

2024 Annual Report to the School Community

School Name: Nar Nar Goon Primary School (2248)



- 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 19 March 2025 at 03:52 PM by Jacqueline Cutler (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 03:52 PM by Jacqueline Cutler (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 Nar Nar Goon Primary School, our vision is simple - our strong sense of community and high expectations enable students, staff and families to thrive.

We live and breathe our vision. In our welcoming and nurturing environment, we foster a desire to belong and connect with others, in our pursuit of excellence. We foster the development of knowledge, skills and attitudes which breed success, both at school and at home. We aim to provide opportunities for our students to become hard working successful people with goals and aspirations. Nar Nar Goon Primary School provides high quality teachers, who work together to provide best-practise strategies and have a willingness to continually learn in order to achieve the best outcomes for their students. Our school is a vibrant and inclusive place of learning. Relationships are the core of our business. We value excellence, respect, responsibility, persistence and honesty.

We pride ourselves on our positive climate both for wellbeing and learning. All members of our school community are supported to build positive relationships and to consider the needs and welfare of others. Our teachers work in highly successful Professional Learning Communities where they support each other to develop rich learning experiences which allow our students to achieve success. Central to this is the expectation of continuous teacher development and improvement, and the use of evidence-based techniques to ensure our skills in differentiating and meeting the diverse needs of our students persists. Students are at the centre of every decision made here at the school.

Nar Nar Goon Primary School is in the south-eastern growth corridor, just 5km east of Pakenham. It is largely rural in feel, bordered by the local train station, and a small town. There is abundant farmland, however, there is new suburban development encroaching. In 2024, we had 8 classrooms, with an enrolment of 188 students. Our school had 1 Foundation class, 3 Year 1/2 classes, 2 Year 3/4 classes and 2 Year 5/6 classes. Our teaching staff consisted of 8 full-time teachers, and Specialists in ART, PE LOTE (Auslan) and STEM. We had 3 part-time tutors, and a full time Wellbeing/Disability and Inclusion Coordinator. Our Education Support Staff grew to 8 throughout the year, many working in a part-time capacity. Our Chaplain increased to 4 days a week, enabling us to continue to support the development of our students' strong social, emotional and personal learning.

Our school enjoys a positive relationship with the community and families are welcomed to support the developing needs of our students and play an active role in their learning. Our strong parent endorsement of our school attests to this positive relationship. In the mornings before school and in the afternoons, you will find families enjoying our environment and connecting with each other.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 year was pleasing in terms of meeting our school's goal of high expectations for learning for all students. Our Naplan results in Numeracy were excellent, with no student in our school needing additional support, illustrating that our teacher knowledge and practices, as well as our ability to meet students at their point of need, are sound. Incorporating extension programs in Numeracy such as APSMO have also enabled our students to reach their potential. In Year 5 Numeracy, our students outperform similar, network and state schools. There are some opportunities in Year 3 to further extend our students from developing their numeracy skills, into demonstrating strong skills. Much work has gone into teacher professional development in problem solving and rich, open-ended collaborative tasks to support student critical thinking and to develop the proficiencies. Our Teacher Judgements against Naplan data are accurate, demonstrating our teachers know the content and their students.

Our Year 5 Naplan Reading results were excellent, with our students outperforming similar, network and state schools in the Exceeding and Strong categories. Our Year 3 results demonstrate some opportunities for us to review our programs, instructional approaches and how we differentiate to support our students. Staff Professional Development centred on using Mentor Texts to support reading and writing, and the use of rubrics. Investing in a strong Reading Tutor in 2024 was a response to our 2023 results, and this program was able to improve the student learning outcomes for all who participated. Our Tutor Learning Program (TLP) incorporated both Literacy and Numeracy, and our tutors were able to access more than a third of our student cohort, supporting them to reach their potential, in both intervention and extension groupings.

One very strong highlight that remains consistent, is the positive staff culture and the willingness to improve to support student learning outcomes. We have a strong culture of Learning Walks, Peer Observations and our PLC approach. Our Professional Learning Communities (PLC) have enabled us to run authentic, teacher improvement cycles using evidence-based teaching strategies which have genuine impact on student outcomes. Use of the Teaching Sprints model has supported our teachers to research evidence-based strategies they can use to meet a genuine student need, deliberately practise a new initiative, plan for responsive teaching and then monitor their impact. The development of a Playbook to showcase these new strategies, share with colleagues and embed positive, effective teacher practises has been a highlight. Our Staff Survey results indicate some impressive collegiate and aspirational attitudes - 93% positive endorsement in Unpacking Problems of Practice, 100% Eager to Improve Practice, and 93% Seek Feedback to Improve Practice. A supportive and hands-on leadership group enable this positive staff culture which is critical to a school's success.

Wellbeing

The greatest highlight of our 2024 school year was the implementation of the Berry Street Education Model. Our staff participated in a year-long training which gave them an understanding

of the importance of a trauma-informed approach when dealing with escalated and unregulated students. It was a huge undertaking, not just the training, but the development of a yearly Action Plan and continual review and reflection of our implemented non-negotiables. We leveraged our PLC approach to ensure we had consistency and agreed-upon actions in Morning Circles, Positive Primers, Zones of Regulation, Brain Breaks and building positive relationships with all students. The settled nature of our classes and the lifting academic results of our junior students is pleasing. There is strong connection to school and each other and a shared dialogue amongst staff, "I need to show some unconditional positive regard".

An increased presence of our School Chaplain and Wellbeing/Inclusion Coordinator had a significant impact on our student wellbeing also, with some positive increases in our Attitude To School Survey results. Our Year 4-6 students have a greater than state, network and like schools for positive endorsement of Emotional Awareness and Regulation, and Resilience. It confirms our approaches, including Respectful Relationships (RRRR), Play Is The Way and the Berry Street programs are having an impact. The development of smaller Social Groups, and in our senior classes, an adaptation to support a disengaged group of students, worked to improve their engagement and attitudes to both school, and life. RRRR sessions have been gender streamed to support student voice. Lunchtime clubs have been successful, and our Chaplain has supported by opening our Relaxation Room before school to help some of our students regulate prior to entering the classroom. A school choir was started in Term 4 and has helped some connections with senior girls also. Each term, small Art Groups (similar to Social Groups) also added to wellbeing opportunities.

Our yard duty incidents have reduced and our behavioural incidents both in class and outside have substantially reduced, indicating our interventions are having a positive impact on student social and emotional wellbeing. In our Parent Survey, General Satisfaction was at 89% (up from last year and above state, similar schools and network) and School Pride and Confidence had a 92% positive endorsement (up from last year and above state, similar and network).

We know we can sustain and improve on these very positive and rewarding results and continue to build an inclusive and supportive learning environment for our entire school community.

Engagement

Our Attendance Data is pleasing, with our school equalling similar schools and beating our network average for students with 95% attendance or higher. Our school was able to showcase our approach to attendance to the network with a presentation about how we boost connections to our school community. In it, we demonstrated how we leverage our positive culture with connection strategies purposefully engaged to support the building of positive relationships. We build a culture that makes students want to attend - proactive, welcoming, inclusive and supportive of student voice and the development of social and emotional skills in students. Our ATSS Community Connections positive endorsement showed an increase in 2024, from 2023 results, and Peer Relationships positive endorsement is equivalent to state and above similar and network schools. Our students also report a positive endorsement for Advocate at School greater than that of the state. Of course, our Wellbeing dog, Rosie, has continued to support the connection and engagement of students and is particularly helpful with our anxious and reluctant students in the mornings.

Our Wellbeing Coordinator, School Chaplain and School Leadership all provide formal opportunities for our students, through our expanded SRC to contribute to decision-making in

school. Our student captains lead our fortnightly Play Is The Way sessions, our whole-school assembly, make suggestions for lunchtime clubs, and support our PMP in our Foundation class. The implementation of Developmental Play in our junior school, and the very visible use of fundraising money into the playground and other student suggested activities are other ways we are strategic in making sure the students feel connected to school. 2024 saw the creation of a new basketball space which has been incredibly well received. A new cubby and sheltered area transformed a desolate space, further enabling our students to play, explore and interact with our environment.

Our new school vision, created in 2023 supported us in capturing our parents, students and staff voices about what we wanted our school to look like. The increase in positive communications to families through our new Learning Snapshots (termly samples of student work, teacher feedback and student voice digitally created and sent home) was an incredibly positive initiative which continued to evolve as the year progressed, to include Numeracy and Literacy, as well as our Specialist subjects. The introduction of Specialist Awards, designed by our students has also been a positive initiative. We had a Welcome BBQ early in the year, with a parent survey designed to collect informal information from parents about their children, and our End of Year Event Christmas Concert was extremely well attended, with more than 300 people in attendance.

Other highlights from the school year

Our community participation in events such as Welcome BBQ, End Of Year Event, Wax Museum and in our PAFA Fundraising Committee is a testament to the community that we curate. Our Mother's and Father's Day events and stalls, as well as our Easter and Christmas Raffles are positive events. Our Parents and Friends Association (PAFA) as well as our School Council are instrumental in making sure our efforts are always centred on doing the best for our students. Our SRC supports many community organisations through fundraising days, and a highlight is always our Food Drive in December to support the Cardinia Council at the busiest time of the year. A continued strong link with the Cardinia Communities for Children supplements our wellbeing programs with tailored sessions to support our cohorts. Our Year 5/6 students participated in the Clothesline Project, designed to educate young people on Family Violence, and decorated t-shirts to display in the Pakenham Hall.

Our STEM and Student Excellence program offered excursions to Twisted Science for our Year 1-6 students, and both our 3/4 and 5/6 cohorts enjoyed a school camp in the latter part of the year. Our juniors had a school sleepover, and a visit to Caldermeade Farm, which was an exciting day. The Social Groups run by internal staff contributed a rainbow serpent to our Fortune Garden, as well as a number of totem poles decorated with the handprints of our students and a yarnning circle area, designed to provide a quiet space for our students. Our internal transition program sets our students up for success in future years and enables our cohorts to find an identity which supports them throughout the year. A positive relationship with the local kindergarten and local secondary schools also supports our transitions.

Financial performance

The school has continued to plan and allocate resources to suit our goals and needs. In 2024, we had 8 classrooms and had some early staffing difficulties. Using a CRT agency became a costly venture until we managed to gain a permanent PE teacher in Term 4. We ended the year in surplus, which is pleasing, as a result of our careful managing of the SRP.

The ability to apply for grants to supplement our small school budget is lucrative. We were successful in using the National Student Wellbeing Grant to increase our Chaplaincy days to 4 in the week, enabling both our DI/Wellbeing Coordinator (who is released using Tier 2 and Mental Health in Primary Schools funding) to prioritise student wellbeing. A School's Plus Year Grant enabled the entire teaching and education support team to be trained in the Berry Street Education Model (BSEM) and supported us in the implementation of this model. Sporting Schools Grants through 3 of the 4 school terms provided expert coaching in basketball, soccer and football. Extra Education Support staff were hired from Tier 3 Disability Funding, enabling us to further create a successful implementation of the BSEM.

Our Tutor Learning funds went to 3 tutors, in Numeracy and Literacy, for both intervention and extension. We overspent in this area and used Equity Funding to support the continued delivery for all 4 terms.

Improving the facilities for our students was on the agenda for our School Council and Parents and Friends Association, who managed to raise a considerable sum of money, and with the Nar Nar Goon Bingo donation, we were able to purchase some new drinking stations to upgrade from our very old, original water troughs, as well as a fabulous half basketball court, that has been very well used by students. The school's maintenance fund supported the installation of the drinking stations, which now allow for bottle refilling, as well as installing a new single water tap closer to our oval, where many students play. Prioritising the external spaces where our students are able to play and explore safely and collaboratively remains a clear priority with a revamp of an external sandpit area on the cards for 2025.

Our OHSC Provider, Their Care, was successful in their tender to continue to operate the service into 2025 and the following 3 years, with an offer of a license fee to help support school fundraising efforts.

**For more detailed information regarding our school please visit our website at
<https://www.narnargoonps.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 187 students were enrolled at this school in 2024, 86 female and 101 male.

NDP percent of students had English as an additional language and 2 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).

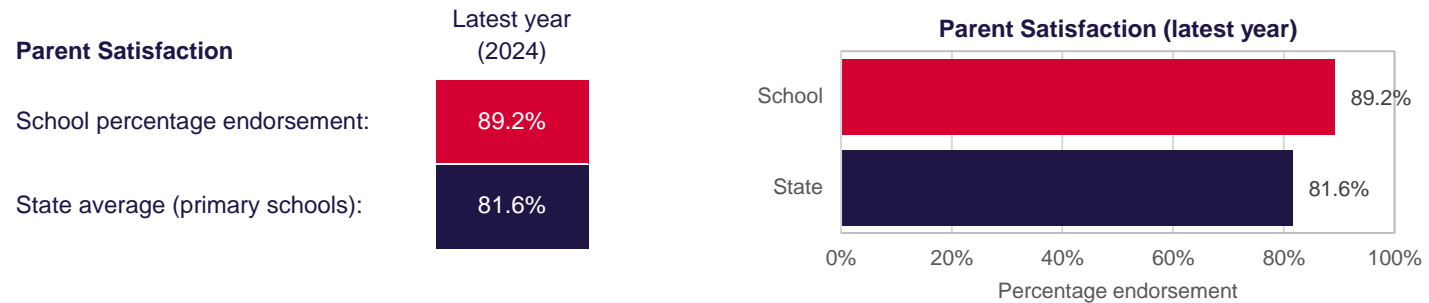
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

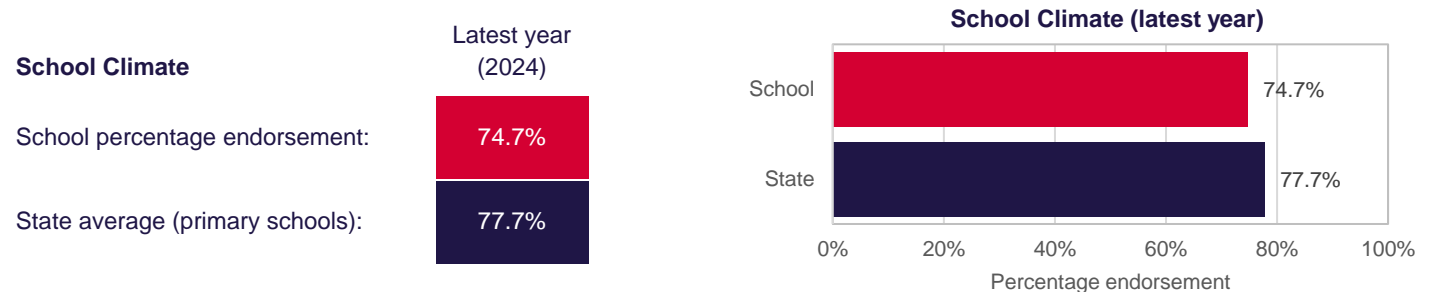


School Staff Survey

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.*

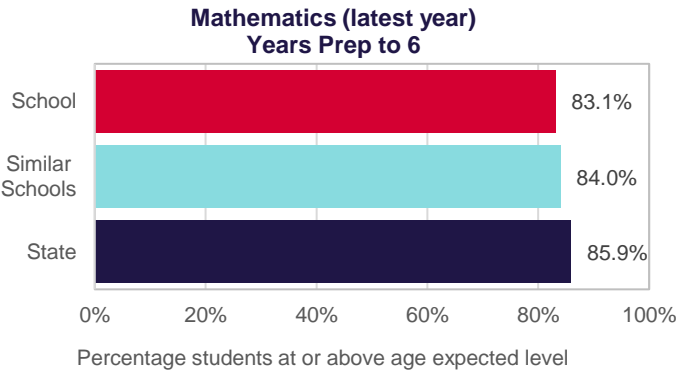
Teacher Judgement of student achievement against the Victorian Curriculum

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



English	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	84.3%
Similar Schools average:	82.8%
State average:	86.4%

Mathematics	Latest year
Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	83.1%
Similar Schools average:	84.0%
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.

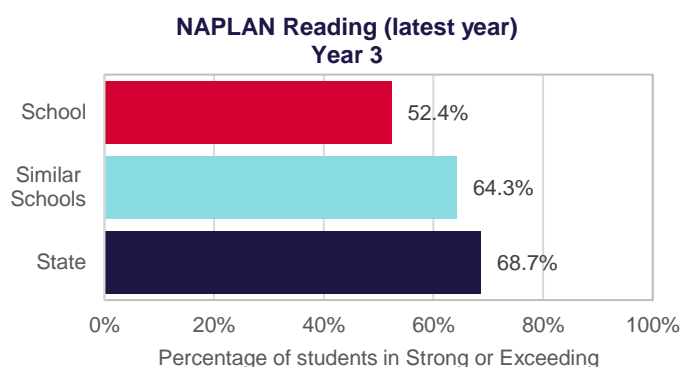
NAPLAN

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.

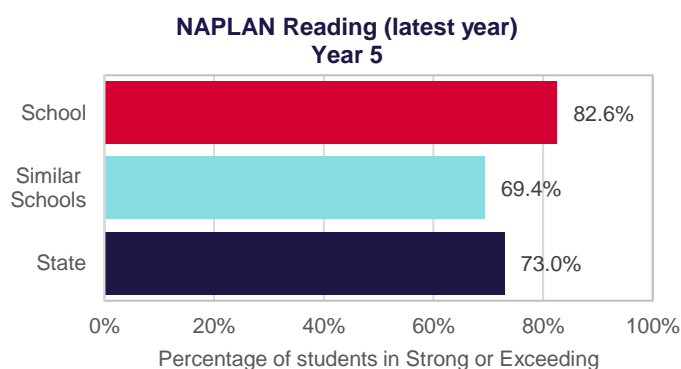
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.4%	60.9%
Similar Schools average:	64.3%	63.8%
State average:	68.7%	69.2%



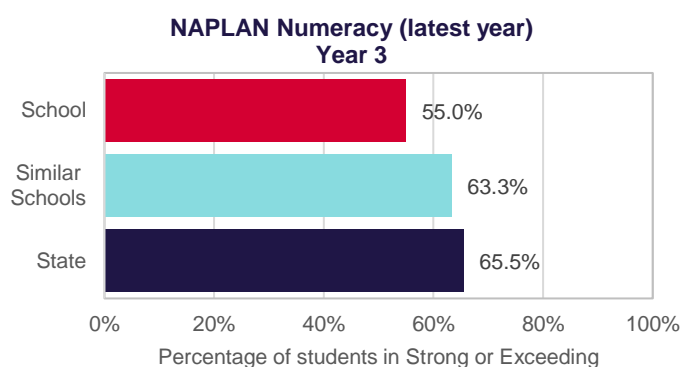
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.6%	75.0%
Similar Schools average:	69.4%	70.1%
State average:	73.0%	75.0%



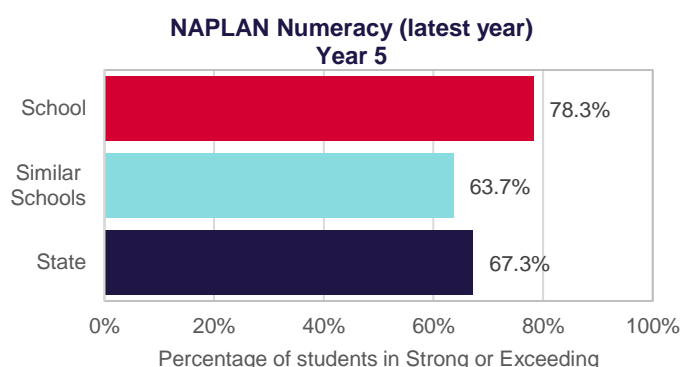
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.0%	62.2%
Similar Schools average:	63.3%	63.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	72.1%
Similar Schools average:	63.7%	61.9%
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:

82.9%

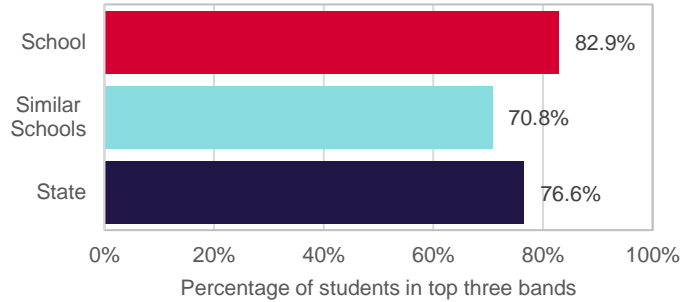
Similar Schools average:

70.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.0%

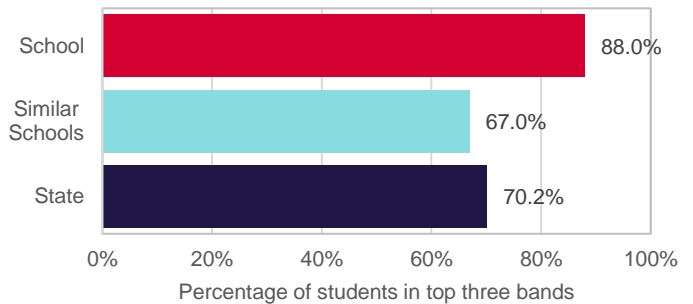
Similar Schools average:

67.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

57.1%

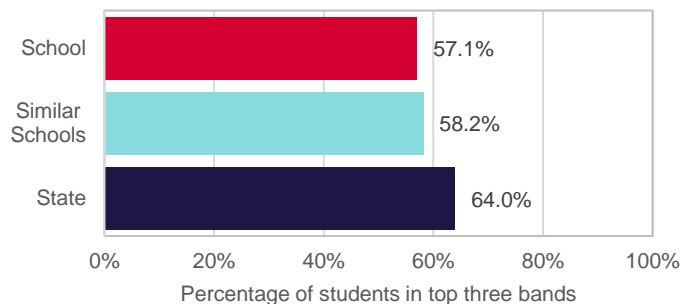
Similar Schools average:

58.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

62.5%

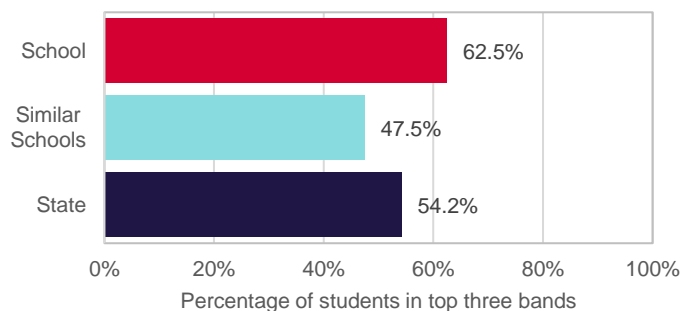
Similar Schools average:

47.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

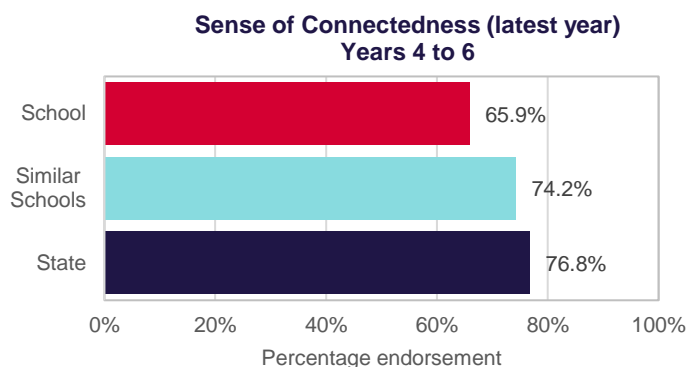
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	65.9%	73.8%
Similar Schools average:	74.2%	75.2%
State average:	76.8%	77.9%

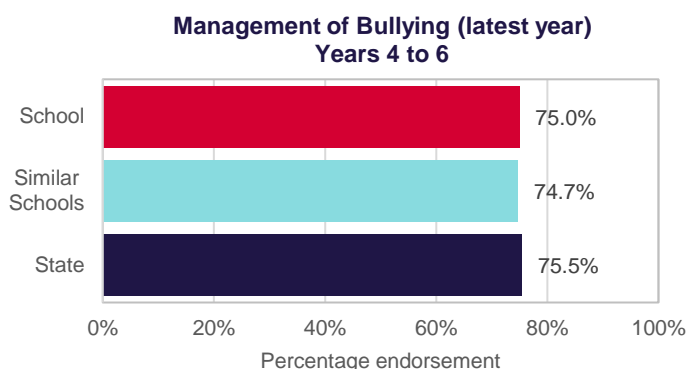


Student Attitudes to School – Management of Bullying

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:	75.0%	81.1%
Similar Schools average:	74.7%	75.8%
State average:	75.5%	76.3%

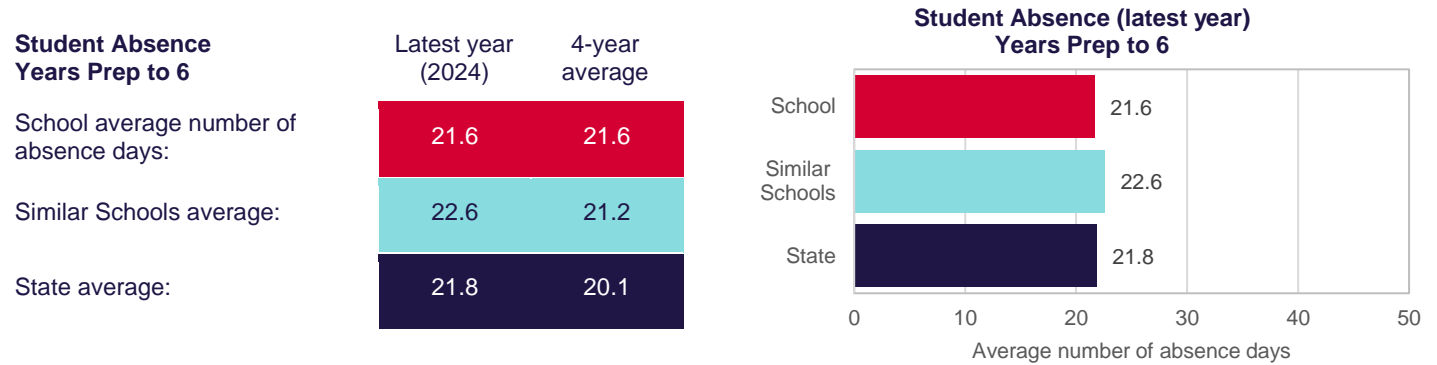


ENGAGEMENT

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):	89%	91%	89%	91%	90%	89%	83%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,331,738
Government Provided DET Grants	\$454,457
Government Grants Commonwealth	\$11,457
Government Grants State	\$0
Revenue Other	\$11,498
Locally Raised Funds	\$141,453
Capital Grants	\$0
Total Operating Revenue	\$2,950,603

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,775
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$58,775

Expenditure	Actual
Student Resource Package ²	\$2,064,796
Adjustments	\$0
Books & Publications	\$3,580
Camps/Excursions/Activities	\$62,043
Communication Costs	\$3,556
Consumables	\$50,508
Miscellaneous Expense ³	\$8,690
Professional Development	\$23,702
Equipment/Maintenance/Hire	\$14,851
Property Services	\$79,969
Salaries & Allowances ⁴	\$93,086
Support Services	\$217,431
Trading & Fundraising	\$89,355
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,655
Total Operating Expenditure	\$2,729,222
Net Operating Surplus/-Deficit	\$221,381
Asset Acquisitions	\$20,640

- (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	\$214,112
Official Account	\$12,296
Other Accounts	\$0
Total Funds Available	\$226,408

Financial Commitments	Actual
Operating Reserve	\$110,738
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$93,925
School Based Programs	\$18,825
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$52,850
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,022
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$280,360

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.