

2024 Annual Report to the School Community

School Name: Doreen Primary School (0945)



- 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 02:41 PM by David Jovanovski (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 05:03 PM by David Jovanovski (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 Doreen Primary School, our aim is to provide a safe and supportive environment for the whole school community that encourages independence in social and academic situations; fosters positive risk taking; develops and nurtures resilience; provides an environment where both positive and negative consequences of actions are respected; values respect for all members of the community; fosters the notion that a student's best efforts are an achievement they should aim for and be proud of; and includes all stakeholders in decision making.

School Values

Determination - Students will develop independence and the skills needed to actively seek solutions with confidence determination and self-discipline.

Opportunity - To cater for and foster individual creativity and forward thinking so as to have the skills needed for the challenges of the future.

Respect - All members of our school community will learn to have respect for others and themselves in both their community and beyond, fostering a culture in which everyone belongs and has a voice.

Resilience - Children in our school community will be encouraged to be independent and resilient in both their social interactions and when taking on academic tasks and activities.

Empathy - Students will be supported in developing tolerance, understanding and acceptance of each other's unique qualities at both a school level and in the wider community.

Excellence - students will strive to achieve their best and be proud to do so, developing a lifelong thirst for learning and an intrinsic feeling of pride in their efforts.

Nurture - This school will be a safe and supportive environment where children will learn the benefits of accepting consequences for their actions, both positive and negative.

Doreen Primary School is a small semi- rural primary school set amongst farmland located in Melbourne's northern green wedge. It has most recently been classified as "Peri-Urban", meaning it is not a rural school but also not an urban school. This re-classification has had a significantly negative effect on the school's budget in the process. Its location is adjacent to the Northern Growth Corridor, currently experiencing massive influxes of population. The school is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system. A footpath to the nearby major intersection of Yan Yean Rd and Doctors Gully Rd has opened up the opportunity for children to walk, ride or scoot part of the way to school.

In the last decade, the school's enrolments have more than doubled. A general consensus in the school community is that enrolments should be kept as low as possible to maintain our small school culture. School Council was successful in obtaining an enrolment ceiling of 150 students. In 2024 the enrolment was roughly 164 – the school's largest enrolment in 155 years. Although over the ceiling of 150, enrolment needs to be at this level to attract an SRP (Student Resource Package) sufficient to fund all programs. Children often come to Doreen PS as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen PS. The culture of a smaller extended family atmosphere is imperative. Children feel

they belong here, and that they are known. These are just two of the factors we believe increase engagement, and ultimately success. Lower dependence on "screens" is also an attractive feature for prospective parents, with our focus on developing the essential literacy and numeracy skills needed to succeed. Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them in documentation or on websites.

Progress towards strategic goals, student outcomes and student engagement

Learning

The major elements of our school's learning expectations are based around providing individual support and striving to maintain previously high performance levels. This can be a challenge, as continued high performance can lead to complacency. However, again in 2024 our results indicated that we are sitting above similar schools and, pleasingly, Teacher Judgement also showed that students were working at high levels and well above state averages. This suggests that the school's evaluation program, standardised testing regime and use of SPA to record both short term and longitudinal results has been in line with results found in NAPLAN, so the use of student data across the board to influence learning has been effective. In 2024, we continued to operate with the TLI (Tutor Learning Initiative) and intervention program. These two programs were a real asset in maintaining the excellent results we have at Doreen PS.

Academic results in this report show the amount of students in the "strong" and "exceeding" bands of NAPLAN (top 2 bands). In Year 3 Reading, Doreen PS had an average of 90.5% of our students sitting in the top 2 bands for NAPLAN. Meanwhile, similar sized schools had an average of 75.4% and the state average sat at 68.7%. In Year 5 Reading, Doreen PS had an average of 82.6% of our students sitting in the top 2 bands for NAPLAN. Meanwhile, similar sized schools had an average of 79.6% and the state average sat at 73%. In Year 3 Numeracy, Doreen PS had an average of 81% of our students sitting in the top 2 bands for NAPLAN. Meanwhile, similar sized schools had an average of 69.2% and the state average sat at 65.5%. In Year 5 Numeracy, Doreen PS had an average of 73.9% of our students sitting in the top 2 bands for NAPLAN. Meanwhile, similar sized schools had an average of 71.9% and the state average sat at 67.3%. We share this data, specifically within Reading and Numeracy, as it highlights all the amazing work our teachers, students and family attend to within our community. Beyond this, our Spelling, Writing as well as Grammar and Punctuation all sit well above state average, as well as above the average of similar sized schools. Our students are engaged with the work they complete, and this is evident with our high scoring NAPLAN results.

Teacher judgement shows the percentage of students working at or above age expected standards in English and Mathematics. In English, our school percentage was at a level 96.1% at or above age expected standards, whilst similar schools displayed 87.8% and a state average of 86.4%. In mathematics, our school percentage was at a level of 96.9%, compared to similar schools of 87.7% and a state average of 85.9%.

Wellbeing

In both the area of School Connectedness and Management of Bullying, the school has achieved very pleasing results. Students in grades 4-6, showed they had a 90.3% sense of Connectedness with the school, averaging out to a 4 year average of 87.1%, while students at similar schools said 74.2% with a 4 year average of 76.7%. Meanwhile, state-wide data shows 76.8% with a 4 year average of 77.9%. Not only do our results show that we are above similar sized schools, however we are well above the state average. Students also said the school's Management of Bullying endorsement was 93.1%, while similar schools were at 72.9% and state at 74.5%. While being very happy with these results, they are areas we can always improve, and opinion surveys often show us areas to work on. With high results in these areas indicated by students, parents and staff alike, it is obvious the school's values have fostered a culture that has had a positive effect. The talk of always doing your best and being proud of that is embedded in our school culture and helps with the personal wellness and welfare of all students. Our school culture was identified as being a major factor in the success of the school as a supportive, safe, calm and engaging environment where children wanted to be and wanted to do well. Our staff go above and beyond; ensuring all students are heard, have a place and are treated equally and fairly amongst everybody within the community.

Student Agency and Voice have an important place at Doreen PS, helping children feel engaged, valued and able to work at their best level. An engaging leadership program encompasses all year levels, beginning with Buddies and Junior School Council, and culminating in the NESST Student Leadership Program undertaken by all Grade 6 students. Hearing children talk about "wanting to be on JSC since I was in Prep" speaks to the importance of these programs. The JSC process included all children via a whole school meeting when possible in 2024, usually being conducted fortnightly. These meetings were chaired by the JSC leaders. Children were asked about the direction the school is taking, helped raise money for school initiatives and external charities, and were part of all stages of the school's strategic planning; creating ownership and engagement while building their capacity as young leaders.

This school also takes a pro-active response to bullying. From grade Prep, children are taught to meet "prickly" situations with a simple strategy, and this ensures that children always feel they have power to help solve their problems. It is not a "walk away" approach, but one where children are encouraged to stand up for themselves in a simple non-aggressive way, then approach a series of supporters for help if needed. Children learn they are not victims, but have the power to solve an issue, with help if needed. This is also fostered in the Child Safety area, as a way to deal with situations where they feel at risk. The playground at this school is then a place where children feel safe, and where they feel they belong.

Our school currently delivers The Resilience Project, which allows teachers to provide support and resources around Gratitude, Empathy and Mindfulness. This program is well received by staff and students and actively takes part in our weekly curriculum.

Engagement

School Connectedness is always high in opinion surveys, and factors such as Junior School Council and classrooms that encourage Student Agency are contributing factors to this. Families enjoy spending time on school grounds in the morning and after school, allowing their children to

play whilst they connect with other parents within the community.

A factor in creating this sense of connectedness is that Doreen Primary School offers many programs, including Sport and Phys.Ed, Music, Art, ICT, AUSLAN, The Resilience Project and Student Leadership, and because of the breadth of curriculum, all students find an area that engages and draws out their curiosity. Staff at this school passionately believe there must be joy in learning, and that good data should be a by product of good teaching, not the major driver for every session.

Average student attendance rates across the school in 2024 were between 88% and 91% across all grade levels. The state levels were below this. Doreen Primary School student absences averaged out at 19.1 days, while similar schools were 21.6 days and the state at 21.8 days. While the school's 2024 results were well above the 4 year trend, our 4 year average equates to 16.8. While not our usual excellent results, it is above the state, and can be attributed to the school developing a culture where school is seen as a place to be. Being at school is promoted positively, however we don't use slogans such as "its not ok to be away" and encourage families where possible to seek medical certificates and visit a GP when their children are sick.

The programs, teaching approaches and engaging "hooks" used by teachers result in students wanting to come to school. Mid and End of Year Reports indicate the number of days absent. High levels of absence are examined, help offered by the school, and regular check-ins made. At home activities are always offered for longer term absences.

Students at Doreen Primary School want to be here, and they want to be involved. They know that goals and expectations are important, and that if they do their best, they are seen as a brilliant student, and should be very proud of themselves. Students in grades 4-6, showed they had a 90.3% sense of Connectedness with the school, equating to a 4 year average of 87.1%, while students at similar schools showed 74.2% with a 4 year average of 76.7%. Meanwhile, state-wide data indicates 76.8% with a four year average of 77.9%. Not only do our results highlight that we are above similar schools, we are well above the state average. Our students are connected, are engaged and know they belong as valued members of their school.

Other highlights from the school year

Doreen PS saw its new principal complete his first full year at the school. The buildings and works for the 5.387 million dollar school upgrade commenced, and we have now seen the completion of a new administration building. Four new classrooms are nearing completion.

Our music program continues to attract interest, with private music tutors in keyboard, drums, guitar and vocals taking place. We had two fantastic music concerts out of the Panton Hill Hotel and 2024 saw us move to three full school rock bands.

Interschool sports took place with our grade 4-6 students participating in Rounders, T-Ball, Netball A+B as well as Football. With limited teams entering the competition from other schools, a review and restructure for 2025 will take place. We have established a lovely relationship with Ivanhoe Grammar and our students took part in the Ivanhoe/Doreen Cup as an addition to school sports. This was immensely enjoyable for our senior students.

Beyond this, we saw a variety of different coaches come into DPS under the sporting schools grant. The much loved annual Great Doreen Bike Ride took place, where Prep to Grade 6 students set out on a whole school bike ride ranging anywhere from 8-38km. Prior to this, students took part in a Bike Ed program for 5 weeks. This program was delivered by staff who gained their

Bike Ed accreditation.

School swimming was also offered to all students, with Prep-4 students taking part in traditional swimming sessions and Grade 5-6 students taking part in a water safety program. District Cross Country and Athletics days were also held, with the expectation of having a go and being given an opportunity taking the place of wanting to win. Students from Grade 3-6 took part in the Hoop Time basketball competition, which was positively received by all. Our junior school had an enjoyable time at the Edendale Farm excursion and this is always a highlight.

Our school production was a special moment in 2024 with the hiring of a performing arts centre. Students and staff spent many hours writing their scripts, rehearsing and then delivering the play. A remarkable evening was had, with over 340 tickets sold. The evening was a wonderful opportunity for the community to come together.

Financial performance

Doreen PS has always managed its budget capably, and the 2024 school year was no different. We finished off the year with a net operating surplus of \$130 746. This created some movement in the budget for items related to our new build, inclusive of relocating sandpits and gymnastic bar sets, as well as other unassociated costs such as casual relief teacher (CRT) payments. Challenges to the budget in coming years will be related to the experience of staff and the higher costs of wages, however reasonably projected changes to the staffing profile will see this appropriately managed. Our school results are fantastic, students are engaged and parents are happy. Retention of experienced staff at Doreen Primary School will be pivotal moving forward to ensure further success.

Ongoing staff, yearly increments and DET policy changes have historically seen the budget come under great strain, but enrolment development and changing staff profiles should see the school manage to keep its breadth of programs. The school lost its Ruralness Funding in 2020, but after much protest managed to be re-classified as a Peri-Urban school, ensuring the school receives about half of the \$80,000 previously allocated under Ruralness Funding. Provided The Department of Education continues with the Tutor Learning Initiative and disability inclusion reform, staffing and breaking even on budget credit items should be manageable.

**For more detailed information regarding our school please visit our website at
<https://www.doreenps.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 165 students were enrolled at this school in 2024, 70 female and 95 male.

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

Overall Socio-Economic Profile

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

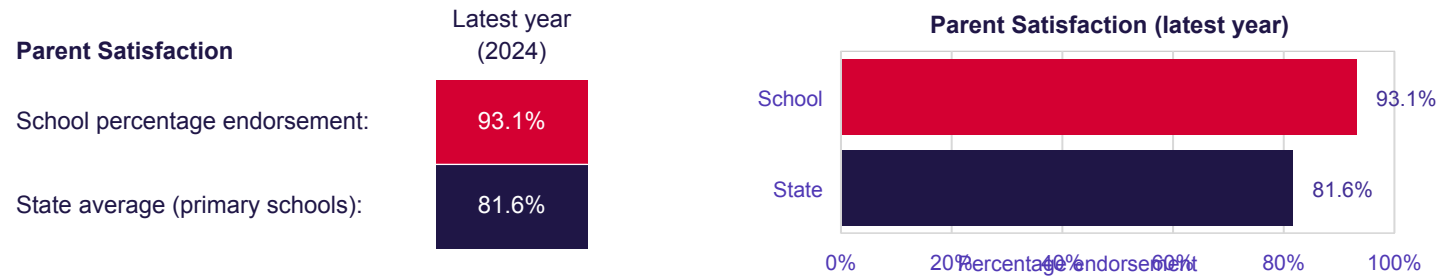
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

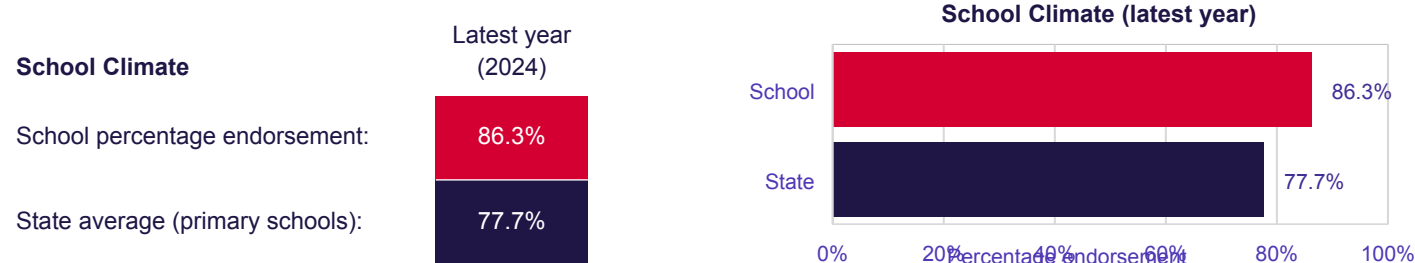


School Staff Survey

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.

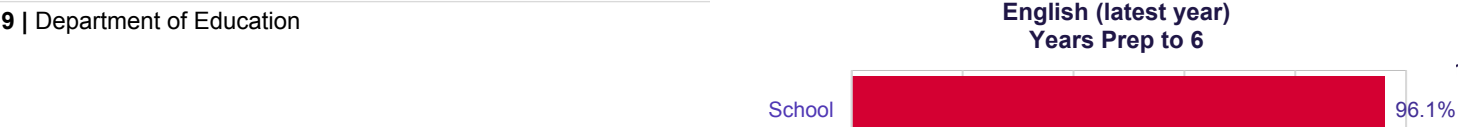


LEARNING

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.*

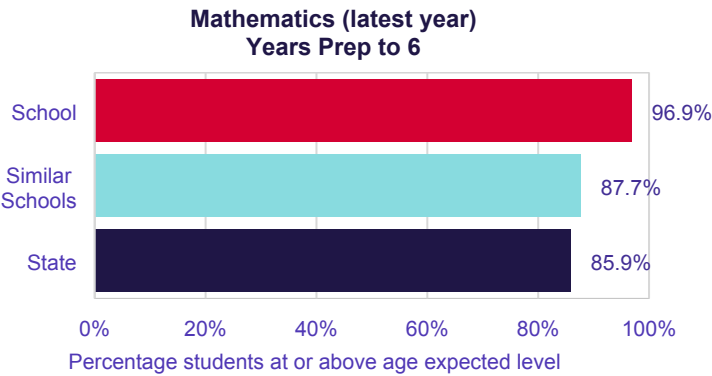
Teacher Judgement of student achievement against the Victorian Curriculum

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



English	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	96.1%
Similar Schools average:	87.8%
State average:	86.4%

Mathematics	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	96.9%
Similar Schools average:	87.7%
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.

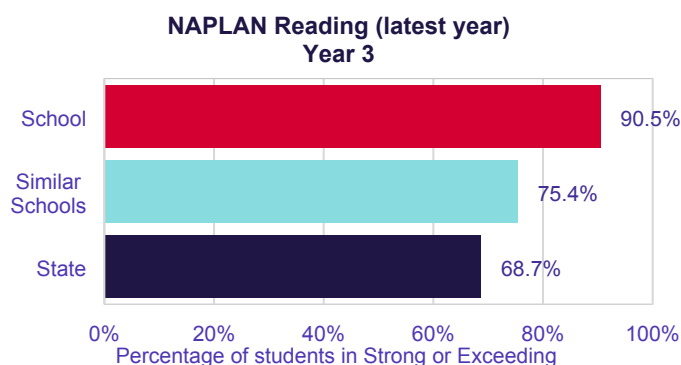
NAPLAN

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.

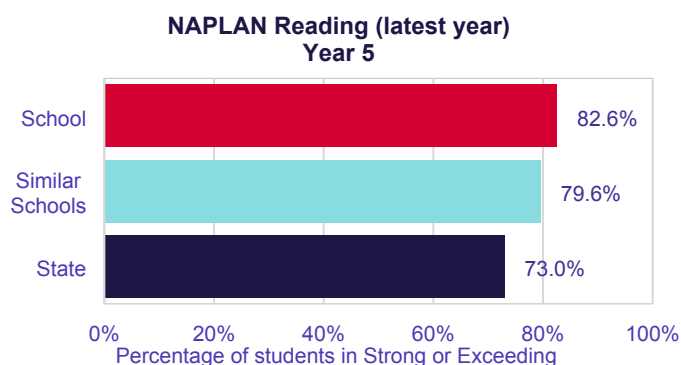
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	92.3%
Similar Schools average:	75.4%	75.7%
State average:	68.7%	69.2%



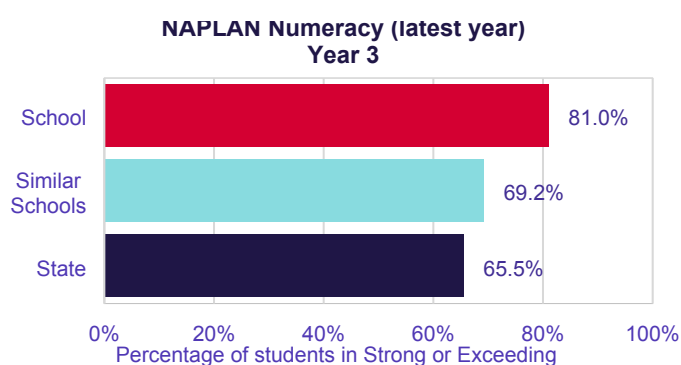
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.6%	83.7%
Similar Schools average:	79.6%	80.8%
State average:	73.0%	75.0%



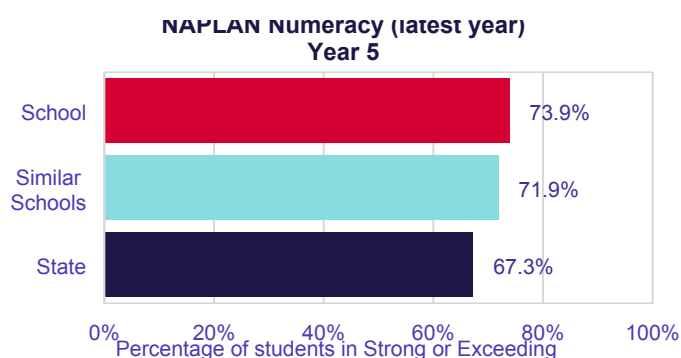
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.0%	84.2%
Similar Schools average:	69.2%	70.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.9%	82.9%
Similar Schools average:	71.9%	72.7%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

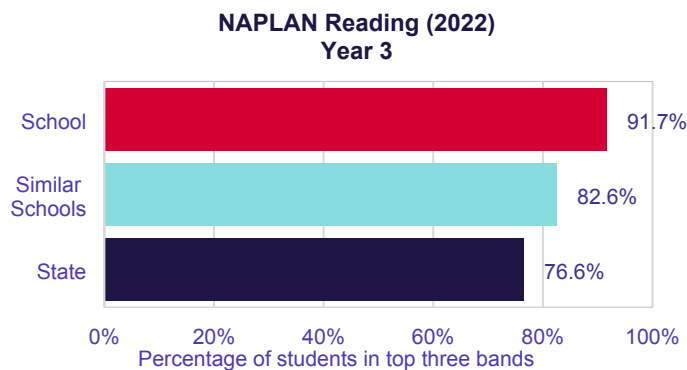
91.7%

Similar Schools average:

82.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

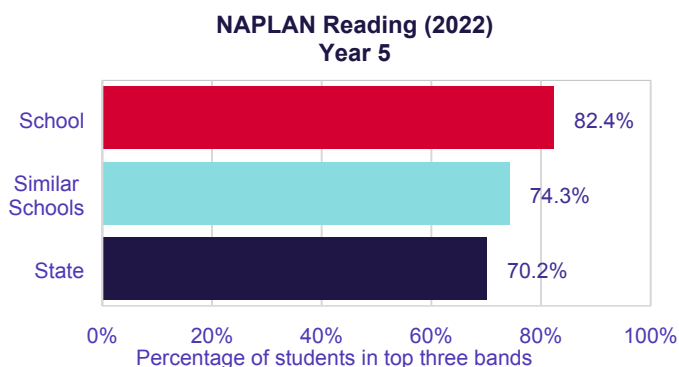
82.4%

Similar Schools average:

74.3%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

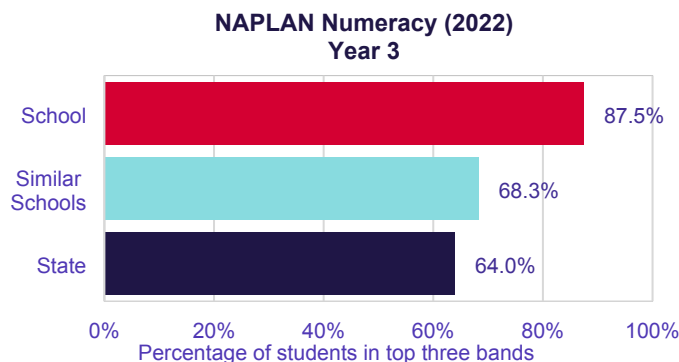
87.5%

Similar Schools average:

68.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

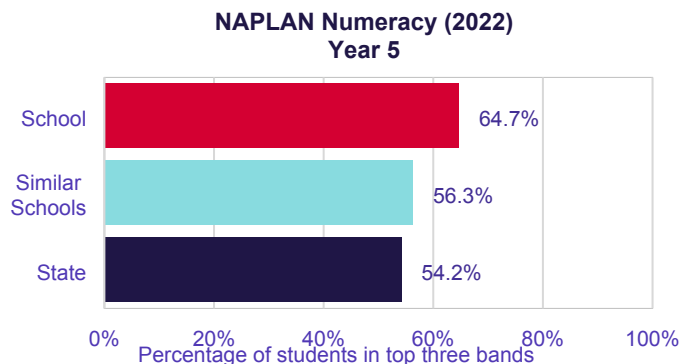
64.7%

Similar Schools average:

56.3%

State average:

54.2%



WELLBEING

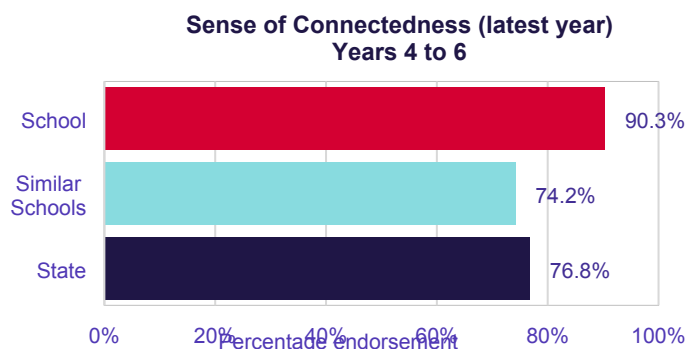
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	90.3%	87.1%
Similar Schools average:	74.2%	76.7%
State average:	76.8%	77.9%

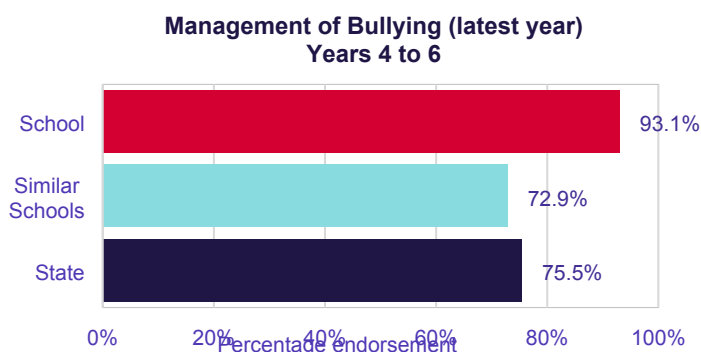


Student Attitudes to School – Management of Bullying

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:	93.1%	93.0%
Similar Schools average:	72.9%	74.5%
State average:	75.5%	76.3%

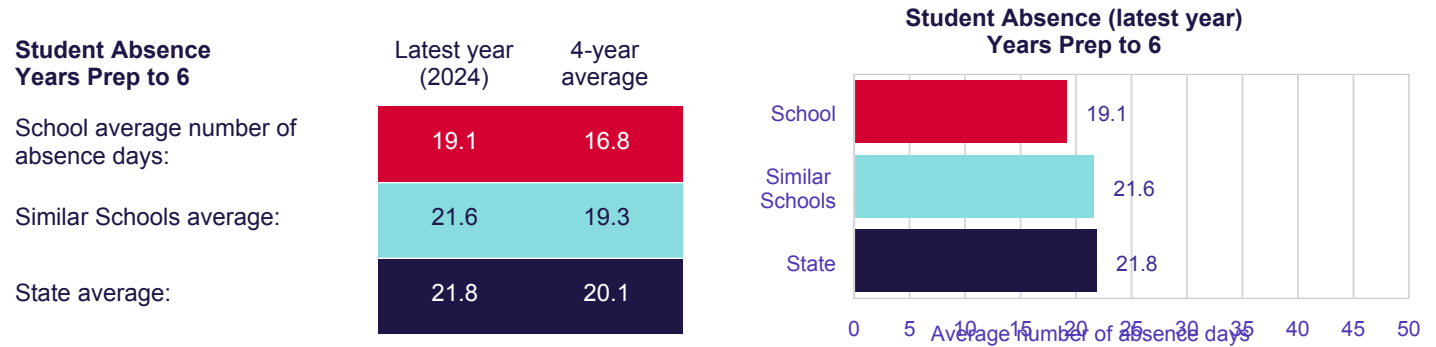


ENGAGEMENT

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):	91%	91%	88%	92%	91%	88%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,655,661
Government Provided DET Grants	\$322,753
Government Grants Commonwealth	\$6,717
Government Grants State	\$0
Revenue Other	\$25,178
Locally Raised Funds	\$122,663
Capital Grants	\$0
Total Operating Revenue	\$2,132,971

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,690
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,690

Expenditure	Actual
Student Resource Package ²	\$1,652,566
Adjustments	\$0
Books & Publications	\$44
Camps/Excursions/Activities	\$68,868
Communication Costs	\$10,719
Consumables	\$52,758
Miscellaneous Expense ³	\$24,689
Professional Development	\$19,153
Equipment/Maintenance/Hire	\$6,448
Property Services	\$38,998
Salaries & Allowances ⁴	\$74,650
Support Services	\$0
Trading & Fundraising	\$43,993
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,338
Total Operating Expenditure	\$2,002,225
Net Operating Surplus/-Deficit	\$130,746
Asset Acquisitions	\$7,000

- (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	\$243,392
Official Account	\$3,330
Other Accounts	\$0
Total Funds Available	\$246,722

Financial Commitments	Actual
Operating Reserve	\$58,276
Other Recurrent Expenditure	\$3,317
Provision Accounts	\$0
Funds Received in Advance	\$183,656
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$245,250

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.