous year. Karwan Primary School will continue to deepen its focus on enhancing student and family engagement, with the aim of driving continuous improvement in student outcomes across all aspects of school life.

Financial performance

In 2024, Karwan Primary School continued its strong financial management while supporting the needs of its growing student community. The school began the year with 611 students (February Census), increased to 647 by August and 675 students by the end of the school year. This steady enrolment growth required adjustments in staffing, resources, and infrastructure to maintain high-quality learning and wellbeing standards.

At the end of 2024, the school reported a financial surplus of \$259,296. These funds will be strategically allocated in 2025 to enhance technology, and support workforce planning to accommodate the expanding student population.

Equity funding played a crucial role in supporting students, with \$21,343 received in cash and \$22,026 in credit. This funding ensured that all students had access to high quality teaching throughout the school while also engaging in school-wide programs, including excursions and wellbeing initiatives, fostering an inclusive and engaging educational environment.

Community support remained vital to the school's success, with \$1,073 received in donations and \$1,289.25 raised through fundraising initiatives. These contributions helped fund additional learning resources and student programs.

Karwan Primary School remains committed to responsible budgeting and resource allocation, ensuring the school continues to provide exceptional learning experiences while maintaining long-term sustainability.

**For more detailed information regarding our school please visit our website at
<https://karwanps.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 622 students were enrolled at this school in 2024, 315 female and 307 male.

79 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: **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.

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

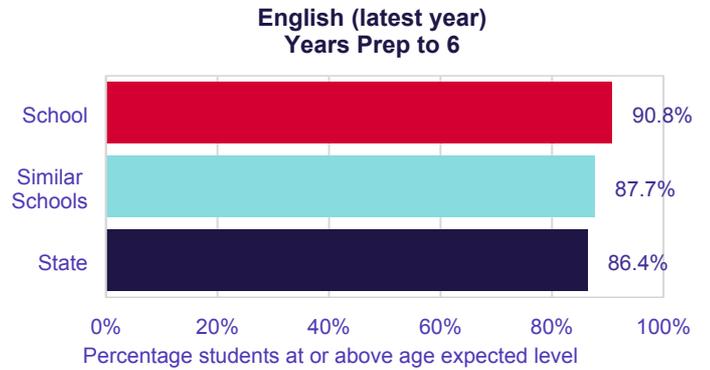
90.8%

Similar Schools average:

87.7%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

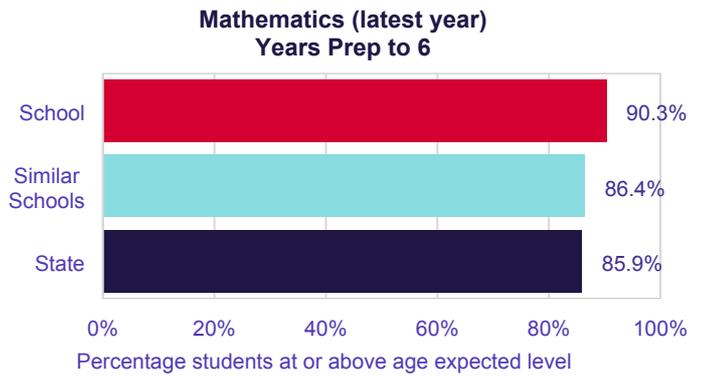
90.3%

Similar Schools average:

86.4%

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.

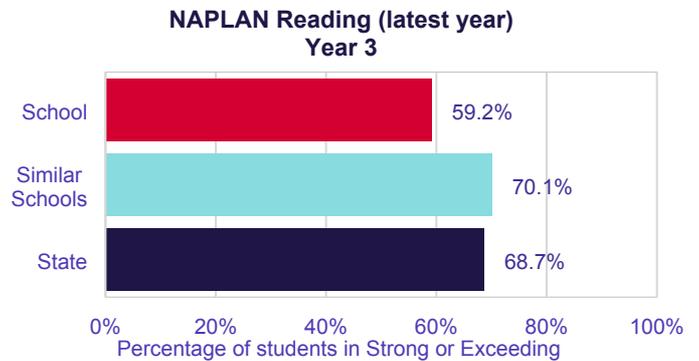
NAPLAN

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.

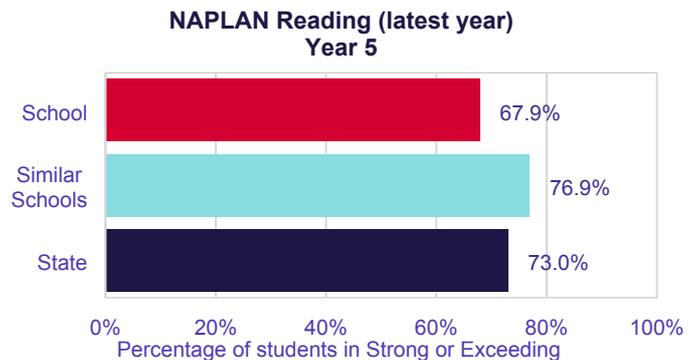
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.2%	62.7%
Similar Schools average:	70.1%	72.1%
State average:	68.7%	69.2%



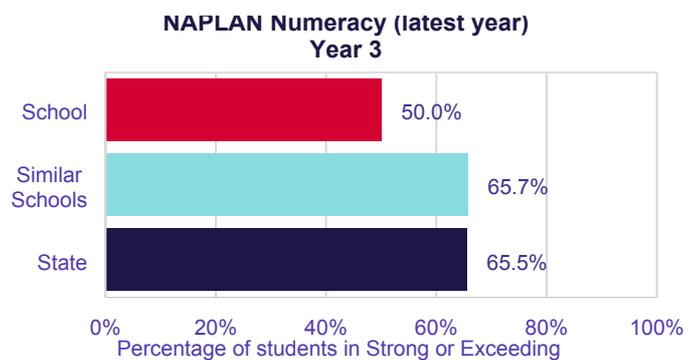
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.9%	66.7%
Similar Schools average:	76.9%	78.5%
State average:	73.0%	75.0%



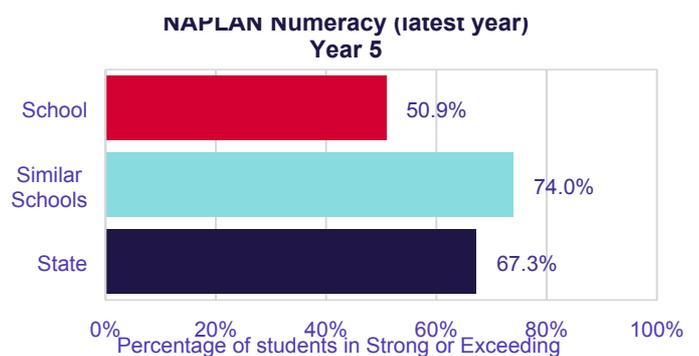
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	52.5%
Similar Schools average:	65.7%	68.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.9%	51.2%
Similar Schools average:	74.0%	74.1%
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

School percentage of students in the top three bands:

(2022)

NDA

Similar Schools average:

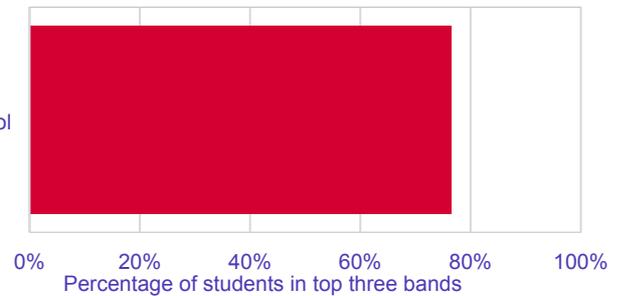
NDA

State average:

76.6%

NAPLAN Reading (2022) Year 3

School



Reading Year 5

School percentage of students in the top three bands:

(2022)

NDA

Similar Schools average:

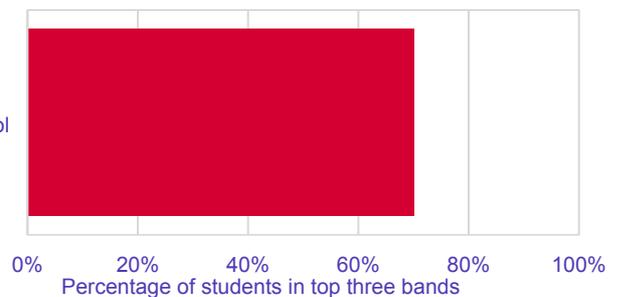
NDA

State average:

70.2%

NAPLAN Reading (2022) Year 5

School



Numeracy Year 3

School percentage of students in the top three bands:

(2022)

NDA

Similar Schools average:

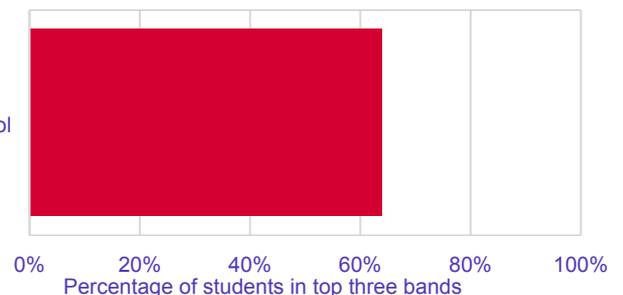
NDA

State average:

64.0%

NAPLAN Numeracy (2022) Year 3

School



Numeracy Year 5

School percentage of students in the top three bands:

(2022)

NDA

Similar Schools average:

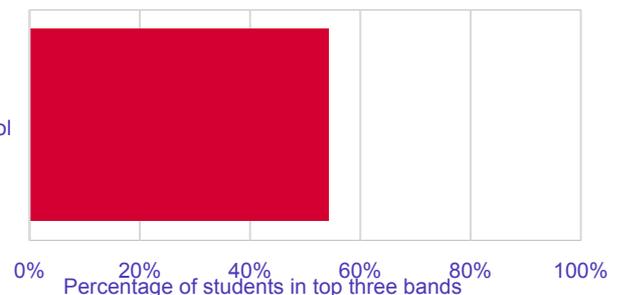
NDA

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

School



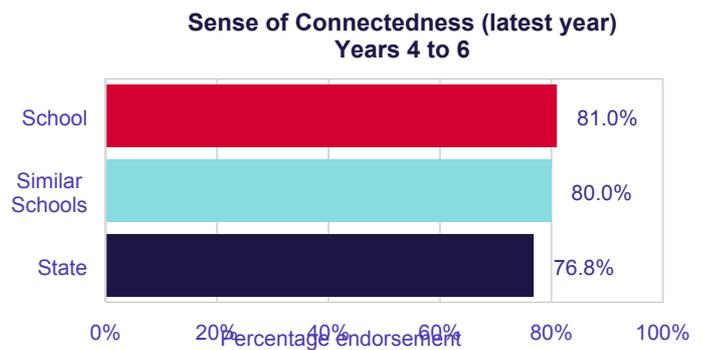
WELLBEING

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).

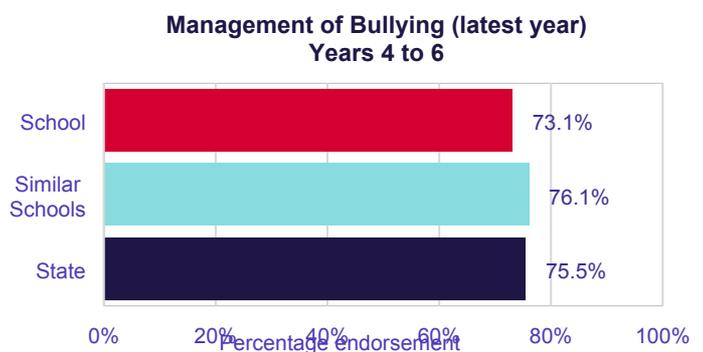
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	81.0%	83.2%
Similar Schools average:	80.0%	81.5%
State average:	76.8%	77.9%



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:	73.1%	76.3%
Similar Schools average:	76.1%	77.3%
State average:	75.5%	76.3%



ENGAGEMENT

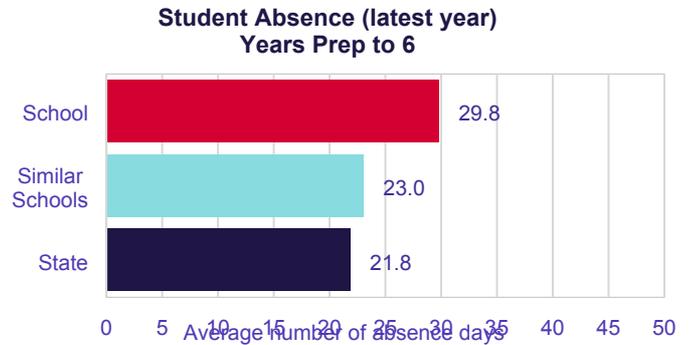
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.8	29.5
Similar Schools average:	23.0	20.9
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):	83%	82%	88%	86%	87%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,494,794
Government Provided DET Grants	\$860,071
Government Grants Commonwealth	\$15,454
Government Grants State	\$0
Revenue Other	\$28,355
Locally Raised Funds	\$189,995
Capital Grants	\$0
Total Operating Revenue	\$7,588,669

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,075
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$7,293
Equity Total	\$43,368

Expenditure	Actual
Student Resource Package ²	\$6,065,209
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$62,403
Communication Costs	\$3,308
Consumables	\$206,211
Miscellaneous Expense ³	\$29,554
Professional Development	\$33,619
Equipment/Maintenance/Hire	\$139,651
Property Services	\$50,499
Salaries & Allowances ⁴	\$59,028
Support Services	\$291,166
Trading & Fundraising	\$75,443
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$61,113
Total Operating Expenditure	\$7,077,206
Net Operating Surplus/-Deficit	\$511,463
Asset Acquisitions	\$197,332

- (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	\$729,826
Official Account	\$29,604
Other Accounts	\$0
Total Funds Available	\$759,430

Financial Commitments	Actual
Operating Reserve	\$170,930
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$321,209
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	\$111,001
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$180,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$783,140

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.