

# 2024 Annual Report to the School Community

School Name: Grovedale West Primary School (5076)



- 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 09 May 2025 at 01:22 PM by Murray Surkitt (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 14 May 2025 at 08:11 AM by Murray Surkitt (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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

Grovedale West Primary School is situated between the Great Ocean Road and Surfcoast Highways in the suburbs of Waurin Ponds and Grovedale.

The school has a strong focus on excellence encompassing differentiated and inclusive practice to meet the needs of all students, strengthened by a comprehensive student wellbeing program.

The curriculum and learning design enables students to use their explicitly taught Numeracy and Literacy skills during authentic learning experiences, to maximise purpose and engagement.

Classrooms are well resourced and include extensive ICT infrastructure.

The school also has generous sporting and recreational facilities. The expansive grounds include three playgrounds, a gym, synthetic courts and soccer and football areas. Student activity areas include active and passive spaces and outdoor discovery learning areas.

The school has a new purpose designed Junior Learning Centre, Kids Kitchen, Science Centre, and outdoor learning environment.

The Geelong Deaf Education Centre (P-12) is facilitated by GWPS with Deaf and Hard of Hearing students able to transition to Grovedale College in Years (7-12). The Centre provides specialist staff including Teachers of the Deaf and Auslan Communication Assistants.

The school's vision is based on the Mparntwe Education Declaration Educational Goals for Young Australians. The goals enable students to love learning, to embrace life and to become successful learners, confident and creative individuals, and active and informed citizens. Our school values are integral to our School Wide Positive Behaviour approach and all that we do as a learning community at Grovedale West Primary School.

The school's RISE values form the basis to acknowledge and celebrate student learning, social engagement and citizenship.

The school values are based around the principals of 'RISE'

- Responsible - We are responsible for making good choices and being reliable.
- Inspiration - We lead by example, sharing creative ideas.
- Strength (of Character) - We are resilient and use a growth mindset.
- Empathy - We are inclusive and respect and care for others and our world.

The socioeconomic band (SFOE) in 2024 was Low / Medium and the year commenced with 320 students in fourteen home-groups.

The school follows the neighbourhood boundary enrolment guidelines.

The school leadership profile consisted of a Principal, Assistant Principal and two Learning Specialists. Staff included a Mental Health and Wellbeing Leader and an Inclusion Leader. Students were also supported through an extensive tutoring program.

The learning communities consist of four Pods - Prep, JPOD (1/2), MIPOD (3 and 4) SIPOD (5 and 6).

Specialist programs included Languages Auslan, Science STEM, Art/Performing Arts, Music and Physical Education.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The educational program provided explicit teaching supported by authentic learning experiences that enabled students to develop their skills and self-reflective capabilities.

Community engagement was strengthened through parent and carer involvement in Learning Showcases and other school-based events.

The educational team valued the positive community support received from parents and members of the community.

The school also valued the continued support and strong connection with Deakin University and other universities, supporting pre-service teachers and Occupational Therapy students.

The Stephanie Alexander Kitchen Garden program placed a strong focus on pleasurable food education, environmental sustainability, and food science. The Junior Landcare group continued to maintain areas around the school creating native food gardens in addition to the Junior Landcare Healthy Habitat Garden.

Quality differentiated practice, a targeted focus on Phonics, Literacy and Numeracy and a comprehensive tutoring program, supported the positive outcomes achieved.

A key focus was placed on the Early Years with the younger students supported to build their learning engagement and foundational Literacy and Numeracy skills.

The tutoring program targeted support for students across each level. Key to this work was a focus on oral language, phonics development and executive functioning to support students to be school and learning ready.

Continued professional learning occurred for teachers in Mathematics in addition to strengthening teacher practice to support students with varied inclusion and social / emotional needs.

In addition, the school employed a Speech Pathologist to undertake assessment and targeted support for oral language development.

The school achieved strong outcomes for the 2024 Annual Implementation Plan goals and targets, Teacher Judgement and NAPLAN, particularly in Year 5.

Teachers provided high quality practice in inclusion and highly differentiated practice in Year 3 to meet the diverse learning needs of the cohort.

While NAPLAN was one measure of performance, the school continued to strengthen the students' critical thinking, wellbeing and problem- solving skills to enable them to be well rounded and reflective students.

- 2024 Teacher Judgement English P-6 – Similar to State average

- 2024 Teacher Judgement Mathematics P-6 – Above State average
- 2024 Year 3 NAPLAN Reading - Similar to State average
- 2024 Year 3 NAPLAN Mathematics – Below State average
- 2024 Year 5 Reading – Above State average
- 2024 Year 5 NAPLAN Numeracy – Well above State average

## Wellbeing

An ecosystem of wellbeing has been developed through the provision of the School Wide Positive Behaviour and Respectful Relationship programs. The school's RISE Positivitree student recognition process celebrates student citizenship, social and emotional interaction, and values.

The school provided a transition program for students, into, through and from our school. A comprehensive Prep transition program was provided with the teachers and Inclusion Leaders engaging with Early Years providers to discuss student transition needs. Similar support was provided for students moving to Secondary School with the Year 6 students appreciating the opportunity to participate in transition sessions at our neighbouring Secondary College.

Through each year level and more comprehensively in Year 6, the students developed their leadership skills. This was enabled through involvement in the planning and facilitation of fundraising activities and events. The distributed student leadership model supported the students to engage in authentic school leadership.

The school had a comprehensive inclusion and wellbeing support team. Students, teachers, and families were supported by a Mental Health and Wellbeing Coordinator, Inclusion Leader, School Chaplain, Student Support Services and a part-time school based Occupational Therapist (Term 1) and Speech Pathologist. Teachers engaged regularly with external health providers to support goal development and shared support for individual students. This assistance was invaluable in supporting student wellbeing and inclusion. The Inclusion Leader also facilitated the Disability Inclusion Profile process for eligible students.

The Mental Health and Wellbeing Leader provided valued support through the provision of Social Skills programs, Lunchtime Play activities, the school designed and facilitated Gobata Wellbeing Program along with other support for parents and students. The Chaplain provided highly valued pastoral care and support for our school community.

The following data indicates strength in student wellbeing as acknowledged by the students.

- 2024 Attitude to School Survey (Years 4-6) Sense of Connectedness % endorsement above State and Similar Schools
- 2024 Attitude to School Survey (Years 4 - 6) Management of Bullying % endorsement above State and Similar Schools

## Engagement

Celebrating learning is a key feature of our school and many opportunities were provided for the students to share and celebrate their learning through Learning Showcases, SeeSaw Portfolios, sporting events, assemblies, choirs, Circus Troupe and performances. The Link school newsletter also regularly showcases student voice and learning.

The year culminated in the annual School Concert, Assembly, Awards Presentation and the Year 6 Graduation. Our students were acknowledged for their individual achievements, learning growth and contribution to their own learning and their school community.

Teachers developed student learning dispositions, agency and active engagement in learning using the 6c capabilities (collaboration, critical thinking, creativity, citizenship, character, and communication). Engagement in problem-solving experiences and learning showcases enabled the students to demonstrate their knowledge and skills to engaged audiences.

Students in the early years enjoyed active participation in play-based learning, strengthening their learning confidence and engagement. This was further supported through their participation in the Song Room program strengthening oral language skills through music engagement.

Many students across all year levels enjoyed participating in the Kitchen Garden, cooking in the Kids Kitchen and providing hands on help in the Junior Landcare programs.

A key focus over the past year has been to strengthen student dispositions for numeracy learning through problem solving and shared dialogue, strengthening enjoyment and engagement in Maths. The Maths data outcomes in the senior years have reflected the positive impact of this focus.

The school had a strong student leadership program with Year 6 student 'Departments' leading events for the students and the community throughout the year and celebrating learning through newsletter articles, performances and showcases. This has become a valued and popular rite of passage for our senior students.

Our students also engaged in several community partnerships including regular use of the Waurn Ponds Library, engagement in Landcare and with other sustainability organisations.

Students participated in a broad range of school based and inter-school sporting events, excursions, incursions, camps, and performances. Several students participating in the State Athletic finals.

Other highlights for the year were the Geelong Music Festival, the Annual School Concert, an extensive swimming program and Year P - 6 Cross Country and athletic events.

The school's Music program was supported by the valued contribution of the Song Room.

Student attendance continued to be a school priority and students with extensive absenteeism were supported with re-engagement programs, parent support and guidance from the Department of Education, Student Support team and Barwon Bridge

The following data indicates improved consistency in attendance across levels and very positive parent satisfaction and school climate data.

- 2024 Absence Days - Average number of absence days was similar to the State and Similar Schools with a small cohort with chronic absence influencing the otherwise positive data. The whole school absence date was also highly impacted over a two-week period due to extensive student exclusion based on Health Department guidelines.

- The Attendance Rate by year levels is relatively consistent across year levels with an average 89% attendance rate.
- 2024 - Parent Satisfaction - percentage endorsement - 100% endorsement and higher than the State
- 2024 - School Staff Survey - School Climate - percentage endorsement higher than the State

## Other highlights from the school year

The school provided an extensive Camps program with students participating in day camps activities and two and three day urban, country and coastal camps.

Senior students had extensive involvement in sporting events with participation in swimming, tennis, basketball, girls' football and Winter and Summer Sport with other schools. The school also held a P-6 cross country and athletics events.

Music continued to be promoted through a student choir, Djembe drumming group, the teaching of Ukelele and the school concert. This was further supported by the popular Song Room program.

The School Concert provided a forum for students to engage in performing arts and present to a large audience in a performance venue. Students also performed at the Geelong Music Festival.

The Year Five and Six Circus Troupe also performed at school and community events and has become a highlight for student participation as they reach the senior years.

The Junior Landcare group and Year 4 Kitchen Garden students have been instrumental in developing large native and vegetable food gardens around the school with produce being used in the Stephanie Alexander Kitchen Garden program.

The school continues to have a valued link with the Waurn Ponds library with students frequently visiting to use this community resource.

Sharing of facilities and resources has occurred, strengthening connections with neighbourhood Kindergartens.

## Financial performance

The school provided quality resources to ensure continuous school improvement.

All funds received from the Department, 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 Departmental policies, School Council approvals and the intent or purpose for which the funding was approved or raised.

In 2024, surplus funds were committed to the appointment of additional inclusion staff, tutors and a Speech Pathologist.

Furniture and equipment were also purchased for the newly constructed Early Learning Centre, Kids Kitchen and Science Centre. An additional new school garage and storage area was



constructed with further fencing installed and landscaping in the Junior playground and student entrance.

A priority was placed on refreshing areas of the older building, with new carpet and air conditioners installed in the BER building.

Due to two consecutive extensive floods, considerable funds were used for the reinstatement and refurbishment of several classrooms and offices.

The continued auditing of the school trees was undertaken, and a new long jump pit was installed.

The school received a grant from the Beth MacLaren Smallwood Foundation to provide an additional Language Support Teacher to assist our Deaf and Hard of Hearing, primary years students.

In 2024 the school received equity funding which was used for an additional Learning Specialist to work with each team to continually strengthen the learning program across the school.

Additional funding was also received for Tier 2 Inclusion, Tutoring and Mental Health in Primary Schools and was fully expended with additional funds used to strengthen the support.

# 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 320 students were enrolled at this school in 2024, 161 female and 159 male.

7 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

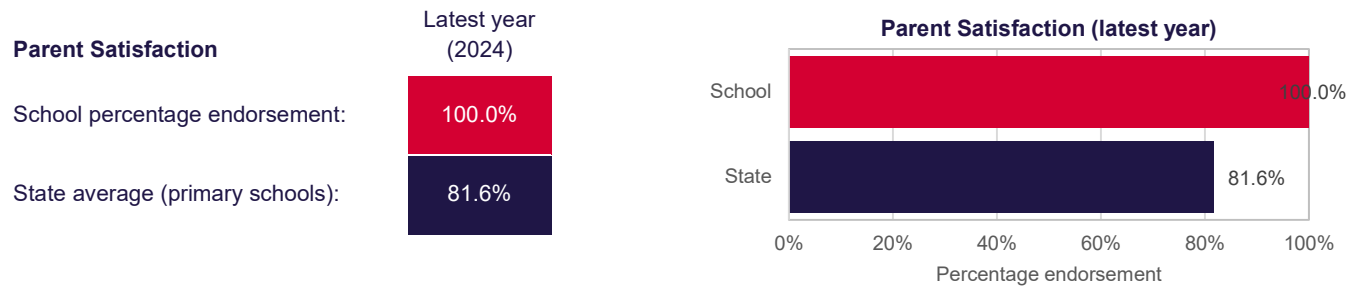
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

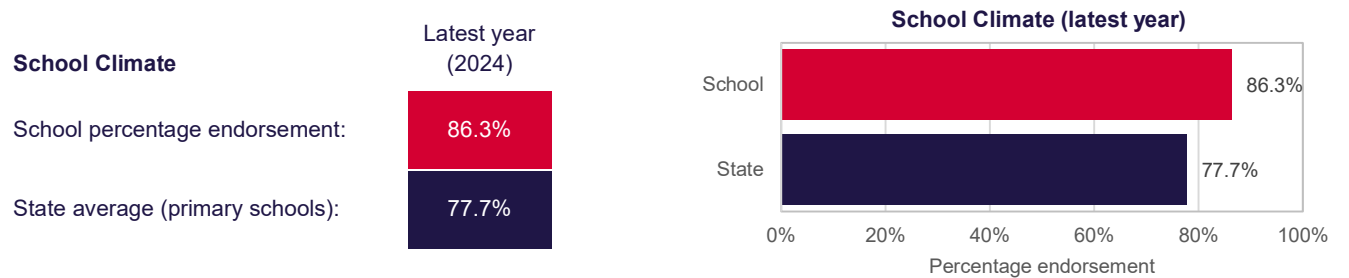


### School Staff Survey

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.



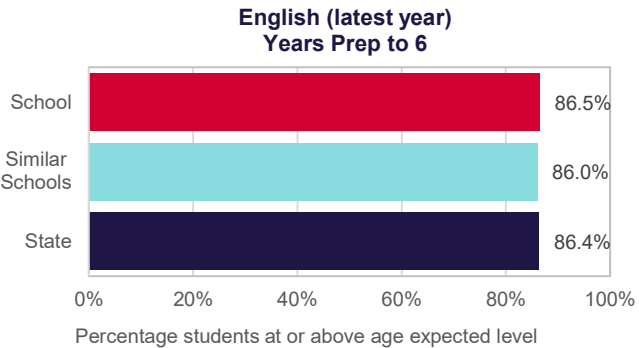
LEARNING

**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.

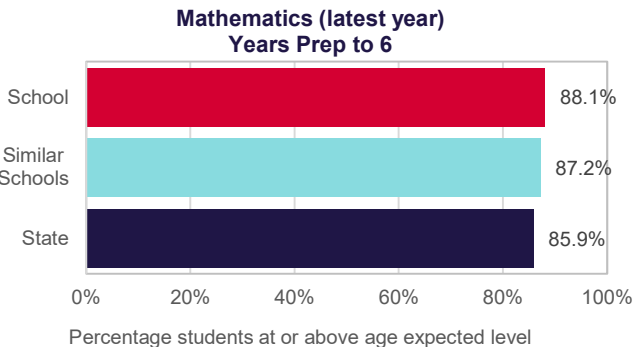
Teacher Judgement of student achievement against the Victorian Curriculum

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

| English<br>Years Prep to 6                                        | Latest year<br>(2024) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 86.5%                 |
| Similar Schools average:                                          | 86.0%                 |
| State average:                                                    | 86.4%                 |



| Mathematics<br>Years Prep to 6                                    | Latest year<br>(2024) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 88.1%                 |
| Similar Schools average:                                          | 87.2%                 |
| State average:                                                    | 85.9%                 |



## LEARNING (continued)

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

### NAPLAN

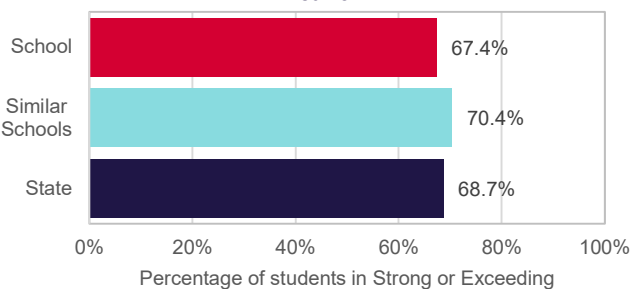
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

#### Reading Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 67.4%                 | 66.3%             |
| Similar Schools average:                              | 70.4%                 | 69.3%             |
| State average:                                        | 68.7%                 | 69.2%             |

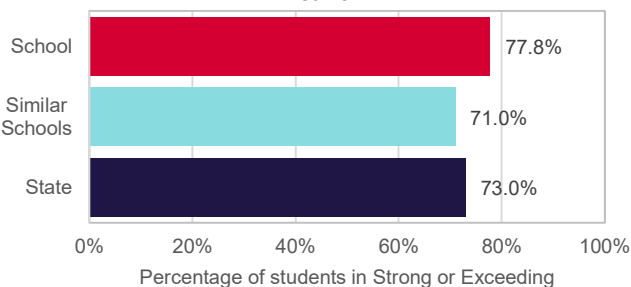
#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 77.8%                 | 82.0%             |
| Similar Schools average:                              | 71.0%                 | 73.6%             |
| State average:                                        | 73.0%                 | 75.0%             |

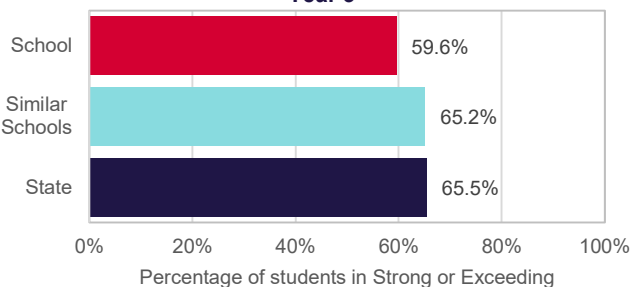
#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 59.6%                 | 55.9%             |
| Similar Schools average:                              | 65.2%                 | 64.6%             |
| State average:                                        | 65.5%                 | 66.4%             |

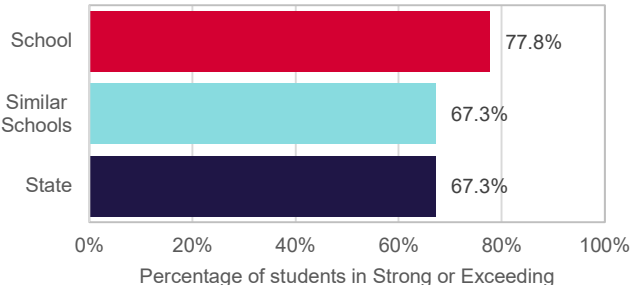
#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

|                                                       | Latest year<br>(2024) | 2-year<br>average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 77.8%                 | 74.2%             |
| Similar Schools average:                              | 67.3%                 | 65.8%             |
| State average:                                        | 67.3%                 | 67.6%             |

#### NAPLAN Numeracy (latest year) Year 5



## 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:

73.3%

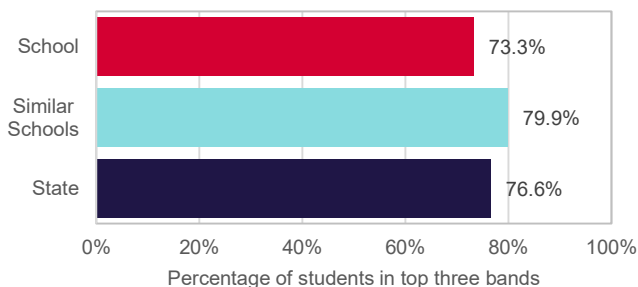
Similar Schools average:

79.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

62.3%

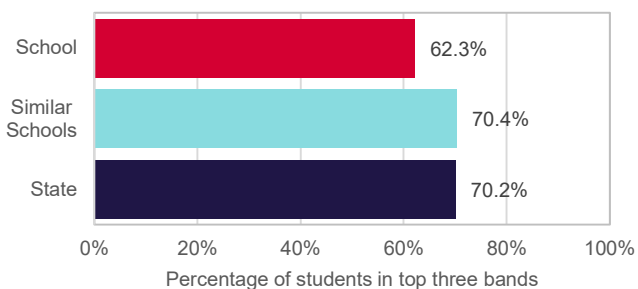
Similar Schools average:

70.4%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

64.4%

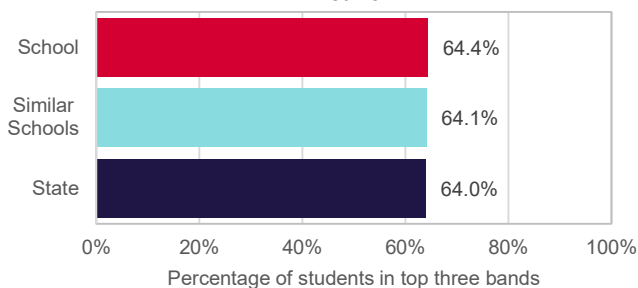
Similar Schools average:

64.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.8%

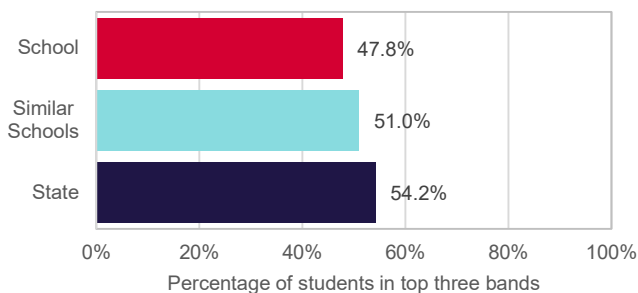
Similar Schools average:

51.0%

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.*

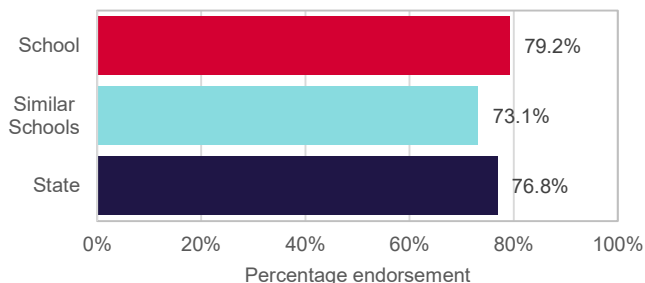
### Student Attitudes to School – Sense of Connectedness

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).

#### Sense of Connectedness Years 4 to 6

|                                | Latest year<br>(2024) | 4-year<br>average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 79.2%                 | 83.6%             |
| Similar Schools average:       | 73.1%                 | 75.5%             |
| State average:                 | 76.8%                 | 77.9%             |

#### Sense of Connectedness (latest year) Years 4 to 6



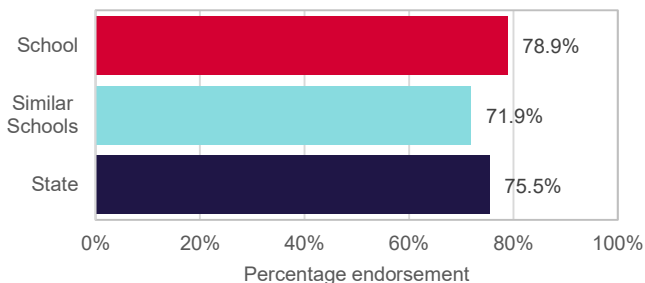
### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

|                                | Latest year<br>(2024) | 4-year<br>average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 78.9%                 | 81.3%             |
| Similar Schools average:       | 71.9%                 | 74.4%             |
| State average:                 | 75.5%                 | 76.3%             |

#### Management of Bullying (latest year) Years 4 to 6

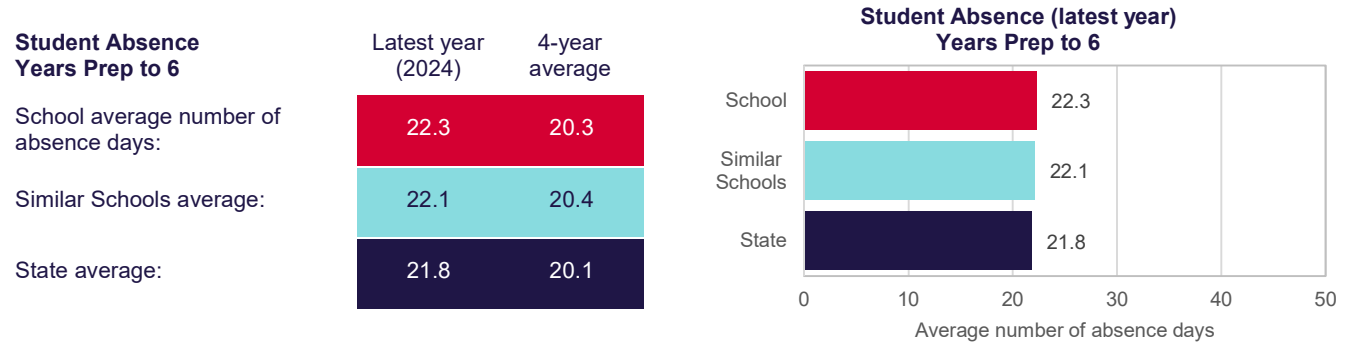


ENGAGEMENT

**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<br>(2024): | 91%  | 88%    | 91%    | 89%    | 85%    | 92%    | 87%    |



# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$4,187,785        |
| Government Provided DET Grants | \$532,594          |
| Government Grants Commonwealth | \$246,140          |
| Government Grants State        | \$2,879            |
| Revenue Other                  | \$88,630           |
| Locally Raised Funds           | \$288,221          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,346,248</b> |

| Equity <sup>1</sup>                                 | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$85,067        |
| Equity (Catch Up)                                   | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$85,067</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,203,645        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$3,730            |
| Camps/Excursions/Activities           | \$85,407           |
| Communication Costs                   | \$10,672           |
| Consumables                           | \$92,431           |
| Miscellaneous Expense <sup>3</sup>    | \$13,742           |
| Professional Development              | \$4,927            |
| Equipment/Maintenance/Hire            | \$39,760           |
| Property Services                     | \$194,864          |
| Salaries & Allowances <sup>4</sup>    | \$322,588          |
| Support Services                      | \$205,786          |
| Trading & Fundraising                 | \$43,354           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$25,705           |
| <b>Total Operating Expenditure</b>    | <b>\$5,246,609</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$99,639</b>    |
| <b>Asset Acquisitions</b>             | <b>\$96,410</b>    |

- (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

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,832,930        |
| Official Account              | \$103,493          |
| Other Accounts                | \$0                |
| <b>Total Funds Available</b>  | <b>\$1,936,423</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$175,281        |
| Other Recurrent Expenditure                 | \$8,677          |
| Provision Accounts                          | \$14,182         |
| Funds Received in Advance                   | \$60,650         |
| School Based Programs                       | \$32,938         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$272,275        |
| Repayable to the Department                 | \$216,344        |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$22,587         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$802,934</b> |

*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.*