

2024 Annual Report to the School Community

School Name: Wattle Park Primary School (3841)



- 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 17 March 2025 at 12:47 PM by Steven Donohue (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 04:39 PM by Steven Donohue (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

School Context – Wattle Park Primary School

At Wattle Park Primary School, our vision and values guide every aspect of our learning community. Grounded in the Statement of Values and Philosophy, we embrace a forward-thinking approach inspired by the 9 Guiding Beliefs and Principles of futurist John B. Mahaffie. These principles recognize the ever-changing nature of our world, the increasing role of technology, global citizenship, sustainability, and the need for adaptability in learning and work.

Our goal is to nurture students who embody these key principles:

- Love of Learning
- People Sense
- Comfort with Complexity
- Skill at Learning
- Communication
- Goal Setting
- Self-Knowledge
- Worldliness
- Open Minds

These principles align with our school values of Respect, Encourage, Value, Care, Challenge, and Responsibility, shaping a culture of inclusion, resilience, and academic excellence.

School Structure and Programs

Wattle Park Primary School has 13 classes, including three Year 1/2 composite classes—a strategic response to changing enrolment patterns in the Inner East. Specialist programs enrich learning across all year levels in:

- Performing Arts
- LOTE (Mandarin)
- Physical Education
- Visual Arts
- Health (Years 2–6)
- Stephanie Alexander Kitchen Garden Program (Years 3–4)

The school's educational offering is further supported by four dedicated Learning Assistants, fostering individualised learning experiences.

Student Demographics

With 253 students enrolled, Wattle Park Primary reflects an increasingly international community. Seventy-eight students are classified as EAL (English as an Additional Language) learners, and

five students identify as Indigenous Australians. Seventy students speak a language other than English at home, representing over 10 different countries, including China, India, Malaysia, the United Kingdom, and Afghanistan.

Location and Facilities

Nestled on the edge of Whitehorse City Council within the North Eastern Region, Wattle Park Primary is uniquely positioned on 3.4 hectares of expansive green space. Our campus features:

- A large grass oval
- Two basketball courts
- Two playgrounds
- Multiple garden spaces, cultivated by both students and a dedicated horticulturalist through our Lunchtime Garden Club

These spaces provide students with opportunities to connect with nature, stay active, and engage in hands-on learning experiences.

At Wattle Park Primary, we are committed to fostering a dynamic, inclusive, and future-focused learning environment where every student is empowered to thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

Progress Towards Strategic Learning Goals

Wattle Park Primary School continues to demonstrate strong performance across key learning domains, with high achievement in literacy and numeracy compared to similar schools. Our strategic focus on student-centered learning, differentiated instruction, and targeted intervention has contributed to sustained success, particularly in numeracy, where student growth and achievement remain consistently high.

However, the recent decline in reading growth rates has prompted a deliberate and evidence-based response to strengthen literacy outcomes. As part of our commitment to continuous improvement, we have successfully trained our lower primary staff in Explicit Direct Instruction (EDI) and are now gradually expanding this training to Year 3 and 4 teachers over the coming year. This structured, research-based approach ensures that all students receive explicit, systematic, and high-impact instruction in literacy.

Student Outcomes

Reading Performance

- 78% of Year 3 students achieved Strong or Exceeding levels in NAPLAN, maintaining a medium performance but reflecting a 4% decline from the previous year.
- 85% of Year 5 students reached Strong or Exceeding levels, showing an improving trend, though with a 3.3% decrease.

- 73% of students demonstrated High or Medium relative growth in reading from Year 3 to Year 5, marking a 9.5% drop, highlighting a key focus area.
- 82% of students achieved At or Above expected growth, with a 0.7% decline.

While reading results remain above state benchmarks, the decline in growth rates emphasizes the need for a targeted instructional shift. The introduction of Explicit Direct Instruction (EDI) in lower primary has already enhanced structured literacy instruction, and as this approach expands into Years 3 and 4, we anticipate greater consistency in student progress. In addition to EDI, we will continue to strengthen intervention strategies, including small-group support, literacy enrichment programs, and increased home-reading engagement initiatives.

Numeracy Performance

- 85% of Year 3 students achieved Strong or Exceeding levels, showing a 0.8% increase, maintaining high performance.
- 83% of Year 5 students performed at Strong or Exceeding levels, with a 2% decline.
- 83% of students exhibited High or Medium relative growth from Year 3 to 5, marking an 8.5% improvement, a positive trend.
- 87% of students demonstrated At or Above expected growth, with a 2.6% increase, further reinforcing numeracy as a school strength.

These results confirm the effectiveness of our maths programs, hands-on problem-solving activities, and data-driven intervention strategies.

Student Engagement

Wattle Park Primary remains committed to enhancing student engagement through student-led inquiry projects, collaborative learning, and innovative teaching practices. The continued success in numeracy growth suggests that our active and differentiated approaches are resonating with students, while the structured introduction of Explicit Direct Instruction (EDI) in literacy will further support engagement and achievement in reading.

Looking Ahead

As we move forward, our focus will be on scaling up EDI training across all primary levels, leveraging technology to support differentiated learning, and strengthening literacy intervention strategies. By building on our numeracy success and implementing evidence-based approaches to reading instruction, we are committed to ensuring every student at Wattle Park Primary achieves their full potential.

Wellbeing

Progress Towards Wellbeing Goals

Wattle Park Primary School remains committed to enhancing student wellbeing by fostering a safe, inclusive, and engaging learning environment. Our efforts have resulted in high wellbeing performance relative to similar schools, with positive growth across key wellbeing indicators. Through a combination of student-led initiatives, community engagement, and targeted wellbeing programs, we have successfully strengthened emotional regulation, school connectedness, and student voice.

Wellbeing Highlights

1. Strong Emotional Awareness and Regulation

- 75% of students in Years 4-6 reported positive endorsement in Emotional Awareness and Regulation, an increase of 3.8% from the previous year and above similar schools (73%).
- This improvement reflects our proactive approach to emotional literacy, including mindfulness programs, social-emotional learning (SEL) curriculum, and dedicated wellbeing sessions.

2. Effective Bullying Prevention and School Connectedness

- 85% of students gave a positive endorsement for Managing Bullying, marking a 3.3% increase, well above the similar schools' average of 76%.
- 84% of students reported a strong sense of School Connectedness, up 1.7%, surpassing similar schools (79%).
- These improvements highlight the success of whole-school anti-bullying initiatives, peer support programs, and restorative justice practices that empower students to build positive relationships.

3. Student Voice and Engagement Flourish

- 89% of students responded positively to Stimulated Learning, a 2.9% increase (compared to 77% in similar schools).
- 82% of students felt empowered in Student Voice and Agency, a significant 7.6% increase, far exceeding the similar school average of 65%.
- The success of student-led initiatives, such as the inaugural Color Fun Run, has enhanced student participation and leadership opportunities.

4. Reinvigorating Community Connection

- The biannual school production, 'Field of Dreams', brought students, staff, and families together, fostering creativity, collaboration, and a sense of belonging.
- After a four-year COVID-related hiatus, the Year 1 and Cameron Close Retirement Home Reading Program, involving our Year 1 students reading to their 'listeners' in the retirement home, was reintroduced, receiving widespread media recognition (featured in The Age, ABC Radio, and Channel 7), reinforcing our commitment to early literacy and intergenerational learning.

Looking Ahead

Moving forward, Wattle Park Primary will continue to prioritise student wellbeing by expanding peer mentoring programs, mindfulness initiatives, and student leadership opportunities, ensuring every child feels safe, supported, and engaged in their learning journey.

Engagement

Analysis of Student Attendance

Based on the data from the Attitudes to School Survey Dashboard, student attendance has shown a positive trend with an overall attendance rate of 94%. This high attendance rate is indicative of the school's effective strategies in promoting regular attendance. However, there are still areas that require attention, particularly in the middle school classes where attendance rates are slightly lower. The survey data suggests that absenteeism in these classes is often due to health-related issues and family commitments. To address these challenges, the school has implemented targeted interventions such as health awareness programs and flexible scheduling options to support students and their families.

Highlights Related to Engagement

Enhanced Classroom Participation: The survey results highlight a significant increase in classroom participation, with 85% of students reporting that they feel more engaged during lessons. This improvement can be attributed to the introduction of interactive teaching methods and the use of technology to make learning more dynamic and accessible.

Positive Student-Teacher Relationships: Another key highlight is the positive feedback on student-teacher relationships. 90% of students indicated that they feel supported and valued by their teachers, which has been a crucial factor in boosting their engagement and motivation to attend school regularly.

Extracurricular Involvement: The data shows a marked increase in student involvement in extracurricular activities, with 78% of students participating in at least one club or sport. This involvement has been linked to higher levels of engagement and a stronger sense of community within the school.

Student Wellbeing Programs: The implementation of wellbeing programs has also been a highlight, with 82% of students reporting that these programs have helped them manage stress and improve their overall wellbeing. These programs include mindfulness sessions, peer support groups, and mental health workshops.

Other Activities Supporting Engagement

In addition to the highlights mentioned above, the school has undertaken several initiatives to further support student engagement and retention. The introduction of a student voice and agency program has empowered students to take an active role in school governance and decision-making processes. This initiative has not only increased engagement but also fostered a sense of ownership and responsibility among students.

Furthermore, the school has organised various events and workshops aimed at promoting student engagement. These include career guidance sessions, cultural festivals, and sports events, all of which have been instrumental in creating a vibrant and inclusive school culture.

In conclusion, the combination of targeted attendance strategies and a focus on engagement through diverse activities has had a positive impact on student learning and wellbeing. By continuing to prioritise these areas, the school is well-positioned to support the holistic development of its students in line with the Framework for Improving Student Outcomes (FISO) 2.0.

Other highlights from the school year

In 2024, Wattle Park Primary School (WPPS) celebrated a year filled with enriching activities, community engagement, and notable achievements that underscored our commitment to holistic education.

School Camps and Excursions

Our students participated in various excursions designed to complement their academic learning and personal development. Notably, the Year 1 cohort engaged in the Cameron Close Reading Program, where they visited the local retirement village to read with elderly residents. This initiative fostered intergenerational bonds and enhanced literacy skills, earning recognition in The Age, ABC Radio, and Channel 7.

School Production

The biannual school production, 'Field of Dreams', showcased the diverse talents of our students across all year levels. Through acting, singing, and dancing, students delivered a memorable performance that highlighted their creativity and teamwork, strengthening our vibrant school culture.

Whole School Events and Celebrations

In Term 4, the inaugural Color Fun Run emerged as a student-led initiative promoting physical activity and school unity. The event saw enthusiastic participation from students, staff, and families, reflecting our community's spirit and commitment to a healthy lifestyle.

Community Partnerships

The reintroduction of the Year 1 and Cameron Close Reading Program, after a four-year hiatus due to COVID-19, was a significant milestone. This program not only supported literacy development but also fostered meaningful relationships between students and the elderly community, enriching the lives of both groups.

Environmental Programs

Environmental stewardship remained a priority at WPPS. Students actively participated in sustainability initiatives, including maintaining our expansive green spaces and gardens. The lunchtime garden club offered hands-on experiences in planting and maintenance, instilling a sense of responsibility and ecological awareness among students.

Welcoming Wattle Hill Kindergarten

A significant development in 2024 was the integration of Wattle Hill Kindergarten into our campus. Granted permission to occupy our STEM centre temporarily, the kindergarten will remain there until relocating to a permanent structure on the WPPS site by the end of 2026. This collaboration underscores our commitment to early childhood education and community partnership.

Academic Competitions

Students from Years 3 to 6 participated in the Education Perfect Global Language Championship 2024, held from May 7th to May 14th. This competition provided an opportunity for students to showcase their language skills on a global platform, encouraging linguistic proficiency and cultural appreciation.

During Terms 2 and 3 of 2024, Wattle Park Primary School (WPPS) selected 27 high-achieving Year 5 and 6 students to participate in the Australian-wide Maths Olympiad competition. Meeting

weekly, these students engaged in advanced problem-solving sessions, tackling complex mathematical challenges. Their dedication yielded outstanding results:

- **Top 10% Nationally:** WPPS ranked within the top 10% of all participating teams across Australia.
- **Second Highest in Victoria:** The school achieved the second-highest score in Victoria, surpassing institutions such as Scotch College.
- **Perfect Scores:** Remarkably, three WPPS students achieved perfect scores, placing them among only 126 students nationwide (out of 36,860 participants) to do so, positioning them in the top 0.34% in Australia.

These accomplishments reflect the collective efforts of students, teachers, and parents, underscoring WPPS's commitment to fostering mathematical excellence.

In Term 3 of 2024, Wattle Park Primary School's Year 5 and 6 students participated in the Australian Conservation Foundation's Wild at Art competition, focusing on Australia's endangered species. They researched various threatened animals, birds, and plants, delving into their habitats, diets, regions, and the reasons behind their endangered status. This comprehensive understanding was then artistically expressed through diverse mediums. Notably, six students from Wattle Park Primary were recognised as finalists among 5,000 national participants. Their artworks are set to be showcased at the Box Hill Community Arts Centre on November 23, 2024, highlighting the school's commitment to integrating environmental education with the arts.

In summary, 2024 was a year of growth, celebration, and strengthened community bonds at Wattle Park Primary School. Through diverse programs and events, we enriched our students' educational experiences and reinforced our school's vibrant culture.

Financial performance

Wattle Park Primary School completed 2024 with a deficit of \$386,290. The school's revenue for 2024 was \$705,716.00 which was a great outcome considering the Department of Education's Voluntary Parent Payment Policy. A large proportion of this income came from parents' voluntary contributions and levies, fundraising, donations to Building and Library funds, contributions towards Grounds/maintenance, interest and trading operations and the hire of school facilities. The hire of the gymnasium is a source of income which is used to maintain the facility in good condition for use by the school community. Hiring of the school to the Before/After School Care provider is an additional income stream for the school and provides a much utilised service for the school community. Expenditure totalled \$743,868.00. This was apportioned over camps, excursions, salaries (local employed staff), equipment and maintenance. Equity funding continued to be used for extra teacher support for those students needing additional assistance.

**For more detailed information regarding our school please visit our website at
<https://www.wattleparkps.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 251 students were enrolled at this school in 2024, 120 female and 131 male.

29 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).

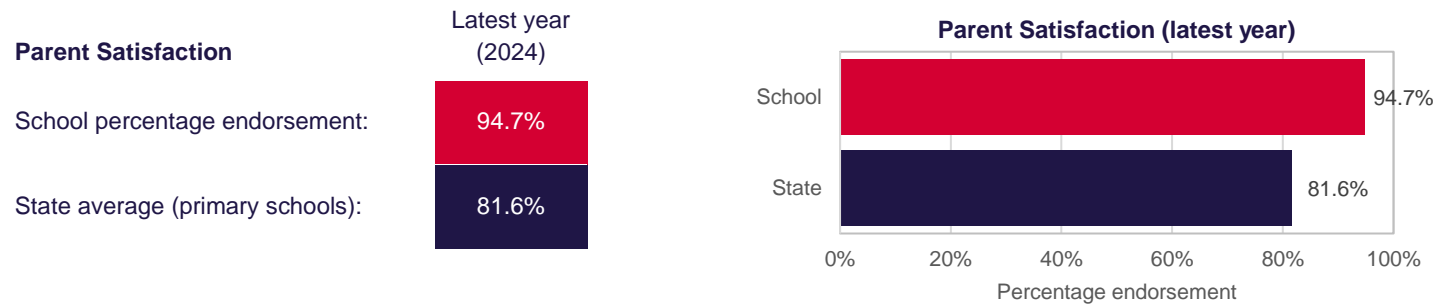
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

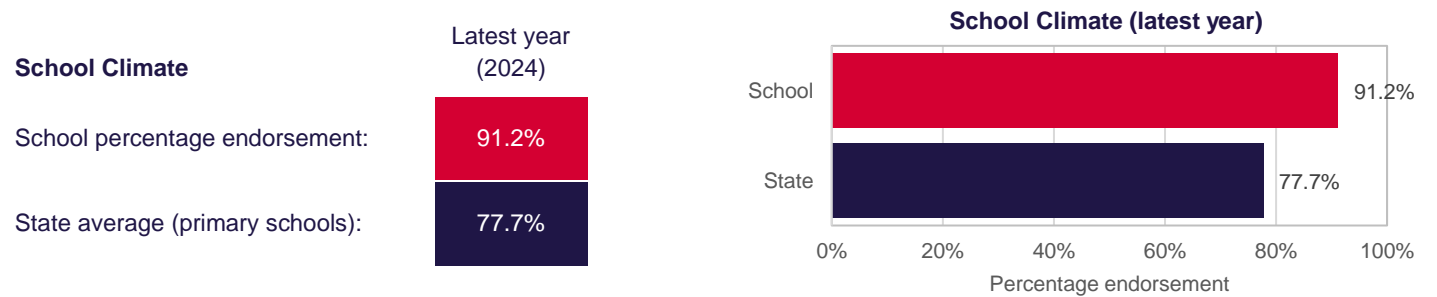


School Staff Survey

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

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

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



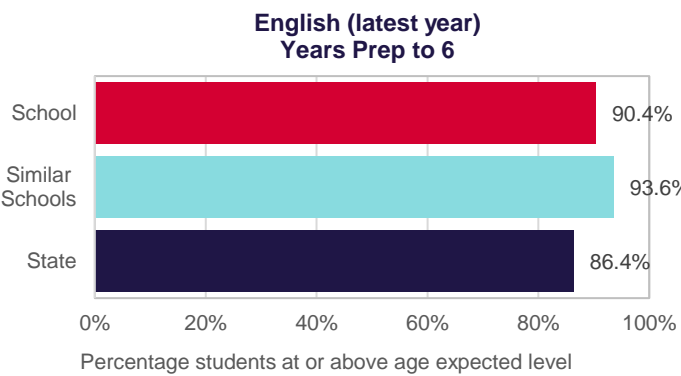
LEARNING

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

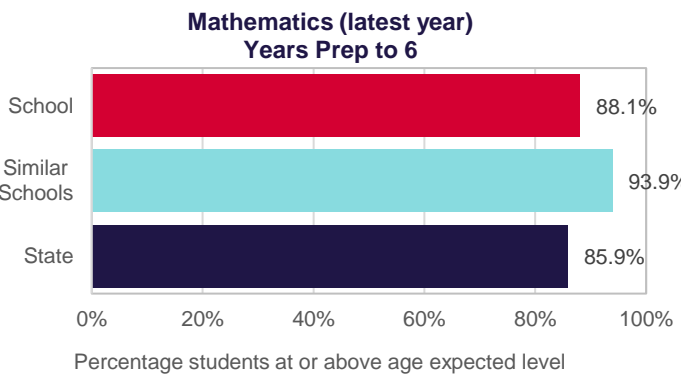
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.4%
Similar Schools average:	93.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.1%
Similar Schools average:	93.9%
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.

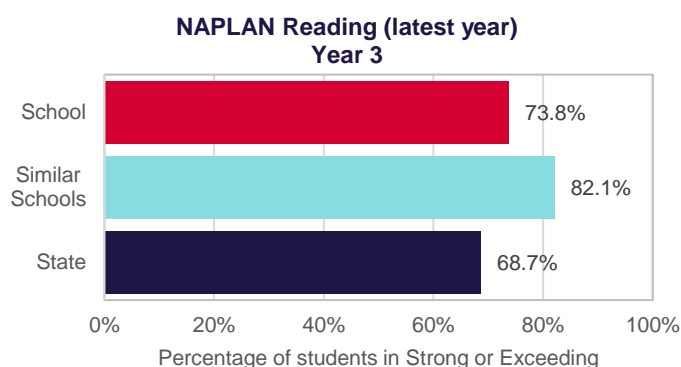
NAPLAN

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.

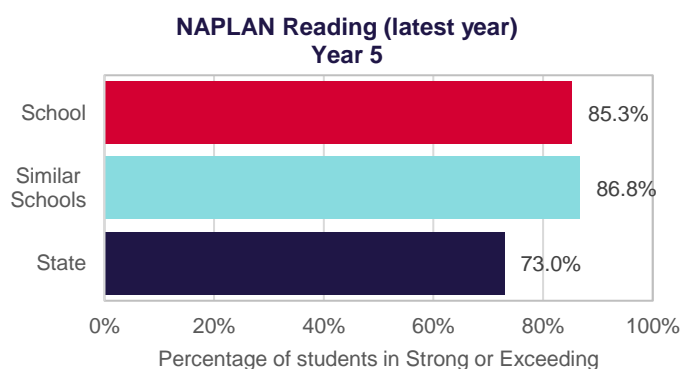
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.8%	77.1%
Similar Schools average:	82.1%	83.0%
State average:	68.7%	69.2%



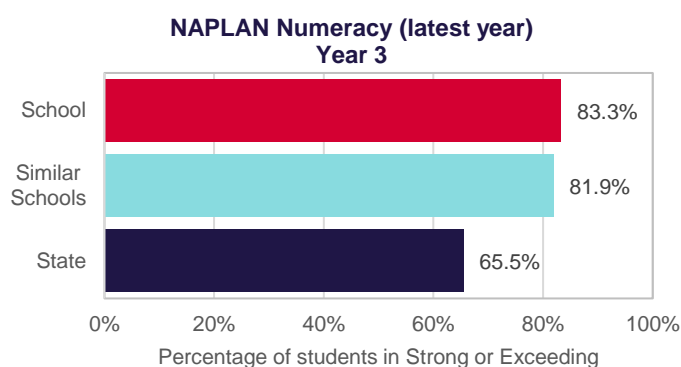
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.3%	84.0%
Similar Schools average:	86.8%	88.2%
State average:	73.0%	75.0%



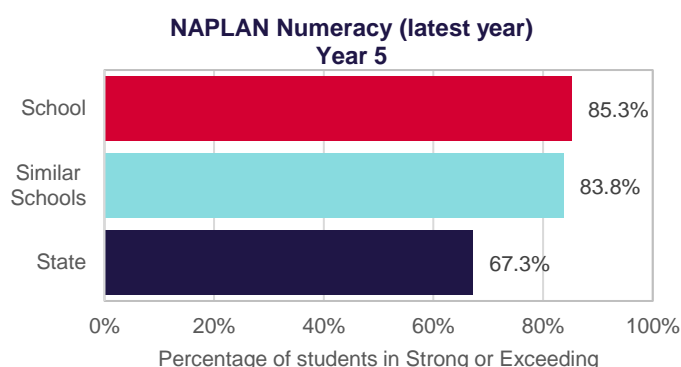
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	84.3%
Similar Schools average:	81.9%	82.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.3%	86.7%
Similar Schools average:	83.8%	84.2%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

89.7%

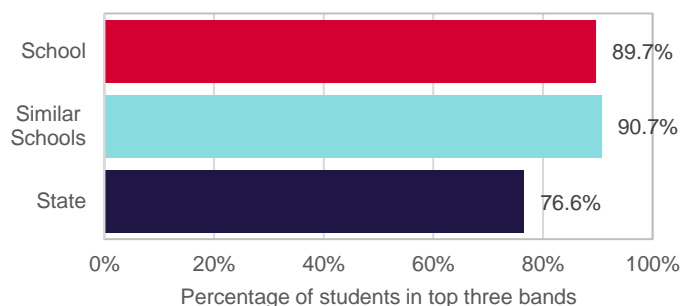
Similar Schools average:

90.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

91.5%

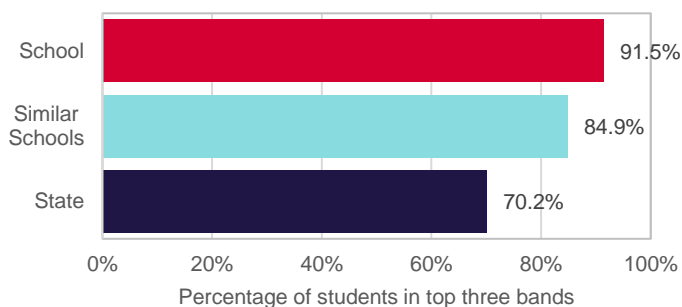
Similar Schools average:

84.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

86.8%

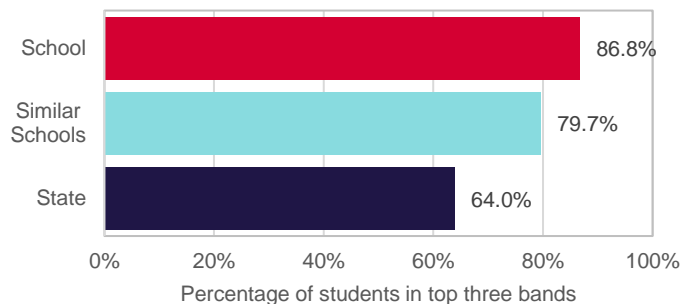
Similar Schools average:

79.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

85.1%

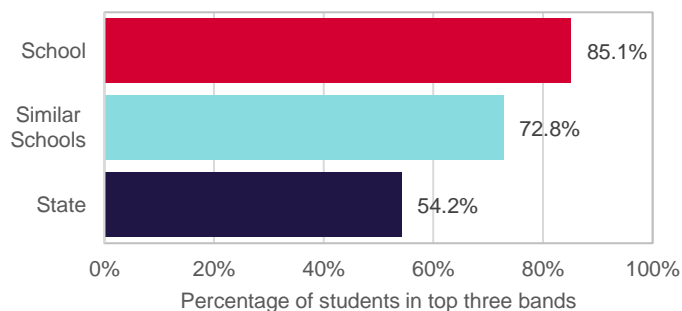
Similar Schools average:

72.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

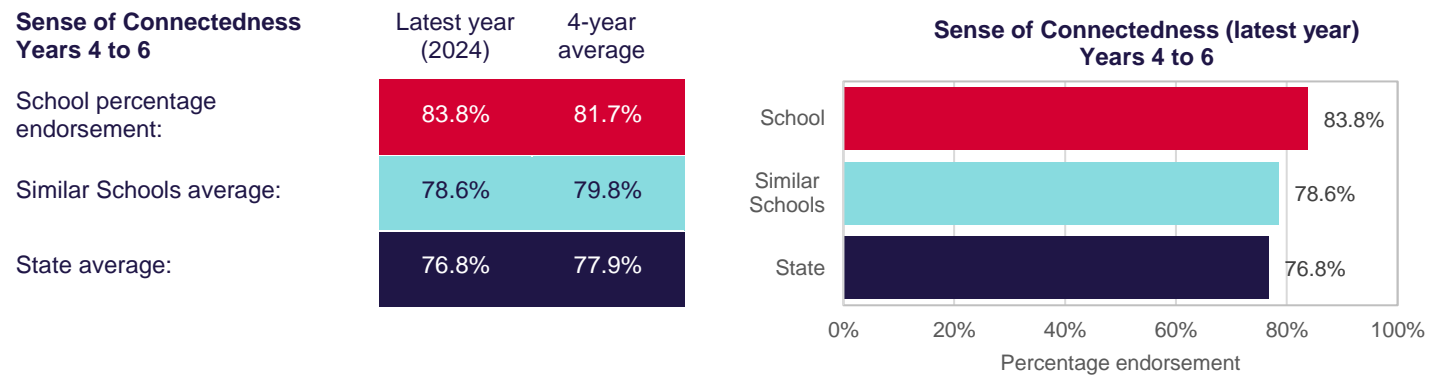


WELLBEING

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.

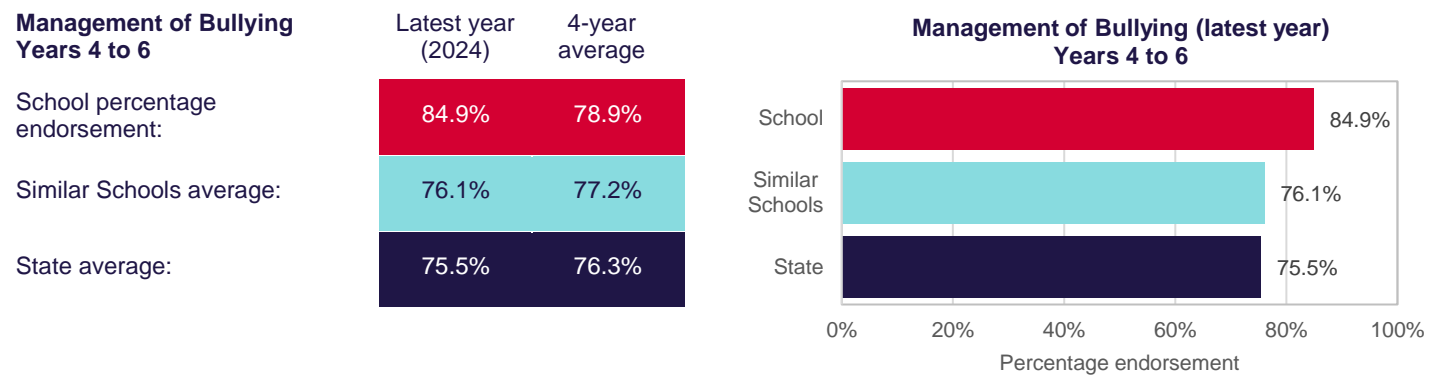
Student Attitudes to School – Sense of Connectedness

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).



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).

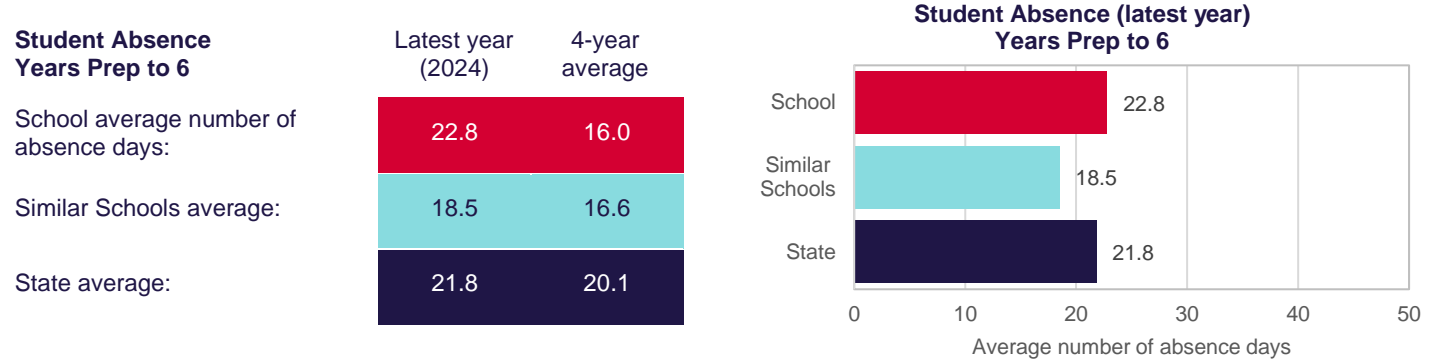


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	92%	87%	89%	90%	89%	85%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,449,073
Government Provided DET Grants	\$256,794
Government Grants Commonwealth	\$5,699
Government Grants State	\$0
Revenue Other	\$44,083
Locally Raised Funds	\$399,064
Capital Grants	\$0
Total Operating Revenue	\$3,154,713

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,082
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,082

Expenditure	Actual
Student Resource Package ²	\$2,834,674
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$113,511
Communication Costs	\$6,239
Consumables	\$63,754
Miscellaneous Expense ³	\$31,330
Professional Development	\$13,631
Equipment/Maintenance/Hire	\$56,599
Property Services	\$100,782
Salaries & Allowances ⁴	\$230,166
Support Services	\$46,094
Trading & Fundraising	\$51,454
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,241
Total Operating Expenditure	\$3,578,473
Net Operating Surplus/-Deficit	(\$423,760)
Asset Acquisitions	\$84,784

- (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	\$627,947
Official Account	\$21,138
Other Accounts	\$205,343
Total Funds Available	\$854,428

Financial Commitments	Actual
Operating Reserve	\$123,978
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,233
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	\$141,211

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.