



Floreat Park Primary School

An Independent Public School

Annual Report | 2024





Principal's Address



*Jane Rowlands
Principal*

I am pleased to present the 2024 Annual Report after another successful year and thank the Board for their endorsement.

This was our first year of operationalising a new business plan around three key pillars of strategic intent: Successful Students, a Safe and Engaging Learning Environment and Quality Teaching and Leadership. Collaboratively developed, our plan reflects the needs and aspirations of the community we serve. Commentary around how the school performed against the academic targets in the business plan is included in this report.

Floreat was one of 48 schools to be selected in the Complex Case Co-ordinators program in 2024, a government initiative to support schools in developing proactive strategies to manage the broadening diversity within school communities. Several initiatives were introduced as a direct result of this program that continue to enhance our learning environment.

I extend thanks to all our staff for their unwavering commitment to improving what we do and how we do it. I am also deeply appreciative of the Board and P&C for their guidance, and for their commitment to working together on key projects for the benefit of our students.

**Jane Rowlands
Principal**





School Board Chair

The Floreat Park Primary School (FPPS) Board, made up of parents and the school's leadership and teaching staff, plays an important role in providing the school with strategic oversight, perspectives and direction to contribute to the objectives of the school.

Key activities addressed by the Board in 2024 included:

- strategic discussions to support planning for the future in areas such as future technology, Artificial Intelligence, local redevelopments projects and demographic changes.
- shaping various school policies, including in the areas of technology, communication programs, the Good Standing policy and Positive Behaviour Support policy.
- ongoing discussions and progress check-ins on the FPPS Business Plan for 2024-2026, in collaboration with the teaching staff and school leadership.

- discussions on the school's financial position and reviewing and approving key items such as stationary lists.

On behalf of the School Board, I would like to acknowledge and thank the professional work, care and dedication of the school leadership (Principal and Deputy Principals), teachers and staff members. I also recognise and thank the board members, P&C and other parent sub-committees for their important contributions and tireless energy to support the school throughout the year.

The positive collaboration that exists at FPPS between the parents, community and the school is a fundamental contributor to the success of the school, laying the foundations for a positive learning and development environment for our students.

Jane Caforio
Board Chair





P&C President

2024 was another productive year for our school community. The P&C continued to work closely with the School and Board to support initiatives aligned with the School Business Plan and the values of our parent body.

This year, the P&C focused on strengthening community connection, inclusivity, and sustainability while continuing to support learning across the school. Fundraising and sponsorships remained strong, supporting ongoing priorities like cyber safety awareness, flexible learning spaces, and grounds improvements. Community events—such as the silent discos, Bogan Bingo, and the much-loved Dad & Parent Camps—helped build relationships and brought joy to students and caregivers alike.

Our dedicated team of volunteers and coordinators continued to manage key services including the Uniform Shop, Sick Bay, Grounds, Communications, Book Fair, and the full-time Canteen—still a unique asset in our local area. We could not run events such as these without them and their contributions are invaluable.

P&C funding in 2024 contributed to a wide range of initiatives including NAIDOC and Harmony Week celebrations, STEM and library resources, shade sails, Aboriginal signage, and the Year 6 graduation. We also continued to fundraise toward resurfacing the basketball courts—a major project we look forward to progressing in 2025.

The strong partnership between the P&C, School Leadership and Board continues to ensure alignment in vision, effective use of funds, and support for all families. I extend my thanks to the P&C Executive for representing and coordinating the voice of parents and caregivers and supporting me in my role. Finally, I'd like to again thank our tireless volunteers, and the broader school community for their continued support and commitment to making FPPS a great place for our children to grow and thrive.

Bec Hunt
P&C President



Enrolments and Characteristics

The number of enrolments confirmed by the Department of Education at the 2024 Semester 1 Census is as follows:

Kindy	60	Year 3	81
PP	56	Year 4	75
Year 1	69	Year 5	74
Year 2	85	Year 6	89

Total enrolments historically:

2024	2023	2022	2021
590	576	604	606

Aboriginal students: 6 (5)

Disability funded students: 13 (14)

Funded English as an Additional Language or Dialect students (EAL/D): 41 (54)

Fee paying students: 1 (8)

Note: Brackets indicate 2023 numbers

Comments

Enrolments at Census were higher than 2023, as a result of our increasing Kindy numbers. At the end of the year our enrolments totalled 590. We continue to recognize our school's growing diversity and work to create an inclusive and supportive environment, where everyone feels valued.

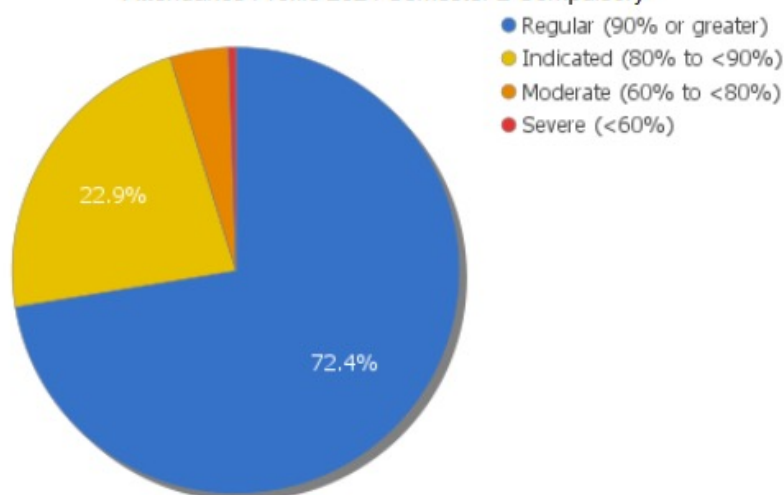
Attendance

The overall attendance rate for 2024 remained stable, with 93.0% in Semester 1 and 92.3% in Semester 2, aligning closely with previous years. While attendance rates showed little fluctuation, there was a notable shift in the classification of absences, resulting in an increase in unauthorised absences.

In 2023, authorised absences ranged from 94–100%. However, in 2024, this figure dropped

to 72%, with 28% of absences now recorded as unauthorised. This shift is due to term-time vacations now being classified as unauthorised, following increased holiday applications post-pandemic. The largest proportion of unauthorised absences was recorded in Year 2 (33%) and Year 3 (31%), indicating that younger students are more frequently absent due to term-time travel.

Attendance Profile 2024 Semester 2 Compulsory



Moderate Attendance

The attendance profile reflects an increase in students with moderate attendance (60-79%), rising from 2% to 4%. While the severe absence category (below 60%) remained low at 0.6%, there was a slight increase in students classified as having indicated attendance (80-89%), rising from 18% to 23%. This suggests that while overall attendance rates remain steady, there is a risk of some students falling into lower attendance categories.

The school continues to reinforce the importance of attendance through ongoing communication with families. The Attendance and Punctuality Statement has helped highlight the impact of term-time travel on student learning, ensuring parents are aware that holidays taken during school terms are now reflected as unauthorised absences on student records.

Year 6 Destination Schools

	% of total (rounded)	Number of students
Shenton College	43%	38
Hale School	6%	5
John XX11	5%	4
Churchlands SHS	2%	2
Iona Presentation College	1%	1
Christchurch Grammar	2%	2
Methodist Ladies College	1%	1
Presbyterian Ladies College	10%	9
St Marys Anglican School for Girls	8%	7
Newman College	0%	0
Perth Modern	6%	5
St Hilda's Anglican School for Girls	0%	0
Scotch College	8%	7
Bob Hawke College	1%	1
Perth College	1%	1
Trinity College	3%	3
Other	2%	2

Most of the intake area for Floreat lies within the catchment area for Shenton College. The College attracts a significant number of our students. As a result, we work closely with College staff to ensure our students are well prepared for the transition to Year 7 in a high school setting.

1:1 iPad Program Update

Our school has always been committed to providing the best possible education to our students. Integrating technology in the classroom continues to be a key focus in achieving this goal. We strongly believe that technology is a key tool in 21st Century learning environments and our 1:1 device program equips our students with the skills and knowledge to successfully navigate their digital future. The program also aims to provide equitable access to technologies that support their learning in line with the Western Australian Curriculum.

We started the 2023 school year with a 96.7% uptake of 1:1 iPads from Years 3-6, this continued the strong uptake from the beginning of 2022 of 94% from Years 3-6.

In 2024 the increased uptake to 98% across Years 3-6, reflects continued community support for the program. Those who didn't purchase a device were unable to due to financial reasons and the school was able to assist students from those families. The level of parental support for the technology program at Floreat, reflects the value placed on our contemporary teaching and learning practices.

Staff continued to engage in ongoing professional learning to further expand their knowledge and engagement with iPad technology in the classroom.

At Floreat we recognize the growing need for schools to respond to community concerns about online safety. We are committed to working alongside parents, students, and experts to ensure responsible and safe use of technology. Through education, clear policies, and ongoing support, we aim to create a positive and secure digital environment.

Our Commitment to Safe Internet Use includes:

- **Working with ySafe** to educate our school community on online safety.
- **Parent workshops** to help families understand and manage online risks.
- **Student learning** about responsible technology use and digital citizenship.
- **Staff training** to stay updated on online safety best practices.
- **Clear rules** for safe and responsible technology use at school.
- **Supervised and filtered internet** to protect students from harmful content.
- **Encouraging open conversations** between students, parents, and teachers.
- **Cyberbullying education** to prevent and respond to online bullying.
- **Support for parents** with helpful resources and advice.
- **Regular updates** to keep our policies strong and effective.



School Performance– National Assessment Program Literacy and Numeracy (NAPLAN)

In 2024 our improvement targets to maintain performance above like schools were partially achieved. Year 3 NAPLAN results show strong performance above state averages in all areas. Exceeding like school means in Reading, Writing, and Spelling, indicates we have an effective literacy program. However, Numeracy (9 points below like schools) and Grammar & Punctuation (10 points below like schools) require targeted improvement to match peer schools. Our response to the data has been to rigorously analyse student achievement and progress, to identify areas to target instruction. Strengthening explicit grammar instruction and numeracy problem-solving strategies will help bridge these gaps. Continued focus on high-quality literacy and numeracy programs will sustain success and enhance overall achievement.

We continue to maintain our strong focus on collaborative curriculum design, and

differentiation in each year level, through year level teams of teachers (PLCs). This ensures student needs are addressed at the classroom level, and builds consistency in the learning program, both between classes and year levels. Teachers draw on a range of pedagogies in catering for student engagement and learning styles. In 2024 we continued the implementation of High Impact Teaching Strategies across the school, with a continued focus on synthetic phonics in the Early Years. Our commitment to developing a love of learning is a priority. Engaging students through an inquiry approach provides an inspiring environment, where students can be curious and creative. Whole school programs and practices are relevant and purposeful, so every student has an opportunity to achieve success.

The following tables illustrate the performance of Year 3 and 5 students in each area.

Comparison with like schools for Year 3 2024:

Year 3 Numeracy

Category	Primary	Comparison	+/-
Exceeding	25.3	27.3	-2.0
Strong	57	59	-2.0
Developing	10.1	10.5	-0.4
Needs additional support	6.3	2.5	+3.8
Exempt	1.3	1.8	+0.5

Year 3 Reading

Category	Primary	Comparison	+/-
Exceeding	44.3	40.4	+3.9
Strong	35.4	44.9	-9.5
Developing	11.4	10.3	+1.1
Needs additional support	7.6	3.5	+4.1
Exempt	1.3	0.8	+0.5

Year 3 Writing

Category	Primary	Comparison	+/-
Exceeding	22.8	24.8	-2.0
Strong	70.9	69.0	+ 1.0
Developing	3.8	4.1	+0.3
Needs additional support	1.3	1.3	=
Exempt	1.3	0.8	- 0.5

Year 3 Spelling

Category	Primary	Comparison	+/-
Exceeding	36.7	30.9	+ 5.8
Strong	44.3	48.9	- 4.6
Developing	13.9	17.7	- 8.4
Needs additional support	3.8	1.6	- 2.2
Exempt	1.3	0.8	- 0.5

Year 3 Grammar and Punctuation

Category	Primary	Comparison	+/-
Exceeding	21.5	26.6	-5.1
Strong	50.6	50.8	-0.2
Developing	17.7	16.4	-1.3
Needs additional support	8.9	5.4	- 3.5
Exempt	1.3	0.8	- 0.5

Comparison with like schools for Year 5 2023:

Year 5 Numeracy

Category	Primary	Comparison	+/-
Exceeding	29.3	34.4	- 5.1
Strong	62.7	58.3	+ 4.4
Developing	4.0	5.1	-0.9
Needs additional support	2.7	1.9	+ 0.8
Exempt	1.3	0.3	+ 1.0

Year 5 Reading

Category	Primary	Comparison	+/-
Exceeding	46.7	44.9	+1.8
Strong	40.0	46.0	- 6.0
Developing	6.7	7.0	- 0.3
Needs additional support	5.3	1.8	+ 3.5
Exempt	1.3	0.3	+ 1.0

Year 5 Writing

Category	Primary	Comparison	+/-
Exceeding	29.7	28.4	+ 1.3
Strong	55.4	61.6	- 6.2
Developing	6.8	8.2	- 1.4
Needs additional support	6.8	1.3	+ 5.5
Exempt	1.4	0.4	+ 1.0

Year 5 Spelling

Category	Primary	Comparison	+/-
Exceeding	40.5	41.3	-0.8
Strong	39.2	46.9	- 7.7
Developing	14.9	9.1	- 5.8
Needs additional support	4.1	2.3	+ 1.8
Exempt	1.4	0.4	+ 1.0

Year 5 Grammar and Punctuation

Category	Primary	Comparison	+/-
Exceeding	35.1	38.2	- 3.1
Strong	55.4	49.2	+6.2
Developing	4.1	10.5	- 6.4
Needs additional support	4.1	1.7	+ 2.4
Exempt	1.4	0.4	-1.4

On-Entry Assessment

On-Entry assessments are administered in Term 1 Pre-primary. This is the first data collection for compulsory schooling and is therefore baseline data. By interrogating results students who may benefit from additional programs are identified.

In 2024 we stopped the use of On-Entry Reading in Years 1 and 2 as a result of the integration of PLD Reading and Spelling Screening, and our Year 1 Phonics Check. Data gathered from these assessments was used to identify students who may benefit from additional programs.

Pre-Primary On-Entry Data Overview

State medians in BLUE	Speaking and listening	Reading	Writing	Numeracy
Top 20%	Not compared to state medians	14 (26%) ↓ 36%	28 (52%) ↑ 49%	19 (35%) ↑ 33%
Middle 60%		36 (67%) ↑ 54%	16 (30%) ↑ 33%	33 (61%) ↑ 57%
Bottom 20%		4 (7%) ↓ 10%	10 (19%) ↑ 18%	2 (4%) ↓ 10%

↑ Above state median

↓ Below state median

= Equal to state median\

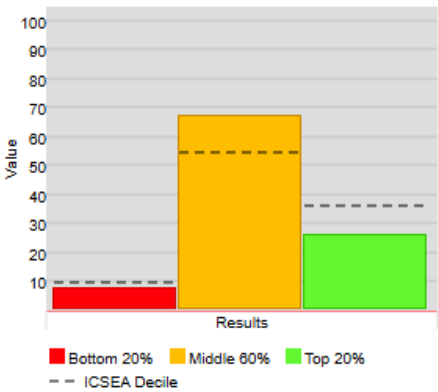
Our data shows most students continue to achieve in the top and middle bands. In Writing and Numeracy, we are above the State median for students in the top band. This is an improvement on 2023 and reflects the focus placed on developing core skills in Literacy and Numeracy in the early years. We acknowledge that the validity of state medians is variable, due to the different ways tests are administered across the state.

Pre-Primary On-Entry Data Overview

Cohort: FLOREAT PARK PRIMARY SCHOOL 20241

On-Entry - Reading

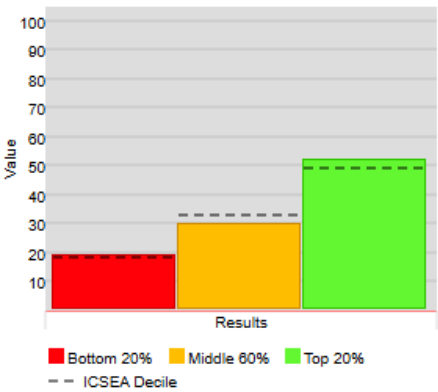
Results compared to ICSEA Decile including data from other schools



Cohort: FLOREAT PARK PRIMARY SCHOOL 20241

On-Entry - Writing

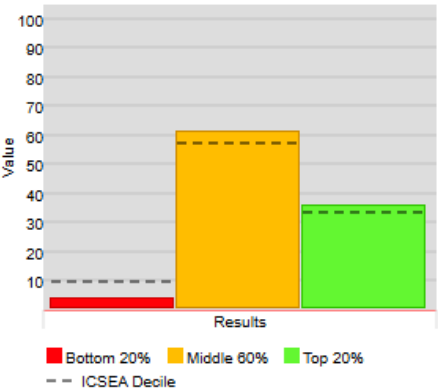
Results compared to ICSEA Decile including data from other schools



Cohort: FLOREAT PARK PRIMARY SCHOOL 20241

On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



Most students continue to achieve in the top and middle bands. The majority of progress is high or very high.



Phonics Screening Check

From 2023, all schools need to complete an approved phonics assessment. Our Year 1 students complete the UK Phonics Screening Check, which is designed to evaluate students' ability to decode and read words using phonics. In 2023 we recorded 61% of students assessed as fluent decoders. This year we have seen improvement by 11%, with 72% of our students at age related expectations. 23% scored just below the expected score, a decrease of 5% in students identified as developing decoders. This data is evidence that our phonics program is an effective approach to literacy development in the early years.

To ensure we maintain this trend we will continue to:

- Teach Phonics across Kindergarten to Year 2
- Assess and monitor student progress each term to identify students needing intervention support
- Continue to support parents in their knowledge and understanding of how phonics is taught and the way they can help their child at home

ICAS (International Competitions and Assessments for Schools)

ICAS is offered at Floreat as an academic extension opportunity to our high performing students. Competitions are a recognised strategy to extend high achieving students. Feedback from our students and parents suggests it is a challenging and worthwhile experience.

ICAS is an international online competition run by the University of New South Wales. It focuses on assessing higher order thinking and problem-solving skills in English, Mathematics, Science and Writing

Students in Years 2 – 6 are nominated by teachers or parents to sit the online assessments, which are held over a course of weeks, during Term 3.

We aim to extend our high achieving students to achieve either high distinctions (top 1% of participants in Australia) or distinctions (next 10% of participants). In 2024 we were successful in increasing or maintaining the percentage of students achieving Distinction or High Distinction in all areas.

Overall, we achieved 26 high distinctions and 73 distinctions across all test areas. Compared to 2022 and 2023 this represents the following percentage of total students in each assessment. We are very proud of the high levels of achievement this year, which included 7 medals, across Years 3-6, in Writing and Science.

Subject	2021	2022	2023	2024
Science	25%	28%	31%	30%
English	20%	20%	20%	19%
Mathematics	24%	17%	18%	22%
Writing	N/A	12%	22%	30%

School Events and Activities

1:1 Learning Showcase
 1:1 Technology Logistics
 Parent Session
 Activity Week
 ANZAC Day Service
 Banksia Year Book
 Bebras
 Bike Education (Y3/5)
 Book Week
 Camp (Year 6)
 Chess Club
 Choir
 Churchlands SHS Music Night
 Debating
 Drama (Y5/6)
 Edudance
 Easter Parade
 Faction Athletics Carnival
 Faction Cross Country
 Faction Swimming Carnival
 Fair Game Dress Up
 Film Bites Drama Workshops
 Give Write Stationery donations
 Harmony Week
 Hospital Incursion Kindy
 ICAS testing
 Interschool Basketball
 Interschool Sports Carnival
 In Term Swimming Lessons

Inquiry Learning
 Instrumental Music Program
 Interschool Athletics and Debating
 Interschool Cross Country
 Interschool Swimming Carnival
 Kindy Orientation Day
 Kindy Aboriginal Incursion
 Kindy Kids Understanding
 Basic Skills Sport
 Kindy Tennis
 Learning Journey
 Leavers Assembly
 Massed Choir
 Maths Olympiad
 Morning Fitness
 Numero Competition
 NAIDOC Week
 NAPLAN Assessments
 National Simultaneous
 Storytime
 One Big Voice
 Package Free Day
 Parent Cyber Safety Talks
 Peace Pole Ceremony
 Perth Regional Science
 Engineering Challenge
 Pre-primary Excursion to Kings
 Park

Ride / Walk to School Day
 Rotary Public Speaking
 Running Club
 Scholastic Book Fair
 Science Week
 SEDA Basketball Workshops
 Student Council Fundraiser:
 Shelter Box
 Spare Parts Theatre Company
 Y1,2,3
 Swimming Lessons
 Tennis Lessons
 Term 4 Sport (Year 5 & 6)
 Times Tables Rockstars Y3-6
 Year 3 Water Corp Incursion
 Year 3 Peninsula Farm
 Year 3 Local Memorial Walk
 Year 4 Excursion to Scribblers
 Festival
 Year 4 Kings Park
 Year 5 Perth Mint and Art Gallery
 Year 5 & 6 Drama
 Year 6 Activity Week
 Year 6 Camp
 Year 6 Interschool Sports
 Year Level Parent Meetings



Staff Information



In line with public sector standards, all staff are employed on permanent contracts unless they are back filling for long service leave, maternity leave or a temporary voluntary reduction in hours.

All teaching staff meet the professional requirements to teach in Western Australia Public schools and are listed on the public register of teachers on the Teacher Registration Board.

All staff have current 'Working with Children Checks'.

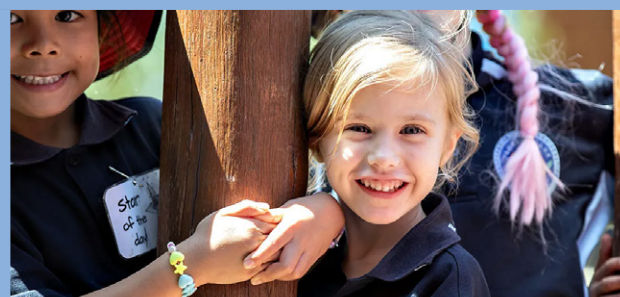


Voluntary Collection rates

Voluntary Contributions 2020 – 2024

Year	Kindy	PP	Primary	K-6 combined
2020	99.5	89.55	91.37	92.17
2021	100	91.63	89.59	91.11
2022	96.25	84.76	84.22	85.49
2023	98.23	94.4	87.14	88.9
2024	82.77	85.54	79.01	80.05

Voluntary contributions are paid directly to the school to support curriculum area budgets. The contribution is capped at \$60. The Voluntary Contributions have been maintained at this level for a significant number of years. The decline in percentage of contributions can, in part, be explained by the current state of the economy and cost of living pressures. The School and the P&C work together to inform our community of how the voluntary contributions are spent and how valued their contributions are. The P&C are reviewing their fee structure for 2025.





2024 Financial Summary



Department of
Education

Operational-Dec 2024

Operational One Line Budget Statement

Issued on 21 February 2025

School:	Floreast Park Primary School	School Year:	Dec 2024 (Verified Dec Cash)
Region:	North Metropolitan Region	Aria:	0
		Distance to Perth (km):	6.8
One Line Budget – Dec 2024			
	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 23,231	23,231	0
Carry Forward (Salary):	\$ 173,919	173,919	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 5,885,250	5,885,250	0
Locally Raised Funds:	\$ 361,340	362,423	-1,083
Total Funds:	\$ 6,443,740	6,444,823	-1,083
EXPENDITURE			
Salaries:	\$ 5,427,739	5,427,739	0
Goods and Services (Cash):	\$ 768,233	763,487	4,747
Total Expenditure:	\$ 6,195,972	6,191,225	4,747
Variance:	\$ 247,768	253,598	-5,830

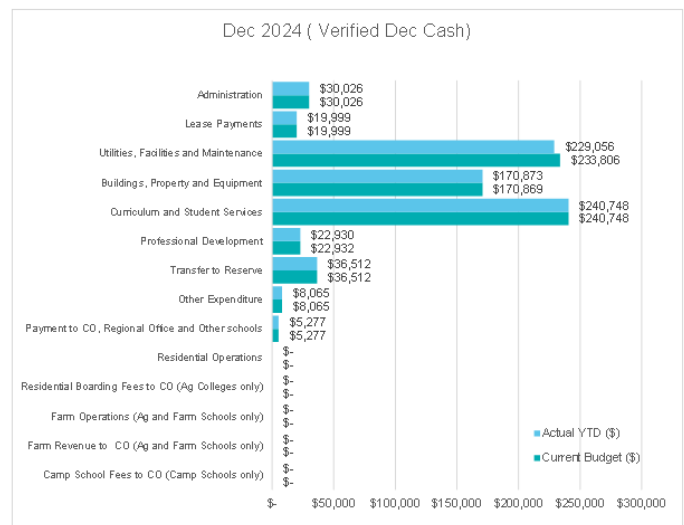
Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$23,231.16	\$23,231.00	\$ 0.16
Carry Forward (Salary)	\$173,918.97	\$173,918.97	\$ 0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$5,885,250.06	\$5,885,250.06	\$ 0.00
Per Student	\$4,981,824.00	\$4,981,824.00	\$ 0.00
School and Student Characteristics	\$544,090.77	\$544,090.77	\$ 0.00
Disability Adjustments	\$92,319.59	\$92,319.59	\$ 0.00
Targeted Initiatives	\$260,466.63	\$260,466.63	\$ 0.00
Operational Response Allocation	\$6,144.30	\$6,144.30	\$ 0.00
Regional Allocation	\$ 0.00	\$ 0.00	\$ 0.00
School Transfers – Salary	\$-403,595.23	\$-403,595.23	\$ 0.00
School Transfers - Cash	\$404,000.00	\$404,000.00	\$ 0.00
Department Adjustments	\$ 0.00	\$ 0.00	\$ 0.00
Locally Raised Funds (Revenue)	\$361,340.17	\$362,423.16	\$-1,082.99
Voluntary Contributions	\$29,418.70	\$29,538.70	\$-120.00
Charges and Fees	\$190,432.89	\$190,432.89	\$ 0.00
Fees from Facilities Hire	\$58,656.79	\$58,656.79	\$ 0.00
Fundraising/Donations/Sponsorships	\$35,059.60	\$35,995.60	\$-936.00
Commonwealth Govt Revenues	\$2,385.84	\$2,385.84	\$ 0.00
Other State Govt/Local Govt Revenues	\$ 0.00	\$ 0.00	\$ 0.00
Revenue from CO, Regional Office and Other schools	\$4,944.95	\$4,944.95	\$ 0.00
Other Revenues	\$40,441.40	\$40,468.39	\$-26.99
Transfer from Reserve or DGR	\$ 0.00	\$ 0.00	\$ 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
Total	\$6,443,740.36	\$6,444,823.19	\$-1,082.83

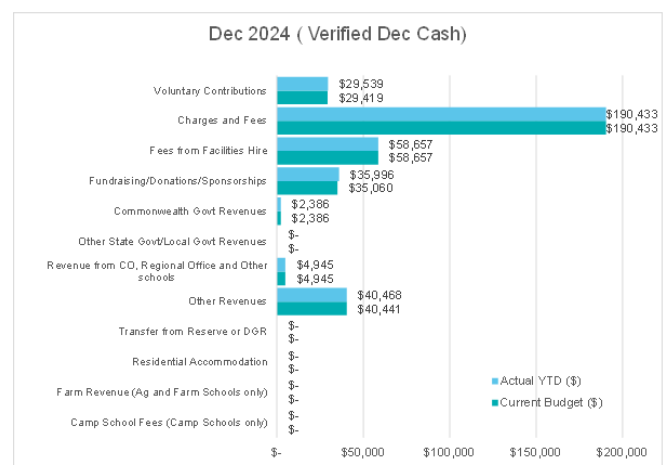
Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$5,427,738.53	\$5,427,738.53	\$ 0.00
Appointed Staff	\$4,940,137.19	\$4,940,137.19	\$ 0.00
New Appointments	\$ 0.00	\$ 0.00	\$ 0.00
Casual Payments	\$487,601.34	\$487,601.34	\$ 0.00
Other Salary Expenditure	\$ 0.00	\$ 0.00	\$ 0.00
Goods and Services (Cash Expenditure)	\$768,233.44	\$763,486.67	\$4,746.77
Administration	\$30,025.64	\$30,026.09	\$-45
Lease Payments	\$19,999.21	\$19,999.21	\$ 0.00
Utilities, Facilities and Maintenance	\$233,806.08	\$229,056.12	\$4,749.96
Buildings, Property and Equipment	\$170,869.20	\$170,873.28	\$-4.08
Curriculum and Student Services	\$240,747.67	\$240,747.68	\$-0.01
Professional Development	\$22,931.58	\$22,929.96	\$1.62
Transfer to Reserve	\$36,511.76	\$36,511.76	\$ 0.00
Other Expenditure	\$8,064.97	\$8,065.24	\$-27
Payment to CO, Regional Office and Other schools	\$5,277.33	\$5,277.33	\$ 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
Total	\$6,195,971.97	\$6,191,225.20	\$4,746.77

Goods and Services Expenditure - Budget vs Actual



Locally Generated Revenue - Budget vs Actual





An Independent Public School providing excellence in educational opportunities from Kindergarten to Year 6. We are proud to offer local families a progressive school environment in which students are encouraged to achieve their full potential. While acknowledging our rich history dating back to 1951, we are foremost a contemporary school engaged in best practise teaching methods. Central to our success is the strong participation of our parent community in all aspects of school life.

