



**Mundijong  
Primary School**

An Independent Public School

# **Mundijong Primary School Annual Report 2024**

*'Learning Together, Growing Together'*



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## School Overview

The Mundijong Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of achieving 'Our Best'. Our teachers are reflective and responsive to student needs, and there is quality commitment from our school community.

Mundijong Primary School (MPS) is a small community school located in a rural setting 48km south of Perth. Small student numbers (228 at the start of 2024) allow our staff to gain an explicit understanding of all our students' strengths and individual needs, and results in students feeling valued and supported. MPS is in the South Metropolitan District and is a member of the Serpentine-Jarrahdale network of schools.

MPS has a clear vision and purpose, focused on excellence in teaching and learning. Through our vision, '**Learning Together, Growing Together**', we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own learning, and to adapt to a changing world.

At MPS individual differences are identified and catered for maximising each student's learning. Thorough curriculum planning provides the basis for quality instruction guided by the Western Australian Curriculum. A strong knowledge of evidence-based best practices ensures an innovative, engaging and dynamic curriculum is taught. There is a clear focus on high standards of student achievement.

This annual report highlights the many achievements, and the progress made throughout the 2024 school year. It is a celebration of a year's hard work by staff, students and community members, demonstrating that our students receive the best possible learning opportunities.

To gain a comprehensive understanding of the academic and social development of our students, the Annual Report should be read in conjunction with other published school documentation such as the School Business Plan 2021-2024, Operational Plans 2024 and School Newsletters.

I would like to sincerely thank the dedicated, hardworking staff for their ongoing support and endless pursuit of improvement at MPS. I would also like to thank our close-knit community for their unwavering support of Mundijong Primary School

*Luke Bradley*





## 2024 Highlights



Book Week Celebration



NAIDOC Week Celebration



Grip Leadership Conference







100 Days of School



Incursions



Waste Free Wednesdays





## Sport Carnivals





Year 6 Camp- Ern Halliday





# Student Numbers and Characteristics

## Student Numbers (as at 2024 Semester 2)

[<< 2024 Semester 1 Data](#)   [<< 2023 Semester 2 Data](#)   [<< 2023 Semester 1 Data](#)

Student Number	(FTE)
----------------	-------

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	36	27	19	32	24	31	31	211
Part Time	21								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	10	17	89		116
Female	11	19	75		105
Total	21	36	164		221

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	2	9		14
Non-Aboriginal	18	34	155		207
Total	21	36	164		221

### Comments:

Our student numbers reached the 221, with 21 Kindy students counted as half a student in the table to the left. We had a student growth rate of 4.8% in 2024.

# Workforce Composition

## Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	1
Total Administration Staff	2	2.0	1
<b>Teaching Staff</b>			
Other Teaching Staff	17	13.1	0
Total Teaching Staff	17	13.1	0
<b>Allied Professionals</b>			
Clerical / Administrative	2	1.8	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	10	9.0	0
Total Allied Professionals	13	11.6	0
<b>Total</b>	<b>32</b>	<b>26.7</b>	<b>1</b>

### Comments:

Our Teaching Staff Full -Time Equivalent (FTE) grew from 12.1 to 13.1 in 2024.  
Our Non-Teaching Staff grew from 8.6 to 11.6. This was due to an increase in Education Assistant time to assist in meeting the needs of our students. The increase in Teachers and EAs is responsive to our rising numbers and student complexities. We had a total staff of 32, with our full-time equivalent 26.7.



# Student Attendance

## 2024 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional):

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	91.6%	15	4	2		79%	21%
PPR	90.9%	21	14	2		83%	17%
Y01	88.7%	14	10	4		81%	19%
Y02	89.5%	12	5	1	2	63%	37%
Y03	90.4%	19	12	1		87%	13%
Y04	84.0%	7	12	6	1	76%	24%
Y05	89.6%	19	8	3	1	56%	44%
Y06	89.6%	22	3	6	1	66%	34%
<b>Compulsory</b>	<b>89.1%</b>	<b>114</b>	<b>64</b>	<b>23</b>	<b>5</b>	<b>74%</b>	<b>26%</b>

## Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	88.0%	85.6%	88.3%	90.6%	68.2%	69.5%	88.1%	82.9%	86.6%
2023	90.0%	88.7%	90.3%	92.5%	76.4%	74.3%	90.1%	87.1%	88.9%
2024	91.7%	89.6%	91.0%	93.1%	77.7%	74.3%	91.7%	88.3%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	50.0%	36.0%	11.8%	2.2%
2023	64.8%	22.5%	10.4%	2.2%
2024	73.7%	17.7%	7.2%	1.4%
Like Schools 2024	59.1%	25.0%	11.3%	4.6%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

## Analysis and impact of evidence

### Attendance Business Plan Targets:

- Attendance Rates will be at or above like schools and WA Public Schools

We achieved an attendance rate 3.4% higher than our 'Like Schools' and 2.3% higher than WA Public Schools.

### Operational Plan Attendance Targets

- Achieve <22% Indicated attendance (80- 90%) and >8% Moderate Attendance (60- 80%)
- Achieve <2% of our students with Severe Attendance (0%-60%)

We met our attendance goals in 2024.

## How is attendance is managed by the school?

Our Attendance Plan comprises Tier 1, Tier 2, and Tier 3 strategies.

Tier 1 strategies apply to all students and our school community. They promote the importance of high attendance and focus on creating an engaging and safe environment for our students.

Tier 2 strategies target students in the Indicated Attendance category. These include interventions such as parent communication and staff working one-on-one with students to set attendance targets.

Tier 3 strategies are for students in the Moderate and Severe categories. These strategies include formal meetings with parents/carers, frequent communication with parents/carers, Individual Attendance Plans, and, if necessary, convening Attendance Panels.



## Student Achievement and Progress- Mathematics

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	4%	11%	18%	10%	10%	12%
Middle 60%	77%	37%	76%	60%	60%	61%
Bottom 20%	19%	52%	6%	30%	30%	27%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	0%	0%	3%	11%	9%	10%
Middle 60%	86%	66%	75%	56%	62%	63%
Bottom 20%	14%	34%	22%	32%	28%	27%

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	0%	5%	6%	4%
Strong	378 - 492	33%	42%	61%	46%
Developing	311 - 377	22%	30%	30%	31%
NAS	310 and below	44%	22%	3%	19%

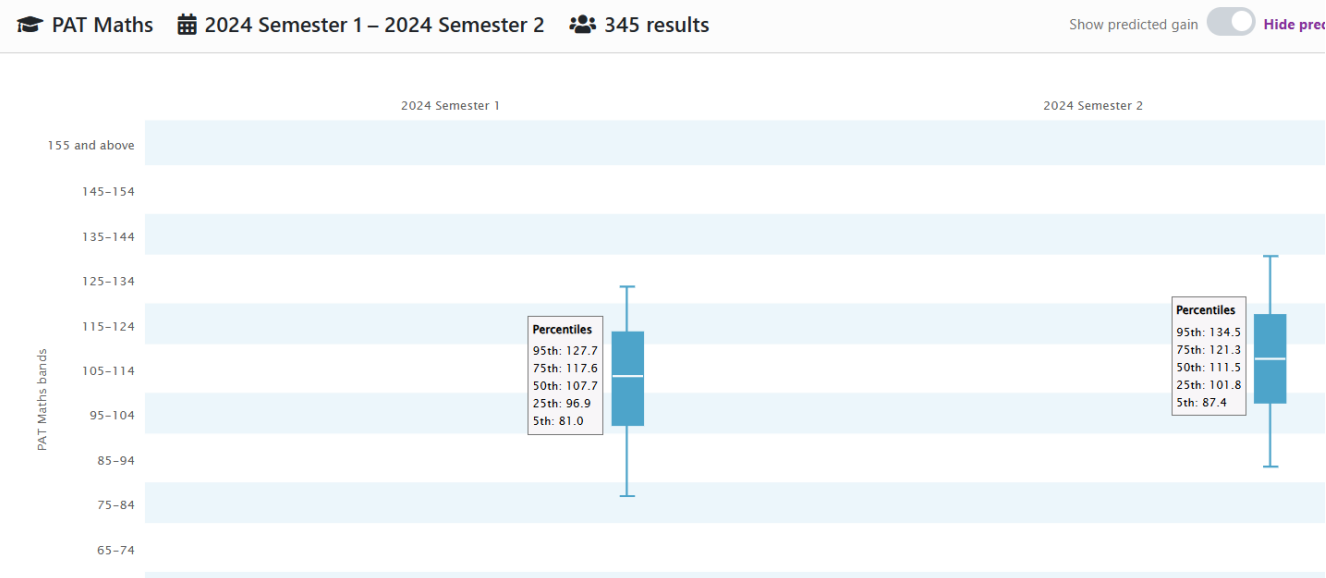
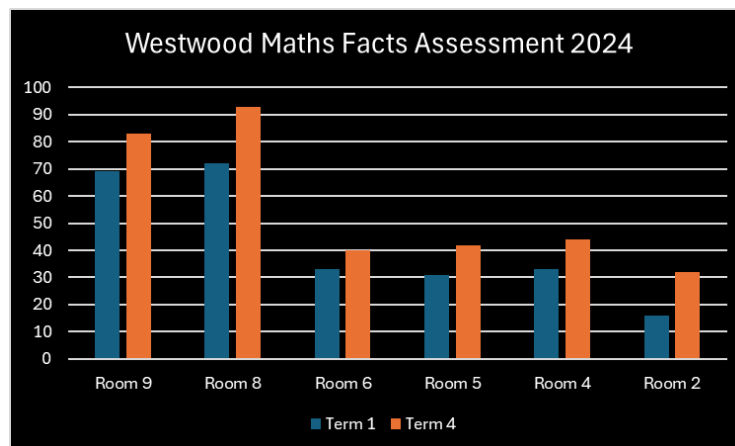
Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	0%	5%	3%	4%
Strong	451 - 576	38%	47%	53%	47%
Developing	386 - 450	31%	30%	34%	32%
NAS	385 and below	31%	19%	9%	17%

Year	Y03	
	School	Like Schools
2023	341	371
2024	404	376

Year	Y05	
	School	Like Schools
2023	430	453
2024	452	454



## School Data:



Mathematics Targets:	Analysis
<ul style="list-style-type: none"> <li>Whole school data will demonstrate an increased percentile ranking between the PAT Maths assessment in Semester 1 and Semester 2.</li> <li>Students from Years 4-6 will average above 50 for their Term 4 Westwood Number Fluency assessment.</li> <li>Our stable cohort will average moderate or above progress from the Year 3 to Year 5 NAPLAN.</li> <li>We will achieve at or above like schools in Numeracy.</li> </ul>	<p>As demonstrated by the graphic above, there has been percentile growth from Year 1-6 between the Term 1 and Term 4 PAT Maths assessments. The average percentile growth for students on the 50<sup>th</sup> percentile was 3.8 across the school. <i>This target has been achieved.</i></p> <p>The Westwood Number Fluency Progress graph demonstrates significant improvement between Terms 1 and 4. Students from Year 4-6 averaged above 50 in their Term 4 assessment. <i>This target has been achieved.</i></p> <p>Our Year 3 to 5 NAPLAN progress data was not available due to NAPLAN being scheduled for Term 1.</p> <p>Our Year 3 Students achieved an average of 404. This was 28 points higher than 'Like Schools' and 10 points higher the WA Public School Average. <i>This target has been achieved.</i> Our Year 5 Students achieved an average of 452. This places them at the same level as 'Like-Schools' <i>This target has been achieved.</i></p>



# Student Achievement and Progress- Reading

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	11%	4%	4%	11%	14%	10%
Middle 60%	59%	63%	63%	60%	57%	60%
Bottom 20%	30%	33%	33%	29%	30%	31%

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Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2021	2022	2023	2021	2022	2023
Top 20%	11%	4%	4%	11%	14%	10%
Middle 60%	59%	63%	63%	60%	57%	60%
Bottom 20%	30%	33%	33%	29%	30%	31%

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Percentage of students in each Proficiency Level

include School Student Numbers ☐

Proficiency Level	NAPLAN Score Range	Year 3 Reading		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	481 and above	4%	6%	16%
Strong	368 - 480	37%	40%	45%
Developing	282 - 367	33%	31%	24%
NAS	Up to 282	26%	22%	14%

Percentage of students in each Proficiency Level

include School Student Numbers ☐




Proficiency Level	NAPLAN Score Range	Year 3 Reading		
		School	Like Schools	WA Public Schools
		2023	2023	2023
Exceeding	481 and above	4%	6%	16%
Strong	368 - 480	37%	40%	45%
Developing	282 - 367	33%	31%	24%
NAS	Up to 282	26%	22%	14%

Year	Y03	
	School	Like Schools
2023	345	358

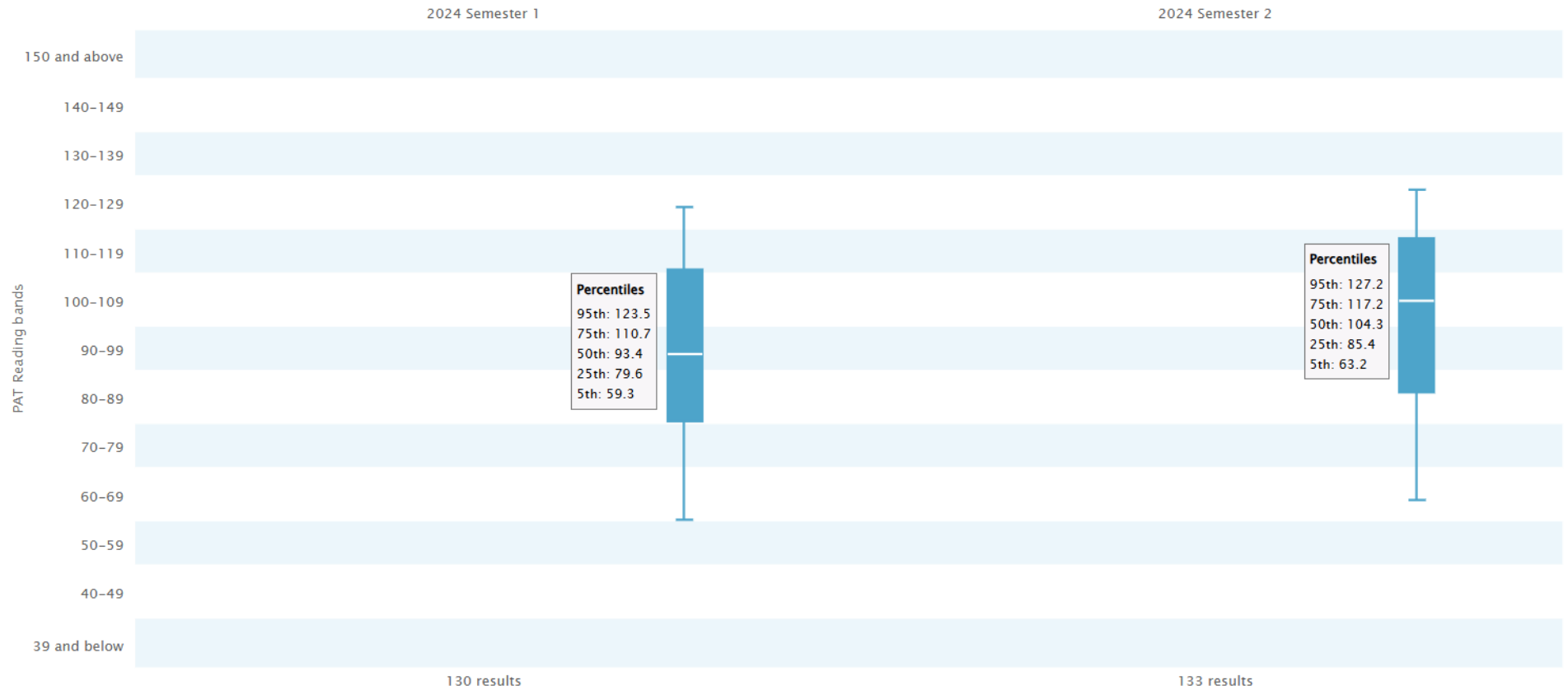
Year	Y05	
	School	Like Schools
2023	428	456



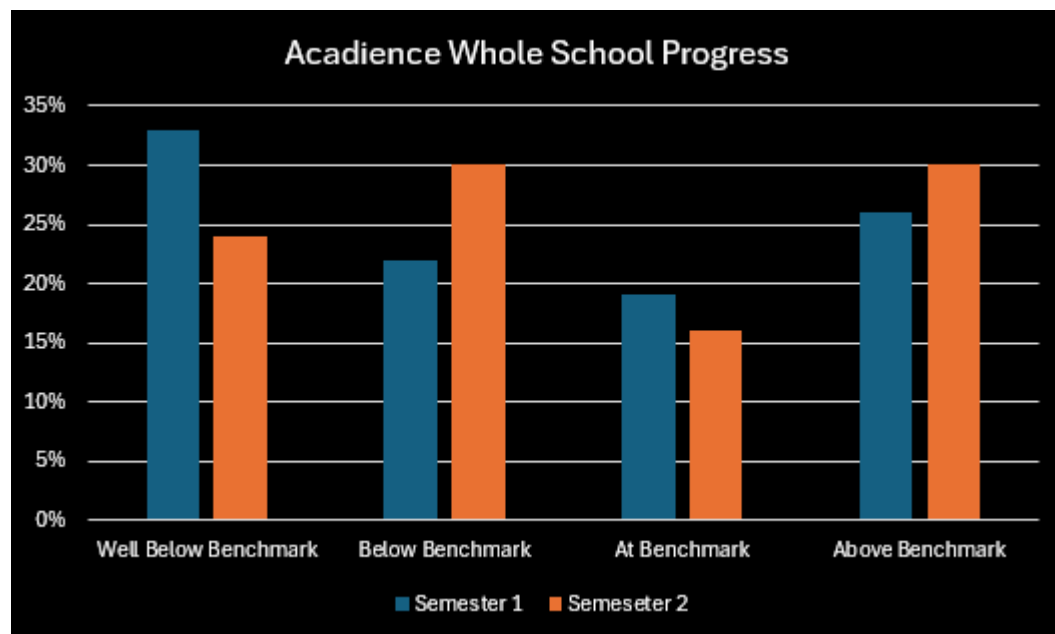
## School Data:

 PAT Reading  2024 Semester 1 – 2024 Semester 2  263 results

Show predicted gain ☐ Hide predicted gain







	Semester 1	Semester 2
Well Below Benchmark	33%	24%
Below Benchmark	22%	30%
At Benchmark	19%	16%
Above Benchmark	26%	30%

Reading Targets:	Analysis
<ul style="list-style-type: none"> <li>Whole school data will demonstrate an increased percentile ranking between the PAT Reading assessment in Semester 1 and Semester 2.</li> <li>We will see an increase in the percentage of students <b>above the benchmark</b> and a decrease in the percentage of students <b>well below the benchmark</b> in Oral Reading Fluency between Semester 1 and Semester 2.</li> <li>We will achieve at or above like schools in Reading.</li> </ul>	<p><i>Our students from Years 1-6 demonstrated an increase in percentile rankings between the Semester 1 and 2 PAT Reading Assessments. Students at the 50<sup>th</sup> percentile scored 93.4 in Semester 1 and 104.3 in Semester 2. <a href="#">This target has been achieved.</a></i></p> <p><i>Our students in the 'Well Below the Benchmark' category decreased from 33% to 24%. Students in this category were involved in small group or one on one reading intervention. We also saw an increase in students 'Above the Benchmark', with the percentage rising from 26% to 30%. <a href="#">This target has been achieved.</a></i></p> <p><i>Our students from Year 3 were 34 points above the average for 'Like Schools' and 8 points ahead of the WA Public Schools average. This is a terrific achievement and testament to the early childhood reading initiatives in our school. <a href="#">This target has been achieved.</a></i></p> <p><i>Our students from Year 5 were 19 points below the average score for 'Like Schools'. In the Exceeding and Strong proficiency categories, our students were on par with 'Like Schools'. We were slightly overrepresented in the percentage of students in the Needs Extra Support category. <a href="#">This target has been achieved.</a></i></p>



# Student Achievement and Progress-Writing

WA Public Schools	Year 3 Writing					
	School		2024	Like Schools		2024
	2022	2023		2022	2023	
Top 20%	7%	8%	15%	12%	9%	11%
Middle 60%	56%	62%	73%	61%	62%	64%
Bottom 20%	37%	31%	12%	26%	28%	25%

WA Public Schools	Year 5 Writing					
	School		2024	Like Schools		2024
	2022	2023		2022	2023	
Top 20%	6%	9%	13%	13%	14%	12%
Middle 60%	75%	44%	56%	61%	61%	64%
Bottom 20%	19%	47%	31%	26%	25%	23%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	4%	6%	12%	11%
Strong	368 - 480	37%	40%	55%	38%
Developing	282 - 367	33%	31%	18%	27%
NAS	281 and below	26%	22%	15%	25%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	3%	5%	3%	4%
Strong	455 - 569	38%	46%	47%	45%
Developing	385 - 454	19%	31%	28%	35%
NAS	384 and below	41%	17%	22%	16%

Year	Y03	
	School	Like Schools
2023	345	358
2024	395	361

Year	Y05	
	School	Like Schools
2023	420	449
2024	449	447

## 2024 Brightpath Narrative Data

Year	Term 1 Mean Score	Term 3 Mean Score	Difference
Year 6	378	378	0
Year 5	301	361	60
Year 4	331	361	30
Year 3	312	336	24
Year 2	214	286	72
Average Growth			37.2

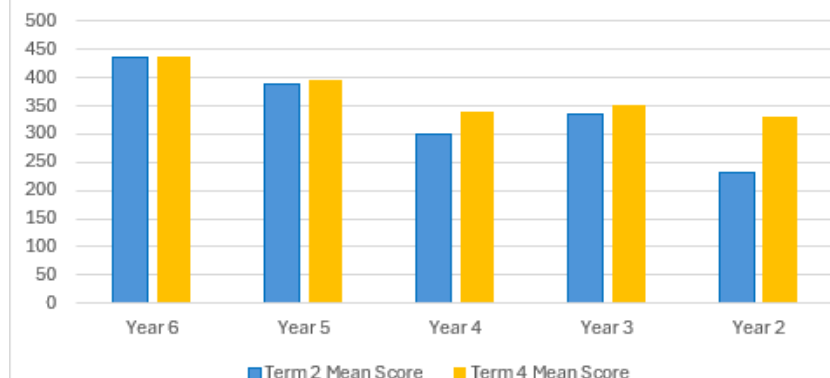
2024 Brightpath Narrative Data



## 2024 Brightpath Persuasive Data

Year	Term 2 Mean Score	Term 4 Mean Score	Difference
Year 6	437	439	2
Year 5	390	397	7
Year 4	301	341	40
Year 3	335	351	16
Year 2	231	330	99
Average Growth			32.8

## 2024 Brightpath Persuasive Data

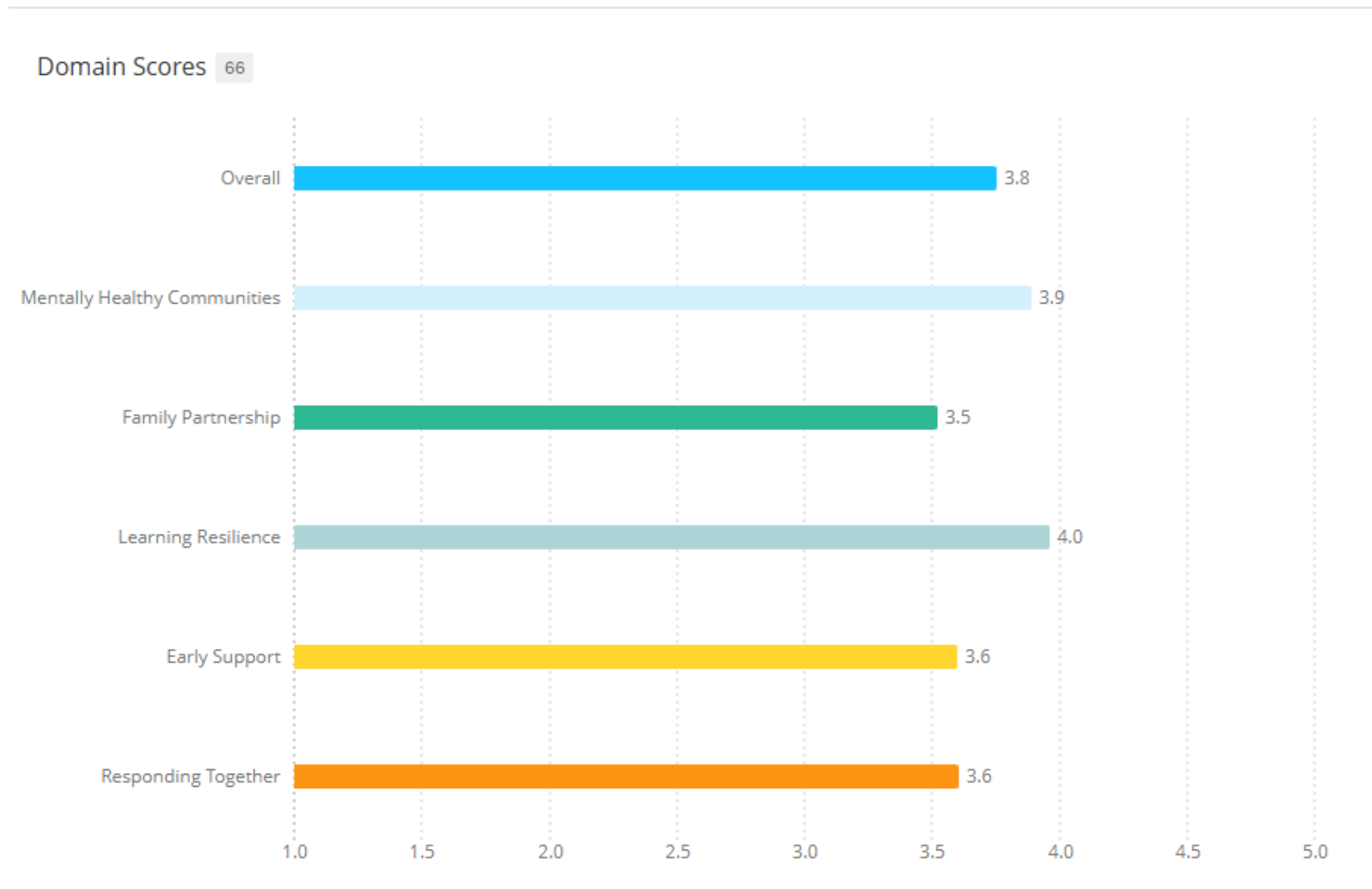


Writing Targets:	Analysis
<ul style="list-style-type: none"> <li>Our stable cohort will average moderate to high progress between Year 3 and Year 5 NAPLAN.</li> <li>Increase Brightpath scores by a minimum of: 40 points Persuasive Text 40 points Narrative Text.</li> <li>We will achieve at or above like schools in Writing in NAPLAN.</li> </ul>	<p><i>Our Year 3 to 5 NAPLAN progress data was not available due to NAPLAN being implemented in Term 1.</i></p> <p><b>Narrative-</b> Students from Years 2-6 averaged an increase of 37.2 points between the Term 1 and Term 3 Brightpath assessments. <i>We were 2.8 points short of this target.</i></p> <p><b>Persuasive</b> Students from Years 3-6 averaged an increase of 36.4 points between the Term 2 and Term 4 Brightpath assessments. <i>We were 7.2 points short of this target.</i></p> <p><i>Our Year 3 students were 34 points ahead of 'Like Schools' and 3 points ahead of WA Public Schools. This is an incredible achievement for a school with a 960 ICSEA. <b>This target has been achieved.</b></i></p> <p><i>Although our Year 5s were slightly overrepresented in the 'Needs Extra Support' category, their average Writing score was 2 points higher than that of 'Like Schools'. <b>This target has been achieved.</b></i></p> <p><i>There seems to be a disconnect between our NAPLAN Writing data and our school-based Brightpath Writing data; NAPLAN is showing higher rates of growth. In 2025 we will put more emphasis into assisting staff to moderate their marking of Brightpath writing samples to ensure a higher degree of efficacy.</i></p>

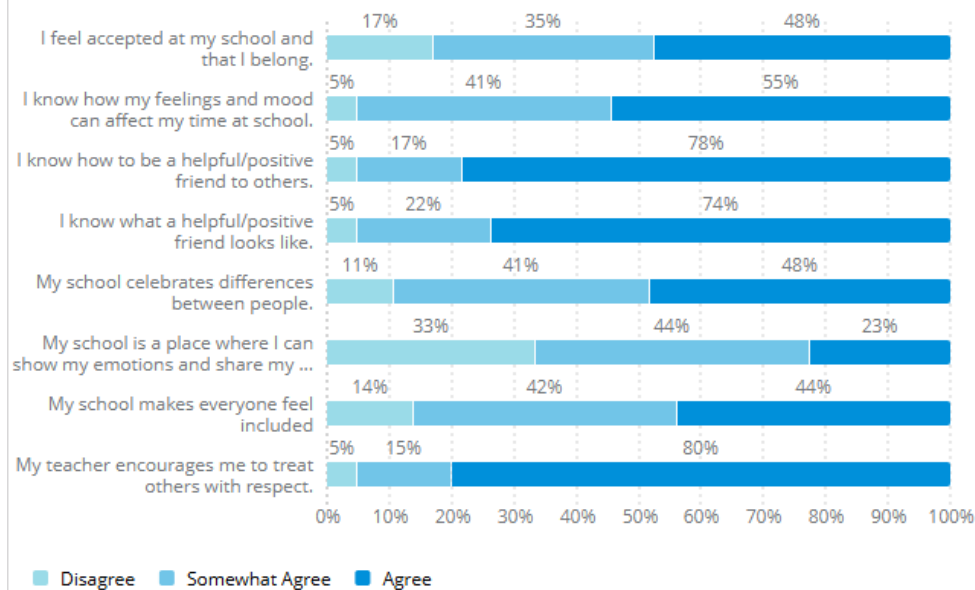


# Student Mental Health and Wellbeing

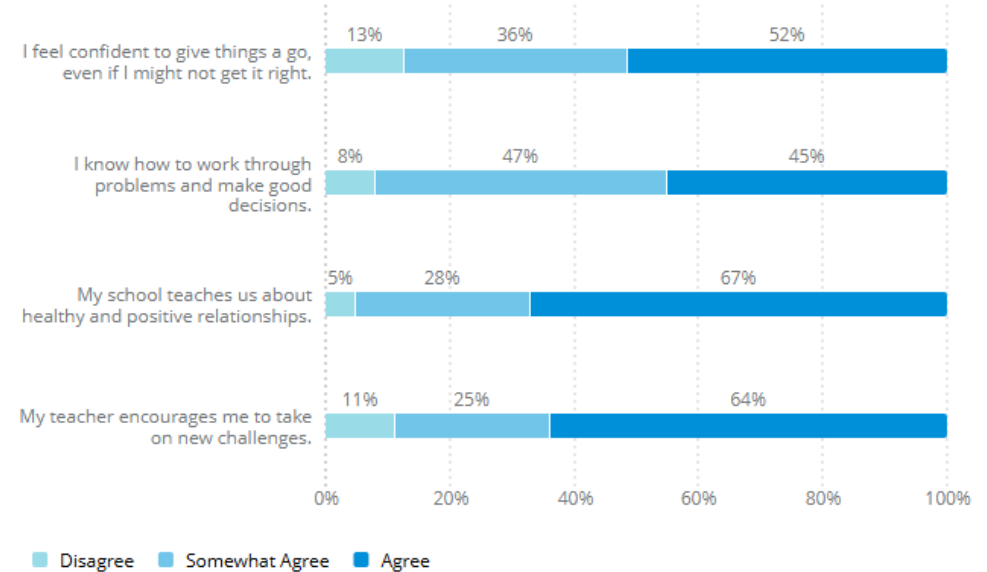
## Be You- Children's Survey



## Mentally Healthy Communities | Breakdown



## Learning Resilience | Breakdown



Student Health and Wellbeing Targets:	Analysis
<ul style="list-style-type: none"> <li>Have an overall Health and Wellbeing score of &gt;3.8 out of 5.</li> <li>Have a Mentally Healthy Communities score of &gt;3.9 out of 5.</li> <li>Have an overall Learning Resilience score of 4.0 or above out of 5.</li> <li>Have an overall Responding Together score of &gt;3.8 out of 5.</li> </ul>	<p>Student mental health and wellbeing continues to be focus at Mundijong PS. In Term 4 we used a new survey (Children's Survey from Be You) to get an insight into the mental health of our community. This data has allowed us to create a baseline and set targets around developing resilience and responding to students in need.</p> <p><b>What are we doing to help our students?</b></p> <p>We utilise the Resilience Project resources to develop student mental health through the explicit teaching of gratitude, empathy, and mindfulness.</p> <p>We focus on creating a positive learning environment with our PBS strategies that include the explicit teaching of core values and rewarding desired behaviours.</p> <p>We have a focus on on high impact teaching strategies that create high student engagement.</p> <p>We are utilising our Chaplain to deliver social and emotional development programs for individual and small groups of students at risk.</p>





## Mundijong Primary School School Improvement Plan 2025

### Improvement Strategies linked to Business Plan:

Business Plan	Key Strategies
<b>Priority Area 1: Quality Teaching and Learning</b> <ul style="list-style-type: none"> <li>Consolidate shared pedagogical beliefs and instructional framework to ensure the implementation of evidence-based, low-variance, high-impact teaching strategies aligned with the Teach for Impact resources.</li> <li>Develop and utilise internal Instructional Coaches to work alongside staff to deliver low variance, high-impact, evidence-based classroom practices throughout the school.</li> <li>Continue to develop connected classroom practices with consistent implementation of Literacy and Numeracy Daily Reviews in line with the Teach Well resources.</li> </ul>	<ol style="list-style-type: none"> <li>Utilise a Junior and Senior Instructional Coaches to work with staff deliver low-variance, high impact, evidence-based classroom practices throughout the school.</li> <li>Consolidate our instructional framework and classroom practises in line with the Teach Well Supporting High-Impact Instruction in Lessons resource.</li> <li>Continue to develop connected instructional practices with our teaching of Phonological Awareness, Phonics, Vocabulary, Fluency, Morphology and Syntax.</li> <li>Develop a Literacy Spine for MPS with appropriate complex fiction and non-fiction texts for every year level.</li> <li>Develop more connected practices with consistent implementation of Literacy and Numeracy Daily Reviews. Extend reviews into specialist areas.</li> <li>Mathematics Key Strategy/s</li> </ol>
<b>Priority Area 2: Engaging Learning Environment</b> <ul style="list-style-type: none"> <li>Create a focus on student engagement and student behaviour in our school.</li> </ul>	<ol style="list-style-type: none"> <li>Revise and refine behaviour management practices for our Tier 3 students.</li> </ol>
<b>Priority Area 3: Relationships and Partnerships</b> <ul style="list-style-type: none"> <li>Develop clear school communication protocols and practices to keep our school community informed and engaged.</li> </ul>	<ol style="list-style-type: none"> <li>Develop clear and effective school communication protocols and practices to keep our school community informed and engaged.</li> </ol>

# Financial Report

School:	Mundijong Primary School	School Year:	Dec 2023 (Verified Dec Cash)
Region:	South Metropolitan Region	Aria:	0.18
		Distance to Perth (km):	39.28
One Line Budget – Dec 2023			
		Current Budget	Actual YTD
Carry Forward (Cash):	\$	26,028	26,028
Carry Forward (Salary):	\$	117,182	117,182
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Locally Raised Funds):	\$	2,507,576	2,507,576
Locally Raised Funds:	\$	62,179	72,416
<b>Total Funds:</b>	\$	2,712,965	2,723,202
<b>EXPENDITURE</b>			
Salaries:	\$	2,370,659	2,370,659
Goods and Services (Cash):	\$	269,664	253,003
<b>Total Expenditure:</b>	\$	2,640,323	2,623,662
<b>Variance:</b>	\$	72,642	99,540

<b>Income</b>			
	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$26,028.00	\$26,028.00	\$0.00
Carry Forward (Salary)	\$117,182.16	\$117,182.16	\$0.00
Student-Centred Funding (including School Transfers & Locally Raised Funds)	\$2,507,575.81	\$2,507,575.81	\$0.00
Per Student	\$1,649,835.00	\$1,649,835.00	\$0.00
School and Student Characteristics	\$717,957.75	\$717,957.75	\$0.00
Disability Adjustments	\$7,428.65	\$7,428.65	\$0.00
Targeted Initiatives	\$126,410.65	\$126,410.65	\$0.00
Operational Response Allocation	\$5,943.76	\$5,943.76	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers - Salary	\$-156,091.00	\$-156,091.00	\$0.00

School Transfers - Cash	\$156,091.00	\$156,091.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
<b>Locally Raised Funds (Revenue)</b>	<b>\$62,179.00</b>	<b>\$72,415.84</b>	<b>\$-10,236.84</b>
Voluntary Contributions	\$6,746.00	\$6,746.00	\$0.00
Charges and Fees	\$15,223.00	\$16,248.00	\$-1,025.00
Fees from Facilities Hire	\$6,000.00	\$6,000.00	\$0.00
Fundraising/Donations/Sponsorships	\$10,054.00	\$17,684.77	\$-7,630.77
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$8,316.00	\$9,897.07	\$-1,581.07
Transfer from Reserve or DGR	\$15,840.00	\$15,840.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$2,712,964.97</b>	<b>\$2,723,201.81</b>	<b>\$-10,236.84</b>

<b>Expenditure</b>			
	Current Budget	Actual YTD	Variance
Salaries	\$2,370,659.21	\$2,370,659.21	\$0.00
Appointed Staff	\$2,145,341.85	\$2,145,341.85	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$224,713.58	\$224,713.58	\$0.00
Other Salary Expenditure	\$603.78	\$603.78	\$0.00
<b>Goods and Services (Cash Expenditure)</b>	<b>\$269,664.00</b>	<b>\$253,002.85</b>	<b>\$16,661.15</b>
Administration	\$17,555.00	\$18,571.17	\$-1,016.17
Lease Payments	\$4,560.00	\$4,147.32	\$412.68
Utilities, Facilities and Maintenance	\$71,300.00	\$69,047.86	\$2,252.14
Buildings, Property and Equipment	\$37,840.00	\$37,160.56	\$679.44
Curriculum and Student Services	\$108,354.00	\$95,639.06	\$12,714.94
Professional Development	\$18,300.00	\$16,571.71	\$1,728.29
Transfer to Reserve	\$10,250.00	\$10,250.00	\$0.00
Other Expenditure	\$1,505.00	\$1,615.17	\$-110.17
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$2,640,323.21</b>	<b>\$2,623,662.85</b>	<b>\$16,661.15</b>



The Annual Report for 2024 is endorsed by:

Luke Bradley

A handwritten signature in black ink, appearing to be 'Luke Bradley', written over a horizontal line.

Principal

Julie Lugg

A handwritten signature in black ink, appearing to be 'Julie Lugg', written over a horizontal line.

School Board Chair

27/03/2025