

2024 Annual Report to the School Community

School Name: Mackellar Primary School (5297)



- 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 27 February 2025 at 10:13 AM by Simon McGlade (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 09:25 AM by Simon McGlade (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

Mackellar Primary School, nestled in the heart of Delahey, Victoria, is a vibrant educational environment that thrives on its vision of "Empowering Global Citizens." Situated in a diverse and well-connected community, the school benefits from its strategic location within the Melbourne suburb. In 2024, Mackellar Primary School had a student population of 305 and a staff of 40. These 40 comprised two principal class employees, 23 teachers of which one is a Leading Teacher and three are Learning Specialists. Supporting the teachers in 2024 were 15 Education Support staff including three administration staff and one maintenance person.

The school's collectively developed vision of "Empowering Global Citizens" serves as its guiding principle to ensure our students have ownership of their learning in a way that successfully prepares them for life beyond school, and with a defined moral compass. This vision is firmly anchored in four key pedagogical principles which themselves leverage off our school mascot – the bee. They are:

Bee Connected: Students are encouraged to build connections with peers, subject matter experts and teachers at school, and beyond with business leaders, not-for-profit organisations and government entities. This fosters a powerful sense of belonging and an understanding of the interconnectedness of our world.

Bee Collaborative: Collaboration is a cornerstone of achieving the global and moral aspect of our school's vision. Students are taught the value of teamwork, preparing them for future collaborative endeavours in a global society where one recognises and acts on what is right.

Bee Curios: The school nurtures curiosity amongst its students. They are empowered to ask questions, explore innovative ideas, and develop a lifelong love for learning.

Bee Creative: Creativity is celebrated and encouraged at Mackellar. Students are given the freedom to express themselves creatively, fostering innovative thinking and critical thinking skills.

Social and Emotional Learning

Mackellar Primary School also upholds a set of core values: Resilience, Teamwork, Respect, and Learning. These values are woven into the fabric of the school's culture and guide students in their personal and academic growth. The school places a strong emphasis on social and emotional learning. Programs such as School-wide Positive Behaviour Supports and Rights, Resilience, and Respectful Relationships equip students with essential life skills, promoting positive behaviour and building strong, respectful relationships.

A notable asset of the school is its dedicated Mental Health in Schools Leader, who facilitates a range of positive mental health programs. These initiatives have included art therapy, music therapy, Seasons for Growth, and 'I Can,' which play a vital role in promoting the emotional well-being of students.

Curriculum Achievement

In the realm of teaching, Mackellar Primary School employs explicit and scaffolded methods. English and Mathematics are taught sequentially and progressively, accommodating the diverse learning styles and abilities of its students. Differentiated instruction is a cornerstone of the school's approach, ensuring that every student's unique needs are met. Our inquiry units follow Lee Crockett's Future Focused Learning model, which incorporates his 10 Shifts of Practice. This

forward-thinking approach equips students with the skills needed to excel in the ever-evolving 21st-century landscape.

The school's curriculum includes the following range of specialist subjects: Physical Education, The Arts (Visual & Performing), Languages (Italian), Digital Learning, and Food Technology. These subjects offer students diverse opportunities for creative expression and skill development. In addition, Mackellar Primary School is committed to supporting all students in their academic journey. As such, the school offers intervention programs to help those at risk of not reaching their potential, as well as a high-ability program that nurtures students' strengths across various curriculum areas.

Community Involvement

Parents from the local community are warmly welcomed and encouraged to be actively involved in the school's activities. Subject matter experts are also invited to contribute, ensuring that learning is both locally relevant and globally informed.

The principal Simon McGlade, who has led the school since late 2020, is deeply committed to making Mackellar Primary School a school of choice for everyone in the community. His leadership team collaboratively works with all staff to build their capacity whilst addressing the individual needs of students, fostering an environment of continuous growth and excellence. Together, they ensure that Mackellar Primary School remains a beacon of empowerment and education.

Progress towards strategic goals, student outcomes and student engagement

Learning

With our enhanced and quite strategic use of student data in recent years, 2024 saw the school introduction of new data tracking software to house student data in one location. This real time and longitudinal data storage, analysis and collation allow the school to hone in on individual students, cohorts and school-wide data for use in Professional Learning Community's (PLC) inquiry cycles, identify student trends and allow for the efficient and effective use of resources to ensure their greatest student impact in accordance with our student learning goals.

Throughout 2024, professional learning was led by consultants in both English and Mathematics working hand in hand with our Learning Specialists using the afore mentioned data. A particular point of learning involved further embedding the use of High Impact Teaching Strategies. This work saw the introduction of speaking and listening, reading and writing goals, differentiation including the use of Multiple-Entry Point Reading Activities (MEPRAs) and providing student feedback in relation to goals set. This professional learning involved whole staff sessions, cohort-wide sessions as well as small group and individually modelled lessons. This learning was followed up with coaching cycles using a gradual release of responsibility model by Learning Specialists to continue capacity building of staff with a particular emphasis on teachers new to our school, or to the profession. The impact of learning by staff is evident in School Staff Survey results which show Use High Impact Teaching Strategies, Moderate Assessment Tasks, Use Data

for Curriculum Planning, Discuss Problems of Practice and Monitor Effectiveness Using Data all receiving a 100% positive endorsement rate.

Our Curriculum School Improvement Team led the work in updating our school's Teaching and Learning Plan, or Curriculum Map, to reflect the Victorian Curriculum and Assessment Authority's Victorian Curriculum 2.0. This work required updating school documentation, upskilling staff on changes, refining whole school curriculum plans and rolling-out Mathematics units of work based on these changes. This work will continue throughout 2025 with further professional learning, providing additional resources and reflecting on changes made to date.

Wellbeing

A key strategy of achieving our overall Wellbeing goal and our 2024 Annual Implementation Plan targets included enhancing connections and trust between school and home. Whilst strong connections already existed, a particular strategy included highlighting the significant role fathers play and encouraging greater involvement of dads at school. This partnership saw our school host guest speakers, run events tailored for dads or special people such as our gardening morning and events centred on Father's Day. This work, along with other strategies such as event days, parent helper programs and greater communication with parents overall may have been contributing factors leading to improved opinion survey data. This includes Trust in Students and Parents (2024 target -75%) up to 80%, Parent and Community Involvement (2024 Target - 69%) scoring 91%, Parent Participation and Involvement (2024 target - 82%) reaching 94% and General School Satisfaction (2024 Target - 87%) achieving 93%.

A major body of work for the Wellbeing Team in 2024 was the roll out of the Disability Inclusion process, including Disability Inclusion Profiles. This work was led by a Leading Teacher and supported by Departmental staff and local communities of practice within our school's network. Significant professional learning was undertaken by all teaching staff at the school to support a wide range of student needs, using a strength-based approach to student achievement. This work saw significant adjustments made to students' learning and enhanced the already strong differentiation work. By the end of 2024, this culminated in two profiles being completed and funded, with further profiles ready to proceed in early 2025.

As a recipient of the School Wide Positive Behaviour Supports (SWPBS) Gold Award in 2023, our work in 2024 was centred on the consolidation of current approaches as well as an expansion to include a more precise alignment between SWPBS and Rights, Resilience and Respectful Relationships (RRRR). This enhanced alignment saw both bodies of work taught throughout the year, supplemented by significant events such as Harmony Day and Day for Daniel. Community awareness and participation in both programs resulted in the use of a common language, a far greater presence of parents and community members at assemblies and days of significance, as well as a greater awareness of the underlying messages inherent in both areas of work. As a result, student perspectives of their Sense of Confidence (2024 target - 83%) rose to 93% as did their perception of our Management of Bullying (2024 target - 87%) which rose to 96%. Having met all necessary requirements in 2024, we fully anticipate maintaining our SWPBS Gold Award status for 2024, results of which are announced early in 2025.

Engagement

In addition to measures already in place, in 2024 we introduced additional measures to improve student attendance. These included event days on the last day of term, such as footy day, to motivate students. We introduced raffle prizes at assembly for students attending a full week, and end of term rewards for 100% attendance. The excitement around these initiatives was quite high, and there has been some improved attendance on the last days of term, however our overall average still hovers at a quite respectable, yet stagnant, 90%. It is hoped that over time these initiatives will become the norm and lead to higher attendance rates over time. An average of 90% attendance however is a very pleasing result thanks to the hard work of school staff, families and community stakeholders.

Mackellar Primary School's Mental Health in Primary School (MHIPS) program and its High Abilities Program work to support student engagement. Positive mental health programs such as SEASONS for Growth, Art and Music Therapy and I Can, were all selected from the Schools Mental Health Menu. Each of the programs promote positive mental health, and provide avenues for students to express and come to terms with their emotions in a safe and therapeutic space. Weekly MHIPS meetings triage student needs, initiate appropriate actions, and work with assisting agencies and community groups to support student connection and wellbeing. Coupled with this is a suite of High Ability Programs designed to give students the opportunity to excel in a wide range of curriculum areas. Examples include Tournament of Minds, ICAS, national coding competitions, art exhibits and the Victorian High Abilities Program. Each of the offerings in 2024 were fully subscribed so further choices will be offered in 2025 such as Wakakirri.

In promoting Student Agency, the school has a Learning Specialist leading this work ensuring students have autonomy in their learning. This included the introduction and expansion of student learning goals, the co-construction of success criteria and student driven inquiries. This work has seen students take greater control of their learning within the confines of the achievement standards - or as we say permission with parameters. The success of this work includes School Staff Survey results, in particular the Promote Student Ownership of Learning factor (2024 Target - 83%) which had a positive endorsement result of 91%. Likewise, Attitude to School Survey results also show that Student Voice and Agency (2024 Target - 83%) scored 92% and Stimulated Learning (2024 Target - 84%) rated 93%, respectively.

Other highlights from the school year

2024 saw the re-launch of our Mackellar Art Show titled *Spectacallo*, acknowledging our Italian program at the school. This art show was the first at Mackellar in well over a decade and exhibited art works from every current student, past students, staff, parents and community members. A particular highlight was the 'deadly' art works from our Koorie students, as well as our 3D artworks and accompanying musical ensembles from local secondary colleges. This event comes off the back of an extraordinarily successful whole school production in 2023, again the first in many years. These two events will now occur in alternating years providing students high-calibre community events to highlight their artistic talents.

2024 also saw our camping program go from strength to strength. Our grade prep students joined us for a prep breakfast in their pyjamas before school. Our grade one students stayed late at school for dinner and cooperative games, whilst our grade two students spent the night at school.

Our grade three and four students enjoyed a two-night three-day camp outside of Beaufort making rafts, firing arrows, rope climbing and learning bush skills. Next year our grade five and six students will spend three-nights, four-days at a beach camp on Phillip Island. To ensure these off-site camps, which each have water-based components are as safe as can be, and for general swimming and water safety, our swimming program continued in 2024 with prep to grade four students having swimming lessons in a pool setting, whilst our grade 5 and 6 students learned water safety skills from Life Saving Victoria.

Mackellar has offered the Victorian High Achievers Program offered by the Department of Education for some time. In 2024, this was expanded to include an overall High Achievers Program providing high quality opportunities for a range of students to demonstrate their skills. This included a national coding competition for students who are computer minded, an art exhibition celebrating an Antarctic Expedition leaving Tasmania, Tournament of Minds challenging our analytical students as well as academic competitions in English and Mathematics. Next year, this program will be extended to include gaming as well as production in the Wakakirri program.

Our year concluded with the inclusion of our staff-based IDEAS team being named as a finalist in the Victorian Education Excellence Awards in the Outstanding School Improvement category. This was an enormous achievement for this team who had worked so tirelessly over the past three years on our school's improvement journey. Whilst another very worthy school were the eventual winners, our position as a finalist was a wonderful achievement and something we are enormously proud of both for the nomination, and for the improvement that led to it.

Financial performance

Throughout 2024, the school again maintained a healthy surplus whilst funding all school-based programs identified in its Annual Implementation Plan as it has done each year since 2021. Using these surplus funds, the school drew down \$110k to use for Casual Relief Teachers, in addition to what was originally budgeted, to teacher shortages. This ensured classes were covered until more long-term replacements were found. In addition, these funds were used to supplement existing tutoring programs, funded through the Department's Tutor Learning Initiative, with more specialised tutoring in reading for students with enhanced challenges. This provided for a broader range of students to receive tailored support, which positively impacted outcomes.

During the year, school council went through a review of uniform suppliers. Through a process they elected a not-for-profit group who use funds gained to support families in need which aligns with our school's values. This required the school to buy-out existing stock from our original supplier, and on-sell that to our new provider in a cost neutral exercise. School council also reviewed our out of hours care program and elected to maintain its current provider and extend it for a further two years.

Equity funding throughout 2024 was used primarily to fund capacity building resources for teachers aligned to our School Strategic Plan goals. This included contracting consultants in English, Mathematics and Student Agency as well as resourcing Learning Specialists aligned to each of the three. This allowed for high-level professional learning, modelling and observation of lessons, providing feedback and general support. This was then coupled with school-based coaching, professional learning, mentoring, induction and learning walks for all teachers.

Our major fundraising effort for 2024 was our Colour Fun Run which raised money to be used internally to host our art show. These funds allowed all students, some past students, parents and community members to display art works to a large audience. It became the successful other half

of our art offerings which will now see an art show produced one year, and a whole school production the other, each funded through school-based fundraising.

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

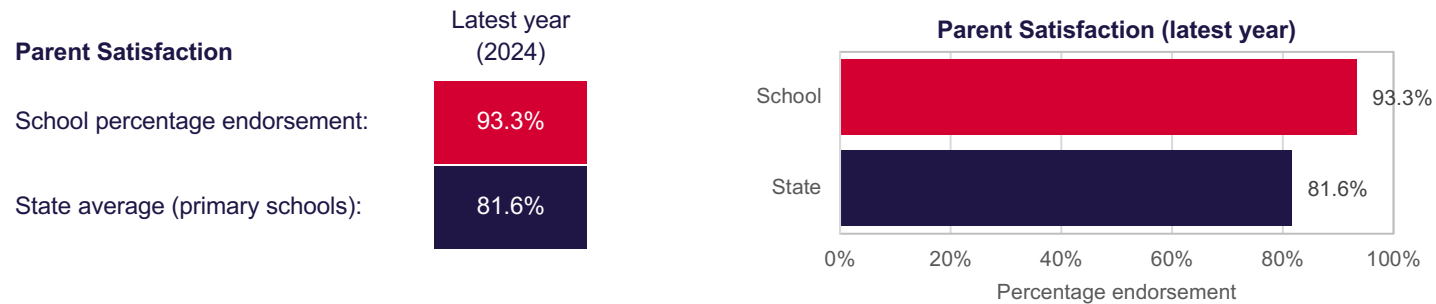
A total of 306 students were enrolled at this school in 2024, 141 female and 165 male.
52 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

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: **High**

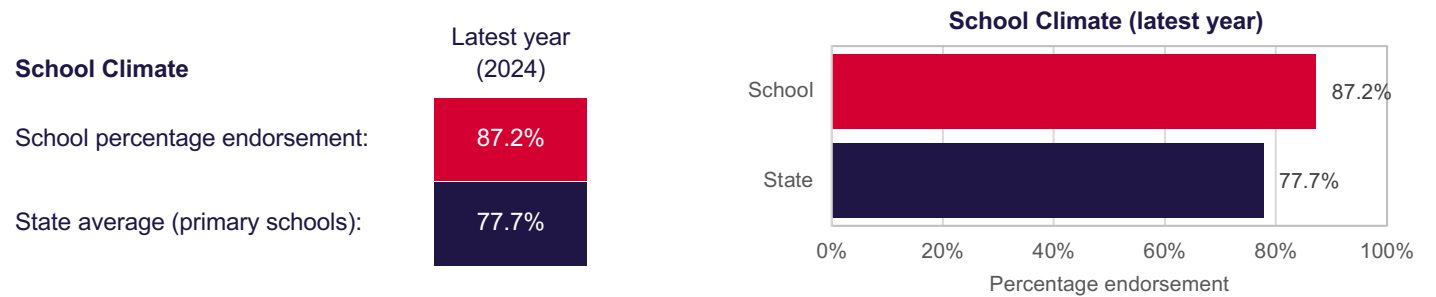
Parent Satisfaction Summary

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.

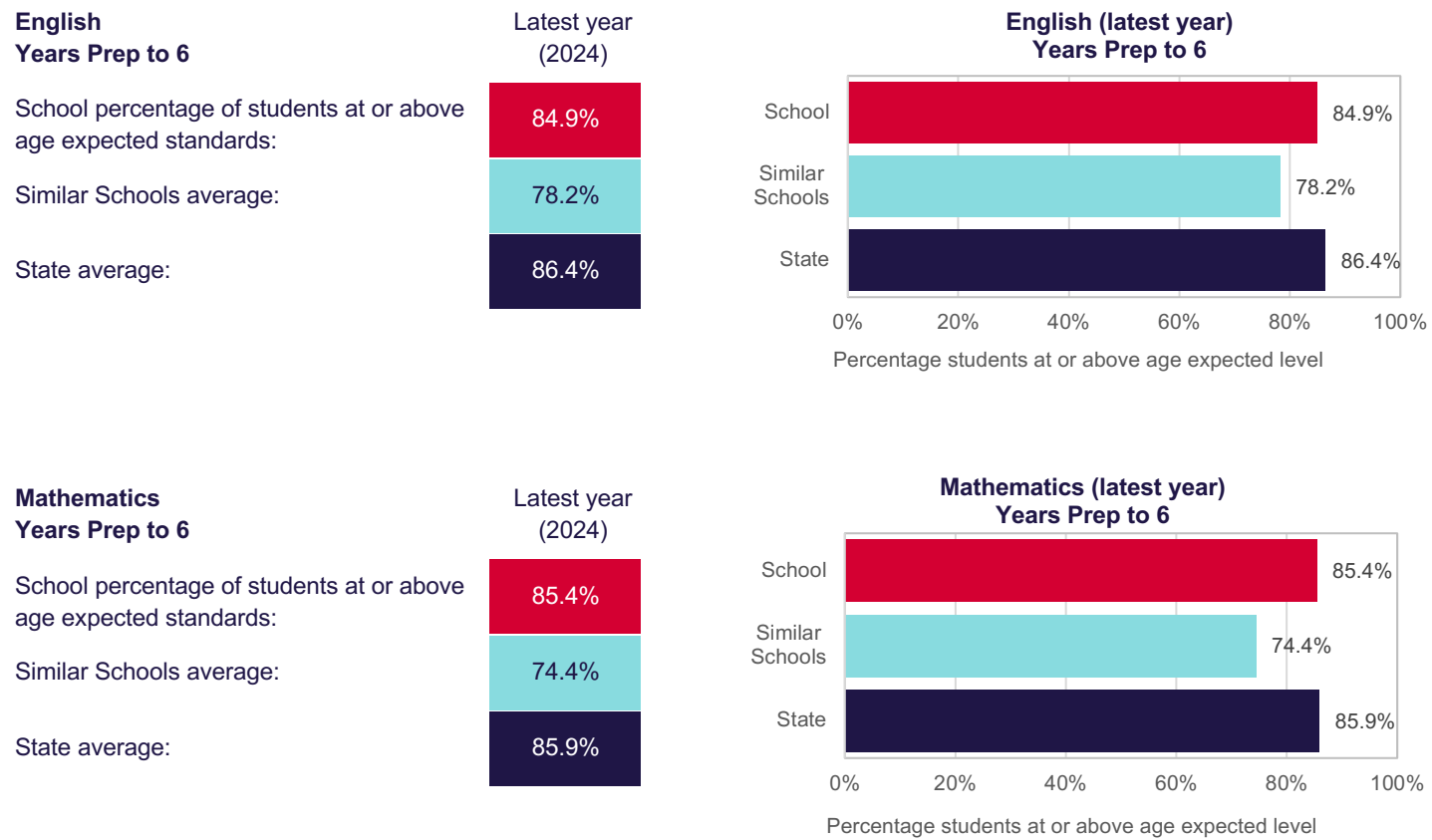


LEARNING

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.



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.

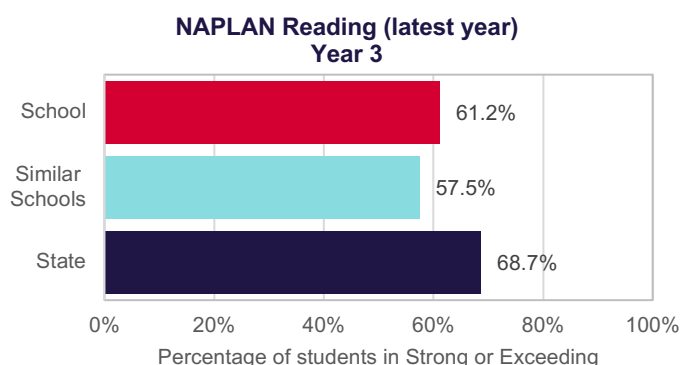
NAPLAN

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.

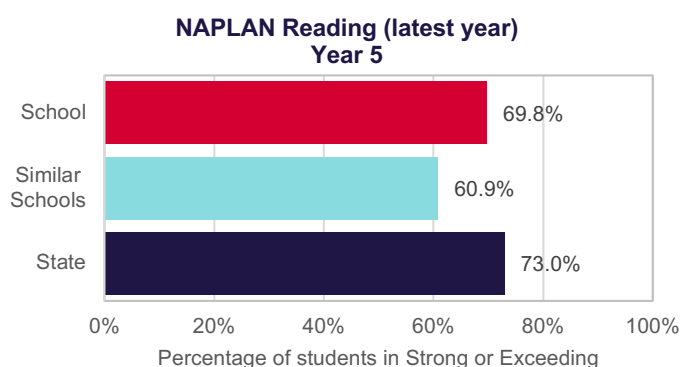
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.2%	61.8%
Similar Schools average:	57.5%	57.0%
State average:	68.7%	69.2%



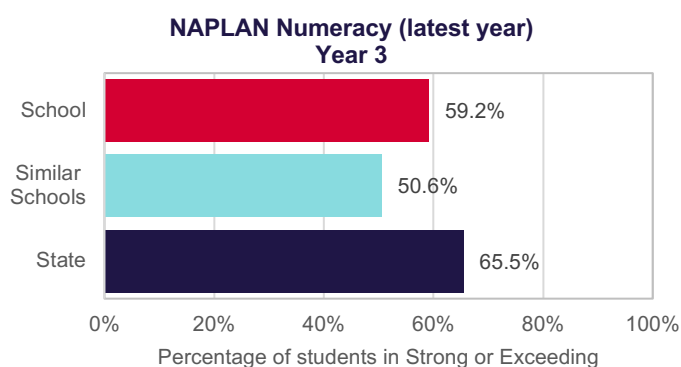
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.8%	63.4%
Similar Schools average:	60.9%	64.3%
State average:	73.0%	75.0%



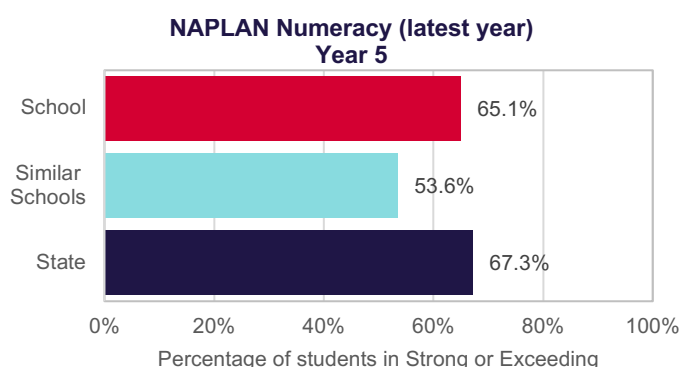
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.2%	59.6%
Similar Schools average:	50.6%	50.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.1%	58.1%
Similar Schools average:	53.6%	54.0%
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%

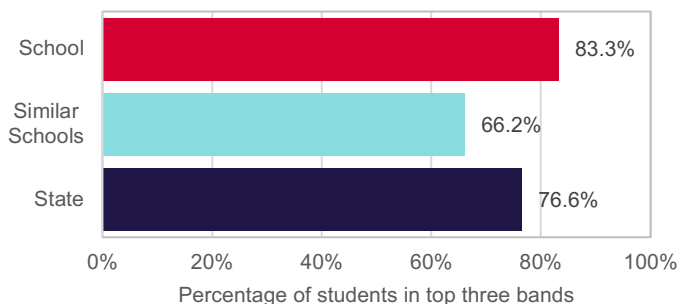
Similar Schools average:

66.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

65.6%

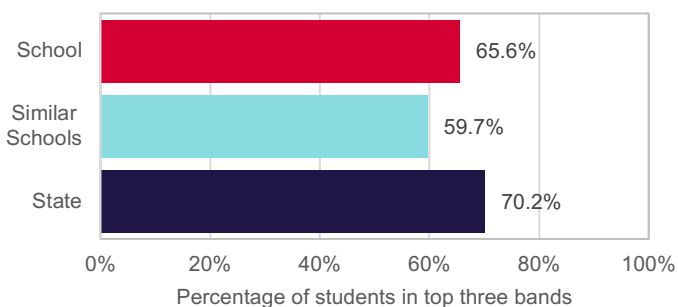
Similar Schools average:

59.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

52.4%

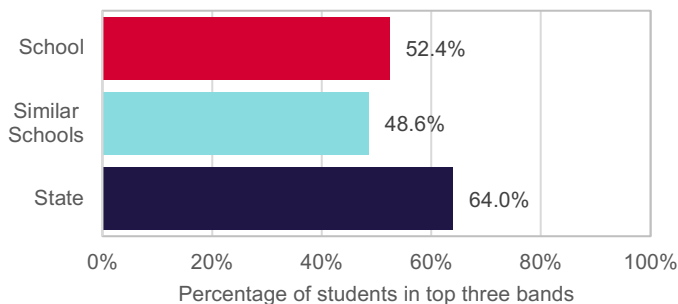
Similar Schools average:

48.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

37.5%

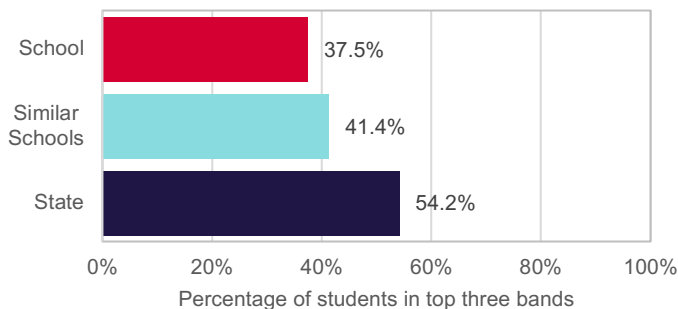
Similar Schools average:

41.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

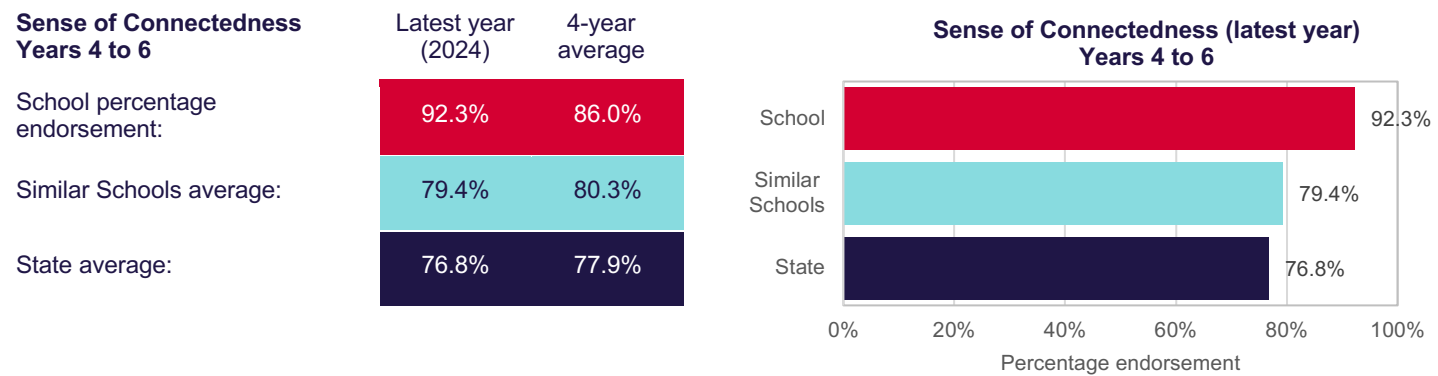


WELLBEING

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.

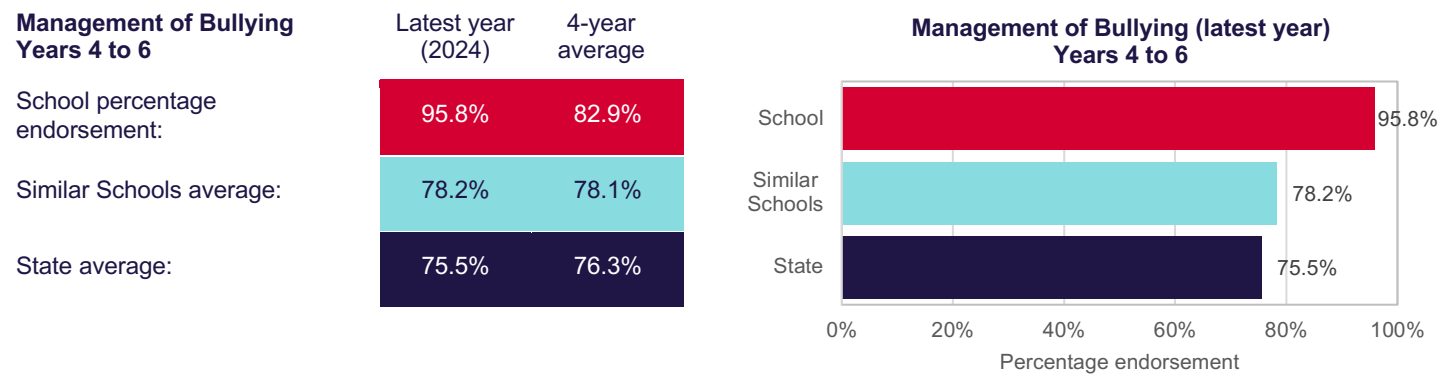
Student Attitudes to School – Sense of Connectedness

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).



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).

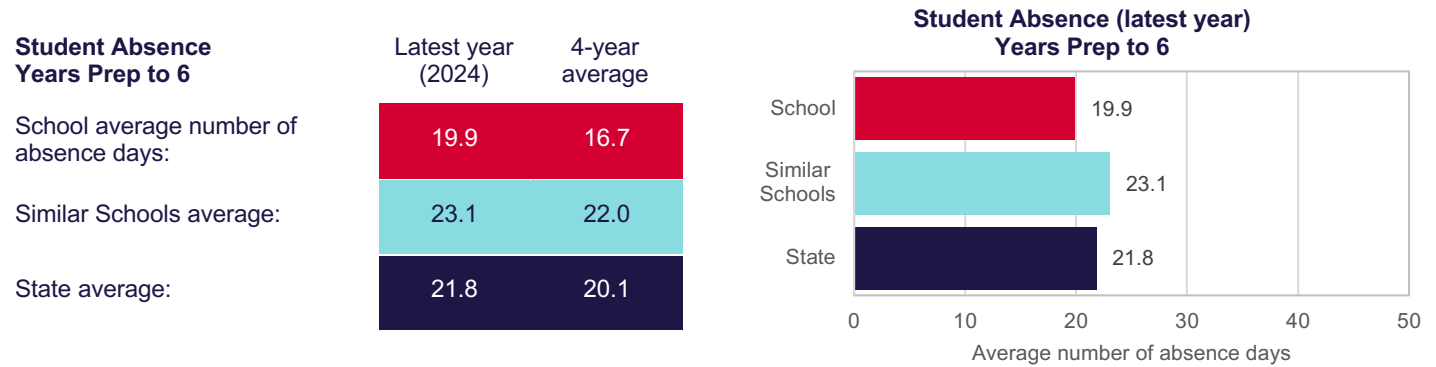


ENGAGEMENT

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):	89%	90%	91%	91%	91%	89%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,076,072
Government Provided DET Grants	\$794,284
Government Grants Commonwealth	\$11,196
Government Grants State	\$0
Revenue Other	\$38,649
Locally Raised Funds	\$211,634
Capital Grants	\$0
Total Operating Revenue	\$5,131,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$470,801
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$470,801

Expenditure	Actual
Student Resource Package ²	\$3,969,040
Adjustments	\$0
Books & Publications	\$585
Camps/Excursions/Activities	\$60,312
Communication Costs	\$6,249
Consumables	\$148,202
Miscellaneous Expense ³	\$32,479
Professional Development	\$16,857
Equipment/Maintenance/Hire	\$50,231
Property Services	\$134,470
Salaries & Allowances ⁴	\$123,286
Support Services	\$248,894
Trading & Fundraising	\$45,691
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$145
Utilities	\$41,169
Total Operating Expenditure	\$4,877,610
Net Operating Surplus/-Deficit	\$254,226
Asset Acquisitions	\$22,350

- (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	\$243,518
Official Account	\$58,840
Other Accounts	\$0
Total Funds Available	\$302,358

Financial Commitments	Actual
Operating Reserve	\$152,597
Other Recurrent Expenditure	\$25,396
Provision Accounts	\$13,156
Funds Received in Advance	\$44,278
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$235,426

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.