

2024 Annual Report to the School Community

School Name: Templestowe Valley Primary School (4985)



- 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 01 April 2025 at 08:42 AM by David Jenes (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 01 April 2025 at 08:42 AM by David Jenes (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

Templestowe Valley Primary School, established in 1969, is situated in the leafy suburb of Lower Templestowe. It has a rich history and culturally diverse community with a strong community focus and family involvement. It is a vibrant and dynamic school with a clear vision and strong values that guide its educational practices. The school provides an excellent learning environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities.

Vision: Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which promotes individual excellence and develops social responsibility. We aim to instill a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. TVPS endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.

Values: Templestowe Valley’s philosophy reflects the values of Honesty, Acceptance, Responsibility and Respect. The shared values and common language set out expectations for all stakeholders in our school community and are the basis of the school’s Code of Conduct. The TVPS community comprises of culturally diverse family backgrounds with 20% of students having a Language Background other than English (LBOTE). The school’s Student Family Occupation and Education (SFOE) index was in the Low Band. In 2024, there were 305 students enrolled across 15 classrooms.

With a motto of, “Aim High”, the school strives to support students so that each can be challenged by providing the best possible teaching and learning environment that is both innovative and secure. TVPS staff provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, strives for academic excellence and supports students to build positive relationships and lasting friendships. Staff endeavour to deliver best practice teaching methods, within a safe and caring environment, empowering students to become self-motivated, successful and active global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school’s primary focus was to ensure all students achieved success academically, socially and emotionally. There was a strong focus on the teaching and learning of English and Mathematics.

The school had a dedicated focus on the goal: “To improve the learning growth of every student in Literacy and Numeracy.”

The school achieved this through the:

- DE funding of 0.5 for two experienced teachers to take part in the Primary Mathematics and Science Specialist Initiative (PMSSI)
- The introduction of a whole school Mathematics Vision Statement and a revised Mathematics Instructional Model (IM), reflecting current best practice
- Confidently and accurately use data to identify and plan for learning needs of students and to accommodate learning needs of all students through task differentiation.
- Development of teacher knowledge and pedagogy through Professional Learning (PL) lead by PMSSI participants (e.g. use of Investigation Tasks with enabling and extending prompts) in order to develop an understanding of current research based pedagogical approaches and Numeracy core curriculum priorities within and across PLC
- Development of teacher knowledge through PL of new Victorian Curriculum 2.0 in English and Mathematics
- PMSSI participants attendance at all year level PLC meeting to support collegiate discussions and data analysis
- Consistent implementation of the systematic synthetic phonics program Little Learners Love Literacy in Prep and Year 1.
- Use of the Seven Steps Writing Framework to successfully teach the 'craft' of writing
- Consistent implementation of the agreed assessment schedule with regular discussion, feedback and monitoring of student/cohort progress at PLC meetings through the use of data walls
- Utilisation of the High Impact Teaching Strategies (HITS) to plan lessons and units to ensure lessons are engaging and effective; ensuring they align with student learning needs.
- Collaborative design and implementation of Learning Intentions (LI) and Success Criteria (SC) within PLC
- Intervention/small group tutoring both to support those at risk (Learning support - Tutor Learning Initiative), and those needing extension (Maths Extension and High Abilities program)
- Weekly PLC leader meetings to maintain consistency across levels, upskill Middle Leaders, analysis data.

TVPS success in this goal is evidenced in the Performance Summary and the 2024 Supplementary School Level Report and measured against the targets set in the school's Annual Implementation Plan (AIP) and School Strategic Plan (SSP). The school has a commitment to continuous improvement and academic excellence, with the most recent academic results displaying high levels of growth inclusive of:

Reading and Viewing Teacher Judgement (Vic Curric):

- In Semester 2, 93% of students were AT or ABOVE the age expected level. This was SLIGHTLY ABOVE the results (91%) for primary schools with Similar Characteristics.

NAPLAN:

- Yr 3 - 76% of students in strong or exceeding bands; this was SLIGHTLY BELOW the results for primary schools with Similar Characteristics (80%) and ABOVE State results (69%).
- Yr 5 - 91% of students in strong or exceeding bands (with 60% of students achieving in the exceeding band). This was SLIGHTLY ABOVE the results for primary schools with Similar Characteristics (87%) and WELL ABOVE State results (73%).

Writing Teacher Judgement (Vic Curric):

- In Semester 2, 87% of students at or above the age expected level. This was ON PAR to the results (87%) for primary schools with Similar Characteristics.

NAPLAN:

- Yr 3 – 89% of students in strong or exceeding bands; this was SLIGHTLY ABOVE the results for primary schools with Similar Characteristics (88%) and WELL ABOVE State results (78%).
- Yr 5 - 93% of students in strong or exceeding bands (with 42% achieving in the exceeding band); this was ABOVE the results for primary schools with Similar Characteristics (82%) and WELL ABOVE State results (73%).

Number and Algebra Teacher Judgement (Vic Curric)

- In Semester 2, 91% of students AT or ABOVE the age expected level. This was ON PAR to the results for primary schools with Similar Characteristics (91%) but ABOVE State results (86%).
- TVPS students achieving ABOVE the indicative level in Number and Algebra was 49% from Foundation – Year 6.

NAPLAN

- Yr 3 - 64% of students in strong or exceeding bands; this was BELOW the results for primary schools with Similar Characteristics (77%) and SLIGHTLY BELOW State results (65%).
- Yr 5 – 79% of students in strong or exceeding bands (with 35% in the exceeding band); this was SLIGHTLY BELOW the results for primary schools with Similar Characteristics (80%) and WELL ABOVE State results (67%).

Wellbeing

Learning at Templestowe Valley is a partnership between a student, their family, and the school. It can only be successful when all three parties work closely together for the benefit of the child – both their learning and wellbeing. Parents are encouraged to be actively involved in all aspects of their child's education. In 2024, the school had a dedicated focus on the DE Priorities Goal "To improve the wellbeing of all students." The school achieved this through:

- continued development of a whole school approach to social-emotional learning and engagement inclusive of: Resilience Rights and Respectful Relationships (RRRR), Growth Mindset and School Wide Positive Behaviour (SWPBS).
- development of an acknowledgement system as part of the SWPBS framework. Acknowledging student values through leader presentations and awards at assembly.
- review, revision and re-introduction of the TVPS Code of Conduct, and SWPBS school values with students, staff, and parents.
- provision of staff professional learning to consolidate and develop understandings of the TVPS wellbeing programs including SWPBS professional learning.
- establishment and implementation of an agreed approach to monitoring and responding to student wellbeing concerns including a Wellbeing Learning Specialist to consult with staff/students/parents and appropriate tiered supports for students.

- conducting regular check-ins/conferencing with students. Class teachers to conduct daily check-ins with at-risk students ensuring that all students know there is someone who cares about them.
- monitoring of the wellbeing of students within year levels through structured discussions in weekly PLC meetings with regular communication between individual class teachers, year level leaders and school leaders regarding students at risk.
- provision of additional ESO support for both funded and un-funded students in classrooms.
- access to and consult with Occupational Therapists, Speech Therapists, Tutors, etc. as required.
- targeted counselling/support for individual students with acute needs e.g., referrals to kids Hope, On Psych, Toolbox Education, Proactive Policing Unit etc.
- establishment and implementation of structures and processes for students to develop routines and prioritise time in class every day.
- provision of programs to ensure all students can engage in all forms of the Arts, including music, dance, drama, media, and visual arts.
- implementation of classroom activities involving student mentoring, exercise, relaxation, and mindfulness.
- strengthening of in-class and year level relationships through peer and group learning activities.
- establishment of student mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills.
- building relationships and engagement with families of at-risk students.
- development and implementation of IEPs for wellbeing concerns as required. Regular discussion of these with parents with a follow up on achievement of goals set.

The Attitudes to School Survey Data for 2024 has shown the Sense of Connectedness score for Templestowe Valley in 2024 was 71.8% which was similar to both the state average and like schools. The Management of Bullying for 2024 was 73.3% which was also similar to the state average and like schools. Both data sets demonstrate that our wellbeing programs are making a difference at school.

Engagement

The teachers and support staff at Templestowe Valley Primary School are friendly, dedicated, and approachable. They strive to deliver quality programs and take extra care to understand the unique abilities and neurodiversity of each child. The school is committed to achieving excellence while maintaining an environment that values children as individuals.

The school believes that children learn best when actively engaged in their learning and when they face challenges with a clear purpose.

In 2024, the focus was on creating differentiated learning programs that addressed students' specific needs, engaged them through purposeful curriculum delivery, and established an empowering learning environment that values their positive contributions. The school prioritized professional development for staff, concentrating on Numeracy through the PMSSI program and SWPBS, which led to significant improvements in developing new teaching and learning models that support student engagement.

Additionally, the school emphasized extracurricular opportunities and support programs, including the TVPS Student Leadership Program, Year 3–6 Junior School Council Representatives, and Prep–Year 6 Sustainability Class Captains. These initiatives ensured that students had opportunities to take responsibility and be involved in decision-making. The aim was to foster high levels of connectedness to the school by promoting an inclusive environment conducive to positive behaviour and effective engagement in learning. This goal was supported by the school's values of Honesty, Responsibility, Respect, and Acceptance and the establishment of clear behaviour expectations for students, staff, and community members through the SWPBS model.

The school also provided various engagement programs and activities to help students enjoy their time at school. These ranged from exciting incursions and excursions to Year 2 sleepovers and 3-day/2-night camping trips for Years 3/4 and 5/6.

The school ran STEM and ICT programs to engage students in their learning, using resources such as 1:1 iPads, Bring Your Own Device (BYOD) programs, 3D printers, robotics, and coding.

The school's absence data indicated a decline in absenteeism in 2024. The school implemented timely and targeted interventions for at-risk students throughout the year. These efforts included identifying trends in chronic absenteeism, consistently following up through formal Student Support Groups, and creating Student Absence Learning Plans. Additionally, the school sought guidance and assistance from experts, DE Regional staff, and various support services for at-risk students.

Other highlights from the school year

2024 was a huge year for Templestowe Valley. From our new playgrounds and Prep rooms to our camps and Year 6 Graduation. Our focus has been on improving the educational outcomes of all students whilst making it a fun and exciting place to learn and play. Our parent community have been incredible, giving their time on the Parents and Friends committee, School Council, at Working Bees and supporting the students in the classroom and at events outside of school. We have held events such as the Movie Night, Mother's and Father's Day stalls, Disco, Book Week, Footy Day, Cultural Day and Colour Fun Run.

The School Wide Positive Behaviour program has been very successful with the token system being used across the school and whole school rewards all related to our school values. We have put a significant amount of money into our reading programs from P-6 and this has seen a transformation in the way we are teaching reading and linking it to our writing program. The Primary Maths Specialists have continued to develop our maths programs across the school with a particular focus on extension and differentiation. This year we expanded our high abilities program to encompass students from P-6 and included extension in writing, maths and coding. Students also had opportunities to get involved in VHAP, ICAS, Maths Olympiad, Maths Games, coding and many other extra-curricular programs.

Our Student Leadership program has continued to give opportunities for our students to not only demonstrate their Leadership skills, but also learn new strategies for growth that they can use in the future. The Year 6 Responsibility Day held in October was a highlight where students assumed the roles of the teaching staff for the day.

It is great to see the camping program in full swing where the Year 3&4 students visited Camp Toolangi and the Year 5&6 students visiting Forest Edge. The Year 2 students also had their sleepover at school.

Once again, our students have excelled on the sporting field where we competed in many finals at District, Divisional, Regional and State levels and at the Australian Swimming Championships. We sent teams to the 5/6 Interschool Sport days, swimming carnival, athletics, cross country and many other events. Both our AFL team and girls' AFL team made the Division finals. All students thoroughly enjoyed representing our school across all sporting codes. We ran our whole school swimming program at Eltham Leisure Centre to help all students learn swimming skills.

Our Sustainability garden had a significant makeover this year with a whole new garden being established. The program continues to grow with a number of students involved in the whole school program and many others who are keen to help out each week in the vegetable garden.

Financial performance

Templestowe Valley finished the 2024 year in a good financial position. The school completed the building works for two Prep Rooms and a STEM Room and used the Building Fund to complete these. The Library Fund was used to purchase Reading materials for use in the reading programs across the school and in the library. There are accumulated funds in the Library Fund which will be used in 2025 to upgrade the library borrowing system. The school will carry a staffing deficit of \$342,000 into 2025 and this is offset by the cash budget of \$729,000. Staffing expenses, both Centrally and Locally Paid, have impacted 2024 expenditure along with a drop in enrolment numbers. Casual Relief Teachers cost the school in excess of \$200,000. Equity funding was used to support students with high absence rates with a focus on providing programs and staffing to support the students and families in addition to the school's Learning Support and Wellbeing programs. Extra support was also provided to students that had additional needs. TVPS owns and operates the OSHC program, the Canteen and the Uniform Shop. These entities are self funded with small profits made by OSHC and Uniform. The cost of food and salaries had a significant impact on the profitability of both the canteen and the OSHC program in 2024 which was reflective of the cost of living experienced in Australia. All funds received from the DE, 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 DE 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.tempvalprimary.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 305 students were enrolled at this school in 2024, 156 female and 148 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

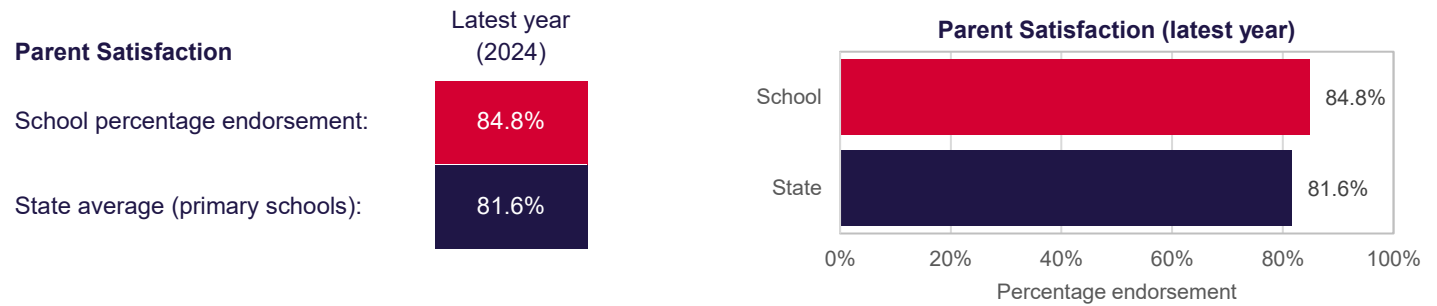
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

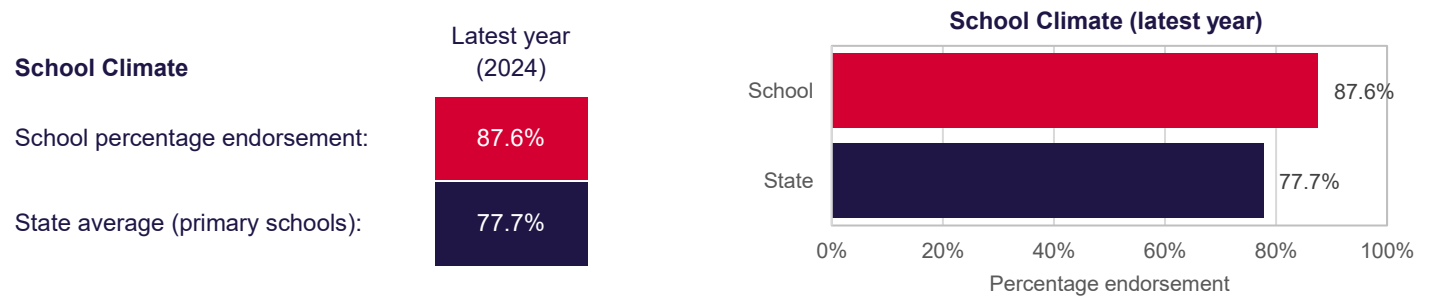


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



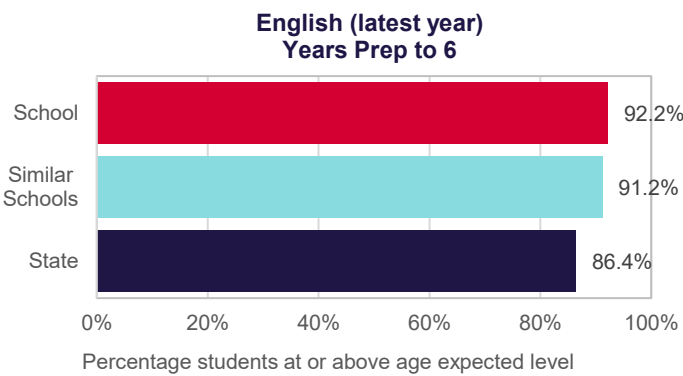
LEARNING

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

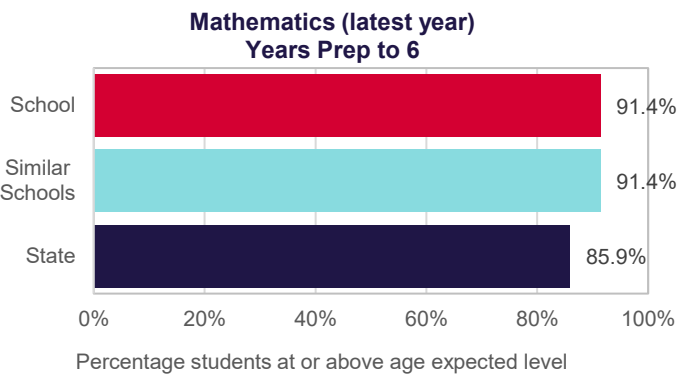
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.2%
Similar Schools average:	91.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.4%
Similar Schools average:	91.4%
State average:	85.9%



LEARNING (continued)

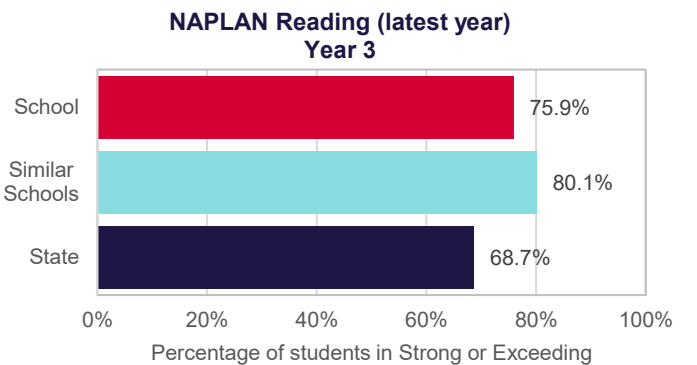
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

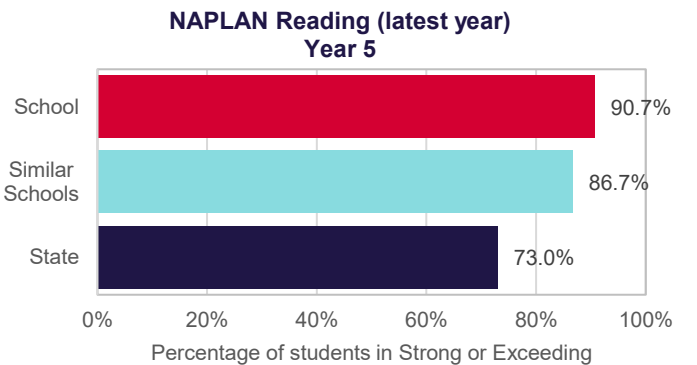
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

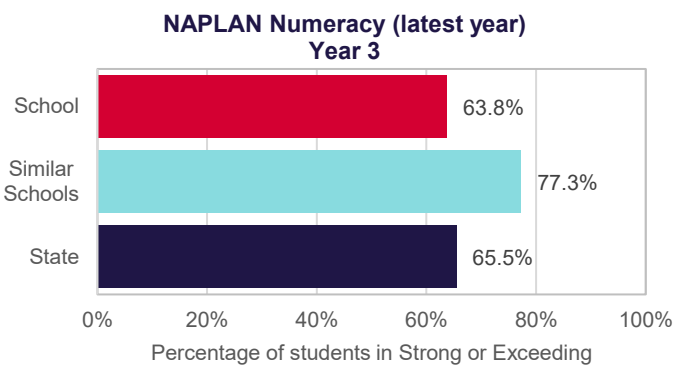
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.9%	79.3%
Similar Schools average:	80.1%	80.5%
State average:	68.7%	69.2%



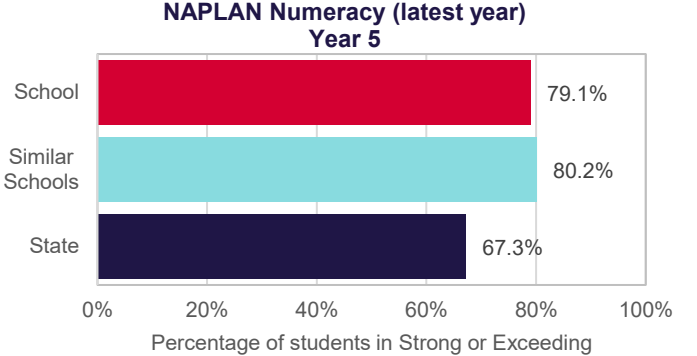
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.7%	91.7%
Similar Schools average:	86.7%	87.4%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.8%	73.0%
Similar Schools average:	77.3%	78.2%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.1%	81.0%
Similar Schools average:	80.2%	79.7%
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:

89.6%

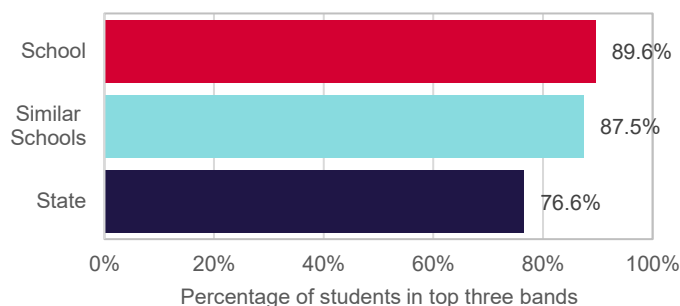
Similar Schools average:

87.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

81.8%

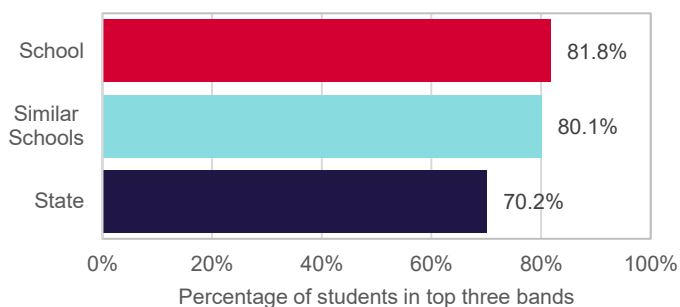
Similar Schools average:

80.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

75.5%

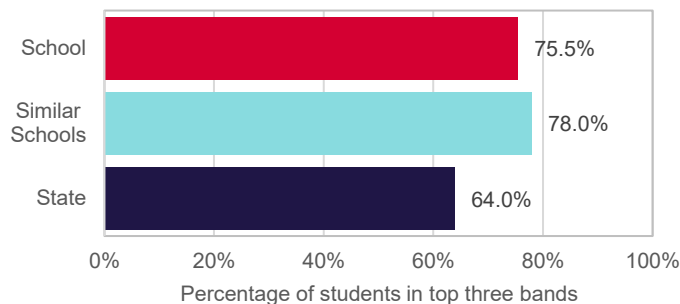
Similar Schools average:

78.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

70.1%

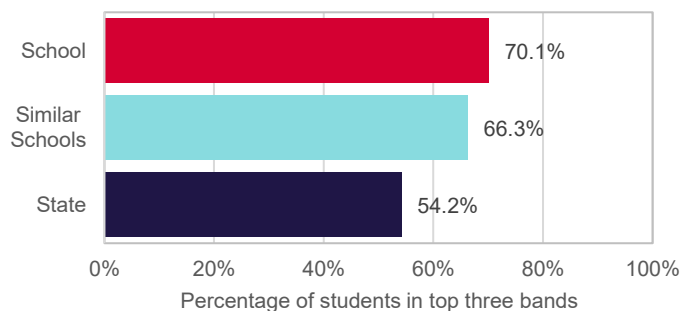
Similar Schools average:

66.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

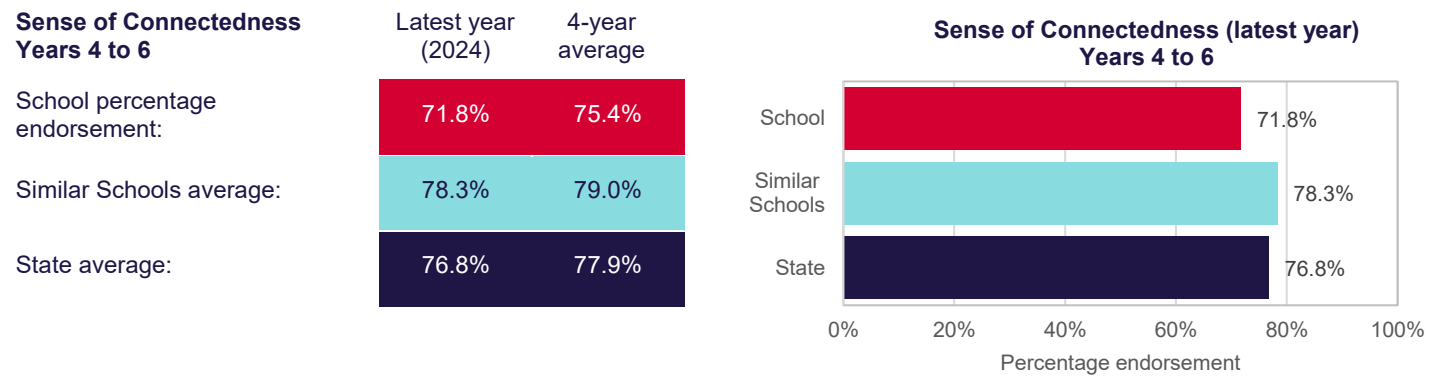


WELLBEING

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

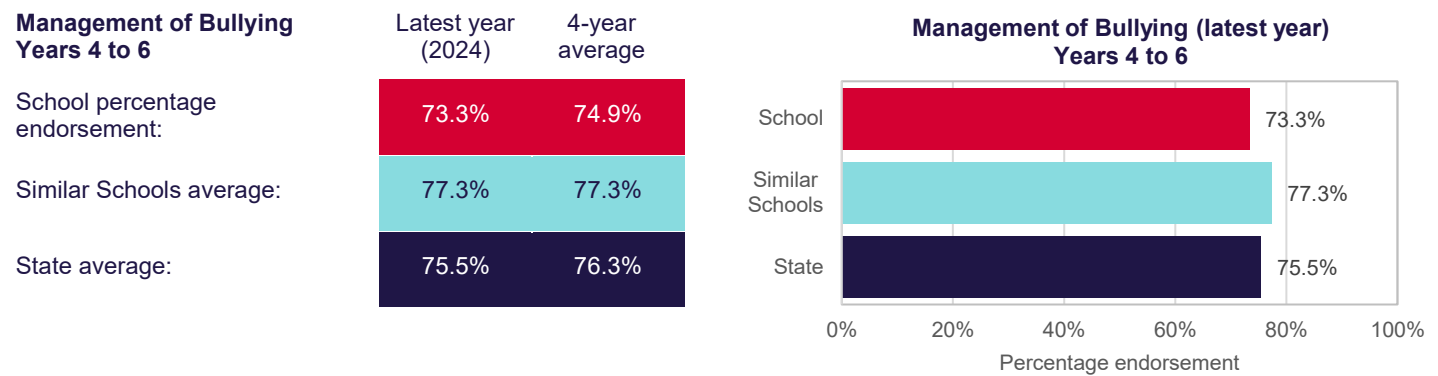
Student Attitudes to School – Sense of Connectedness

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



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).

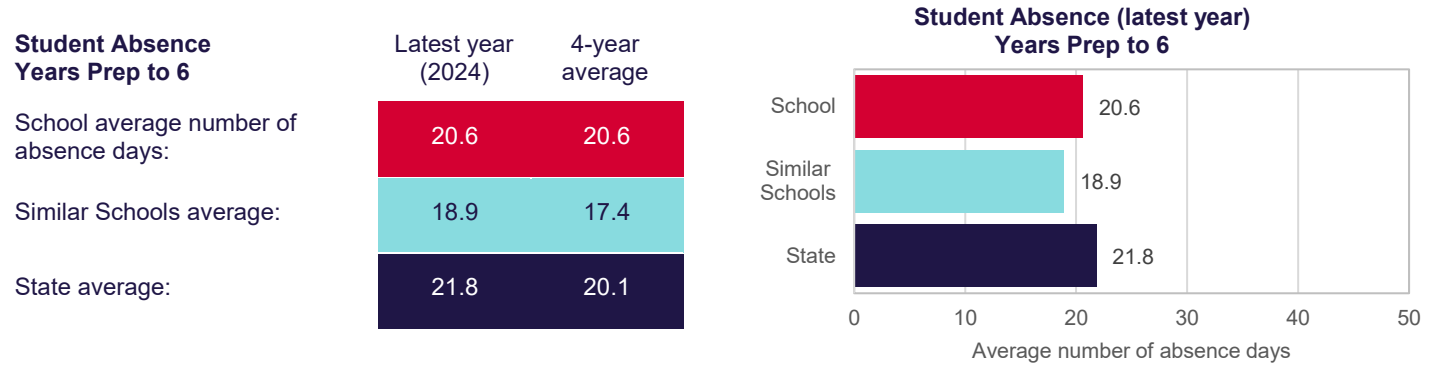


ENGAGEMENT

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%	91%	90%	91%	92%	87%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,180,634
Government Provided DET Grants	\$236,733
Government Grants Commonwealth	\$758
Government Grants State	\$0
Revenue Other	\$43,456
Locally Raised Funds	\$690,737
Capital Grants	\$0
Total Operating Revenue	\$4,152,317

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,264
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,264

Expenditure	Actual
Student Resource Package ²	\$3,523,259
Adjustments	\$0
Books & Publications	\$2,797
Camps/Excursions/Activities	\$155,043
Communication Costs	\$3,622
Consumables	\$47,505
Miscellaneous Expense ³	\$28,632
Professional Development	\$11,889
Equipment/Maintenance/Hire	\$40,180
Property Services	\$200,565
Salaries & Allowances ⁴	\$299,187
Support Services	\$118,910
Trading & Fundraising	\$116,572
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,332
Total Operating Expenditure	\$4,578,494
Net Operating Surplus/-Deficit	(\$426,177)
Asset Acquisitions	\$123,691

- (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 16 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	\$702,478
Official Account	\$25,875
Other Accounts	\$47,676
Total Funds Available	\$776,029

Financial Commitments	Actual
Operating Reserve	\$151,034
Other Recurrent Expenditure	\$18,678
Provision Accounts	\$14,229
Funds Received in Advance	\$87,750
School Based Programs	\$11,759
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,094
Repayable to the Department	\$350,392
Asset/Equipment Replacement < 12 months	\$43,493
Capital - Buildings/Grounds < 12 months	\$4,183
Maintenance - Buildings/Grounds < 12 months	\$41,363
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$729,975

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.