

2024 Annual Report to the School Community

School Name: Boneo Primary School (1184)



- 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 09:56 AM by Marija Pandza (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 09:56 AM by Marija Pandza (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

At Boneo Primary School, our vision is to empower every student to achieve excellence through high-quality, relevant and engaging learning experiences that foster a lifelong passion for learning. Our mission is to deliver an education that equips students with the skills, knowledge and understanding necessary for success. We are committed to creating a dynamic and inclusive learning environment where every child feels a sense of belonging, with their individuality and diversity recognised, supported and celebrated.

Boneo Primary School, located on the picturesque Mornington Peninsula, is a vibrant primary school within the Victorian Government school system. As a cornerstone of our community, we are committed to embedding the core values of Respect, Empathy and Determination into all aspects of our educational practice.

Respect - In everything we do, we recognise the worth, quality, and importance of others, regardless of their differences. **Empathy** - In everything we do, we will seek to understand another person's situation, feelings, and motives. **Determination** - In everything we do, we understand that achieving our personal goals will take time and effort.

Our mission is to foster gratitude and empathy, strengthening students' resilience in the face of challenges. We strive to nurture confidence, self-worth and a deep respect for oneself, others and the world. Through a supportive and dynamic learning environment, we cultivate curiosity, encourage collaboration, and inspire excellence by challenging students' thinking and igniting a lifelong passion for learning.

Our school caters for children from Foundation to Year 6. A total of 363 students were enrolled in 2024. The Student Family Occupation Education (SFOE) index of 0.312 indicates a low-medium number of children come from disadvantaged backgrounds. In 2024, the school's substantive Principal retired in May and the school had an Acting Principal for the remainder of the year, 1 Acting Assistant Principal, 1 Learning Specialist, 19 classroom teachers, 4 specialist teachers: Art, P.E, Music and S.T.E.M., 2 intervention teachers and 12 education support staff who cover the office and classroom programs.

A rich tapestry of enrichment and extracurricular activities, including sports events, music lessons, lunchtime clubs and community events, further enriches the educational journey of our students.

Our school's infrastructure, featuring well maintained classrooms and expansive grounds, fosters a conducive environment for learning and exploration.

Our strong partnership with parents and the wider community, exemplified through the active involvement of School Council and fundraising initiatives, underscores our collective commitment to excellence and the wellbeing of every member of our school community.

At Boneo Primary School, student leadership is not only encouraged but actively nurtured, beginning from Year 1 and continuing through to Year 6. Through initiatives such as our Junior School Council, students are empowered to have a meaningful voice in shaping the direction of our school community.

We have a connected community that works tirelessly to support the school through participation in events each term. We have strong ties with the local Boneo Cricket Club and Boneo Tennis Club, jointly running the monthly Boneo Community Market.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Boneo Primary School, we are deeply committed to fostering a vibrant and supportive learning environment where every student is empowered to reach their full academic, social and emotional potential. Our dedication to educational excellence is reflected in a strong culture of continuous improvement, guided by our School Strategic Plan and Annual Implementation Plan.

Collaboration is at the heart of our approach, with teachers working closely within year-level teams under the guidance of PLC Leaders and the leadership team. This collective effort ensures that best practices are consistently shared and implemented, strengthening the learning experience for all students. We prioritise professional growth, equipping our staff with the latest pedagogical insights to enhance teaching and learning across the school. As part of this commitment, we have implemented a new Instructional Model that encourages students to take ownership of their educational journey, fostering independence and engagement. In English, we have made significant investments to ensure a cohesive and effective reading program across all year levels. Resources such as Fountas and Pinnell and the Reading Continuum support a structured approach, with our Foundation to Year 2 students focusing on 'learning to read' and our Years 3-6 students transitioning to 'reading to learn.' To support this, we have purchased a diverse range of decodable reading materials, ensuring a balanced reading program that caters to all learners. To further personalise learning, the leadership team has developed reading and writing wheels, displayed in every classroom, to help students set and track their individual learning goals. These tools also assist teachers in planning and assessment, ensuring that each student's progress is carefully monitored and supported. Recognising the importance of high-quality writing instruction, the school made a significant financial investment to provide every teacher and ES staff member with access to the OzLit Teacher's Writing Traits modules. This initiative builds on our whole-staff professional learning from 2023, deepening our collective expertise in the teaching of writing and strengthening student outcomes.

The School Performance Report for 2024 shows that Boneo is in the medium performance group, maintaining achievement results. Our NAPLAN data showed an overall upward trend with Year 3 data for students in the strong or exceeding category being above the State in all areas, and Year 5 above the State in reading, writing, numeracy and grammar and punctuation.

At our school, teachers are committed to creating a consistent and high-quality learning experience for all students. By using data effectively, they tailor their teaching to support both academic growth and student wellbeing. A strong focus on moderation, assessment, feedback and differentiated learning ensures that every student receives the support they need to thrive.

We actively foster student agency by encouraging them to take ownership of their learning through meaningful feedback, success criteria and the regular development of individual learning goals. This approach is strengthened by our Professional Learning Communities (PLCs), where leaders collaborate weekly to refine whole-school strategies for feedback, goal setting and ongoing teacher development through Teaching Sprints.

Beyond the classroom, we offer a rich variety of enrichment activities and extracurricular programs to engage students in diverse learning experiences. These include TREC, a range of sporting opportunities, beach and ocean activities, visiting artists, and our comprehensive camping program, which features an optional annual Ski or Music Camp. Our commitment to environmental education is reflected in programs such as the Kitchen Garden Program, which is embedded in the Year 3 and 4 curriculum. Additionally, we proudly support students participating in the Victorian High Ability Program, providing opportunities for high-achieving learners to extend their skills and knowledge.

Through these initiatives, we continue to nurture a dynamic and inclusive learning environment where every student can reach their full potential.

Wellbeing

Complementing these pedagogical advancements, Boneo Primary School has committed to implementing restorative practices and the Berry Street Educational Model.

At our school, student wellbeing is at the heart of everything we do. In 2024, we continued to build on our commitment to fostering a safe, supportive, and engaging learning environment through a range of targeted programs. Our **Ready to Learn program, House system, and dedicated Friday afternoon Wellbeing sessions** provide students with structured opportunities to connect, develop resilience, and finish the school week on a positive note. On Fridays, the whole school comes together in multi-age groups for physical activities led by our Year 6 students. Staff actively participate alongside students, wearing active gear and fostering a sense of community and belonging. The school utilises tools including: Zones of Regulation, Circle time and The Learning Pit to support student behaviour and conflict resolution. We have a dedicated wellbeing space at the school, 'The Echidna Lounge', and all students participate in weekly Respectful Relationships sessions throughout the year.

The Arts remain a strong focus, with students encouraged to explore their creativity through instrumental music, band, choir, and our highly anticipated annual Production.

To support student attendance and engagement, the school implemented the following key initiatives:

- **Proactive Attendance Monitoring:** School Leaders track attendance and reasons for absences through Compass, ensuring early intervention when needed.
- **Tailored Wellbeing Support:** Our tiered approach to wellbeing intervention has been refined to better meet the needs of our students. Every student has an individualised 'Ready To Learn,' plan to support their needs.
- **Student Wellbeing Tracking:** Individual student profiles and wellbeing trackers help us provide timely and appropriate support.
- **Staff Professional Learning:** Our team has engaged in training to better recognise, respond to and refer students for additional support. We work closely with professionals from the Department of Education, paraprofessionals and agencies such as Orange Door and OzChild.
- **Respectful Relationships:** This program is embedded in all weekly learning from Prep to Year 6, fostering empathy, inclusivity and positive social skills.

- **Ongoing Professional Development:** Our Acting Assistant Principal and Learning Specialist have completed a Berry Street Refresher, preparing for whole-staff professional learning in 2025.
- **Student-Centred Learning:** Students receive timely, specific feedback and play an active role in co-designing their learning journey.
- **Age-Appropriate Education:** We have implemented the 'Talking the Talk' program to teach students about sexuality education and consent in a developmentally appropriate way.

Our Attitudes to School student data reflects the work the school is doing with many results sitting above 80%, similar to or higher than the State. Through these initiatives, we continue to nurture a school culture where every child feels valued, supported, and empowered to reach their full potential.

Engagement

Throughout 2024, we further developed assessment of the Learner Dispositions, referred to as the Learner Map. This incorporated the essential elements of the learner, their values, attitude and learner attributes. We ensured these were included in student reports. The school also introduced Learning Tasks to provide families with timely feedback on student achievement throughout each term. To engage parents, weekly previews to learning were sent out via Compass. These were highly successful in giving parents/guardians the confidence and wherewithal to support their children. School Community Events such as Student Led Conferences where parents/guardians engage with the school and learning of their children in authentic ways, promoting and growing student/parent connectedness and engagement in school and learning.

Our school has conducted a comprehensive analysis of student attendance data to identify trends, strengths and areas for improvement. This analysis informs our targeted strategies to enhance student engagement and ensure a supportive learning environment.

As key highlights of our engagement efforts, we are pleased to share the following initiatives that align with the Framework for Improving Student Outcomes (FISO) 2.0:

1. **Enhanced Attendance Monitoring** – Implementation of proactive attendance tracking and early intervention strategies to support students at risk of disengagement.
2. **Student Voice and Agency** – Expansion of student leadership programs and feedback mechanisms, empowering students to take an active role in their learning and school community. Our Year 6 School Leaders lead the weekly whole school assembly.
3. **Extracurricular Enrichment** – A diverse range of extracurricular activities, including sports, performing arts, and academic clubs, fostering student connection and participation.
4. **Wellbeing and Inclusion Initiatives** – Strengthening wellbeing programs and targeted support services to promote a positive and inclusive school culture.

Additionally, our school continues to implement initiatives focused on improving student retention, enhancing engagement through meaningful extracurricular activities, and fostering a sense of belonging through student-led programs. These efforts collectively contribute to improved student learning outcomes and wellbeing.

At Boneo Primary School, we embrace inquiry-based learning to foster student engagement and deeper understanding. Through curiosity-driven exploration, problem-solving and critical thinking, our students take ownership of their learning in meaningful and relevant ways. Our structured approach provides clear learning goals and guidance, ensuring that students develop essential skills such as research, analysis and collaboration. By embedding inquiry into our curriculum, we empower students to actively construct knowledge, enhance motivation and cultivate a lifelong love for learning.

Senior students participate in elective style workshops known as TREC such as, Seed to Table, Human Powered Vehicle and robotics. There is a high level of community and parent involvement, and a dedicated focus on using the school values to build a culture of high expectations. Students can take on leadership roles including the roles of School Captains, House Captains, Environmental Leaders, Art and Music Captains, Student Wellbeing Leaders and two Junior School Council leaders from each Year 1 to Year 6 class. Our exceptional AToSS data reinforces that our initiatives and actions are working for our students. We believe cognitively challenged young people engage and thrive at school.

Financial performance

Boneo Primary School concluded the 2024 academic year with our overall financial status remaining in surplus, with sufficient funds available in our bank account. This surplus ensures the continuity of our educational programs and enables the acquisition of extensive classroom and teacher resources spanning from Foundation to Year 6, thereby enriching learning opportunities for all our students. Throughout the year, our commitment to the Boneo Market played an integral role in supporting our school financially. Whole school fundraisers including our annual Family, Food and Fun Night, and Oaks Day, raised much needed funds for our school. These collaborative endeavours underscore the unwavering commitment of our school community to enhancing the learning environment and overall experience for our students. We would like to thank our School Council and community for their continued support for our buildings and grounds improvement plan.

In 2024, Boneo Primary School received the following amounts either through grants, fundraising or donations:

- Disability Inclusion Tier 2 \$19,284
- Equity \$14, 030
- Swimming \$12, 220
- Early Years Koorie \$1, 060
- Extended Koorie Literacy \$3, 180
- Student Excellence \$9, 115
- OSHC Establishment Grant \$75000

Fundraising

- Family Food & Fun Night held in Term 1 \$11, 379
- Oaks Day held in November \$7306
- Market Stall \$4, 699

Donations:

- Market Committee takings from the combined Boneo Community Market held each month \$19,000.
- Misc \$2,593.

**For more detailed information regarding our school please visit our website at
<https://boneops.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 363 students were enrolled at this school in 2024, 172 female and 191 male.

1 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

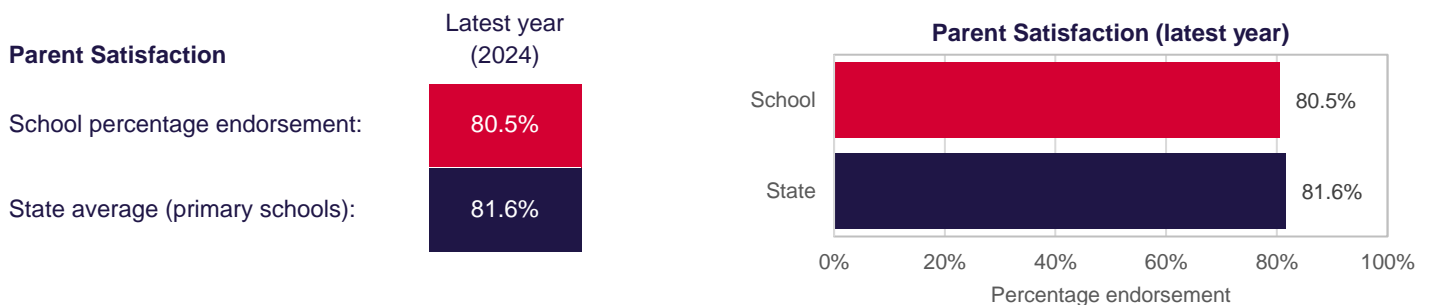
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

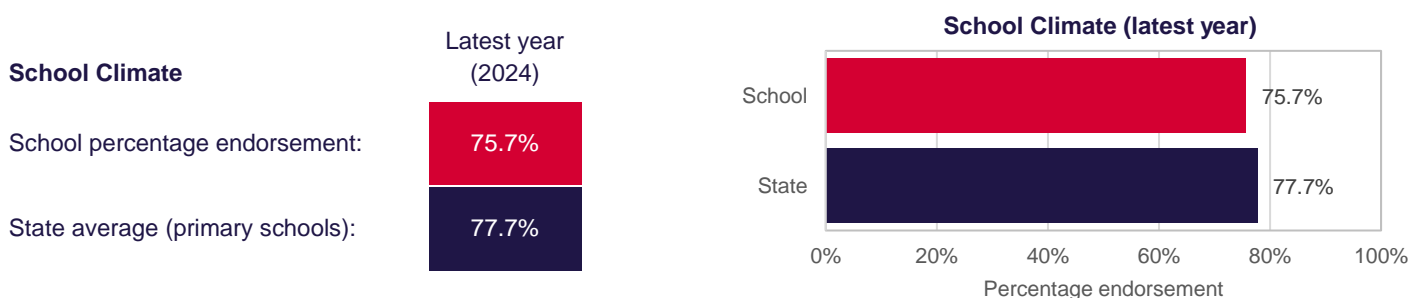


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

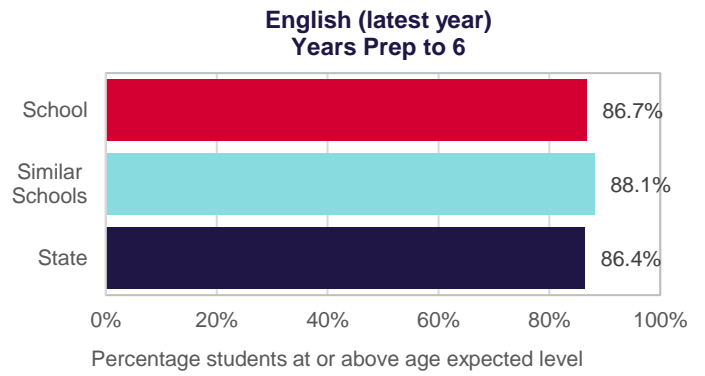
Latest year
(2024)
86.7%

Similar Schools average:

88.1%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

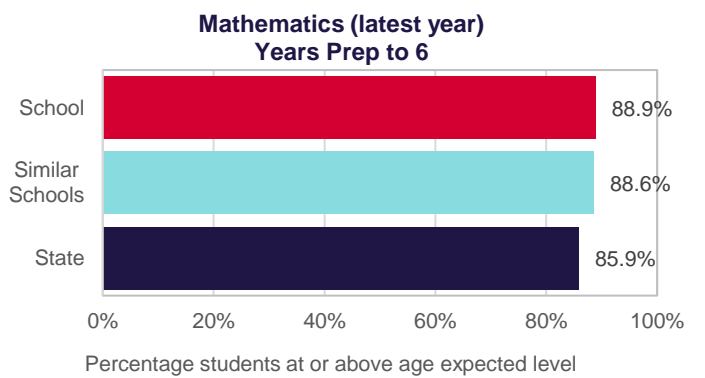
Latest year
(2024)
88.9%

Similar Schools average:

88.6%

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.

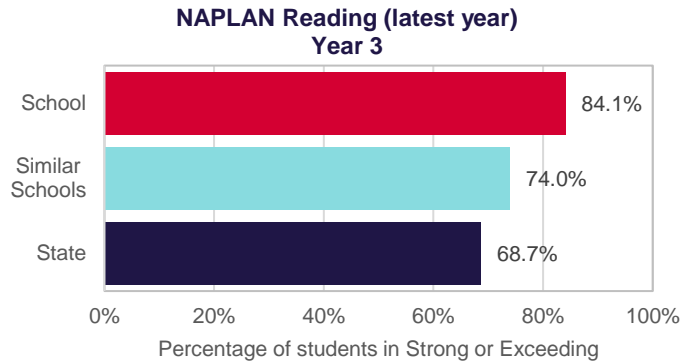
NAPLAN

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.

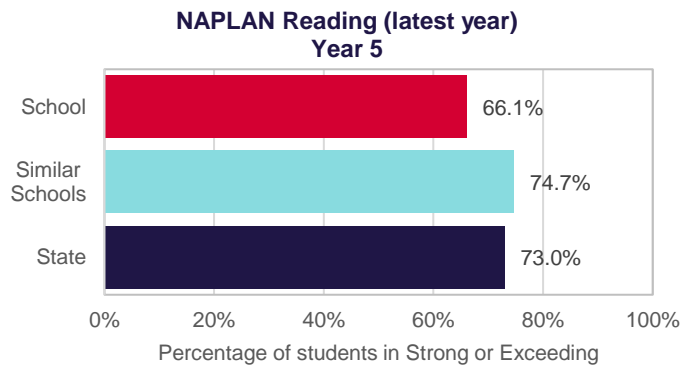
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.1%	74.2%
Similar Schools average:	74.0%	72.8%
State average:	68.7%	69.2%



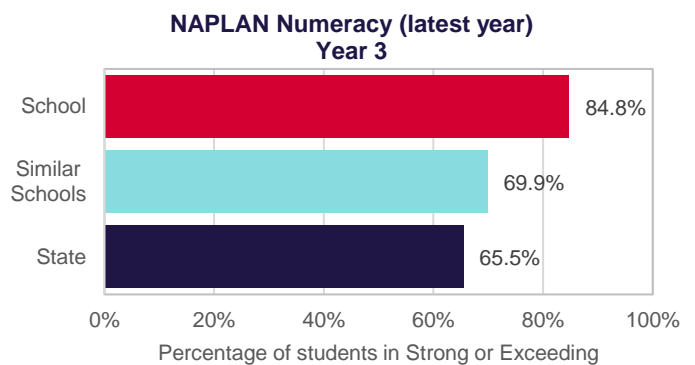
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.1%	72.5%
Similar Schools average:	74.7%	77.3%
State average:	73.0%	75.0%



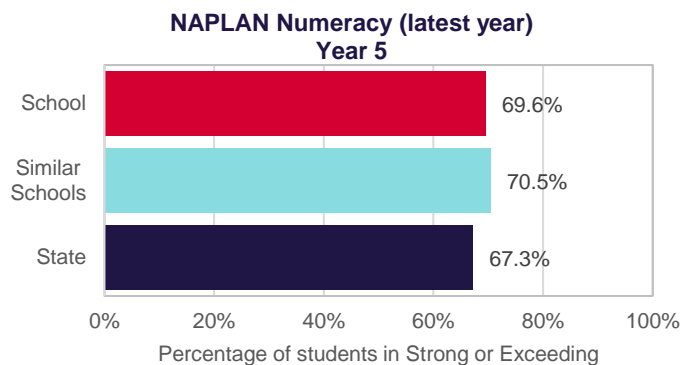
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	73.6%
Similar Schools average:	69.9%	69.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	61.8%
Similar Schools average:	70.5%	70.3%
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:

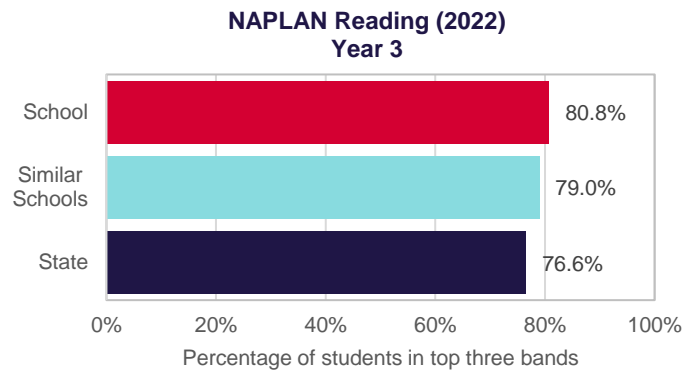
80.8%

Similar Schools average:

79.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

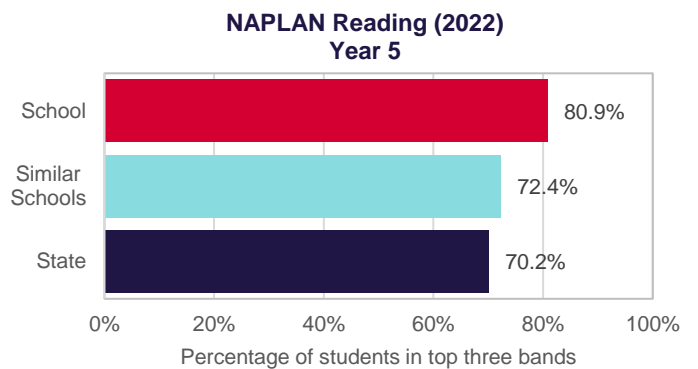
80.9%

Similar Schools average:

72.4%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

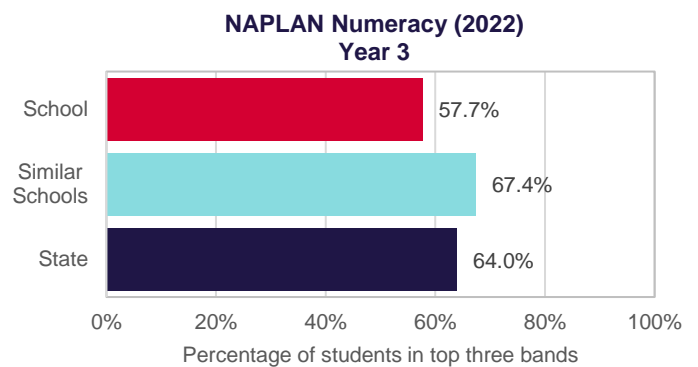
57.7%

Similar Schools average:

67.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

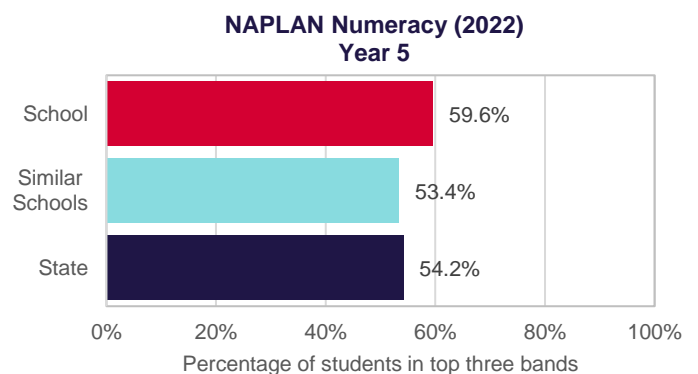
59.6%

Similar Schools average:

53.4%

State average:

54.2%



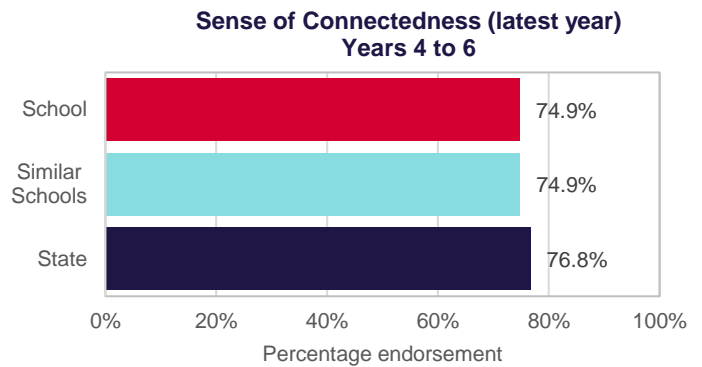
WELLBEING

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).

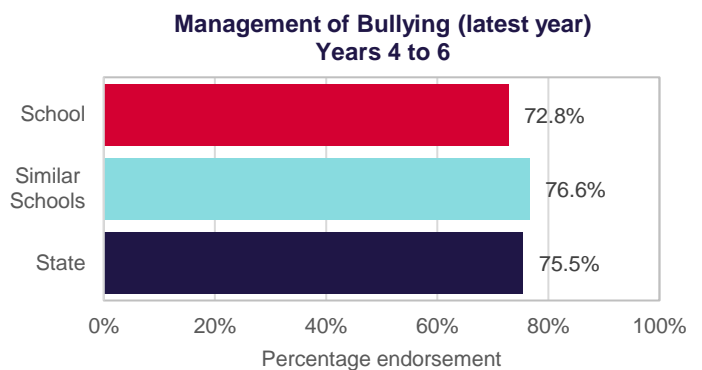
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	74.9%	84.3%
Similar Schools average:	74.9%	76.4%
State average:	76.8%	77.9%



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:	72.8%	85.7%
Similar Schools average:	76.6%	77.3%
State average:	75.5%	76.3%



ENGAGEMENT

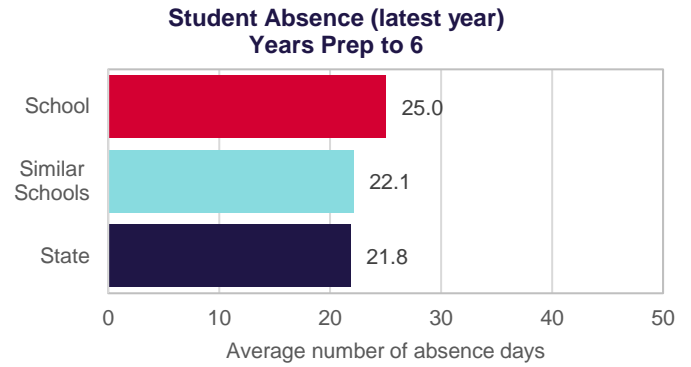
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	25.0	19.9
Similar Schools average:	22.1	19.7
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	87%	89%	87%	88%	88%	89%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,004,584
Government Provided DET Grants	\$361,214
Government Grants Commonwealth	\$0
Government Grants State	\$6,250
Revenue Other	\$21,696
Locally Raised Funds	\$295,782
Capital Grants	\$0
Total Operating Revenue	\$4,689,527

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,606
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,606

Expenditure	Actual
Student Resource Package ²	\$3,963,543
Adjustments	\$0
Books & Publications	\$1,881
Camps/Excursions/Activities	\$144,131
Communication Costs	\$7,157
Consumables	\$76,258
Miscellaneous Expense ³	\$30,598
Professional Development	\$3,735
Equipment/Maintenance/Hire	\$56,039
Property Services	\$64,912
Salaries & Allowances ⁴	\$194,138
Support Services	\$173,331
Trading & Fundraising	\$33,099
Motor Vehicle Expenses	\$3,327
Travel & Subsistence	\$0
Utilities	\$30,018
Total Operating Expenditure	\$4,782,167
Net Operating Surplus/-Deficit	(\$92,641)
Asset Acquisitions	\$18,581

- (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	\$186,051
Official Account	\$70,239
Other Accounts	\$0
Total Funds Available	\$256,290

Financial Commitments	Actual
Operating Reserve	\$137,256
Other Recurrent Expenditure	\$3,256
Provision Accounts	\$0
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	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$200,512

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.

