

2024 Annual Report to the School Community

School Name: Clifton Creek Primary School (3684)



- 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 28 April 2025 at 11:51 AM by Jane St John (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 28 April 2025 at 11:51 AM by Jane St John (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

Clifton Creek Primary School is a small rural school located approximately 16 km north of Bairnsdale. Following its destruction in the 2019 bushfires, the school was rebuilt in 2021 and now offers students and staff a modern and well-equipped learning environment. The school features two architecturally designed buildings:

- The main building houses two classrooms, a library, an administration area, a sick bay, student toilets, and staff facilities.
- A secondary building provides a multi-purpose community space, a kitchen, and accessible toilet facilities.

Students also benefit from extensive outdoor amenities, including a running and bike track, a multi-sports court, and a bus shelter. A much-loved outdoor stage, which remarkably survived the fires, continues to serve as a performance space. Additionally, a shipping container—generously donated by the Port of Melbourne—serves as a storage facility.

Enrolment and Staffing (2024)

In 2024, Clifton Creek Primary School had an enrolment of 36 students, including five part-time students. Approximately 80% of the student population commuted from Bairnsdale and surrounding areas, with 26 students utilizing the school bus service.

The dedicated team at CCPS included:

- Leadership & Teaching Staff: One Teaching Principal and three teachers (0.9 ETF, 0.8 ETF, and 0.6 ETF).
- Education Support Staff: Eight staff members, equivalent to six full-time positions, including garden and kitchen specialists.
- Additional Staff: A Business Manager, a bus driver, and a cleaner.
- Music Program: CRASHENDO Bairnsdale provided an instrumental music tutor.

During Semester 1, students were grouped into three classes: Prep, Junior (Grades 1-2), and Senior (Grades 3-6). In Semester 2, the structure adjusted to two classes: Junior (Prep-2) and Senior (Grades 3-6), with each class supported by at least two Education Support Staff. Class sizes were intentionally kept below 20 students to ensure personalized learning experiences.

Curriculum & Specialist Programs (2024)

Students at CCPS engaged in a rich and diverse curriculum, including:

- Specialist Subjects: Japanese, Physical Education, The Arts, STEM, and the Stephanie Alexander Kitchen-Garden Program.
- Library & Literature Program: The MARC Van provided literature-based STEM activities and book borrowing services.
- Music Program: CRASHENDO Bairnsdale continued to fund instrumental music lessons.

School Ethos & Values

Clifton Creek Primary School is committed to providing a safe, inclusive, and engaging learning environment where individual needs are met, and students develop a growth mindset. The school's motto, "One in, All in," reflects its strong sense of community and inclusiveness.

Through extensive community consultation, the school has reaffirmed its core values:

- Respect
- Responsibility
- Kindness
- Inclusiveness
- Honesty
- Perseverance

With a small school enrolment, Clifton Creek Primary School offers a personalized and supportive learning experience, fostering both academic and emotional growth for every student.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Clifton Creek Primary School remained committed to delivering the Victorian Curriculum. Students showed significant progress, with the majority achieving at or above the expected level based on the Victorian Curriculum Achievement Standards. Teacher assessments in English and Mathematics indicated that student performance was comparable to that of similar schools, considering factors such as socio-economic background, school size, cultural diversity, and geographical location.

A range of targeted strategies—including small class sizes, Individual Education Plans (IEPs), goal setting, differentiated instruction, the Tutor Initiative program, and high-impact teaching practices—provided students with the necessary support for academic success. As a result, most students achieved at least 12 months of academic growth, with the majority meeting the expected standards for their year level by the end of 2024. However, attendance and progress were impacted by extended student absences due to illness.

Student wellbeing remained a top priority in 2024, with positive outcomes reflected in the Student Attitudes to School Survey. Teaching staff continuously evaluated and refined strategies, lesson planning, and assessment methods to align with students' evolving needs. A strong emphasis on growth mindset, goal setting, and learning from mistakes helped students develop confidence, resilience, and a deeper appreciation for their own learning journey.

Wellbeing

In 2024, the mental health and wellbeing of both students and staff remained a top priority at Clifton Creek Primary School. Our goal was to maintain high levels of student engagement and wellbeing by fostering an inclusive, supportive, and positive school culture.

A key part of our approach involved whole-school discussions, where students and staff gathered regularly to openly and equally discuss important issues. These conversations helped to build a sense of community, encourage respectful dialogue, and reinforce the school's commitment to mental health and wellbeing. We remained dedicated to a whole-school approach, ensuring that all staff were supported in implementing mental health strategies and wellbeing programs, both within the classroom and in outdoor play areas.

One of the most popular wellbeing initiatives was a mindfulness through art program, which was centred around our newly established school values. This program provided students with a creative outlet, allowing them to explore and express these values through multi-media art projects. By combining artistic expression with meaningful discussions, students gained a deeper understanding of the school's core principles while also benefiting from the calming and therapeutic effects of creative activities.

Our learning environment was carefully designed to be stimulating, supportive, and growth-focused, encouraging students to develop resilience and confidence in their abilities. Many of our students face significant personal challenges, with underlying anxiety being one of the most common barriers to their learning. Fear of failure and making mistakes can negatively impact a student's confidence and willingness to take risks in their education.

To address this, we adopted a whole-school approach that emphasized progress over perfection. By focusing on how far each student has come, rather than solely on outcomes, we created a safe and supportive learning environment where students felt encouraged to take risks and "have a go." Students were also explicitly taught how to support one another in their learning, fostering a culture of collaboration, encouragement, and peer support. As a result, over the past few years, we have seen a noticeable reduction in classroom anxiety related to learning.

In addition to academic support, we implemented a variety of structured programs to promote positive relationships, teamwork, and personal development. Programs such as the Kitchen/Garden program, Mates/Buddies program, dance activities, and circle time discussions helped strengthen student connections across different year levels. These initiatives encouraged collaboration, social interaction, and emotional well-being, ensuring that students felt a strong sense of belonging within the school community.

Effective communication with parents and caregivers also played a crucial role in supporting student wellbeing. We maintained high levels of engagement with families through meetings, phone calls, text messages, and newsletters, ensuring transparency and fostering strong school-home partnerships. Open communication between staff and families allowed us to address concerns, celebrate achievements, and provide the best possible support for each student.

The effectiveness of our wellbeing initiatives is reflected in the Student Attitudes to School Survey, which provides valuable evidence that the practices and programs at Clifton Creek Primary School are making a meaningful and positive impact on students' overall engagement, wellbeing, and personal growth.

Engagement

At Clifton Creek Primary School, student engagement remains consistently high, supported by a positive school culture that fosters enthusiasm and a strong sense of belonging. Our purpose-built facilities provide a calm and engaging learning environment, thoughtfully designed to support students with sensory processing needs. These well-maintained buildings and outdoor spaces contribute to a stimulating atmosphere where students feel comfortable, safe, and ready to learn.

However, student attendance in 2024 continued to be impacted by ongoing health challenges, including COVID-19, seasonal influenza, and other illnesses. Attendance rates were also significantly affected by a small number of students experiencing chronic health conditions, which required extended absences from school. Additionally, some students required extra support in building resilience, confidence, and strategies to successfully navigate school life.

Recognizing the importance of strong student engagement, Clifton Creek Primary School actively collaborates with families and support services to ensure that every child remains connected to their education. By adopting a personalized approach, we work closely with students, parents, and specialists to identify and address barriers to engagement, helping all students participate fully in school programs.

To foster enthusiasm for learning, the school offered a varied and engaging curriculum, incorporating multiple learning styles and hands-on experiences. Programs are thoughtfully designed to provide opportunities for success while reinforcing the school's core values. Some of the key programs supporting student engagement included:

- CRASHENDO – An instrumental music program that enriches students' creative and cognitive development.
- Art Classes – Encouraging self-expression and creativity through visual arts.
- Stephanie Alexander Kitchen-Garden Program – Teaching essential life skills through gardening, cooking, and nutrition education.
- MARC Van (Mobile Library Service) – Providing literature-based learning and book-borrowing opportunities.

These highly engaging and fulfilling sessions help students develop a love for learning while keeping them motivated and connected to their school experience.

Additionally, small class sizes ensure that students receive individualized attention and support, allowing them to feel valued, heard, and confident in their learning. The ability to receive prompt assistance from teachers fosters a strong sense of academic progress and emotional security.

Our Foundation (Prep) Transition Program, held during Term 4, plays a critical role in preparing young students for their journey into primary school. This carefully planned program helps children adjust to their new learning environment, build relationships with teachers and peers, and gain familiarity with daily routines and expectations. As a result, new students experience a seamless transition into school life, ensuring a positive and confident start to their education at Clifton Creek Primary School.

Through thoughtful engagement strategies, diverse learning opportunities, and strong community connections, Clifton Creek Primary School continues to provide a supportive and enriching educational experience, where students feel empowered, motivated, and ready to succeed.

Other highlights from the school year

Japan Study Tour: A Journey of Cultural Discovery and Learning

We are delighted to share the highlights of our 2024 Japan Study Tour, an enriching experience that combined cultural immersion, historical exploration, and personal growth. Throughout our journey, students demonstrated resilience, enthusiasm, and a keen interest in learning, making the trip an unforgettable educational experience. Despite long days of exploration and very warm weather, students remained engaged and eager to absorb the vibrant culture, history, and modern advancements of Japan. The comfort of our accommodations ensured that everyone was well-rested and ready to make the most of each day's activities.

Given the wealth of experiences packed into our itinerary, we have outlined some key highlights below:

Cultural and Historical Exploration

- **Shibuya Crossing** – Students experienced the energy of one of the world's busiest pedestrian intersections, gaining insights into Tokyo's urban landscape and consumer culture.
- **Tsumatsukari Inari Shrine** – A visit to this sacred site provided students with a deeper understanding of Japan's spiritual traditions and Shinto practices.
- **Osaka Castle** – Students explored this historically significant landmark, learning about its role in Japan's feudal history and appreciating its impressive architecture.
- **Kinkaku-ji (Golden Pavilion)** – The beauty of this UNESCO World Heritage site left a lasting impression, as students reflected on Japan's architectural elegance and Zen Buddhist influences.
- **Osaka Museum of Housing and Living** – Through interactive exhibits, students were transported back to the Edo period, gaining a hands-on perspective of daily life in historical Japan.

STEM and Science-Based Learning

- **Tokyo Sky Tree** – A visit to the world's tallest tower provided a unique opportunity to explore concepts of engineering, design, and urban planning, while also offering breathtaking panoramic views.
- **Osaka Aquarium Kaiyukan** – One of the world's largest aquariums provided an engaging lesson in marine biology, where students observed diverse marine species, including the majestic whale shark and playful sea otters.
- **Tempozan Giant Ferris Wheel & Legoland Discovery Centre** – These experiences fostered an appreciation for engineering, creativity, and design thinking.

Experiential and Performing Arts Learning

- **Traditional Dance Performance** – Students had the opportunity to witness the grace and precision of traditional Japanese performing arts, deepening their appreciation for Japan's rich artistic heritage.

- Dotonbori Karaoke Experience – Through this interactive cultural activity, students embraced a key aspect of modern Japanese entertainment culture, fostering confidence and self-expression.

Interactive and Adventure-Based Learning

- Samurai and Ninja Museum – Students explored Japan’s martial history, gaining insight into the roles of samurai and ninjas in feudal Japan. Dressing up as ninja warriors and learning to throw ninja stars made this an especially engaging experience.
- Arashiyama Monkey Park & Bamboo Forest – The hike to the monkey park combined physical activity with wildlife observation, while the serene Bamboo Forest provided a moment for reflection in a stunning natural setting.
- Osaka Tower Slide – A thrilling 60-meter descent offered students a unique perspective of the city’s skyline, blending fun with a lesson in gravity and motion.

Theme Parks and Recreational Learning

- Tokyo Disneyland & Universal Studios Japan – These world-renowned theme parks provided immersive storytelling experiences, allowing students to explore the intersection of technology, entertainment, and design. A special highlight was reconnecting with Mako, who had previously visited our school.

Building Global Awareness and Personal Growth

Beyond the planned activities, this journey fostered a sense of camaraderie, independence, and cultural awareness among students. By navigating new environments, adapting to different customs, and embracing diverse traditions, students developed essential life skills such as problem-solving, adaptability, and global citizenship.

This Japan Study Tour was more than just an opportunity for sightseeing—it was a transformative learning experience that broadened perspectives, deepened cultural understanding, and strengthened friendships. We are incredibly proud of our students for their enthusiasm, open-mindedness, and willingness to fully immerse themselves in this incredible journey. The memories and lessons gained from this experience will undoubtedly leave a lasting impact for years to come.

Thank you to all the parents and staff who supported this unforgettable journey. We look forward to sharing more adventures in the future!

Financial performance

Actual Operating Revenue for 2024 was \$211,300 (85.88% of Annual Budget received) in the Cash Budget. The Actual Operating Expenditure was \$242,248 (108.6% of Annual Budget expended) When combined with the government funded student resource package which is used for staffing, the final position as at the 31/12/2024 was a net annual Credit SURPLUS of \$29,872 and net annual Cash (money in the bank, both bank accounts total) was SURPLUS \$99,058. Equity funding in 2024 of \$42,078 received from DET was used to support staff salaries for Education Support Staff in classrooms. Bank interest for the year totaled \$5,299. The school bus failed to cover operational costs again in 2024, but it was decided again that the benefit of the bus service is high for CCPS so the bus will continue to run. Mental Health Fund - \$8,250 (cash) and \$22,503(credit) was used to employ Education Support

Staff to support the needs of students in the teaching/learning process in addition to the engagement of an art mindfulness facilitator.

Clifton Creek Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2024 school year in a sound financial position. This has enabled the school to meet the current and future needs of all students providing an enriching, nurturing environment, which promotes personal growth and academic achievement.

**For more detailed information regarding our school please visit our website at
<https://www.cliftoncreekps.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 37 students were enrolled at this school in 2024, 13 female and 24 male.

NDP percent of students had English as an additional language and 28 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).

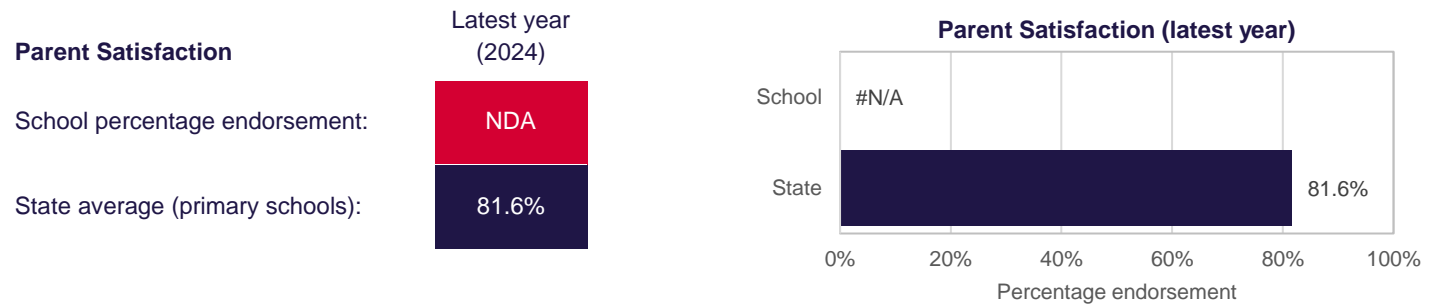
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

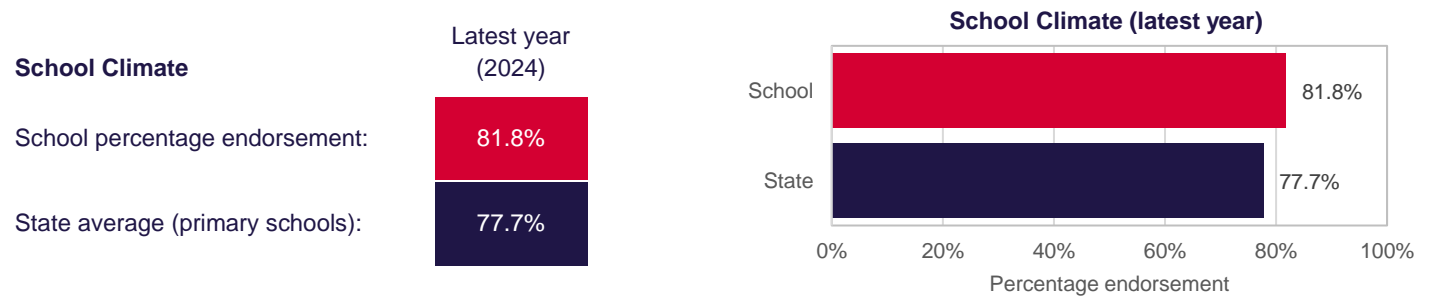


School Staff Survey

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

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

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



LEARNING

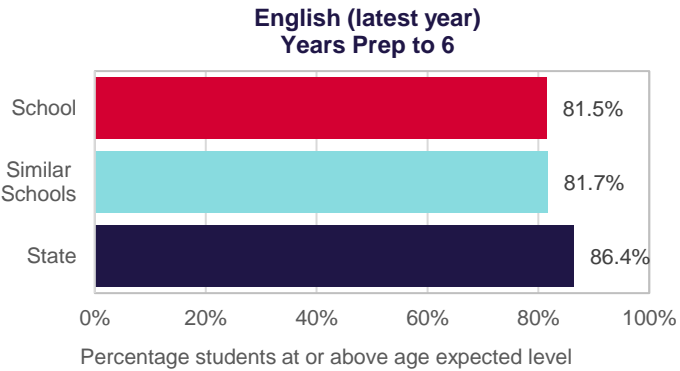
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

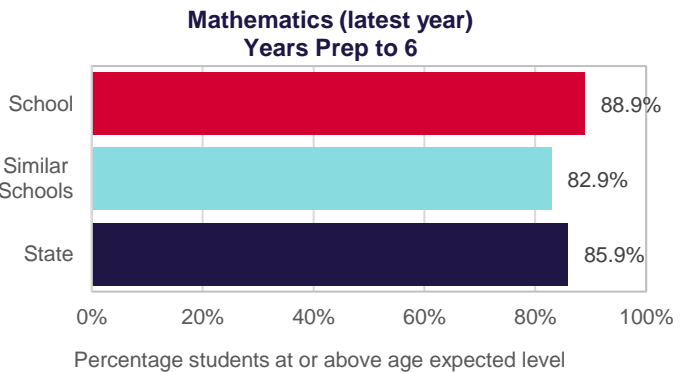
English
Years Prep to 6

School percentage of students at or above age expected standards:	Latest year (2024) 81.5%
Similar Schools average:	81.7%
State average:	86.4%



Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:	Latest year (2024) 88.9%
Similar Schools average:	82.9%
State average:	85.9%



LEARNING (continued)

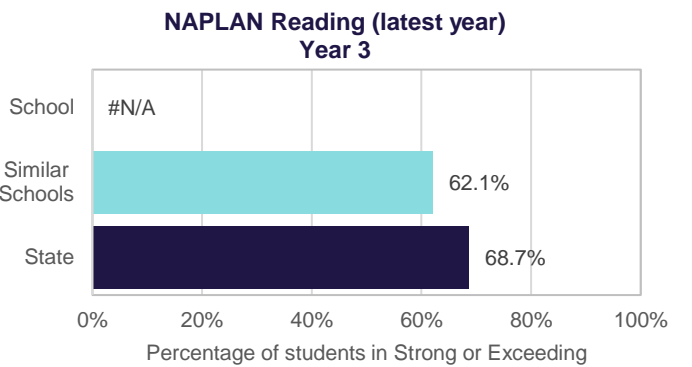
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NAPLAN

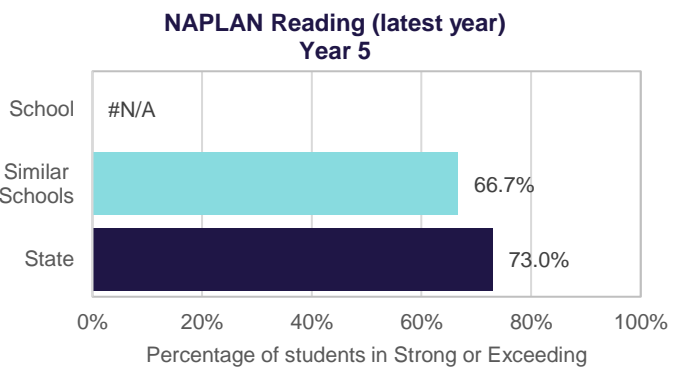
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

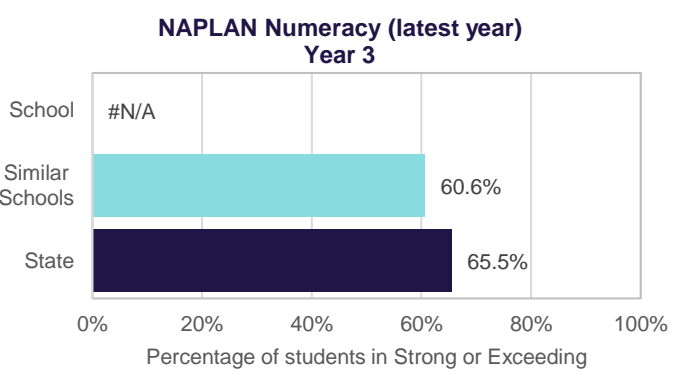
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	12.5%
Similar Schools average:	62.1%	60.0%
State average:	68.7%	69.2%



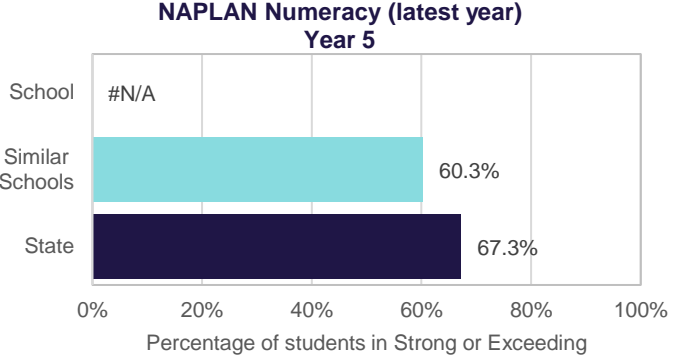
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	75.0%
Similar Schools average:	66.7%	67.5%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	60.6%	62.1%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	60.3%	58.4%
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:

NDP

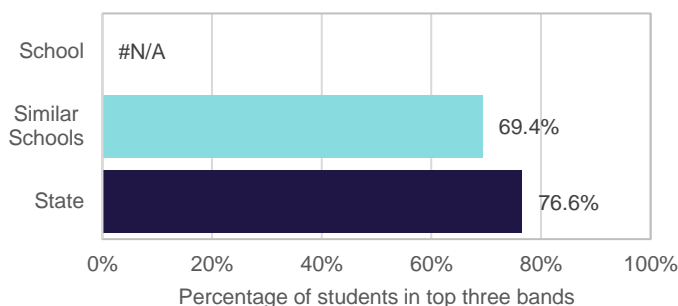
Similar Schools average:

69.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

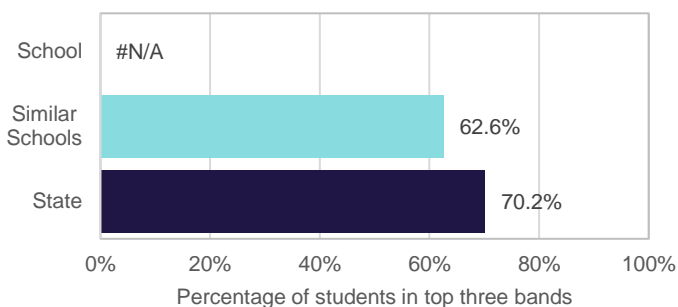
Similar Schools average:

62.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

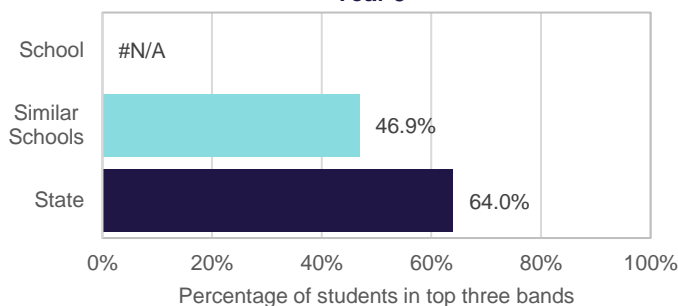
Similar Schools average:

46.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

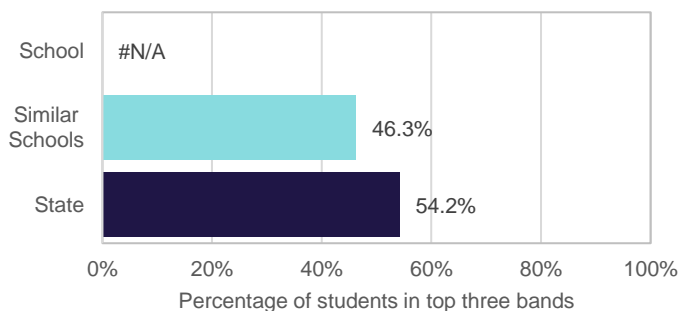
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

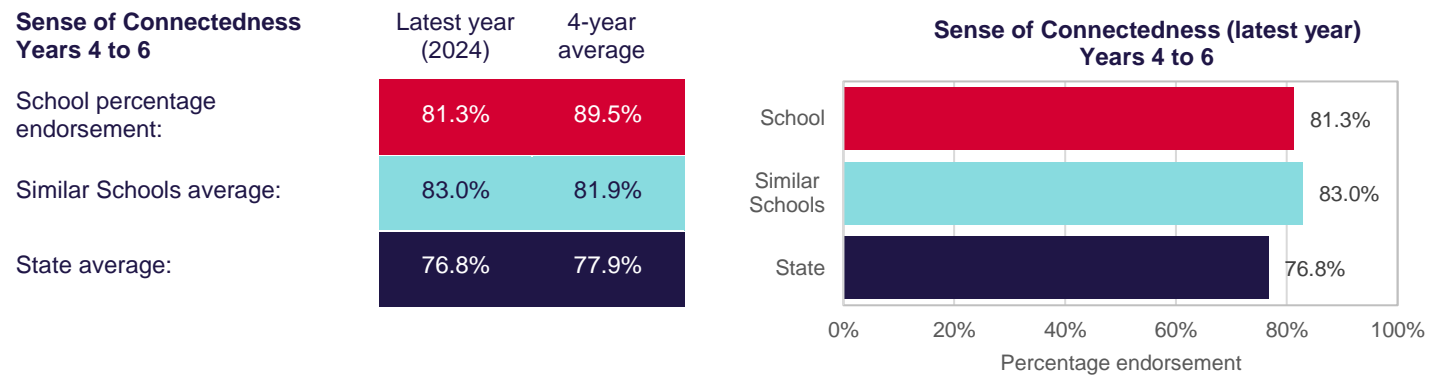


WELLBEING

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.

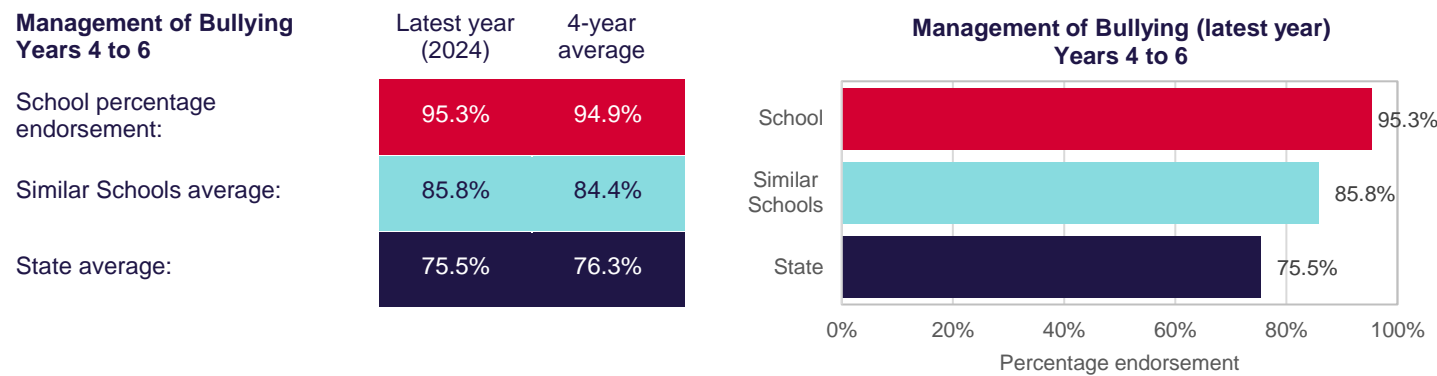
Student Attitudes to School – Sense of Connectedness

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).

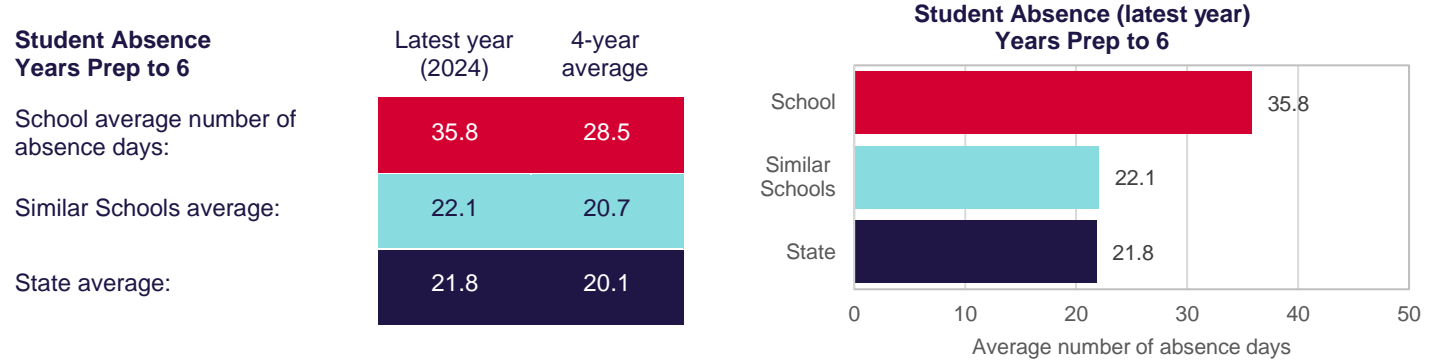


ENGAGEMENT

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):	90%	NDP	79%	NDP	90%	62%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$781,640
Government Provided DET Grants	\$149,135
Government Grants Commonwealth	\$0
Government Grants State	\$1,700
Revenue Other	\$10,125
Locally Raised Funds	\$50,340
Capital Grants	\$0
Total Operating Revenue	\$992,940

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,078
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,078

Expenditure	Actual
Student Resource Package ²	\$751,768
Adjustments	\$0
Books & Publications	\$808
Camps/Excursions/Activities	\$36,651
Communication Costs	\$1,522
Consumables	\$9,741
Miscellaneous Expense ³	\$9,456
Professional Development	\$945
Equipment/Maintenance/Hire	\$4,418
Property Services	\$27,202
Salaries & Allowances ⁴	\$103,390
Support Services	\$14,085
Trading & Fundraising	\$1,035
Motor Vehicle Expenses	\$13,047
Travel & Subsistence	\$15,922
Utilities	\$4,025
Total Operating Expenditure	\$994,016
Net Operating Surplus/-Deficit	(\$1,076)
Asset Acquisitions	\$9,273

- (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	\$91,399
Official Account	\$4,269
Other Accounts	\$0
Total Funds Available	\$95,668

Financial Commitments	Actual
Operating Reserve	\$40,375
Other Recurrent Expenditure	\$2,018
Provision Accounts	\$30
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	\$42,423

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.