



YOS Lawnton and YOS Lawnton (Riverview) Annual Report 2024



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YOS Lawnton and YOS Lawnton (Riverview) is a special assistance school providing education and training for students in years 10, 11 and 12 who are currently, or at risk, of disengaging from education due to individual, relational or social factors.

YOS Lawnton and YOS Lawnton (Riverview) is part of The Salvation Army Independent Schools with our campuses located in the North Brisbane and Ipswich areas.

YOS Lawnton and YOS Lawnton (Riverview) considers that appropriate responses to poverty, inequality, racial discrimination and exclusion from mainstream services, are founded in the enactment of the transforming gospel and character of Jesus Christ. For a young person to experience a high quality of life it is dependent upon the establishment and encouragement of individual aspirations and a life of purpose. To further these ideals, access to and the delivery of quality educational, training and employment opportunities is required. For a student to maximise a high quality of life, it will require a supportive community, a positive learning environment, social, spiritual and emotional development and the maturity of moral and social justice values.

The school aims to support students to achieve their potential in both academic and vocational learning, with flexible and individual learning programs being a key component of the school's success in encouraging students to succeed. Additional social and emotional learning support is provided to all our students to help build resilience and a capacity for learning. This is achieved through the school's curriculum and from the support of their classroom team. The school has a flexible learning program that includes QCAA subjects, vocational training programs, school-based traineeships and TAFE in Schools programs.

Our teachers, teacher aides and youth workers support young people who are struggling with adversities, such as mental and physical health, legal matters and other educational barriers. Every opportunity for extra assistance needed to overcome individual adversities and build independence is made available to each young person. The staff at YOS Lawnton and YOS Lawnton (Riverview) advocate tirelessly for those who may not be aware of their rights in education, or the resources that are available to them. Young people who have missed large portions of school find it difficult to navigate through complex systems such as the job market, Centrelink services, and the legal system. The staff at our schools facilitate pathways to education, training and employment as well as advocating for young people, especially those who do not have the support of an adult in their lives at home.

YOS Lawnton and YOS Lawnton (Riverview) is privileged to work with students, parents and the wider community to provide education and social supports that will equip young people with the knowledge, understanding, skills and values to have a life of quality and purpose.

The Salvation Army distributes 100% of all Commonwealth and State education funding to the schools for the benefit of our students and the communities we serve. The funding for each school is determined at a Commonwealth level in accordance with the Australian Education Act 2013 section 78 4(a) under Division 2 of Part 3.



Our Aim:

- > Transform our students' lives.
- > Impact their life and career journey through our absolute focus on them as individuals.
- > Make education as enjoyable and engaging as possible, so it becomes a lifelong journey.

Our Purpose:

- > Create a positive, safe and inclusive school culture of learning.
- > Deliver the best learning opportunities for every student.
- > Create a link between 'potential' and 'possibility'.
- > Deliver student success through a commitment to continuous improvement.
- > Provide quality teaching and learning as our core business.
- > Work in partnership with students, families and the community.

Our School Commitment:

Our school is committed to supporting students in overcoming adversity and building independence, whilst challenging them to grow, whatever it takes.

Our Guiding Principles:

The guiding principles are linked to the character of the God we serve, and a sound understanding of good education and social practice held in the community.

- > Develop an enthusiasm for learning
- > The right to self-determination and cultural expression
- > Social inclusion
- > Decision making
- > Independence
- > Partnerships and Collaboration
- > Restorative Justice Practices
- > Unswerving Commitment

Our School Pillars

Safe & Legal

Respect

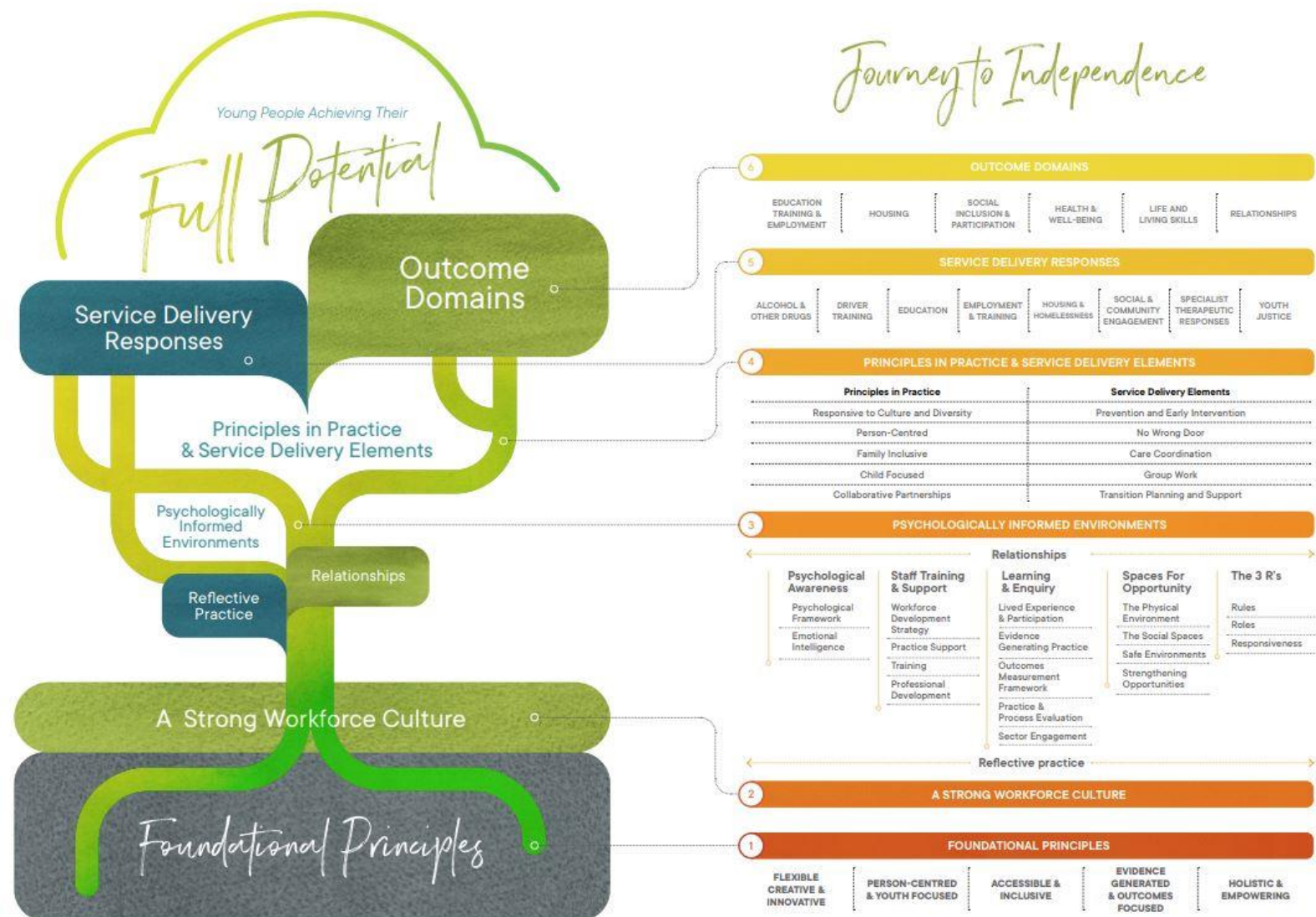
Responsibilit

Participation





Our Model of Care: Journey to Independence



Psychologically Informed Environments (PIE)

Across The Salvation Army Youth Services, we have identified Psychologically Informed Environments as the evidence based, theoretical framework for conceptualising young people and their unique needs. It is the foundation for the development of our model of care, *Journey to Independence*. PIEs are services designed and delivered in a way that considers the emotional and psychological needs of all individuals within them. PIE supports young people to make necessary changes in their lives in areas such as managing behaviours, emotional and psychological well-being, improving relationships with others and promoting positive coping strategies. The PIE approach is a psychosocial model that places young people's experiences, psychological and emotional needs, and their surrounding social environments and systems at the heart of everything we do. The PIE model consists of two fundamental components that are embedded across all we do: Relationships and Reflective Practice.



Subjects studied per year group in 2024

Lawnton

Year 10

- > Mathematics
- > English
- > Science
- > Health and Physical Education
- > Science
- > Humanities and Social Science
- > The Arts
- > Technology (Food Tech)

Year 11

- > Social and Community Studies
- > Short Course Numeracy
- > Short Course Literacy
- > Short Course Career Education
- > Vocational Education: Certificate II in Hospitality (SIT20322)

Year 12

- > Essential Maths
- > Essential English
- > Social and Community Studies
- > Science in Practice
- > Vocational Education: Certificate II in Hospitality (SIT20322)
- > Vocational Education: Certificate II in Self-Development and Awareness (10185NAT)

Riverview

Year 10

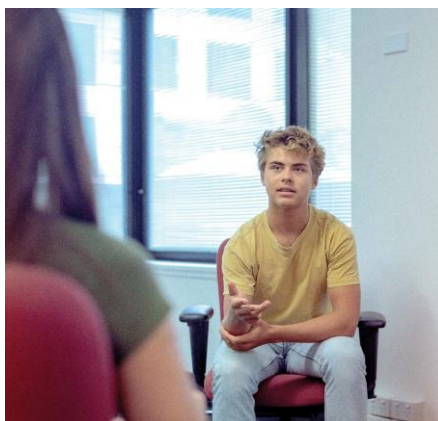
- > Mathematics
- > English
- > Science
- > Health and Physical Education
- > Science
- > Humanities and Social Science
- > The Arts
- > Technology (Food Tech)

Year 11/12

- > Essential English
- > Essential Mathematics
- > Social and Community Studies
- > Short Course Career Education
- > Vocational Education: Certificate II in Self-Development and Awareness (10185NAT)

QCAA & QCE

As part of our student pathways, we provide young people with the opportunity to complete credit points towards their Queensland Certificate of Education (QCE). Students at TSA Independent School can complete core Applied Senior subjects, endorsed through the Queensland Curriculum and Assessment Authority (QCAA), as well as additional electives, short courses and a range of Vocational Education and Training (VET) courses under the Australian Qualifications Framework that can count towards their QCE and Senior Statement.





Completions 2024

Year 12 cohort data for 2024 YOS Lawnton and YOS Lawnton (Riverview):

- > 19 students successfully graduated grade 12 at YOS Lawnton and YOS Lawnton (Riverview) in 2024.
- > 8 students transitioned to employment.
- > 6 students transitioned to further education.

Transition Pathways for 2024

The below table shows transition pathways for 2024, inclusive of the graduating grade 12 students and a further three students from other grades.

Type	Number of Students
Employment	9
Further Education	8
Seeking Employment	5
Total	22

Vocational Education and Training (VET) Courses

At YOS Lawnton and YOS Lawnton (Riverview), we offer Vocational Education and Training (VET) courses to students as part of the curriculum structure.

- **Certificate II in Self-Awareness and Development (10939NAT)** is offered to senior students at both campuses by Blueprint Career Development Pty. Ltd.
- **Certificate II in Hospitality (SIT20322)** is offered onsite to senior students at Lawnton only through TSA (NSW) Property Trust - Eva Burrows College.

We also provide support to students who wish to enrol and complete a VET course external to school. Listed below are the additional Vocational courses students were enrolled in during 2024:

TAFE in Schools (Lawnton)	TAFE in Schools (Riverview)
- Certificate II in Cookery - Certificate II in Robotics - Certificate II in Baking - Certificate II in Health Support Services - Certificate II in Community Services (4x students) - Certificate III in Design Fundamentals	- Certificate I in Construction - Certificate II in Health Support Services (2x students) - Certificate II in Cookery - Certificate II in Community Services (Childcare Stream)



Extra-Curricular Activities

Students at YOS Lawnton and YOS Lawnton (Riverview) participated in several extra-curricular activities, incursions and excursions throughout 2024.

- > Entrepreneur Day - Australian School of Entrepreneurship Group
- > NAIDOC Week
- > Harmony Day
- > R U OK? Day
- > Australian School of Employment (ASE) Program
- > Technology One Volunteer Day
- > Technology One Impact Day
- > Christians in Action focus group
- > Pine Rivers Red Sheild Appeal
- > School Open Day
- > You're the Boss Program
- > Bush Care
- > Technology One Preparation for Work program
- > Pyjama Foundation 'Love of Learning' program
- > Brisbane Bullets sports day
- > School-based Youth Health Nursing Service
- > Arts and Craft program - Youth Ministry, Bundamba Corps
- > Careers Expo

Support Services and Partners

YOS Lawnton and YOS Lawnton (Riverview) are privileged to have several established partnerships. Our partnerships remain strong, and we look forward to further strengthening these relationships into the future.

Listed below are our major support service providers across both campuses:

- > Technology One
- > Viertel Foundation
- > Pine Rivers Corps - The Salvation Army
- > Bundamba Corps - The Salvation Army
- > Drive for Life - The Salvation Army
- > Police Citizens Youth Welfare Association QLD - Pine Rivers
- > TAFE QLD and TAFE Bundamba
- > Encircle Pine Rivers
- > Services Australia
- > Teachers Union
- > Australian School of Entrepreneurship Group
- > Queensland Rail
- > Queensland Police Service
- > Ipswich City Council
- > Headspace Ipswich and Strathpine
- > Child Youth Mental Health Service
- > ETC Employment Training Community (Ipswich)
- > Challenge Employment and Training (Collingwood Park)
- > Murri Interagency Networks
- > YMCA Breakfast Club
- > Redcliffe Radio Club

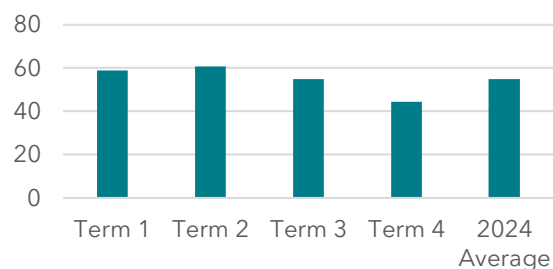


Student Attendance and Characteristics

YOS Lawnton Student Attendance 2024

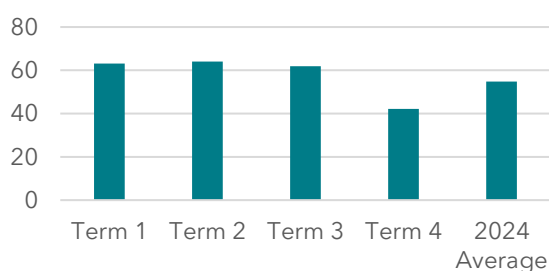
Year 10

Term 1	59%
Term 2	60.9%
Term 3	55%
Term 4	44.3%
2024 Average:	54.8%



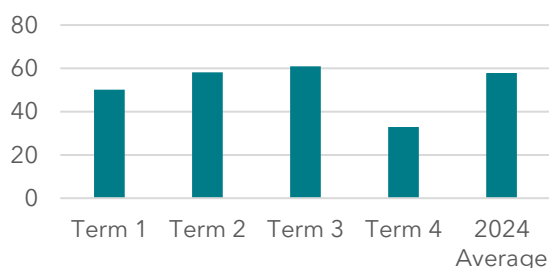
Year 11

Term 1	63%
Term 2	63.9%
Term 3	62%
Term 4	42.3%
2024 Average:	57.8%



Year 12

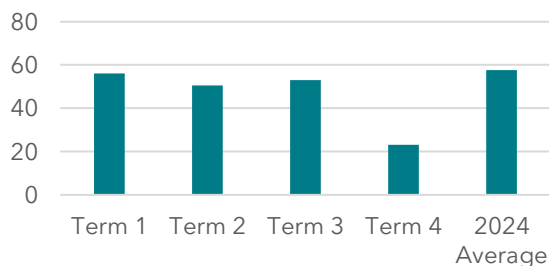
Term 1	50%
Term 2	58.3%
Term 3	61%
Term 4	33%
2024 Average:	50.6%



YOS Lawnton (Riverview) Student Attendance 2024

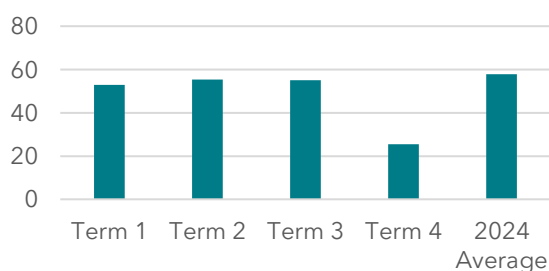
Year 10

Term 1	56%
Term 2	50.7%
Term 3	53%
Semester 2	23.1%
2024 Average:	45.7%



Year 11/12

Term 1	53%
Term 2	55.4%
Term 3	55%
Semester 2	25.3%
2024 Average:	47.2%



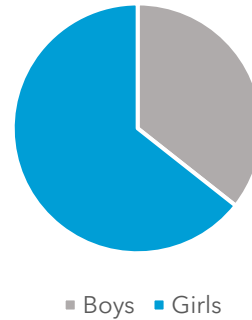


Student Attendance and Characteristics

Student Background and Profile

Total Enrolments for 2024: 87

- > Boys: 31
- > Girls: 56
- > Indigenous Students: 9
- > Language background other than English: 2%



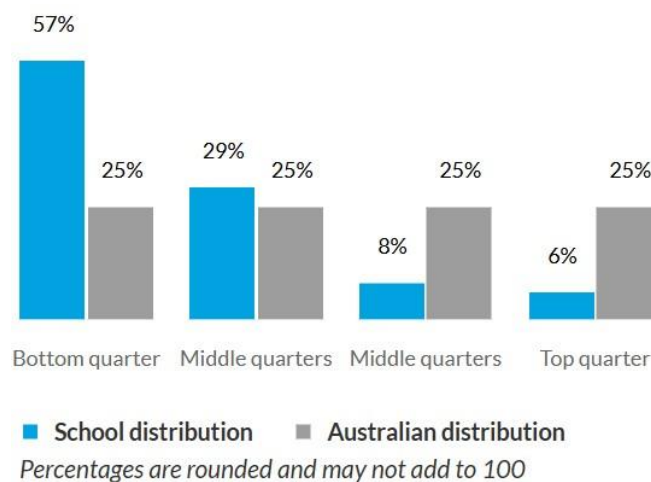
Student Numbers and Indigenous Status by Year Group 2024

2024		
Year Group	All Students - Headcount	Indigenous Students - Headcount
Year 10	36	3
Year 11	30	4
Year 12	21	2
Total	87	9

Index of Community Socio-Educational Advantage (ICSEA)

- School ICSEA value - 949
- Average ICSEA value - 1000
- School ICSEA percentile - 24

Distribution of Socio-Educational Advantage (SEA)





Workforce Composition and Professional Practice

School Staff Summary 2024

All Staff		
Type	Headcount	FTE
Principal	1	1.0
Teaching Staff	7	5.8
Specialist Support	11	9.9
Administrative and Clerical	2	1.5
Total	21	18.2

Summary of Professional Development undertaken in 2024

- > Social and Emotional Learning – Sue Attrill
- > Circle Work – Sue Attrill
- > Team Culture Workshop Training – internal TSA
- > Youth Mental Health First Aid
- > ISQ School Leadership Safeguarding Training
- > Qld Trauma Education Conference at Brisbane Convention Centre

Strategies to Support Engagement

As a Special Assistance School, YOS Lawnton and YOS Lawnton (Riverview) acknowledges many of its students are at risk of disengaging from education. Prior to attending YOS Lawnton and YOS Lawnton (Riverview), students had disengaged from education due to a number of reasons including:

- > Mental health
- > Trauma
- > Educational or academic reasons and/or diagnoses that impact engagement
- > Bullying
- > Behaviour
- > Family and social factors including relationship and family breakdown and relocation

We provide several supports to improve attendance and enable students to maintain their enrolment and complete school. Strategies to assist students to maintain their attendance include, but are not limited to:

- > Daily calls and texts messages from our Youth Workers and classroom teachers.
- > Letters sent to parents or caregivers advising of non-attendance.
- > Ongoing case management from our Youth Workers.
- > Case conferencing with parents, Principal, and all concerned stakeholders to improve attendance.
- > Implementation of an attendance improvement plan alongside a parent or caregiver; with a view to re-engaging students in the classroom.

Youth Workers

The youth workers at YOS Lawnton and YOS Lawnton (Riverview) have done important work with students to support their engagement and attendance throughout 2024. The youth workers support students throughout their educational journey; from their initial enrolment interviews to



Workforce Composition and Professional Practice

their transition period once they leave us. The youth workers are available for an extended 6 months once any student ceases their education with YOS Lawnton or YOS Lawnton (Riverview).

While students are enrolled, the youth workers have several responsibilities and strategies to help support attendance and their engagement in education. Youth workers will continuously have conversations with students regarding any barriers that could or have impacted their attendance and participation. The youth workers work alongside the student and their support network (family or other external services) to ensure that issues are being addressed and help to put strategies in place to encourage participation and attendance. Travel training, go-card procurement, individualised support and the involvement of the student with decision making also occurs.

If the structure of our schooling does not work for the student, the youth worker can support them in engaging with other options such as Flexible Learning Arrangements, distance education, TAFE in Schools, or returning to mainstream schooling. The youth workers are also heavily involved in transition planning with year 12 students and any other student who may be exiting to enter the workforce. In the classroom, youth workers provide emotional and environmental support that aligns with our social and emotional learning.





National Youth Outcomes Measurement Survey

Starting in December 2020, The Salvation Army (TSA) Research team, in partnership with TSA Youth Services and Service And Mission Information System (SAMIS) team, have worked to develop and implement the Youth Outcomes Measurement project (YouthOM). This project aimed to measure the impact of TSA Youth Services on the lives of young people we work with. This includes evaluating changes in the attitudes, behaviours, and circumstances of young people accessing our services, changes in the broader community, assessing the effectiveness of youth work programs, and identifying areas for improvement.

All young people accessing YOS Lawnton and YOS Lawnton (Riverview) are given the opportunity to complete the youth outcomes survey at least twice during their time with us – specifically, within two weeks upon entry to, and exit from, the school. However, if a young person accessed a service for a longer term, the second survey was administered after 90 days (about three months) of ongoing interaction. The flexible approach to timing is based on the understanding that the effectiveness of gathering good feedback is contingent on the quality of the relationship between clients and staff.

The outcomes survey is automatically generated in the forms section within each young person's SAMIS profile at case creation. Young people could either complete the tools on paper themselves or in an interview with a youth worker, either on paper or directly into SAMIS. All data collected as part of the YouthOM project was stored securely within SAMIS.

Client Profile

A total of 108 students engaged with the Youth Outcomes Measurement project for over the 2024 – 2025 reporting period with 74 baseline / endline results completed. The majority of students identify as female (70%, N = 74) compared to male (29%, N = 31), and a small proportion (1%, N = 1) whose gender was not stated. Age distribution shows that 16-year-olds form the largest group (37%, N = 40), followed by 17-year-olds (30%, N = 32). Students aged 18 represent 20% (N = 22). Smaller proportions are aged 15 (7%, N = 8) and 19 (6%, N = 6).

Indigenous status data indicate that 21% of students (N = 23) self-identified as Aboriginal and/or Torres Strait Islander, while 69% (N = 75) are non-Indigenous. Indigenous status is unknown or unspecified for 9% (N = 10). Among the 94 students with a recorded primary reason for support, education-related concerns are most common accounting for 53% (N = 50), and withdrawal from school accounts for a further 19% (N = 18). Mental health and anxiety concerns represent 19% (N = 18), while emotional wellbeing accounts for 5% (N = 5). Other reasons make up the remaining 3% (N = 3).

Largest share of referrals comes from other schools or educational institutions (36%, N = 32). Family or friends account for 34% (N = 31), followed by child and youth service providers (16%, N = 14). Smaller referral sources include self-referrals (7%, N = 6), community health services (6%, N = 5), and employers or workplaces (2%, N = 2).

Geographic distribution shows that students come from a broad South-East Queensland catchment with several concentration areas. The largest cluster is postcode 4500 (Strathpine-Brendale-Bray Park-Warner), representing 19% (N = 21) of students. The Ipswich area (postcode 4305) accounts for 13% (N = 14), and the Springfield-Goodna-Augustine Heights corridor (postcode 4300) contributes 8% (N = 9).



Additional clusters are from postcode 4501 (Lawnton) and postcode 4503 (Kallangur-Murrumba Downs), each representing 10% (N = 11). The remaining 39% (N = 42) are distributed across other Queensland localities.

Outcome Results

Across the 108 students across the two campuses, 74 clients participated in the YouthOM survey with 74 available baseline results and matched endline results obtained for 74 Review / Endlines. Analysis will focus on total average scores, enabling a comparison of scores between baseline and endline outcomes. This approach allows for meaningful insights as a total cohort.

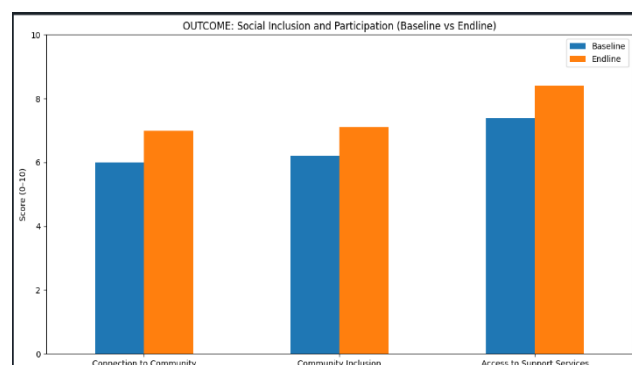
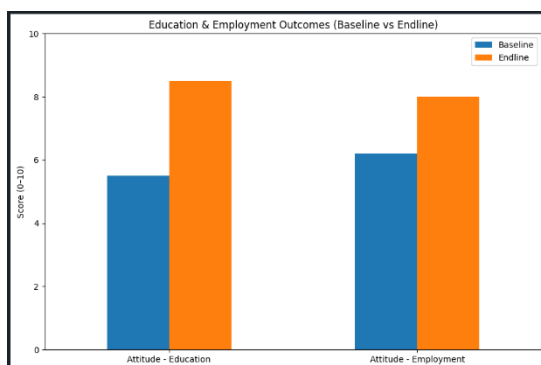
Students are given an opportunity to provide comments on their most significant change. Summary of responses note a consistent pattern of improved attendance and school engagement, with many students reporting they now attend more regularly, arrive more consistently and have stopped skipping or avoiding school. Several also note that changes in routine, flexible delivery and smaller class sizes have made attendance feel more manageable.

Students also report academic progress and increased learning capacity, including improved grades, better completion of assessments and classwork, greater organisation, and clearer understanding of material. Tailored teaching approaches, lower workload pressure and access to individual help are commonly cited as factors that make learning more achievable.

Another theme is improved mental health, emotional wellbeing and sense of safety. Many students describe reduced anxiety, better mood, stronger emotional regulation and feeling safe. Some responses describe significant personal turning points, including recovery progress and reduced crisis states, linked to consistent support and a positive school environment.

There is also a prominent theme of supportive relationships with staff and youth workers, with students highlighting trust, patience, practical help, and non-judgemental support across both academic and personal areas. This relational support is often directly linked to improved motivation, confidence, and persistence with schooling.

Finally, several responses describe increased confidence, social development, and future orientation. Examples include making friends, coming out of their shell, improved communication skills, greater self-esteem, clearer goals, and a stronger sense of personal responsibility and hope for the future.





Many of the students attending YOS Lawnton have multiple barriers to education, such as histories of trauma, substance abuse, homelessness, family breakdown, mental health challenges, legal concerns, financial difficulties, and disability.

The young people to be enrolled at our schools have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or familial situations which demand a specialist education response. Examples may include young people in out of home care, Indigenous young people, young offenders, young people affected by homelessness, newly arrived and refugee young people, young parents and carers, young people with disabilities and young people with mental health concerns.

YOS Lawnton and YOS Lawnton (Riverview) has been purposely designed to work with young people from our community who are at-risk and disengaged from mainstream schooling.

YOS Lawnton and YOS Lawnton (Riverview) provides an enrolment process that is:

- > Welcoming to both the students and parents
- > Safe and secure
- > Relational
- > Empowering for the student to tell their story
- > Flexible in the delivery depending on the capabilities of the student and/or parent
- > Trauma Informed

The Enrolment and Induction Procedure and Process was last reviewed in November 2023 and is accessible via our school website or by request.





Summary of School Policies

Positive Behaviour Policy

The purpose of this policy is to help maintain a safe, supportive and protective learning community that promotes student safety and wellbeing. In order to give students the highest quality education and equip them with strategies for self-management, students need to be exposed to environments where consistent, positive support that stresses prevention, support, safety and positive relationships is modelled.

YOS Lawnton and YOS Lawnton (Riverview) staff use three main approaches when managing, implementing and supporting positive behaviour:

1. Restorative Justice
2. Trauma Informed Care (Model of Care Framework)
3. Social and Emotional Learning Curriculum

Restorative Justice Framework

The purpose of the Restorative Justice Framework is to manage negative behaviour in a positive manner which empowers the student to make positive future choices and recognise the impact actions can have on others. YOS Lawnton and YOS Lawnton (Riverview) has a desire to support students to learn and to encourage them to move forward in their lives in a positive and constructive way. YOS Lawnton and YOS Lawnton (Riverview) is committed to keep students in school and only use 'Time Out' as an absolute last resort. Therefore, YOS Lawnton and YOS Lawnton (Riverview) has a strong focus on Restorative Justice Practices which focuses "on restoring relationships, repairing harm, learning perspective-taking and social responsibility". Restorative Justice is an evidence-informed positive behaviour management approach and requires the whole school community to be on board and support the system. The concept that "it takes a whole village to raise a child" is never truer than when we consider the role a school plays in a community in the development of young people into responsible citizens.

Student Bullying Policy, Reporting and Procedure

The purpose of this policy is to protect students from bullying and to respond appropriately if bullying does occur. YOS Lawnton and YOS Lawnton (Riverview) has a zero-tolerance approach to bullying; students have the right to a safe and supportive learning environment that is free from negative and hurtful experiences. YOS Lawnton and YOS Lawnton (Riverview) Restorative Justice Framework is used when dealing with bullying incidents. Bullying incidents involving school students that are addressed via this policy, include bullying before, during and after school.

Dispute Resolution and Complaints Policy and Procedure

The purpose of this policy and procedure is to ensure that student, parent and employee disputes and complaints are dealt with in a responsive, efficient, effective and fair way. YOS Lawnton and YOS Lawnton (Riverview) views complaints and disputes as part of an important feedback and accountability process. We acknowledge the right of students, parents and employees to complain when dissatisfied with an action, inaction or decision of the school and the school encourages such feedback.

YOS Lawnton and YOS Lawnton (Riverview) recognises that time spent on handling disputes can be an investment into better service to students, parents and employees. YOS Lawnton facilitates a student and parent's ability to raise complaints and to appeal decisions. All complaints and appeals are addressed promptly, confidentially and with fairness. Students and parents are entitled to make an appeal against a decision.



Summary of School Policies

The student/ parent's ability to raise complaints is important in ensuring that:

- > The student's needs are being met
- > Service provision is adequate and transparent
- > Communication is facilitated between the student/ parent's and the service

Flexible Learning Policy

YOS Lawnton and YOS Lawnton (Riverview) acknowledges that some of our students have had significant gaps in their education and learning opportunities and value the importance of adopting a more flexible and individualised approach to their social and emotional learning, educational and vocational training needs.

Flexible Learning Opportunities and Arrangements can be implemented for a student who is enrolled full-time at YOS Lawnton and YOS Lawnton (Riverview) however may not be physically attending the school campus every day but wants the opportunity to actively engage and continue with their learning.

Examples of flexible learning opportunities and arrangements can be related to:

- > Studying a recognised VET qualification with an alternative RTO provider
- > Participating in a TAFE program
- > Participating in an alternative program to compliment the student's learning and/or emotional wellbeing and personal development e.g. Booyah
- > A student's emotional and social wellbeing where an alternative learning arrangement would assist with the student's emotional wellbeing
- > A longer term or chronic illness that is impacting on the student's ability to physically attend school every day





Statement of Financial Performance 2024



The Salvation Army Australia Territory

Territorial Headquarters

95-99 Railway road, Blackburn, Victoria, 3130

YOS Lawnton Independent School (Lawnton and Riverview)

Statement of Financial Performance for the year ended 31 December 2024

	\$
Revenue	
Government Fund - Federal	2,234,838
Government Funding - State	423,274
Government Funding - Independent Schools Queensland	51,110
Donations	203,164
Interest Income	15,515
Other Income	5,528
Total Revenue	2,933,429
Expenses	
Interest Paid	4,553
Education/ Training	17,730
Depreciation	-
Domestic and Supplies	20,497
Student Support Costs	54,406
Maintenance	22,381
Utilities	20,871
Motor Vehicles	31,417
Catering	21,639
Employee Costs	1,924,185
Administration	55,807
Overheads	130,749
Service Delivery Charges	402,792
Other	97,992 Note 1
Property Costs	59,971
Total Expenses	2,864,990
SURPLUS	68,439

Note 1 Other: Computer Expenses \$34,430, Training \$18,449, Audit Fees \$10,473, Subscriptions and Memberships \$8,341, Minor Assets \$5,657, Professional Fees \$3,727, Lease - Equipment \$3,556, Meals \$3,236, Youth and YP Expenses \$3,053, Newspapers, Magazines and Journals \$2,426, Licences and Permits \$2,325, and Supplies \$2,319.



Statement of Financial Performance 2024



The Salvation Army Australia Territory

Territorial Headquarters

95-99 Railway road, Blackburn, Victoria, 3130

YOS Lawnton Independent School (Lawnton and Riverview)

Statement of Financial Position
as at 31 December 2024

	\$
Current Assets	
Cash at Bank	377,746
Debtors	13,324
Total Current Assets	391,070
TOTAL ASSETS	391,070
Current Liabilities	
Creditors and Accruals	18,193
Employee Provisions	66,493
Unspent Government Funds	47,631
Total Current Liabilities	132,317
Non-Current Liabilities	
Employee Provisions	4,475
Total - Non-Current Liabilities	4,475
TOTAL LIABILITIES	136,792
NET ASSETS / (LIABILITIES)	254,278
Accumulated Funds	
Accumulated funds Surplus / (Deficit)	254,278
TOTAL ACCUMULATED FUNDS	254,278 Note 2

Note 2 Surplus of \$254,278 as at 31 December 2024 is committed to YOS Lawnton Independent School (Lawnton and Riverview).