

2024 Annual Report to the School Community

School Name: Southern Cross Primary School (5235)



- 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 11 March 2025 at 04:20 PM by Helen Murphy (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 19 March 2025 at 08:22 AM by Helen Murphy (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

Southern Cross Primary School is located in the South Eastern Suburb of Endeavour Hills, approximately 30 kilometers from the Melbourne Central Business District. The school was founded in 1985 and during 2024 had 225 enrolments with 39 staff; 2 Principal Class, 1.5 Learning Specialists, 16 teachers and 19 Education Support Staff. In addition to this a Speech Pathologist and Social Worker joined our team this year. There were 11 grades in 2024, 65% have a language background other than English and 1% identified as Aboriginal. The Student Family Occupation Education index was 0.4628. Southern Cross Primary School's vision is to empower students to reach their personal best. Our values of respect, responsibility and resilience underpin our School Wide Positive Behaviour Program. We have an inspired and socially positive, multicultural student population with supportive parents. Our diverse community caters for approximately 28 nationalities, with newly arrived families joining our community each year from overseas. The school is proud of its recent growth in academic achievements, we continually strive for school improvement and improving student learning outcomes with a commitment to building capacity and access to quality evidenced-based professional learning. Our school has undergone a remarkable transformation, guided by a commitment to evidence-based approaches in education. With a focus on literacy and mathematics, we have embraced scientifically-backed methodologies to enhance student learning and achievement. Through a rigorous focus on the Science of Reading and the implementation of the Concrete-Representational-Abstract model in mathematics instruction, we have cultivated an environment where every student has the opportunity to thrive academically and personally. The Specialist Subjects offered in 2024 were Chinese, Health and PE, Visual Arts and Performing Arts.

Southern Cross Primary School is a friendly, caring school community that aims to facilitate a high standard of academic learning, nurture individuality, challenge, and foster a love of learning. We employ enthusiastic, flexible and talented, team-oriented staff members who have high expectations of themselves and of student learning approaches and want to make a positive contribution to our learning community through ongoing professional development and a love of lifelong learning. Relationships are the key to our school culture and community. We personalise learning to ensure all students are engaged and achieve success. Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured. Our Learning Community provides an inclusive and accepting environment for all students, staff and parents. Our Inclusion Team provides a wide range of supports to students and their families with a strong focus on effective use of reasonable adjustments and equitable access to the curriculum.

Our school comprises of a flexibly designed learning space consisting of 12 learning area, a learning centre, art room, performing arts room, library, school hall, administration and staff work area. Extensive play areas include a hard court, oval, 2 student adventure playgrounds and an inclusive play space. We also have an enclosed courtyard for quiet games, an enclosed sandpit and an open rotunda with power supply for more outdoors type activities. We have a fully networked school with a bank of laptops and iPads with a ratio of 1:3 from Foundation to Year 2 and 1:1 in Years 3 to 6. In 2024, the Southern Cross Primary School Kindergarten offered educational opportunities for 3 and 4 year old children who accessed the school's facilities and resources.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 was a strong year for learning progress at Southern Cross Primary School. The school continued to focus on the updated Departmental 2024 Priorities Goal with a focus on the key improvement strategy of learning, supporting students who need extra support and those who thrived to continue to extend their learning, especially in the area of numeracy. There was a continued focus on embedding the recently improved Mathematics and Numeracy Instructional Model, using the new Mathematics 2.0 Victorian Curriculum. In Literacy, the focus included building staff capacity and curriculum knowledge in morphology, sentence syntax and writing for comprehension. Regular reflection of practice, peer observations and feedback supported the staff to meet student learning at point of need. This focus on teaching and learning was reflected in the Staff Survey with 86% positive endorsement in Academic Emphasis, 99% for Collective Efficacy and 98% for Instructional Leadership, compared with 84% at similar schools.

The teaching and learning pedagogies within the school are aligned with evidence-based practice at the forefront of educational initiatives. The HITS are embedded within the Explicit Instructional Model of the school, and there is a high expectation of all teachers that this is implemented and planned for in all areas of the curriculum. A key focus throughout 2024 has been the implementation of the schools' tiered intervention to student support in learning and wellbeing in line with the Science of Learning and the Victorian Teaching and Learning Model 2.0 principles.

Teacher Judgements outperformed similar schools in English and Mathematics and were less than 1% difference to state schools. From Prep to Year 6 the percentage of students at or above age expected standard in English was 85.8%, compared to 80.1 in similar schools. In Mathematics, 85% of Southern Cross Primary School students were at or above expected level, compared to 77.6% in similar schools. Both of these results were improvements on the previous year.

In NAPLAN, the 2024 Year 3 cohorts outperformed both State and Similar Schools in Reading, Writing, Grammar and Punctuation and Numeracy. They outperformed similar schools in Spelling. In Year 5, the students outperformed both State and Similar Schools in all 5 areas of Literacy and Numeracy. In Year 3, the percentage of students in the Strong or Exceeding bands in Reading at Southern Cross Primary School was 69.7%, compared to 58.7% in Similar Schools. In Year 3 Numeracy 60.6% of students scored in the Strong or Exceeding bands for NAPLAN, compared with 54.6% in Similar Schools. In Year 5, the percentage of students in the Strong or Exceeding bands in Reading at Southern Cross Primary School was 75.8%, compared to 63.3% in Similar Schools. In Year 5 Numeracy, 75% scored in the Strong or Exceeding bands for NAPLAN, compared with 56.2% in Similar Schools. Compared to the previous year, the Year 5 students increased the percentage of students achieving strong or exceeding, except in the area of Spelling. In Spelling, there was a reduction of students who were flagged for additional support from 8% to 3%. The Year 3 students increased the percentage of students achieving strong or exceeding in Reading and Numeracy, whilst decreasing the students flagged from additional support from 17% to 9% in Spelling.

Wellbeing

Wellbeing remained a responsive and key priority throughout 2024. This included the creation of a new role, Mental Health and Wellbeing Leader (MHWL), and the employment of a Student Wellbeing Officer through the Student Wellbeing Grant to target specific supports for students and the wider community. Health and wellbeing support was differentiated within our community and the need for intervention was varied and differentiated according to individual and family needs. In addition to onsite service provision, students at risk were supported by an extensive network of DET and external agencies that address specific needs. We continued to consult with an experienced Educational and Developmental Psychologist and liaise with teachers to support and meet the needs of students with challenging behaviours.

The MHWL worked with the staff to build their Mental Health knowledge and literacies, reviewing the Social and Emotional Learning Curriculum and designing new units to be implemented next year. Seasons for Growth was offered to students in Years 2 to 6, supporting students who have experienced trauma, grief or impactful change in their life. In addition to this, the MHWL oversaw the School Wide Positive Behaviour Program, maintaining a Silver rating. This involves close monitoring of student behavioural data to identify trends which resulted in specific interventions designed to bring about modified behaviours. Examples of interventions offered in 2024 included Social Skills Groups, overseen by the Speech Therapist, and Emotional Regulation facilitated by the Wellbeing Officer.

The Breakfast Club was accessed weekly by a number of students, along with the Before and After School Care Program offered at the school. Buddies and Tribe Sessions enhanced students connectedness across the school. Throughout the year, the students and staff reviewed the way in which the school responded to behaviours to ensure the expectations were clear, visible and implemented with fidelity. This consistent approach saw a reduction in reported major and minor behavioural incidents at the school and provided clarity on how to respond to a given situation in a fair and equitable manner.

The Student Attitudes to School Survey results indicate positive endorsement comparable to both State and Similar Schools with regard to Sense of Connectedness. 95.7% of Year 4 – 6 Southern Cross Primary School students indicated positive endorsement for Sense of Connectedness, compared to 79.2% from Similar Schools. The school recorded 95% positive endorsement for Peer Relationships, compared to 85% for Similar Schools and State. It is worth noting the Staff Survey, with School Climate indicating 94% positive endorsement, compared to 77% for the Similar Schools and 78% for the State. The Parents Satisfaction Summary positive endorsement was 98.9% compared to 78.3% for Similar Schools and 75.5% for the State.

Engagement

Renewed strategies to address student attendance remained in place throughout the year, using a clear tiered system of response and supports for families when needed. In addition to the tiered system of response, a friendly competition and reward system helped to improve attendance outcomes across the school, as well as the introduction of welcome passes on arrival and the birth of CAPTAIN ATTENDANCE to further engage the students. This approach had a direct impact on improving student attendance with the average number of school absence days across the school

was 22.8, per student in 2024 compared to 25.1 for similar schools. Attitudes to attendance results in AToS achieved 97% positive endorsement.

This year, the focus was to open its doors and promote more opportunities for parents and carers to be involved in the school. We had a record attendance at our Parents and Literacy Night, held a Meet the Teacher Afternoon and invited parent readers as well as volunteers for all excursions and camps. In addition to this, we had solid parent representation at our celebration days including Multicultural Parade, Book Week, Footy Day and the School Concert. The Parent Opinion Survey reflects our efforts throughout this year with 93% positive endorsement for parent participation and 100% feeling their opinions were valued.

The Student Action Team (SAT), consisting of students in leadership or captain roles, met regularly with the MWHL leader to contribute to decision making and improving school programs and facilities. The student leaders ran an RUOK fundraiser which included promoting mental health through the Better Buddies Program, hosted Chinese Day and NAIDOC Week. Each fortnight, the leaders ran cross level TRIBES Groups with a focus on peer connection and mentoring. Lunchtime clubs were offered including Garden Club, Library Club, Lego Club, Sports Clubs and Music Club. Fortnightly assemblies were hosted by the Year 5/6 Captains with each Year Level responsible for sharing their learning journey at various stages throughout the year.

In 2024, Southern Cross Primary School continued to deliver a strong transition program across the school, supporting Kinder to Foundation, Foundation to Year 6 and Year 6 to Year 7. The Foundation to Year 5 students took part in transition sessions and a full transition day, where they met their new teacher and peers, and experienced life in the next year level. This included a social story for all students and a meet the teacher letter sent home for the holidays. The school maintained strong relationships with Southern Cross Kindergarten, Gleneagles Secondary College and Hallam Secondary College and supported students throughout the year to participate in various relationship building priorities, such as the Gleneagles Cup and the High School Experience Day hosted by Gleneagles.

With many opportunities offered at the school and an active student partnership in place, strong AToS results were achieved in Stimulated Learning and Effort at 99% and Teacher Concern at 96%.

Financial performance

Southern Cross Primary School maintained a sound financial position throughout 2024 and ended the year with a net operating surplus of \$434,634. The 2024 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities.

In 2024, the school made significant financial investments to enhance its facilities and learning environment. Key projects completed during the year included the completion of the Inclusive Outdoor Learning Space, the commencement of Phase 1 of the external school fencing upgrade, and the removal of outdated playground equipment. Additionally, the school doubled the amount of soft-fall playground mulch beneath play structures to improve safety. The school remains committed to ongoing investment in its facilities and grounds throughout 2025.

While the school's application for a grant to upgrade student toilet facilities was unsuccessful, it successfully secured a Federal Government Grant exceeding \$900,000 for the redevelopment of the netball and basketball courts, along with improvements to the surrounding areas.

The Library Fund was fully expended during the year, requiring additional school funds to complete the phase 1 upgrade of library shelving and bookends. Fundraising efforts supported the installation of a gross motor movement station and enhancements to concrete artwork around the school. Mental Health Funds were allocated to the Seasons for Growth Intervention Program and the School-Wide Positive Behaviour Program. Additionally, new classroom furniture was purchased to accommodate the growing student enrolments.

To enhance student support services, Tier 2 Funding was allocated to employ a Speech Therapist for two days per week, while the Student Wellbeing Grant was used to employ a Social Worker for one day per week. Additional casual Education Support Staff were also engaged to provide classroom assistance.

Fundraising efforts throughout the year were primarily directed towards the Library Shelving Upgrade, which will continue as a priority in 2025 with the implementation of Phase 2 of the project.

To minimize disruption to student learning, planned infrastructure projects were scheduled for the January 2024/2025 holiday period. The associated funds were accounted for in the 2025 Financial Commitment Summary and are reflected in the recorded surplus.

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

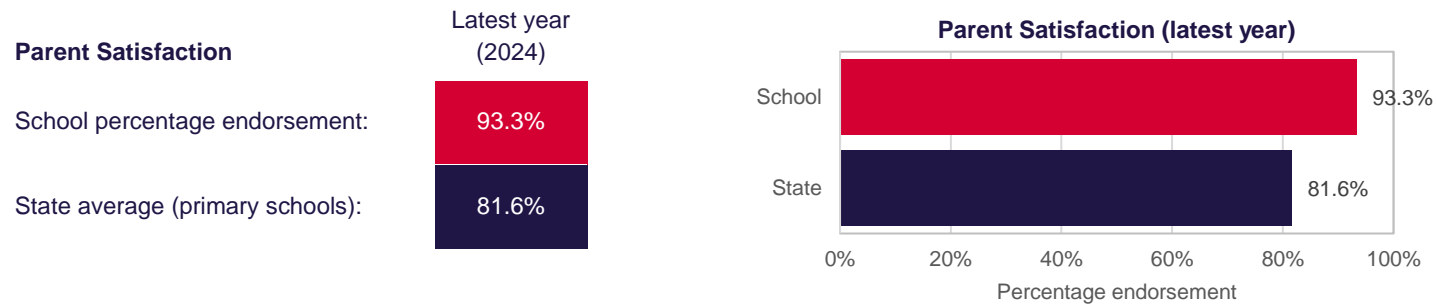
A total of 223 students were enrolled at this school in 2024, 108 female and 115 male.
41 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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: **Medium**

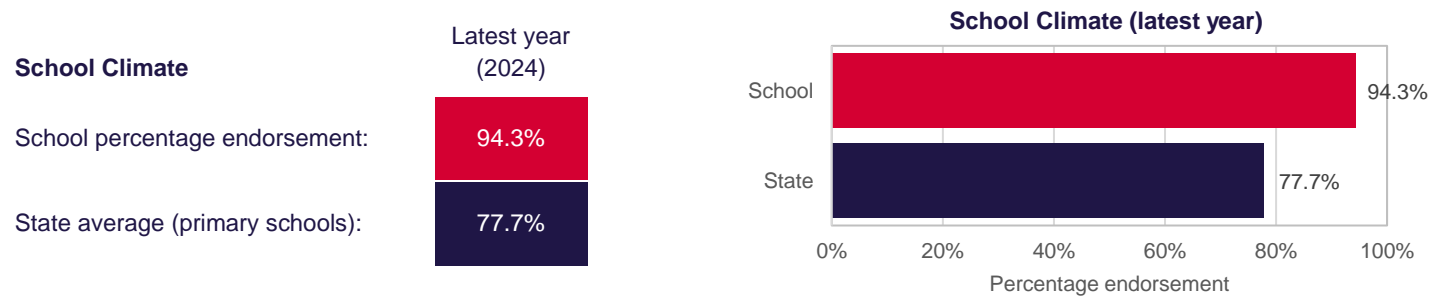
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



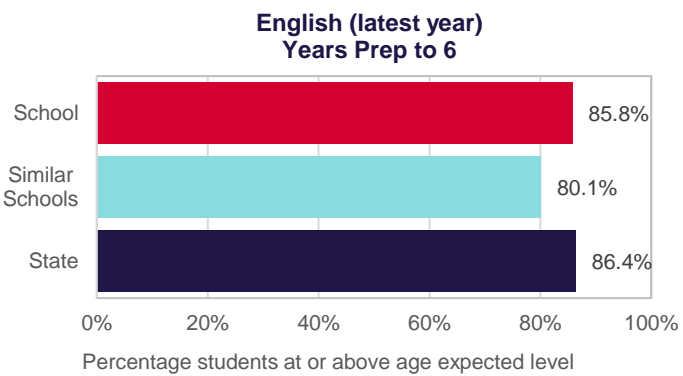
LEARNING

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

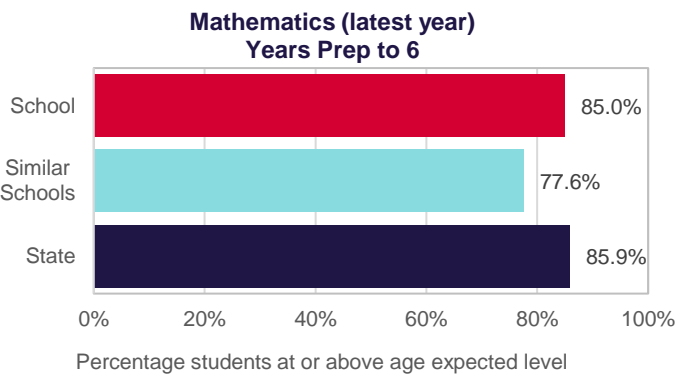
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.8%
Similar Schools average:	80.1%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.0%
Similar Schools average:	77.6%
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.

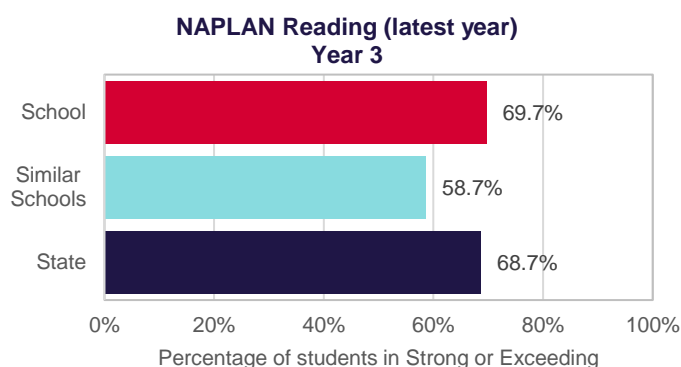
NAPLAN

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.

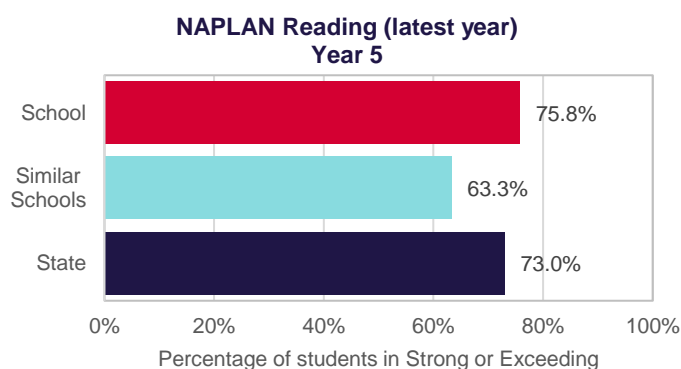
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.7%	67.9%
Similar Schools average:	58.7%	58.5%
State average:	68.7%	69.2%



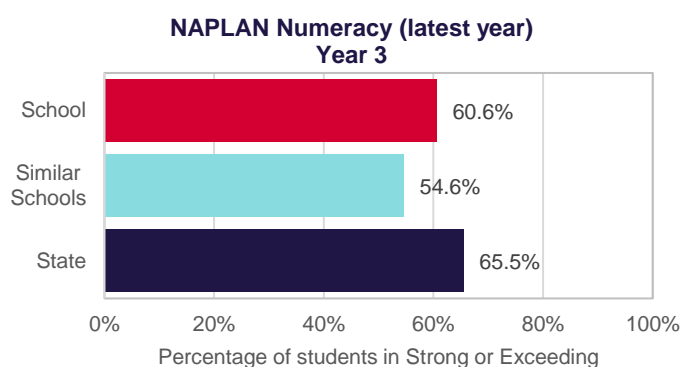
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.8%	73.9%
Similar Schools average:	63.3%	66.4%
State average:	73.0%	75.0%



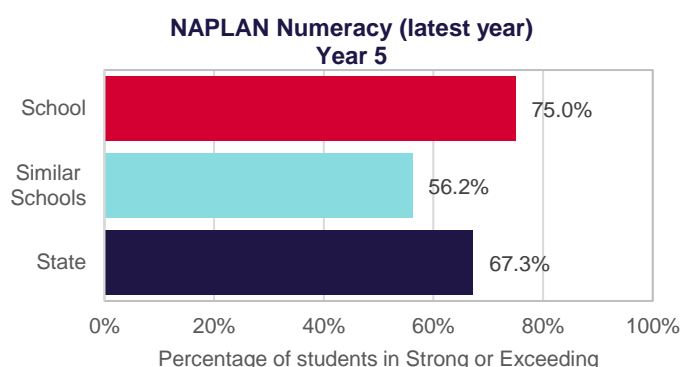
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.6%	62.5%
Similar Schools average:	54.6%	53.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	69.1%
Similar Schools average:	56.2%	56.2%
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:

76.5%

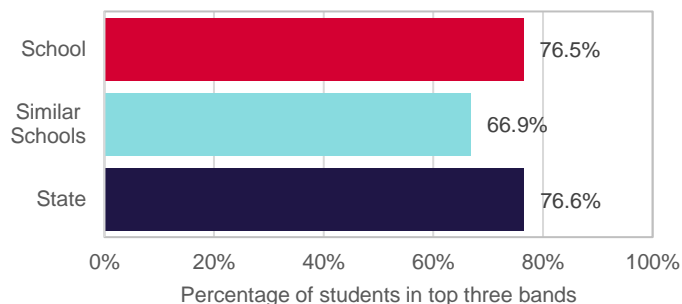
Similar Schools average:

66.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

56.5%

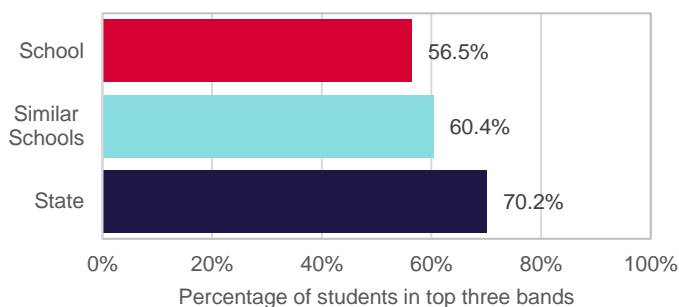
Similar Schools average:

60.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

54.8%

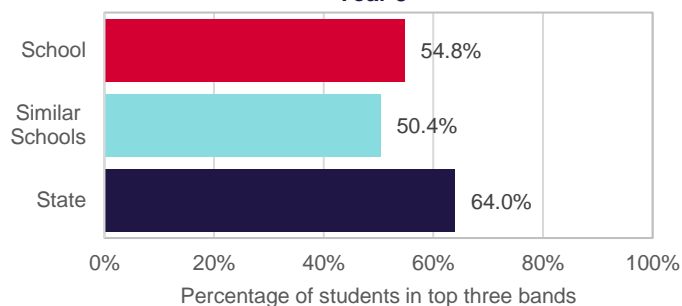
Similar Schools average:

50.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

36.4%

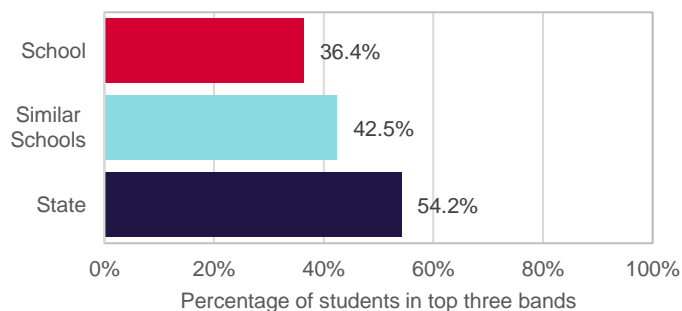
Similar Schools average:

42.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

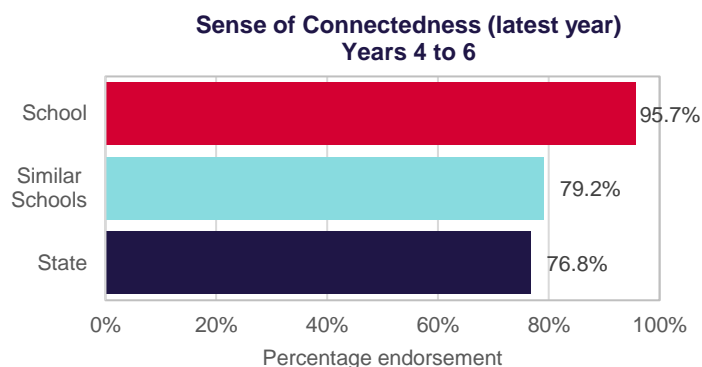
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	95.7%	90.9%
Similar Schools average:	79.2%	79.3%
State average:	76.8%	77.9%

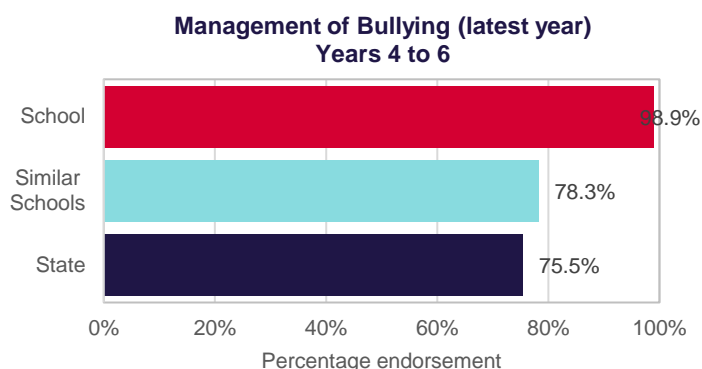


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	98.9%	91.7%
Similar Schools average:	78.3%	77.3%
State average:	75.5%	76.3%

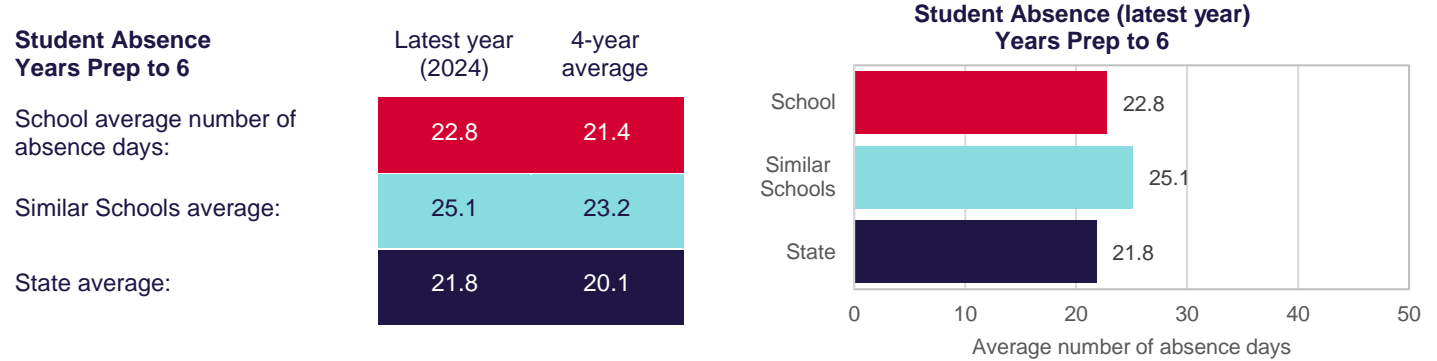


ENGAGEMENT

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

Average Number of Student Absence Days

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



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):	88%	89%	87%	90%	91%	88%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,324,734
Government Provided DET Grants	\$646,742
Government Grants Commonwealth	\$4,436
Government Grants State	\$0
Revenue Other	\$13,565
Locally Raised Funds	\$78,976
Capital Grants	\$0
Total Operating Revenue	\$4,068,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$160,761
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$160,761

Expenditure	Actual
Student Resource Package ²	\$3,088,291
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$60,702
Communication Costs	\$3,742
Consumables	\$59,003
Miscellaneous Expense ³	\$9,458
Professional Development	\$9,633
Equipment/Maintenance/Hire	\$60,510
Property Services	\$76,667
Salaries & Allowances ⁴	\$47,360
Support Services	\$156,813
Trading & Fundraising	\$7,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,290
Total Operating Expenditure	\$3,603,819
Net Operating Surplus/-Deficit	\$464,634
Asset Acquisitions	\$79,480

- (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	\$389,249
Official Account	\$1,450
Other Accounts	\$5,697
Total Funds Available	\$396,396

Financial Commitments	Actual
Operating Reserve	\$86,162
Other Recurrent Expenditure	\$204
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$84,663
Beneficiary/Memorial Accounts	\$994
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	\$168,678
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$340,701

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.