

2024 Annual Report to the School Community

School Name: Campbellfield Heights Primary School (5034)



- 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 29 April 2025 at 08:18 AM by Susie Bellizia (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 29 April 2025 at 08:19 AM by Susie Bellizia (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

Campbellfield Heights Primary School aspires to create a nurturing and inclusive setting that empowers every student, fostering their independence and success in education while encouraging active citizenship within their community. The school had an enrolment of 136 students in 2024 and employed 28 staff members, including 2 principal class, 12 teaching staff and 14 educational support staff.

The core values at CHPS - Successful Learners, Respect, Safety and Responsibility - are developed through the implementation of the School Wide Positive Behaviour Support Framework. We are dedicated to cultivating safe, respectful, responsible and successful learners by promoting a stimulating, positive and inclusive environment.

Established in 1972, Campbellfield Heights Primary School is situated in the City of Hume, approximately 15 kilometres from Melbourne's CBD. The school encompasses two primary buildings and a Community Hub, offering ample space for students to engage in both play and learning. Facilities include a spacious oval, purpose-built pavilion, turfed sports courts, modern playground equipment, gardens and natural outdoor areas.

Campbellfield Heights Primary School takes pride in its support of a diverse community, which enriches all aspects of school life. There's a strong social focus evident in our participation in events like Harmony Day, special themed weeks, character dress-up days, family sports activities, welcome-to-school barbecues and informational evenings.

The school's staff profile encompasses a range of educators, from newly graduated teachers to highly accomplished ones. The team includes a Principal, Assistant Principal, two Learning Specialists, Student Wellbeing and Engagement Leader, Tutor, Speech Therapist, Student Support Officer, HUB Coordinator and a variety of Education Support Staff. They collaborate in teams with leadership support to enhance their skills, knowledge and the delivery of the Victorian Curriculum, ultimately aiming to improve student outcomes. The staff receive support for continuous development as innovative educators through professional learning and reflective practices. Teachers work in teams, following the PLC improvement cycle, to become proficient in using data and research to enhance their teaching practices.

English, Mathematics and Wellbeing are central to the school's educational program. The school provides targeted support through Wellbeing, Literacy and Numeracy intervention initiatives, with a commitment to explicit teaching tailored to individual learning needs within a safe, compassionate and engaging environment. Campbellfield Heights Primary School currently offers specialised programs in Italian, Visual Arts, Performing Arts and Physical Education.

With a strong emphasis on fostering a positive learning atmosphere through the School Wide Positive Behaviour approach, students at Campbellfield Heights PS focus on developing specific skills to strengthen relationships, nurture positive emotions, bolster personal resilience, encourage mindfulness and promote a healthy lifestyle. The school actively promotes student engagement, inspiring them to excel and equipping them with the qualities to thrive in the future.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024, PLCs placed a strong emphasis on data analysis to identify student strengths and areas requiring further support. This data driven approach allowed teachers to tailor instruction and address individual learning needs. The maths data wall played a key role in tracking progress, helping educators monitor student achievements and identify areas needing additional attention. Professional learning was central to PLC discussions, with teachers engaging in deep conversations about instructional strategies and essential skills. Weekly planners were redesigned to integrate High Impact Teaching Strategies, differentiation techniques and explicit instruction.

As part of ongoing professional development, two teachers completed certificates in the Write to Read workshops, strengthening their instructional expertise. To support the program's implementation, necessary resources were acquired and these teachers led several professional learning sessions on spelling, officially introducing the program for 2025. Additionally, all staff participated in professional learning on Reading Success in the Early Primary Years through structured meetings and book club discussions. This initiative refined instructional practices, introduced structured literacy techniques and promoted classroom adjustments. Teachers observed that structured literacy, particularly explicit skill instruction, had a significant impact on student progress.

The digital english data wall remained an essential tool for monitoring student progress, supporting differentiation, intervention planning and instructional adjustments. Instructional Leaders participated in professional learning on the updated English Victorian Curriculum 2.0 to ensure curriculum alignment. As a result, the data wall was revised and continued to serve as a key resource in PLC discussions and collaborative planning.

To further strengthen literacy instruction, teachers established Structured Literacy non-negotiables and expectations. A phonics scope and sequence, incorporating elements from Jocelyn Seamer's approach and the Write to Read program was developed. Additionally, a weekly literacy block planner for Foundation to Year 2 was introduced. These structured practices will guide instruction in 2025, with ongoing refinements based on teacher feedback. The digital data wall for decoding and spelling assessments was finalised and integrated into the 2025 whole school assessment schedule, with a phonics assessment planned for further review.

In mathematics, teachers embedded High Impact Teaching Strategies, differentiation, learning intentions and success criteria to ensure effective lesson planning. Student groupings were designed to be inclusive and adaptable to different learning needs. Professional learning opportunities further strengthened teachers' content knowledge and pedagogical skills. Educators also leveraged Teachers 2 Learn (T2L) resources to provide targeted support, fostering deeper student understanding and engagement.

The assessment framework was refined to more effectively identify students needing additional tutoring support. The tutor conducted detailed analyses of formative assessments, NAPLAN data and teacher evaluations to determine intervention needs. Additional assessments provided a comprehensive understanding of student strengths and gaps. Student groupings were adjusted to

address specific learning needs, particularly in literacy and numeracy. This targeted approach ensured tutoring sessions were highly focused, leading to meaningful student progress.

Teachers consistently used data walls to monitor student progress, allowing for instructional adjustments. Adherence to the Mathematics Victorian Curriculum 2.0 ensured alignment with state standards and best practices. Through PLCs, teachers expanded their pedagogical knowledge and explored innovative instructional strategies. Regular updates to IEPs ensured that diverse student needs were effectively met. This structured approach contributed to higher student engagement, as evidenced by improved data and growth metrics. The integration of rich assessment tasks and data triangulation provided a comprehensive picture of student mastery. Additionally, goal setting practices and student feedback empowered learners, fostering a culture of self-awareness and continuous improvement in mathematics.

Looking ahead to 2025, the school remains committed to its literacy and numeracy vision while building capacity in the revised Victorian Learning Teaching Model (VTLM 2.0), FISO 2.0 and the Victorian Curriculum 2.0.

Wellbeing

In 2024, students have reported improved emotional wellbeing and resilience. ATOSS data revealed a drop in the number of students with 'Low Resilience' reducing from 34% in 2023 to 29% in 2024 and an increase in students with 'High Resilience' from 8% in 2023 to 16% in 2024. ATOS data also showed a jump in the overall school connectedness framework factor from 74% in 2023 to 79% in 2024. More specifically, the question 'I look forward to going to school' increased from 59% in 2023 to 73% in 2024. ATOS data indicated an increase in the 'Teacher-Student Relations Framework' factor, with Positive endorsement increasing for question "My teacher seems to know if something is bothering me" from 66% in 2023 to 84% in 2024. Student ATOS data has also improved with 'Emotional awareness and regulation' framework factor increasing from 72% positive endorsement in 2023 to 87% positive endorsement in 2024. Medium performance rating on the School Performance report in 2024 and 'above' or 'well above' similar schools in the measures of 'emotional awareness and regulation' & 'managing bullying'.

In 2024, our school has achieved significant progress in alignment with DET priorities and the evolving needs of our school community. A refined and embedded approach to Whole School Wellbeing strategies has been a key focus. This includes dedicated weekly lessons for the explicit teaching of Social and Emotional Literacy, covering frameworks such as RRRR, Zones of Regulation, and SWPBS. We have consistently assessed and monitored the Personal & Social Capabilities of students to ensure their growth in these critical areas.

Staff capacity has been built through targeted professional learning, including programs such as MHIPS, RRRR, Zones of Regulation, Behaviour and Escalation Training, Trauma-Informed Practices, and specific training on Individual Education Plans (IEPs) as well as diagnostic learning for conditions like ADHD, ASD, and Specific Learning Disorders. This professional development has helped strengthen staff understanding of mental health literacy and wellbeing, allowing them to better support students' needs. Additionally, targeted support has been provided for students with additional needs through various initiatives like the Student Support Team, referrals, lunch clubs, yard support, coping plans, and individual assessments.

A focus on embedding high-impact wellbeing strategies across the school has been central to our approach. This includes building strong relationships with students, fostering peer relationships, establishing and maintaining clear classroom expectations, supporting inclusion and belonging,

promoting coping strategies, and facilitating timely referrals for further support. We have also implemented a tiered approach to improving attendance, ensuring that all students are supported to engage in school fully.

In 2024, over 90% of staff surveyed agreed or strongly agreed that our school's approach to Mental Health and Social & Emotional Wellbeing had been strengthened in recent years. They also reported that the wellbeing and academic outcomes of our Koori and most vulnerable students are well-monitored. Thanks to professional learning programs like MHiPS and Zones of Regulation, staff now have a greater understanding of how to identify and respond to signs of student distress and emerging mental health concerns. Additionally, our systems for identifying and referring students with emerging or acute wellbeing needs have been strengthened, ensuring timely and appropriate support.

The AIP Team evaluated our school's performance based on the High Impact Wellbeing Strategies and found that most strategies are either evolving or embedded in our practice. Looking ahead to 2025, our school remains committed to prioritising the wellbeing of students, continuing to build on the progress made and further strengthening our wellbeing initiatives.

Engagement

Attendance data shows a slight shift in student absences from 2023 to 2024. The percentage of students with 0.5–9.5 days absent decreased from 24% in 2023 to 21% in 2024. The group with 10–19.5 days absent saw a small decrease as well, dropping from 34% in 2023 to 32% in 2024. Conversely, the percentage of students with 20–29.5 days absent increased slightly from 14% in 2023 to 15% in 2024. The most significant change occurred in the group with 30 or more days absent, which rose from 28% in 2023 to 31% in 2024, indicating a higher number of students experiencing chronic absenteeism. Analysis of absence data indicates, the main reasons for student absences include extended family holidays, medical reasons, and parent choice. To highlight improvement when a targeted approach was used to support attendance, we saw a decreased number of absent days for these students with chronic attendance concerns (in one instance absences reduced by more than 50%).

In line with FISO 2.0, leaders ensured that every student had at least one ongoing relationship with a teacher or another school staff member who provides targeted guidance and support to help them achieve their potential, often referred to as a 'significant adult.' This commitment to fostering strong relationships is integral to the school's approach, with leaders consistently advocating for the importance of these connections and prioritizing student wellbeing and mental health. Students have ample opportunities to build trusting and safe relationships with teachers, Education Support Staff, and school leadership. Various initiatives, such as wellbeing check-ins, the 6:1 model, My Safety Network, and Learning Mentors, support these efforts. Data collected from student surveys reflects the success of these initiatives, with 100% positive endorsement for the statement, "There is a teacher or another adult at this school who tells me when I do a good job." Additionally, 91% of students feel that there is an adult who cares about them and believes in their potential, while 96% report that their teacher checks for understanding, and 93% agree that teachers provide extra help when needed and support them in doing their best.

Leaders and teachers also actively maintained inclusive and sustainable relationships with diverse communities and organizations to seek guidance, advice, and feedback on how to enhance and sustain inclusive services and activities. This ensured that professional learning (PL) remains up to date, and collaborates with a range of specialists, including Social Support Services (SSS),

psychologists, speech pathologists, occupational therapists, mental health counselors, family support services, and the Koorie Education Support Officer (KESO). Additionally, the School Council plays an important role in these efforts, contributing to the ongoing development of inclusive practices within the school community.

Staff also ensured they work diligently to establish and sustain culturally respectful partnerships with all students, families, carers, and communities, ensuring a shared understanding of cultural norms and protocols. They implement, monitor, and review policies and protocols in collaboration with the school community, always considering cultural perspectives. Professional learning (PL) is provided for all staff to enhance their understanding and competency in working with diverse cultural groups. This approach fosters an inclusive and respectful environment where cultural awareness is prioritized in all aspects of school life.

In 2024, our Child Safe Review highlighted and commended our school for its deep understanding of the Child Safe Standards and its strong commitment to implementing child safety practices. Reviewers particularly highlighted that our school had a vast range of strategies, including embedded daily practices that promote cultural safety, diversity and equity, student empowerment, and child safe training.

Financial performance

Campbellfield Heights Primary School concluded 2024 in a sound financial position as of December 31. This outcome reflects careful financial management and the strategic use of equity funding. All funds received from the Department of Education and raised through school initiatives were allocated in accordance with Department policies and School Council approvals, ensuring support for educational outcomes and operational priorities.

Equity funding was strategically directed to enhance staffing, professional learning, targeted educational and wellbeing programs, and to provide supplementary resources for families experiencing financial hardship.

The school also benefited from a range of grants and initiatives that significantly enriched our services, programs, and facilities. These included:

- Swimming in Schools – Delivered five partially-funded swimming lessons and transport for F–6 students.
- Student Excellence Program – Supported staff, programs, and resources aimed at high-achieving learners.
- Tutor Learning Initiative – Enabled the appointment of intervention staff to support literacy and numeracy.
- Mental Health in Primary Schools – Provided dedicated staffing for student wellbeing and mental health.
- Outside School Hours Care Establishment Grant – Facilitated the continuation of on-site before and after-school care.
- Active Schools Grant – Funded the additional physical education resources.

In addition, the school maintained a facilities agreement with a Language Community School, allowing the use of school grounds and classrooms on Saturdays. The Community Hub was also leased one day per week to a Registered Training Organisation to support adult education.

Each year, budget decisions are thoughtfully aligned to the specific needs of our students and staff, taking into account achievement data, wellbeing priorities, and Department of Education strategic directions. Looking ahead, funds committed for 2025 will further progress key initiatives outlined in our Annual Implementation Plan, including staff recruitment, facility improvements and program delivery.

For more detailed information regarding our school please visit our website at www.chps5034.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

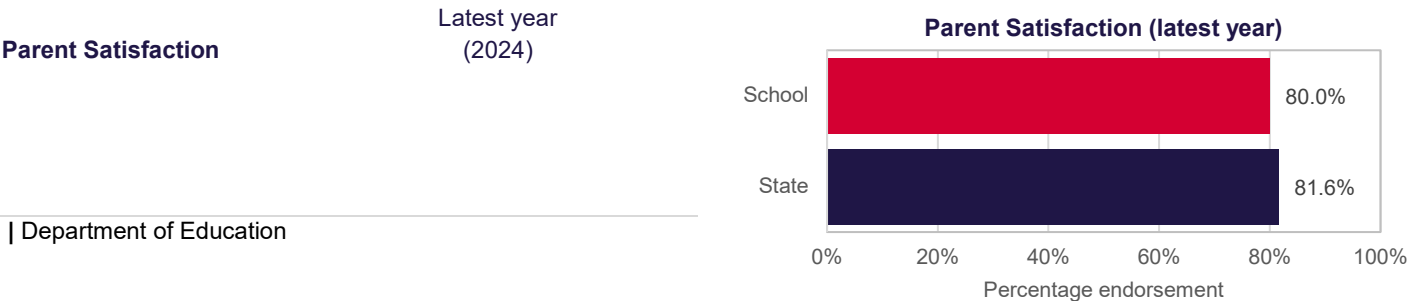
A total of 136 students were enrolled at this school in 2024, 66 female and 70 male.
50 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

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.



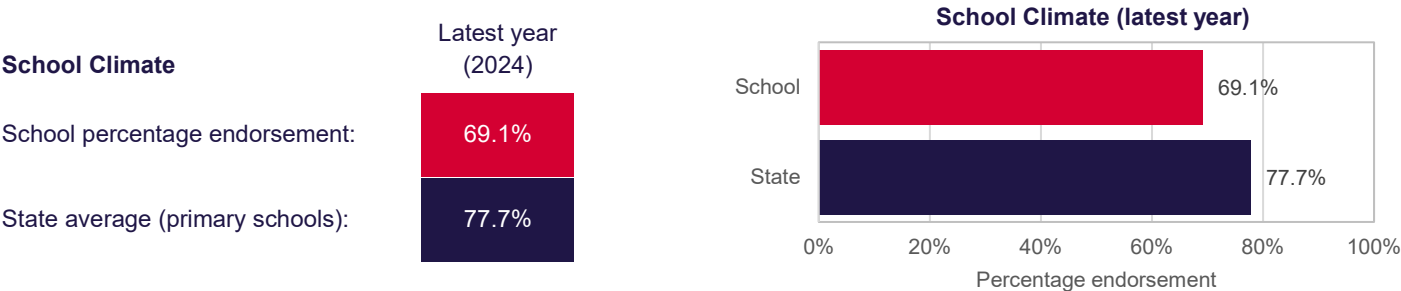
School percentage endorsement:	80.0%
State average (primary schools):	81.6%

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.

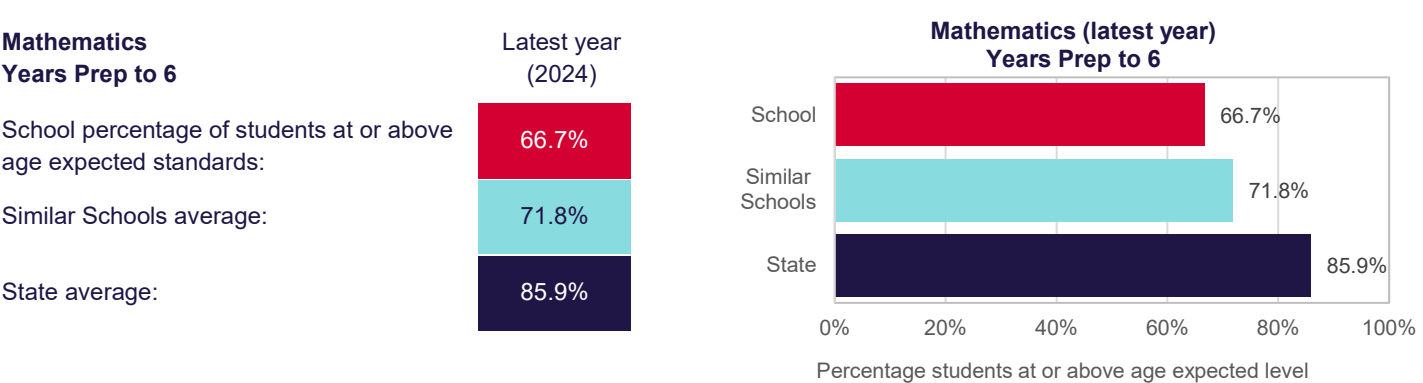
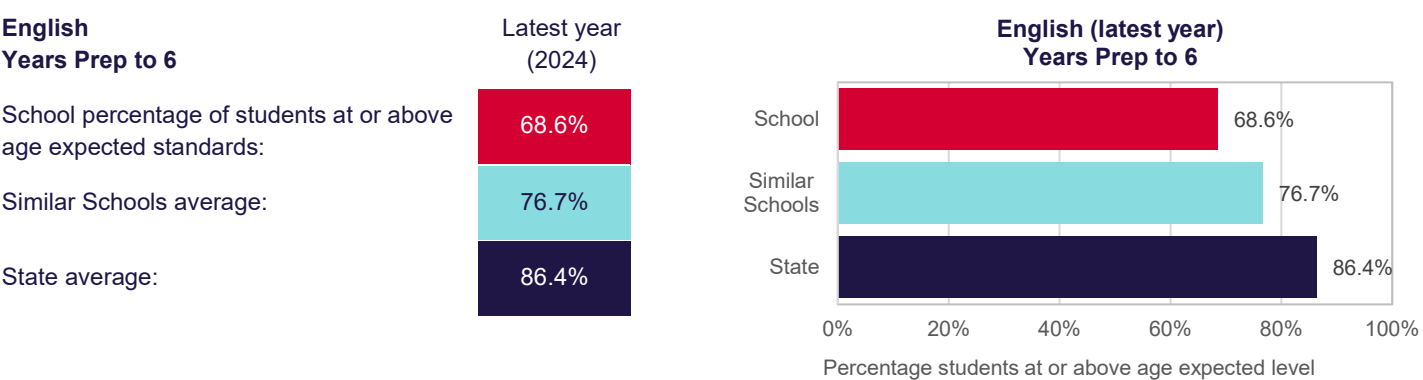


LEARNING

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.

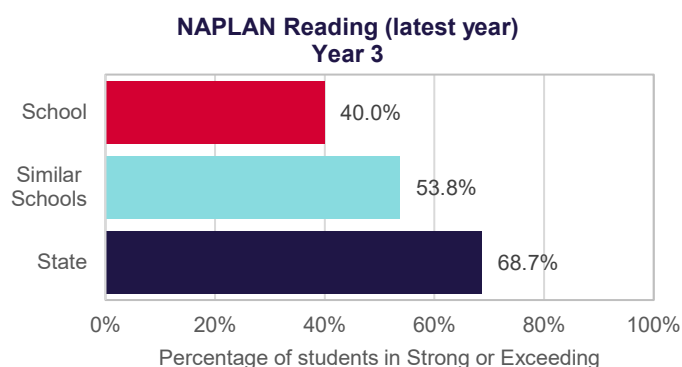
NAPLAN

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.

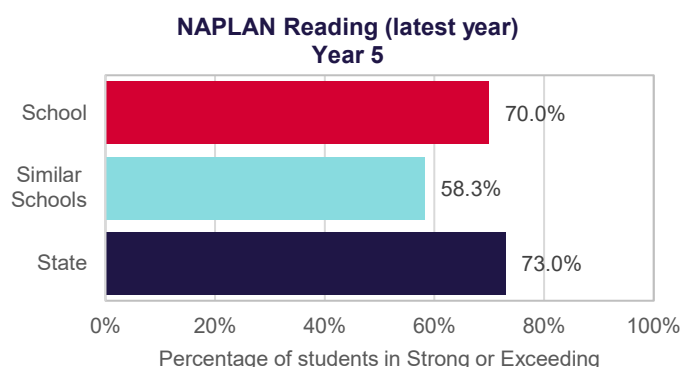
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	44.4%
Similar Schools average:	53.8%	52.8%
State average:	68.7%	69.2%



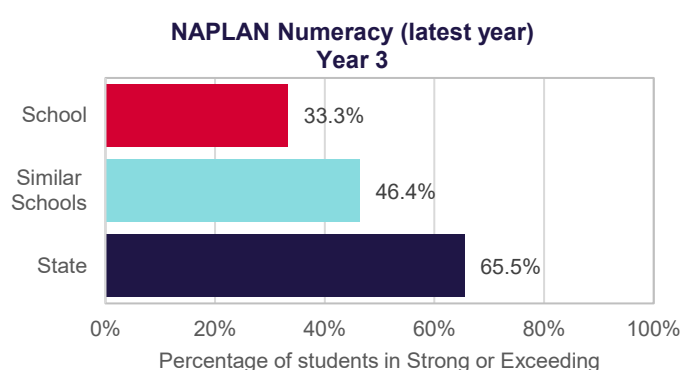
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	55.6%
Similar Schools average:	58.3%	60.2%
State average:	73.0%	75.0%



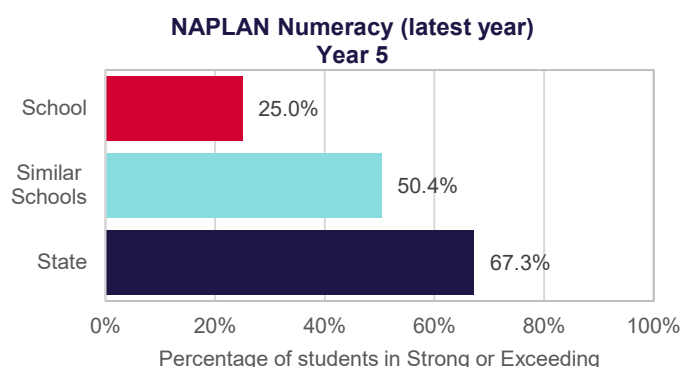
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	38.9%
Similar Schools average:	46.4%	46.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	32.0%
Similar Schools average:	50.4%	50.1%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

72.7%

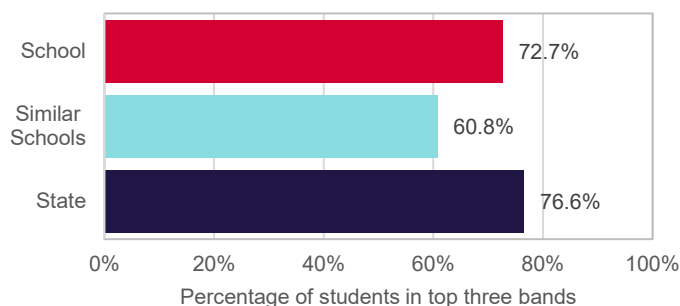
Similar Schools average:

60.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

32.1%

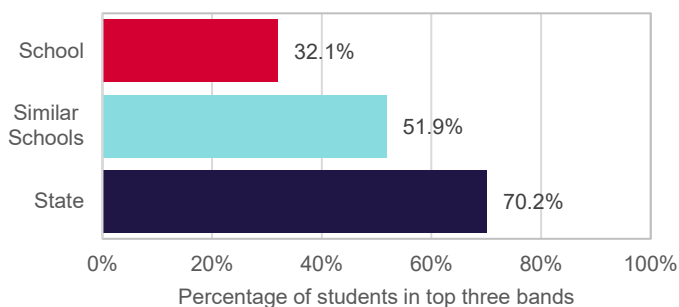
Similar Schools average:

51.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

50.0%

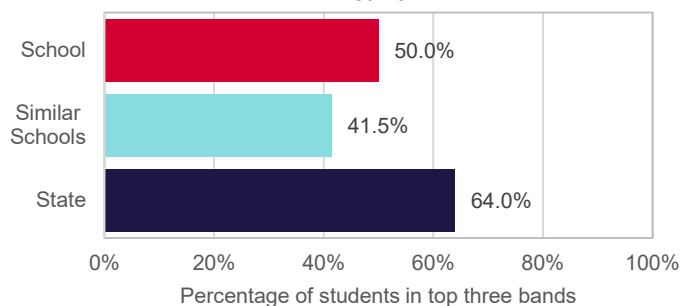
Similar Schools average:

41.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

13.8%

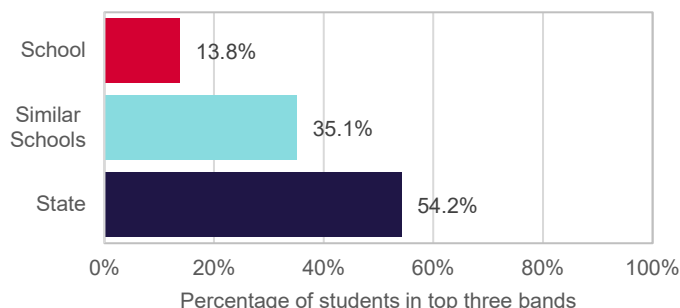
Similar Schools average:

35.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

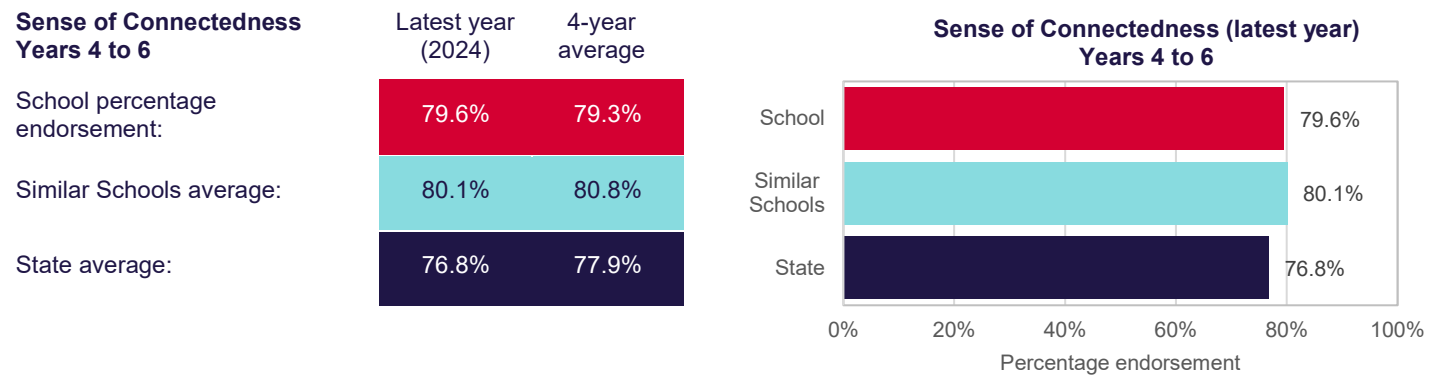


WELLBEING

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.

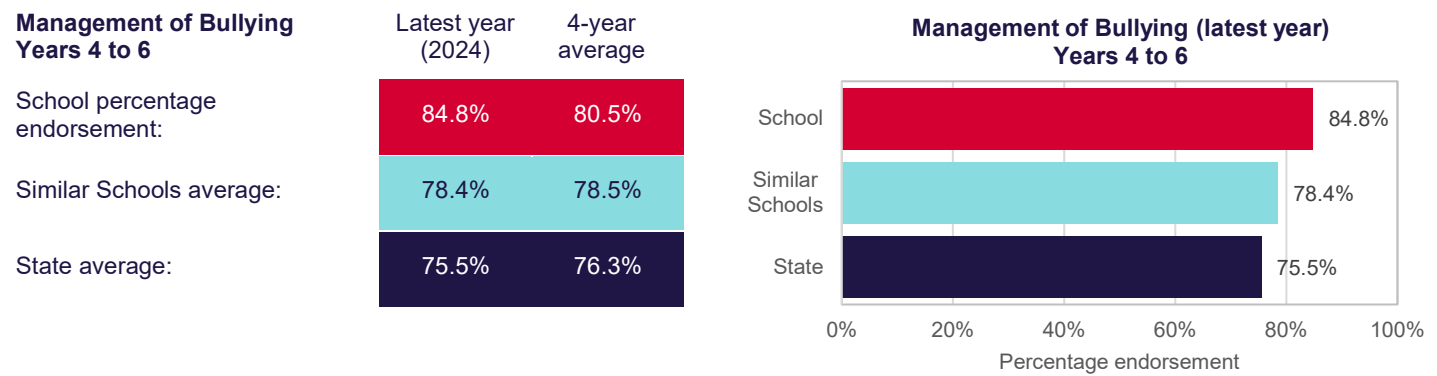
Student Attitudes to School – Sense of Connectedness

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).

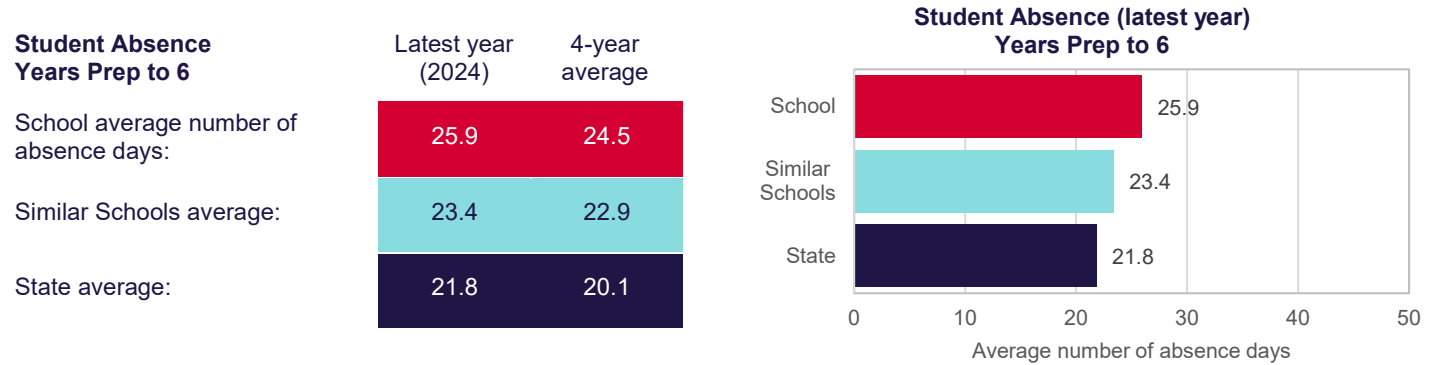


ENGAGEMENT

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%	86%	91%	86%	86%	86%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,127,719
Government Provided DET Grants	\$288,663
Government Grants Commonwealth	\$51,798
Government Grants State	\$14,837
Revenue Other	\$59,698
Locally Raised Funds	\$82,351
Capital Grants	\$0
Total Operating Revenue	\$2,625,067

Equity ¹	Actual
Equity (Social Disadvantage)	\$373,491
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$373,491

Expenditure	Actual
Student Resource Package ²	\$2,232,916
Adjustments	\$0
Books & Publications	\$2,621
Camps/Excursions/Activities	\$64,358
Communication Costs	\$1,836
Consumables	\$65,811
Miscellaneous Expense ³	\$10,238
Professional Development	\$13,556
Equipment/Maintenance/Hire	\$24,598
Property Services	\$53,820
Salaries & Allowances ⁴	\$153,119
Support Services	\$65,399
Trading & Fundraising	\$81,778
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,846
Total Operating Expenditure	\$2,794,896
Net Operating Surplus/-Deficit	(\$169,829)
Asset Acquisitions	\$41,033

- (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	\$626,403
Official Account	\$61,662
Other Accounts	\$0
Total Funds Available	\$688,065

Financial Commitments	Actual
Operating Reserve	\$94,238
Other Recurrent Expenditure	\$820
Provision Accounts	(\$520)
Funds Received in Advance	\$0
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	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$494,538

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.

