

2024 Annual Report to the School Community

School Name: Portland Primary School (0489)



- 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 20 March 2025 at 07:58 AM by Raihana Cullen (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 20 March 2025 at 07:58 AM by Raihana Cullen (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 Portland Primary School we achieve success by caring for one another, showing respect and persisting in everything we do.

Our school values are:

RESPECT - I respect myself and others. I am honest and cooperative. I accept others as they are and celebrate everything that makes us all unique in our own way.

EFFORT - I am a confident, lifelong learner. I persist when things get hard, always trying to do my best. I am willing to try new things even when I am not sure how they will turn out.

CARE - I am empathetic to the needs of others. I care for myself and the people around me. I take care of my health and wellbeing and show the same compassion to others.

At Portland Primary School we are focussed on developing the whole child. We focus very closely on the child's social, emotional and academic learning. We offer a safe and caring environment where every child is challenged, nurtured and seen as an individual. We work hard on breaking the link associated with disadvantage and offering all students what they need to be successful learners and responsible citizens.

We have had significant growth in recent years, with a current enrolment of 245+ students. In 2024 we had 11 classes, with four specialist classes running across the school - Performing Arts, Science, PE and Art.

In 2024 our staff profile included an Assistant Principal, Leading Teacher (0.6), two Learning Specialists, thirteen classroom teachers, four specialist teachers, one intervention teacher, seven integration aides, a business manager and an administration assistant.

Students at Portland Primary School are encouraged to be resilient learners who are willing to take risks with their learning. We want our students to understand that mistakes are an inevitable necessary part of growth, and that success can be measured in many ways. We encourage collaboration between school and home and aim to build our reputation within the wider school community as a place that demonstrates excellence in education. We also see great benefit in facilitating partnerships within the wider Portland community.

2024 saw our school community rebuilding connections, encouraging families back into the school setting and events and continuing our rigorous improvement journey in Literacy and Numeracy.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we continued our work around a structured literacy approach, utilising the Big 6 (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension). We used

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to track and monitor students growth and progress throughout the year at all grade levels. We also continued to participate in the Wimmera South West Literacy Learning Community, which will continue to support our learning and improvement journey into 2025. We also saw the introduction of text units, morphology lessons and Spelling Mastery. We spent time working on our scope and sequence in the literacy space, developing and refining our consistent/shared whole school practices while continuing to build teacher capacity. We will continue this work in 2025. We also continued our work in numeracy, focusing on refining our assessment schedule and instructional model while referring to our Numeracy Playbook. We continued to participate in the Wimmera South West Numeracy Learning Community and sharing that knowledge at regular staff Professional Learning meetings. We also saw the introduction of responsive teaching (checking for understanding) techniques from Prep to Grade 6 across all areas of the curriculum.

NAPLAN: Students in Grades 3 and 5 participated in NAPLAN testing, with the majority of tests being administered online (excluding Grade 3 Writing). There were a number of highlights and strengths in our Grade 3 and Grade 5 results. In Grade 3 reading, writing, numeracy and spelling, PPS exceeded the state, network and like schools. In Grade 5 reading, writing and spelling, PPS exceeded the state, network and like schools. Our 2024 NAPLAN data showed overall improvement when compared to our 2023 data, increasing the number of students in strong and exceeding across the majority of assessments. The students who were identified as needing support had already been identified and were a part of our TLI program.

TLI GROUPS: In 2024 we utilised the Tutor Learning Initiative (TLI) to offer literacy and numeracy support. Our TLI staff focused on Tier 2 and Tier 3 supports consistent with Tier 1 classroom practice. Students requiring additional support were identified at the end of 2023 to be a part of our Learning Tutor Initiative and were supported and monitored closely throughout 2024. We identified a number of students for this program and most of those students accessed additional reading sessions, additional numeracy support or additional SoundsWrite sessions, depending on their area of identified support. Our groups were fluid with new data being taken into consideration throughout the year.

PAT TESTING: All students took part in Reading & Numeracy assessments in November. This data is used to support our triangulation of data sources to help inform our assessment of student learning. Student learning growth was positive in all cohorts and overall our results were strong in both areas.

Our integration aides (ES) supported PSD (Program for Students with Disability) children in class. All PSD funded children had access to additional supports through their funding allocation. Equity funding also supported additional in class assistance as needed.

Wellbeing

Breakfast Club: In 2024 we ran a breakfast program 5 days per week. This is run by one of our Mental Health & Wellbeing Leaders, staff volunteers and Grade 6 helpers. Breakfast Club is a great way for students to start the day in a positive way. All children can access the program, sharing a meal with their peers and school staff. This also acted as a great tool for encouraging students to be at school on time. At the end of each term, we packaged up our surplus foods and made care packages for families and communities members in need.

Berry Street Education Model (BSEM): In 2024 we continued to upskill staff in the Berry Street Education Model, so that all staff have been trained. We will be completing a Berry Street

refresher in 2025 and continue to train new staff in 2025 and beyond. BSEM is one of our school-wide Tier 1 practices, meeting the wide variety of needs within our student cohort. Across the school we have daily Welcome Circles, brain breaks, Ready to Learn charts and more.

Positive Education Enhanced Curriculum (PEEC): PEEC lessons were explicitly taught throughout the school each week. Character strengths, school values and PEEC work was referred to regularly and was on display in most classrooms and shared learning spaces.

Mental Health in Primary Schools (MHiPS): In 2024 we continued the MHiPS program. We had two Mental Health & Wellbeing Leaders, who participated in Professional Learning (PL) that they then shared with all staff to build their knowledge, skills and capabilities to manage and support students' wellbeing and mental health. We continued to refer to our PPS Wellbeing Playbook, which was developed by our Wellbeing Team.

Disability Inclusion (DI): In Term 1 we revisited and refined our Individual Education Plan (IEP) template and Student Support Group (SSG) expectations. Staff were also given time in Terms 2, 3 & 4 to update IEPs, ensuring that they were referred to more regularly and improving staff capacity. Leadership and wellbeing staff attended a DI community of Practice run locally, as well as DI webinars and information sessions online. Our Education Support (ES) team had regular ES meetings with the Assistant/Acting Principal and worked together to develop Student Snapshots for relevant students. They were shared with all ES, office staff, specialist teachers and classroom teachers.

Respectful Relationships: In 2024 we met with the Resilience, Rights & Respectful Relationships (RRRR) team and held PL for our whole staff on Respectful Relationships. We collated the new RRRR resources with implementation planned for Term 1 2025.

Staff Wellbeing: Staff wellbeing has also been at the forefront of our work, with a continued focus on 'The Science of Wellbeing'. We have accessed PL and had regular check ins. We have learnt strategies and shared our success and challenges along the way, to build our collective capacity and wellbeing. This was supported by resourcing and allowing time in our meeting schedule for check ins, learning and reflection.

Engagement

Attendance Monitoring Processes: Attendance was monitored daily and contact was made with parents/carers where an explanation had not been given to a teacher. We supported this with positive messaging around attendance in our newsletter and on our social media platforms. Individual supports were put in place for families identified as having at risk attendance. Students with attendance rates lower than 80% had a goal in their IEP, along with regular parent contact related to increasing attendance.

Individual Education Plans: Students who were identified as needing additional supports with their academic or social/emotional learning or engagement had an IEP. These were developed by teachers in Term 1, shared with families and revisited each term to monitor and update as require. Engagement strategies in IEP's included attendance supports and goals, social and emotional supports, links to out of school agencies and more.

Culture & Language: Our Gunditjmara Language & Culture sessions provided a high level of interest and engagement for students, supported by our Language Support Officer (LSO).

Students loved learning about their local indigenous culture; this provided learning opportunities linked to both our local community, its people and our school values.

Koorie Reference Group (KRG): We held KRG meetings twice a term, engaging with our Koorie Education Support Officer (KESO) and a number of staff to identify opportunities, celebrations and challenges for our Koorie cohort, as well as relevant issues impacting the school community. We also discussed student engagement and problem solved specific areas of need.

Extra- Curricular Activities: Camps and extracurricular activities are provided to meet the wide range of interests of our student cohort. These include activities such as athletics, swimming, surfing, chess tournaments, maths, English and science competitions, music festival, art exhibitions, local community events and much more.

Other highlights from the school year

Regional Swimming: Two students represented our school at Regional Swimming in Horsham, both achieving success and doing PPS proud. They competed against some highly skilled swimmers, pushing themselves to do their personal best on the day.

Relay For life: PPS participated in the Portland & District Relay For Life, raising over \$5000 for cancer research and support groups. It was a great community event, with staff, students and families engaging with the local community.

ANZAC Day: In the lead up to ANZAC Day, a group of students attended wreath making workshops organised by the Portland RSL. We also had special visitors speak to our students at school, including people who have served for our country. We held our own PPS ANZAC ceremony, lead by our student leaders, and attended the local ANZAC March on the day.

Reconciliation Week: A group of Grade 6 students had the privilege of attending the Glenelg Shire Council's National Reconciliation Week event in Heywood. Three of our students also spoke at the event on behalf of our school, sharing what Reconciliation meant to them. The majority of classes also created Reconciliation Week postcards and delivered them in our local community.

Regional Basketball: Our Grade 5/6 boys basketball team represented our school at the Regional Championships, where they put in an incredible effort. This was a great result for our team, competing against much bigger schools from across the region.

Regional Athletics: Three students competed at the Regional Athletics, representing our school against some of the most talented athletes in the region. They did an outstanding job, putting in a great deal of effort.

Creating an Upwelling: In 2024 we received a grant from Creative Victoria to be a part of the Creative Learning Partnerships Program. This resulted in us hosting an artist in residence who worked with our art teachers to create amazing artwork and props for our local Upwelling Parade. We were also able to compliment the work completed in Art by completing a Marine Biology unit in our science classes, focused on our local marine environment. This including an excursion to the Australasian Gannet Colony at Point Danger for our 3/4 cohort. All of the student work was used in the parade and every child had a piece of work (art and/or science) displayed in our Upwelling Exhibition. Three students also spoke at our local Marine Environment Talks on the day, sharing knowledge about the Great Southern Reef.

3 Bays Marathon: A team of thirteen students participated in the 3 Bays Marathon, proudly representing our school. They displayed fantastic teamwork and amazing determination while running alongside other members of the community.

Financial performance

In 2023 Portland Primary School finished the year with a deficit in our Student Resource Package due to staff changes throughout the year. We employed additional Education Support (ES) staff to support increasing student needs in relation to learning and behaviour ahead of the Disability Inclusion rollout and to support with increasing student numbers. CRT costs continued to increase due to staff absences and professional learning expectations. We began to reintroduce normal fundraising activities in 2024 after minimising them due to Covid in previous years. These included a sausage sizzle at Bunnings in Warrnambool, hosting a Mik Mak concert during Children's Week, holding a "Slime the Teacher" fundraiser, casual days, special lunch order days, etc. We have plans to increase fundraising in 2025, creating a fundraising calendar to ensure we distribute them evenly throughout the year. We ran a swimming program, which was subsidised by Swimming in Schools funding & CSEF for many families. We were also able to run two camps, which were heavily supported by families. School Council kindly funded some of the transport for camps, which meant the costs were accessible for families. We applied for a Schools Capital Funding Grant to replace the existing playground and basketball courts but were not successful. School council approved funds for new fencing around the school, which was completed in 2024, as well as a new wall between two of our classrooms to create better space and minimise noise. We also receive funding for the installation of three new shade sails, which were also installed in 2024.

For more detailed information regarding our school please visit our website at <https://www.portlandps.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 239 students were enrolled at this school in 2024, 128 female and 111 male.

3 percent of students had English as an additional language and 11 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.

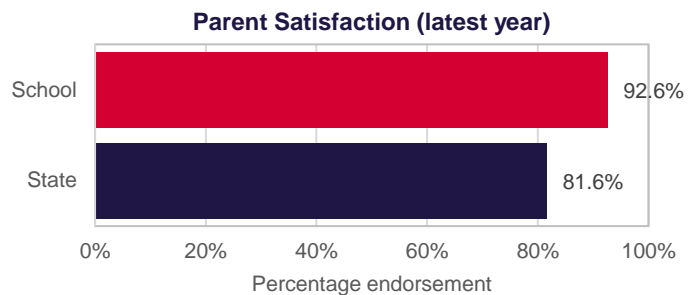
This school's SFOE band value is: **Medium**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	92.6%
State average (primary schools):	81.6%



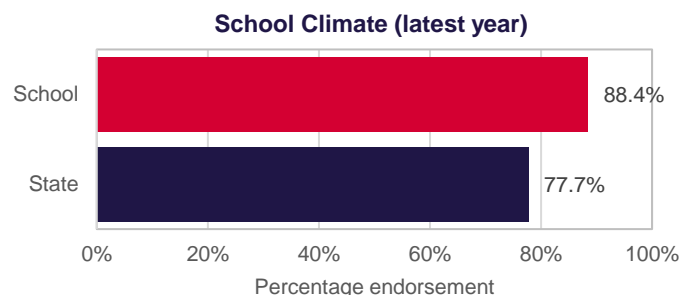
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	88.4%
State average (primary schools):	77.7%



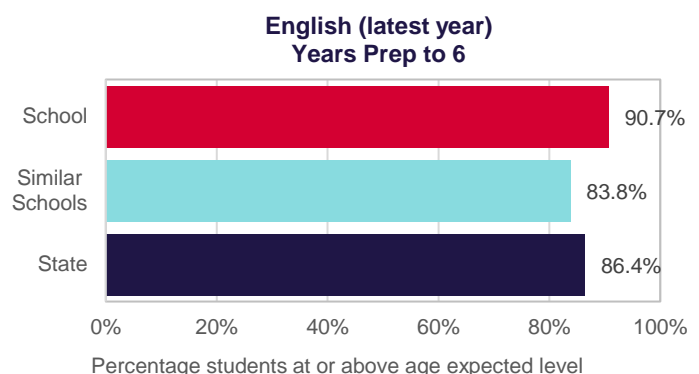
LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.7%
Similar Schools average:	83.8%
State average:	86.4%



**Mathematics
Years Prep to 6**

School percentage of students at or above age expected standards:

Latest year
(2024)

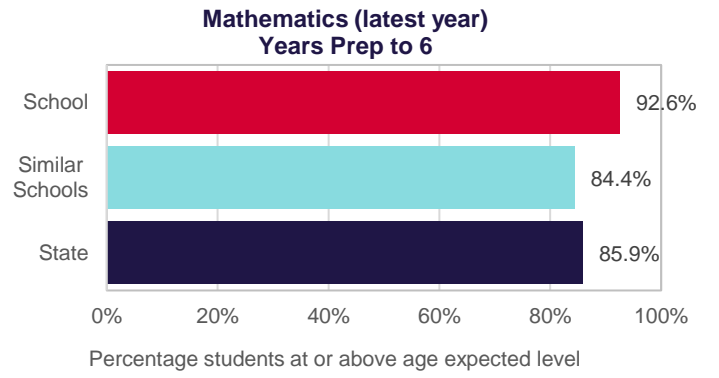
92.6%

Similar Schools average:

84.4%

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.

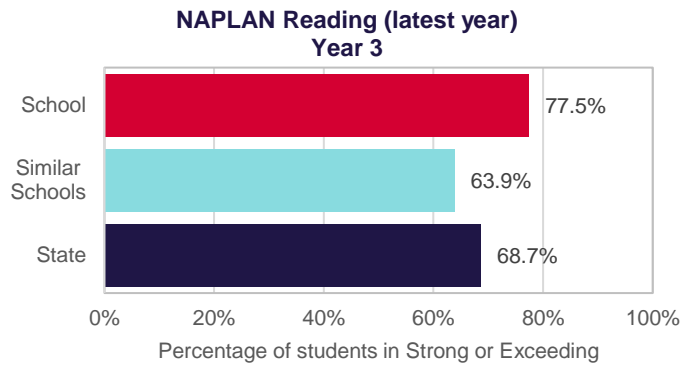
NAPLAN

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.

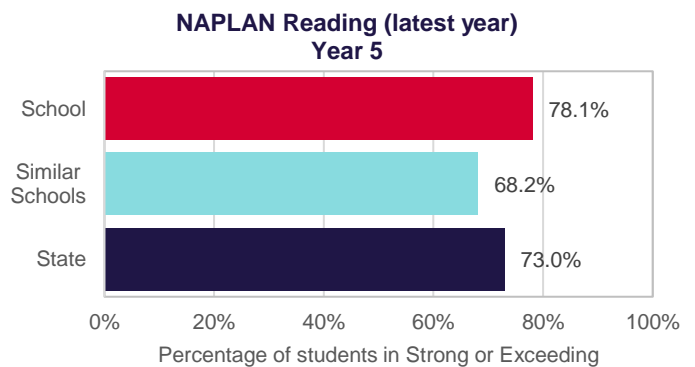
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.5%	76.1%
Similar Schools average:	63.9%	64.1%
State average:	68.7%	69.2%



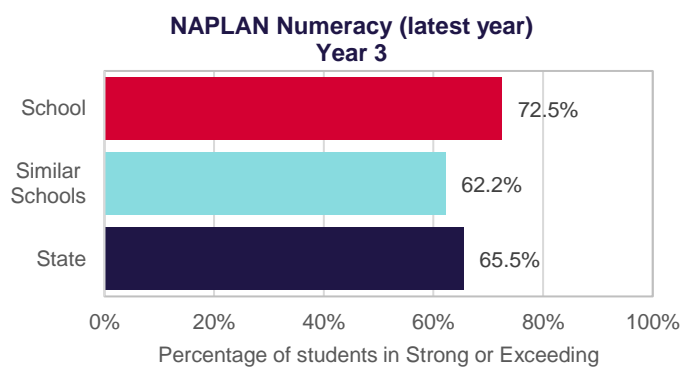
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.1%	72.9%
Similar Schools average:	68.2%	70.4%
State average:	73.0%	75.0%



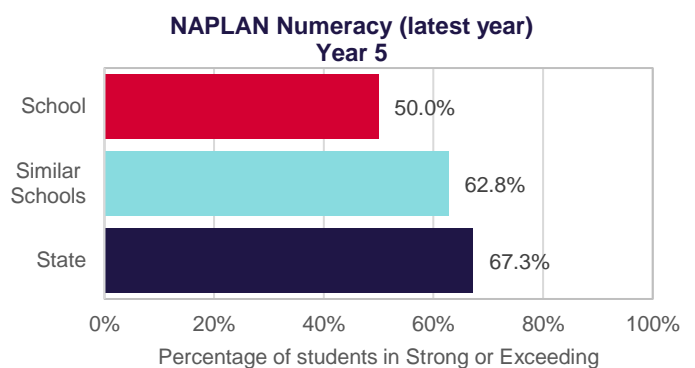
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.5%	70.4%
Similar Schools average:	62.2%	63.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	57.1%
Similar Schools average:	62.8%	63.1%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

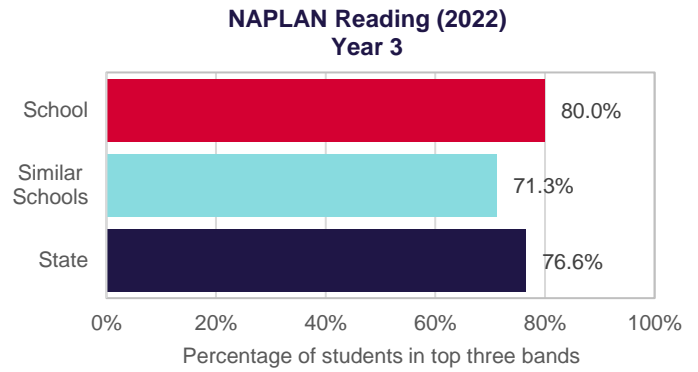
80.0%

Similar Schools average:

71.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

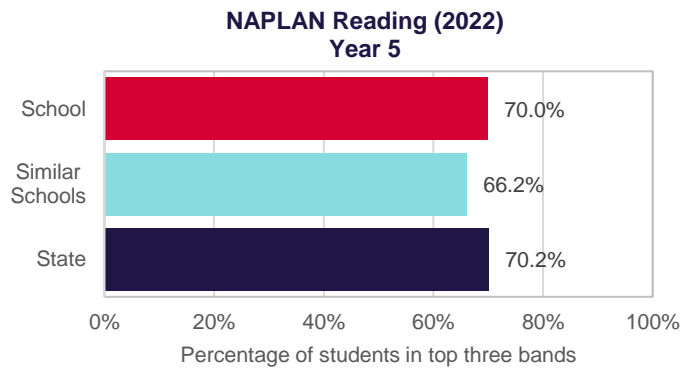
70.0%

Similar Schools average:

66.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

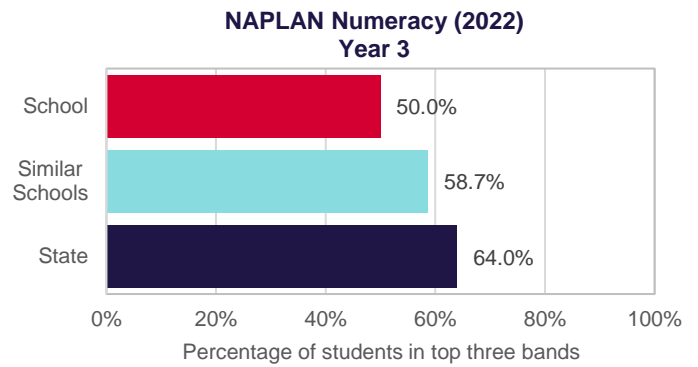
50.0%

Similar Schools average:

58.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

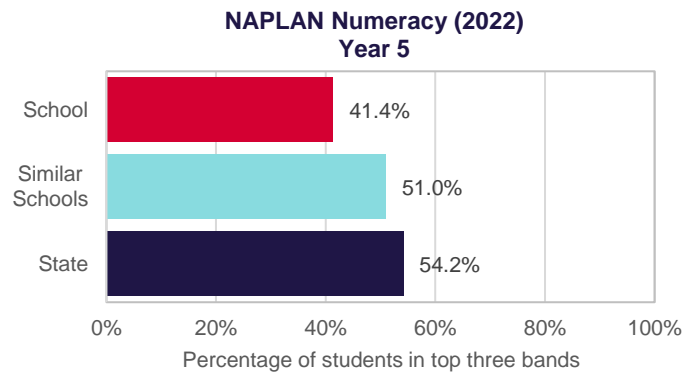
41.4%

Similar Schools average:

51.0%

State average:

54.2%



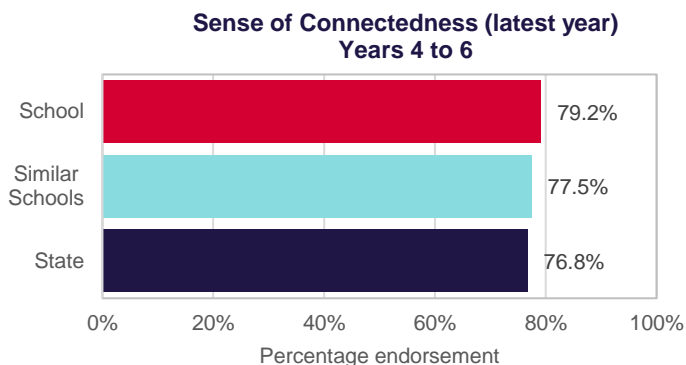
WELLBEING

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).

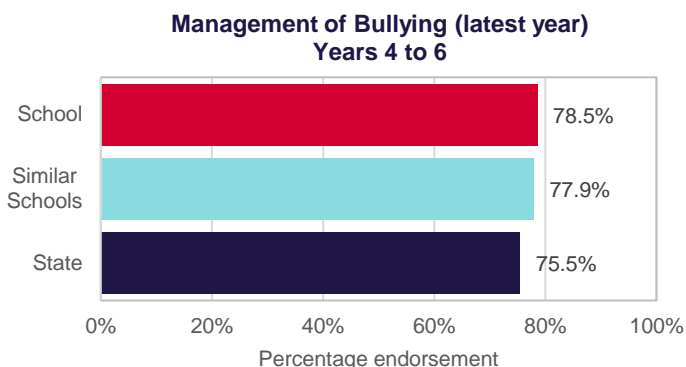
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.2%	84.8%
Similar Schools average:	77.5%	79.3%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	78.5%	85.5%
Similar Schools average:	77.9%	80.2%
State average:	75.5%	76.3%



ENGAGEMENT

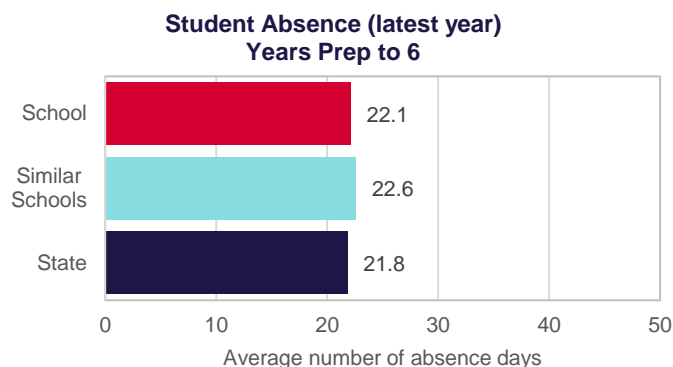
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.1	20.7
Similar Schools average:	22.6	21.4
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):	89%	88%	90%	90%	89%	87%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,459,075
Government Provided DET Grants	\$441,749
Government Grants Commonwealth	\$5,650
Government Grants State	\$0
Revenue Other	\$19,973
Locally Raised Funds	\$123,364
Capital Grants	\$0
Total Operating Revenue	\$3,049,812

Equity ¹	Actual
Equity (Social Disadvantage)	\$170,959
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$170,959

Expenditure	Actual
Student Resource Package ²	\$2,567,129
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$107,262
Communication Costs	\$4,414
Consumables	\$68,050
Miscellaneous Expense ³	\$16,342
Professional Development	\$20,678
Equipment/Maintenance/Hire	\$31,134
Property Services	\$183,883
Salaries & Allowances ⁴	\$137,658
Support Services	\$8,119
Trading & Fundraising	\$24,035
Motor Vehicle Expenses	\$126
Travel & Subsistence	\$0
Utilities	\$27,920
Total Operating Expenditure	\$3,196,750
Net Operating Surplus/-Deficit	(\$146,939)
Asset Acquisitions	\$0

- (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	\$227,901
Official Account	\$34,262
Other Accounts	\$0
Total Funds Available	\$262,163

Financial Commitments	Actual
Operating Reserve	\$104,992
Other Recurrent Expenditure	\$262
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	\$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	\$105,254

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.

