

2024 Annual Report to the School Community

School Name: Merrivale Primary School (4215)



- 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 01 April 2025 at 02:41 PM by Simon Perry (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 01 April 2025 at 02:42 PM by Simon Perry (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Merrivale Primary School is located in the Southwest coastal city of Warrnambool and is approximately 270 kilometres from Melbourne. The school was founded in 1924. Enrolment in 2024 was 184 students. The Student Family Occupation and Education (SFOE) band value is low-medium. The 2024 staffing profile included a Principal, an Assistant Principal, 11 Classroom Teaching and Specialist Staff, 3 Education Support Staff and a full-time Business Manager.

Our Vision

Merrivale Primary School is a community that inspires lifelong learning, where every child has the opportunity to thrive in an inclusive, safe and engaging environment. Our Mission • To develop each child to their full potential as literate and numerate citizens who are socially and emotionally aware.

- *To provide a creative, inspiring and innovative curriculum, where students engage their curiosity and harness their many strengths and passions.*
- *To enable each child to achieve their full potential, to become lifelong learners and resilient human beings equipped for the challenges of life.*
- *To promote and foster respectful and healthy relationships.*
- *To strengthen belonging and connectedness to community and country.*

When you enrol your child/children at Merrivale Primary School, you become part of a unique small school community, where relationships and partnerships are vital in all aspects of school life. This partnership between home and school is key to ensuring each child receives the best possible learning opportunities and education. The school culture and values of Respect, Honesty, Kindness and Gratitude are our way of being and leading, learning and teaching. A strong emphasis is placed on providing a settled classroom learning environment, with a focus on positive behaviours and mindsets for learning. Literacy and Numeracy is at the core of all learning for students.

At Merrivale learning is personalised and designed to harness student's interests and talents. Specialist programs include STEM, Music, Visual Arts and Physical Education. The school's language program is Auslan. Merrivale Primary School is committed to promoting respectful and healthy relationships by continuing to provide and promote a supportive and inclusive environment, strengthen the sense of belonging and connectedness for the whole school community and proactively build student capacity to navigate relationships. Working together as a team we can ensure; every child, has every opportunity to thrive and receive the best possible education here at Merrivale Primary School.

Our school performance reports, and opinion survey data sets from the Department of Education in 2024 were really positive. It is interesting and gratifying to see the similarities in the positive feedback from students, parents and staff over time, when it comes to our community culture and connectedness to our school. Our students really are thriving and love coming to school each and as important, so do our staff and families. Our school community culture is thriving, which we love. What is clear, is our staff do an amazing job each and every day to care for and cater for students individual learning and wellbeing needs. Teachers are experts in teaching Literacy and Numeracy (our core work) in fun and engaging way. Our specialist staff team are also dedicated to creative

ways of teaching our programs in The Arts, Music, STEM and PE/SPORT. There is a clear commitment to a strong 'team' approach and culture of excellence from all staff in their own professional development and leadership. Staff continue to be committed to improvement in all areas of their teaching practice. There is an absolute commitment to being a High Performing Team, led by our leaders and school council.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers are highly skilled professionals and work hard to ensure students develop their literacy and numeracy skills and feel confident in their years of primary schooling. We are proud of our focus on the individual child and the opportunities we offer to build their social and emotional skills, confidence and leadership capabilities.

Our staff continue to adapt their teaching practices and learning programs accordingly. We have now fully implemented Structured Literacy across the school in all year levels. Structured Literacy is a highly explicit and systematic approach to teaching Literacy, specifically Reading skills. These components include both core skills (decoding, spelling, fluency, handwriting) and higher-level literacy skills (reading comprehension, vocabulary instruction, written expression). Structured Literacy from the Foundation year and beyond ensures all children, particularly those most at-risk of literacy difficulties, receive the high-quality literacy instruction they need for reading, writing and academic success. We continued to in 2024 hold regular parents teacher conferences, care team meetings and SSGs to obtain feedback and established learning and wellbeing check in processes.

Our NAPLAN results were extremely positive across the board in Reading and Numeracy in 2024. Year 3 NAPLAN results in Reading and Numeracy were well above similar schools and above state in all areas, with 73.9% of students achieving strong and exceeding proficiency in Reading, In Numeracy Year 3, 69.6% of students achieving strong and exceeding proficiency. Year 5 NAPLAN results tell a very similar story with Reading significantly well above at 89.3% of students achieving strong and exceeding proficiency. Numeracy at Year 5, 70.4% of students achieving strong and exceeding proficiency.

These achievements, along with other indicators show teachers' on-going commitment to quality teaching practices in Literacy and Numeracy. Teachers used a variety of formative assessments to ensure teaching is targeted at each child's needs. During 2024, staff implemented a variety of new formative assessment tools and revised the Assessment schedule accordingly. Student achievement in 2024 came out above similar schools regarding teacher judgement data. In both English and Mathematics, the percentage of students at or above age expected standard in English and Mathematics was 86% compared to the similar schools in English 83% and Mathematics 83%.

Staff continue to be committed to improvement in all areas of their professional practice. There is a strong commitment to being a High Performing School Team, lead by our school improvement team (SIT) and school council. School-based Professional Learning (PLC) continues to be the vehicle for collaboration. Teams have norms and clear ways of working effectively to improve

students outcomes. This is evident in our very strong, staff school climate data in 2024, with 88% of staff agreeing there is a positive climate for adult learning and teamwork, compared to state average of 78%. Collective responsibility is a standout at 95%, compared to similar schools 89%, along with Collective efficacy 94%, Staff trust in colleagues 94% and Collective focus on students learning 98%.

Wellbeing

The wellbeing of our school community guides all our decisions and programs. A highly valued program is the Big Life program which in 2024 continued to provide resources to all staff through fortnightly Boosts, focusing on Zones of Regulation and enhancing positive emotion and self-regulation skills. Big Life helps young people develop the tools and skills they need to deal with life's ups and downs. The Big Life program is a collaboration between local schools and the Warrnambool Student Wellbeing Association which we are grateful to be part of.

Our school culture and values of Respect, Honesty, Kindness and Gratitude are our way of being as a community. We are a small school community, where relationships and partnerships are vital in all aspects of school life and culture. Our connections between staff and parents continued to strengthen in 2024 in all areas. This was evident in the Parent Opinion data sets, with parent connection and satisfaction at 86% compared to state averages of 81%. Connecting with our families and community in ongoing, focused work. Many of the extra curricula programs we have at Merrivale are unique and special to our school led and run by parents club and school council. Staff also go above and beyond to lead and organise an array of extra curricula activities, such as Athletics, Inter-school Sports, Cross Country, Swimming, Winter Sports, Leadership Opportunities, Debating and Public Speaking, Harmony and International Mens/Women's Days and many other excursions and incursions to complement learning programs.

As a school we value the relationships we have with all families. We know when teachers and parents work together, student outcomes are better. Parent Teacher Conferences are a chance to strengthen our partnerships. Conferences are a good opportunity to have a conversation about students learning and wellbeing, their strengths and growth areas. Conferences build on the amazing connections we have.

Many of the initiatives put in place to enhance student engagement and wellbeing aim to teach positive social and emotional learning skills and enabled students to recognise and regulate behaviours. We seek and build connections with students and their families in order to foster trust and enhance students' engagement with their teachers. Our partnership programs with Big Life and Real Schools, have supported a wholistic health & wellbeing approach whole school.

Our students participated in the Attitudes to School Survey in 2024 online. Our results are very positive in the areas of sense of confidence, sense of connectedness, self-regulation, goal setting and sense of inclusion. Our data overall shows our students are happy and feel they have close friends and teachers who can help them. While there are areas for investigation in student management of bullying perceptions, we are reviewing our mental health and wellbeing plans in 2025 and looking to refresh our programs and asset map through the MHiPS initiative.

Engagement

There continues to be high-levels of student engagement at Merrivale. This is evidenced through formal discussions with students, teachers and parents, as well as via informal interactions and observations. Students' Attitudes to School Survey data shows positive endorsement in differentiated learning challenge, advocate at school and sense of inclusion.

In 2024, our absence data (days absences) again was well below state levels, a result of our hard work and close partnerships with families. The average number of absence days was 18.7%, compared to state averages of 21.8%. There are a small number of students with high absences, and despite a range of supports and services in place, this has impacted on the data. Attendance processes continue to be a focus going forward in 2025, as we are supported by our regional health and wellbeing teams. Continuing to identify and respond to individual student's learning and emotional needs was identified as a strength in how we engage and care for our students.

The school has extensive physical and professional resources for student learning and wellbeing, with an emphasis in our Strategic Plan on wellbeing (and mental health) moving forward and we are excited to see what MHIPS initiative will bring. We teach using the Victorian curriculum in an engaging, fun and creative way, while harnessing students' passions and interests. Students have voice and choice in their learning to develop independence. We use a variety of assessments to plan learning and teaching at individual student's point of need. A strong emphasis is placed on providing a structured learning environment, with positive behaviours and mindsets for learning, with all this work leading to better engagement. Parent Opinion Data is really positive compared to state averages.

Parent Satisfaction in 2024 was 85.7%, a growth area we are proud of, compare to state means of 77.7%. Ways we enhance parent engagement and connection are through regular communications such as termly classroom newsletters, weekly school assemblies, XUNO messages, newsletters, social media, learning showcases, check in calls, wellbeing forums and care team meetings. We ensure ongoing conversations as a leadership team are focused on what is working well and we share strategies to address student non-attendance. We use Google Forms (surveys) to seek feedback, input and engagement in areas for improvement and wellbeing, along with DE data (surveys).

We are extremely proud of our achievements in student and community engagement across the school and again saw this strengthen to a new level in 2024. Initiatives in the school like our gardening projects and new nature walk, our new local Indigenous Art Mural project, offer opportunities for collaboration and community buy in. Teachers and our School Council grounds sub-committee lead this work along with Parent Working Bees to help finish some of these outdoor initiatives.

Other highlights from the school year

Merrivale Primary School's 100 Years Celebrations was the highlight of our year, bringing together our vibrant school community, ex-students, past staff, and the wider Warrnambool and Merrivale community. Over a week of events, our current students had the opportunity to learn about the rich history of our school, engaging in activities that connected them to the past and helped them appreciate how Merrivale has evolved over the past century. During the week, past principals

shared their experiences and reflected on their time at Merrivale, adding to the richness of the celebrations. A special moment was the unravelling of a time capsule from 2004, revealing treasures from the past, sparking nostalgia, and inspiring students to create a new time capsule to be opened by future generations. The main community event saw hundreds of past students, staff, and current families come together to reminisce and celebrate. A captivating display of old photos sparked conversations and fond memories, while local food vans, live music from talented families within our school, and a warm, welcoming atmosphere made the occasion truly special. The celebrations showcased not only our school's remarkable history but also the deep sense of belonging and family that continues to define Merrivale Primary. It was a testament to the strong connections within our community, and we are incredibly proud to have shared this milestone with so many. Prep transition is such a strength and highlight at Merrivale.

Our Prep transition program starts in term 4 each year. The program is about students making a smooth transition into primary school as they begin their learning journey. We offer extra transition visits prior to the statewide transition day to give the children and parents a chance to become familiar with the school facilities and experience fun, engaging learning activities that introduce them to the environment and structure of our school. Our Buddies Program is part of transition. Year 6 students are matched with a Prep buddy from day 1. They act as a mentor particularly during first term when our Preps are adapting to new routines, making new friends and adjusting to a new learning environment. During Term 1 Buddies eat recess and lunch together and participate in play sessions. Students work collaboratively on confidence building skills, reading strategies and getting to know activities. This is a bond that will last well beyond the year and a memory for all Prep children they often talk about.

We have amazingly skilled and dedicated specialist teachers who deliver fun and engaging programs in The Visual Arts, STEM, Sport/Physical Education and Music. This extends learning opportunities beyond the classroom for students with often wider links in the community. Weekly Specialist classes allow students to practice creativity, explore new ideas and be active and healthy, while also learning to experiment and test thinking. Specialist Subjects explore colour, layout, perspective, balance in Art. In Music genres, sound, beat, tone. In PE, physical competences to lead active and healthy lifestyles and through STEM opportunities to be deep thinkers and problem solvers form a big part of the learning focuses. Our House Sports programs and extensive opportunities for students to participate in interschool sports is quite amazing for a small school like Merrivale. We are so lucky and grateful to all staff and families who support all our programs.

Financial performance

Merrivale Primary School is in a good financial position at the end of the 2024 year. Budgets were fully funded; extra resources were purchased to support all learning programs. SRP credit funds were strategically used for support programs. Funds (including equity funding) were spent on Professional Learning for staff, including Sounds write training, staff first aid training, Simon Breakspear, extra ES staff support and The Big Life Project. In all, CRTs for professional learning, professional practices days, Time in lieu, testing, and running additional support programs accounted for most of the budget expenditure. 2024 major purchases and projects included, Big Life \$9,811, Whole School Swimming \$14,060, Hot water service \$2688, Furniture tables & storage unit \$3826. School Council Initiative funds carried over from 2023 were spent on Classroom painting \$19,500, New carpet in classrooms \$9464. Set up of the Wellbeing room for

kitchen garden with new oven / range hood \$2900. Purchases made with the ICT grant include a new phone and PA system \$6170 and new photocopier \$5580.

**For more detailed information regarding our school please visit our website at
<https://www.merrivale-ps.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 184 students were enrolled at this school in 2024, 90 female and 94 male.

5 percent of students had English as an additional language and 3 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).

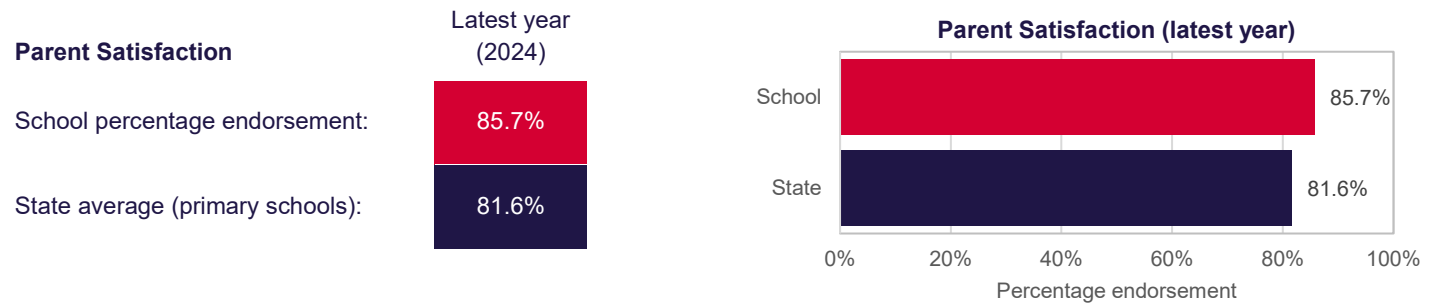
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

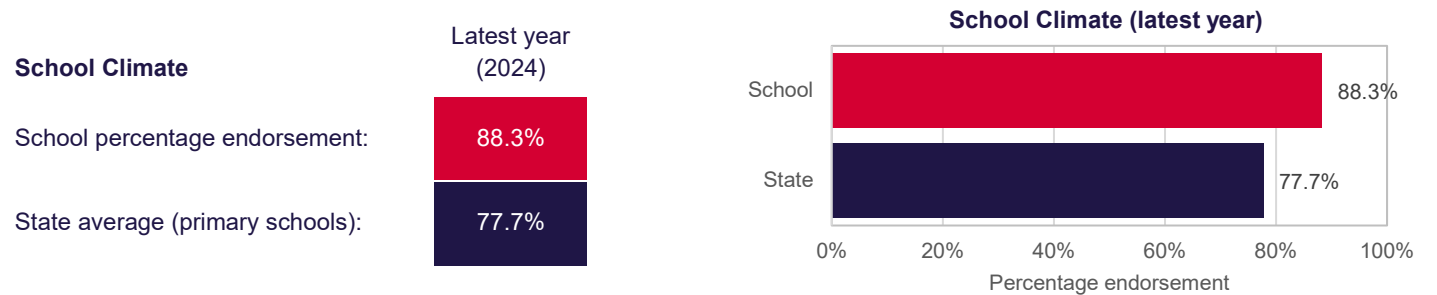


School Staff Survey

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.



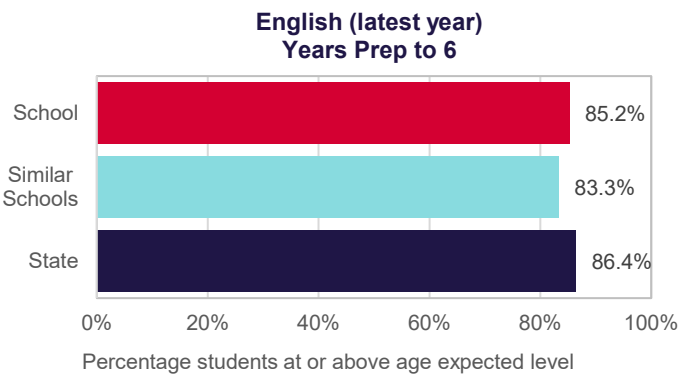
LEARNING

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.

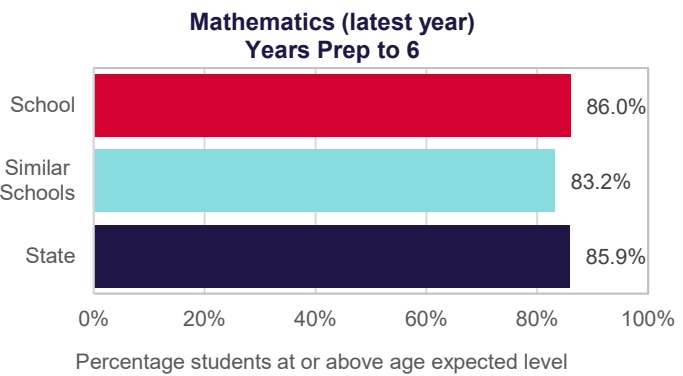
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.2%
Similar Schools average:	83.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	86.0%
Similar Schools average:	83.2%
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.

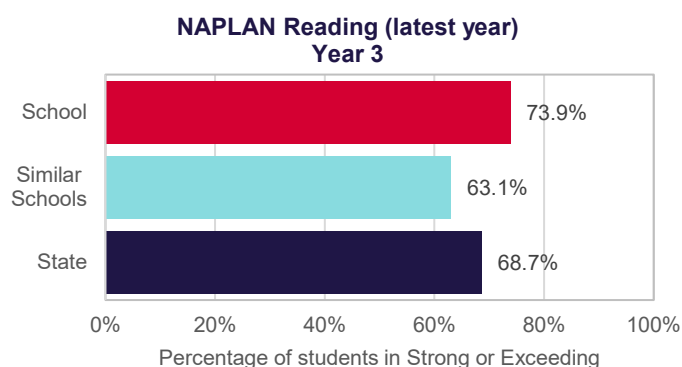
NAPLAN

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.

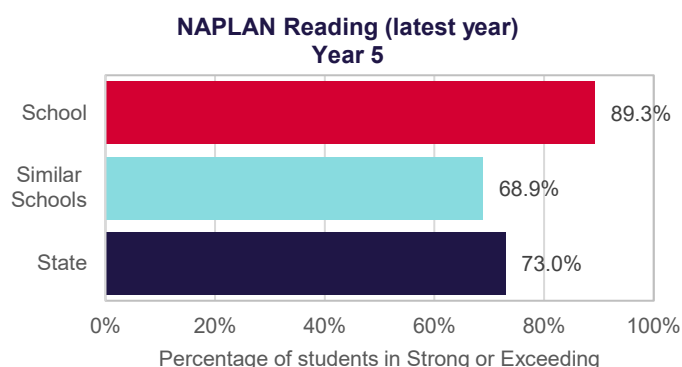
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.9%	54.4%
Similar Schools average:	63.1%	63.0%
State average:	68.7%	69.2%



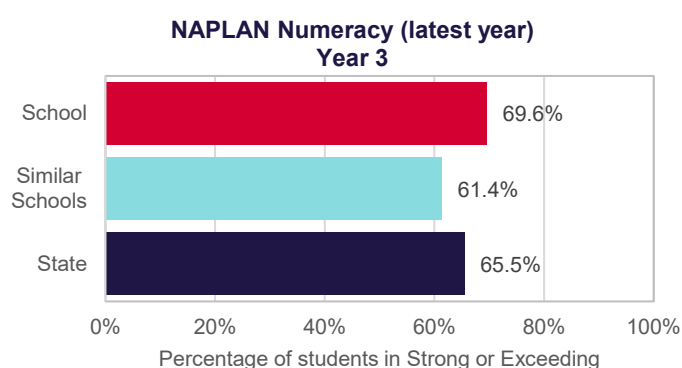
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.3%	69.5%
Similar Schools average:	68.9%	72.0%
State average:	73.0%	75.0%



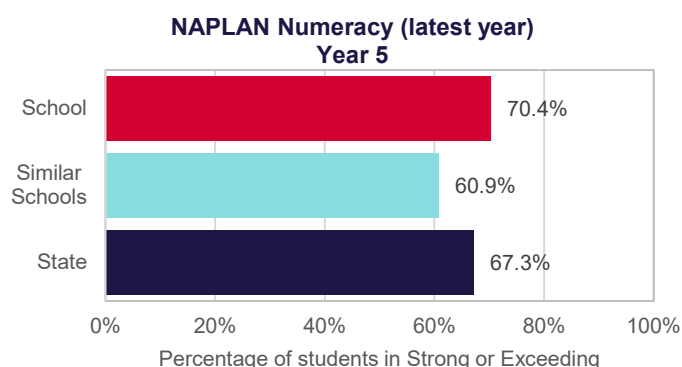
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	57.1%
Similar Schools average:	61.4%	63.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.4%	62.1%
Similar Schools average:	60.9%	63.0%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

85.2%

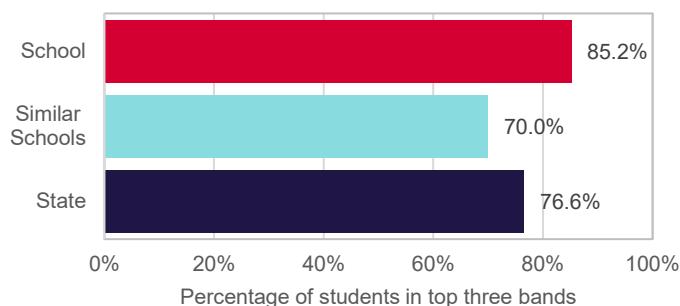
Similar Schools average:

70.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

55.0%

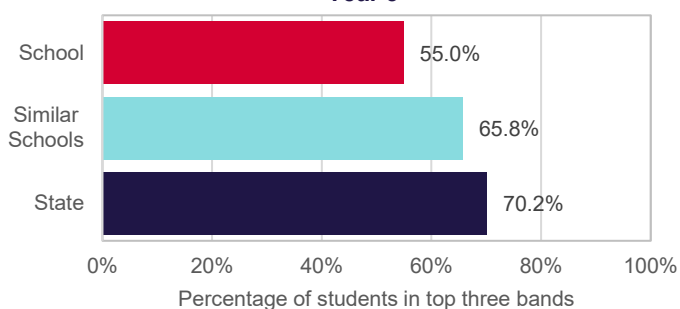
Similar Schools average:

65.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

78.6%

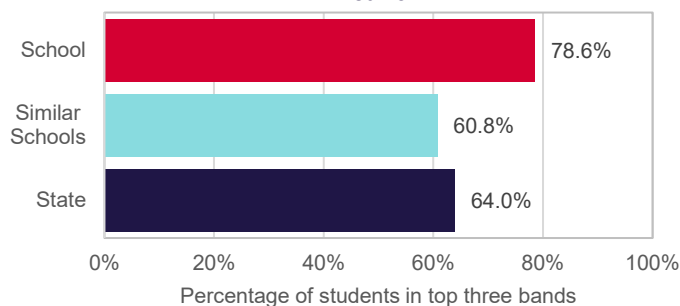
Similar Schools average:

60.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

46.7%

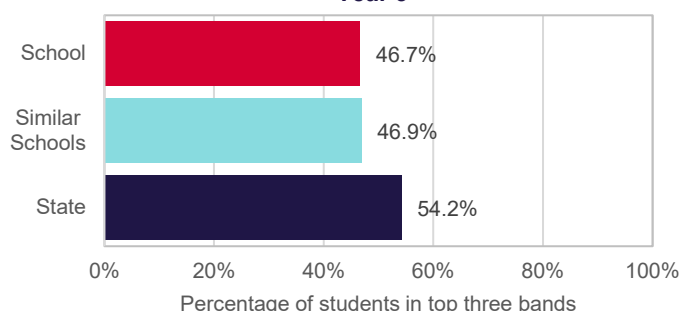
Similar Schools average:

46.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

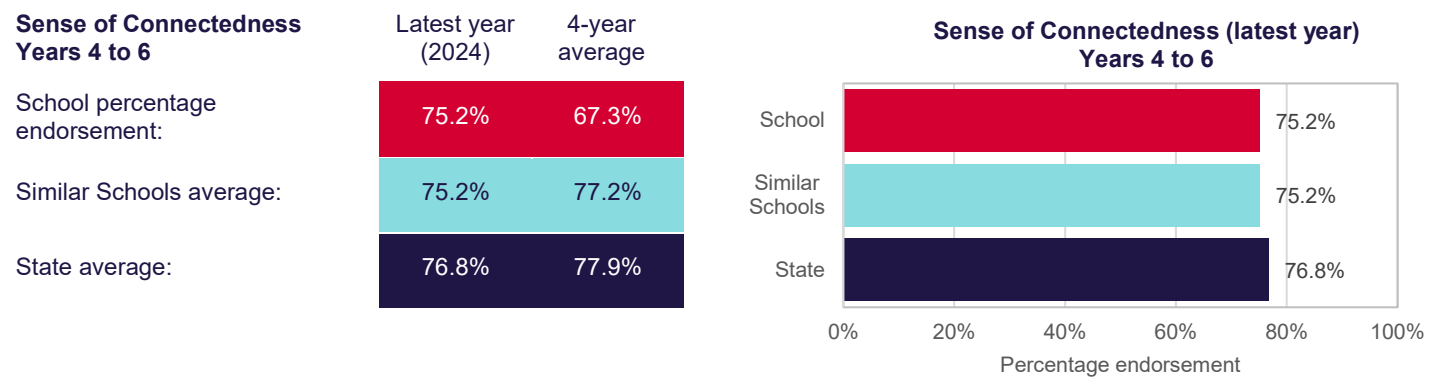


WELLBEING

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

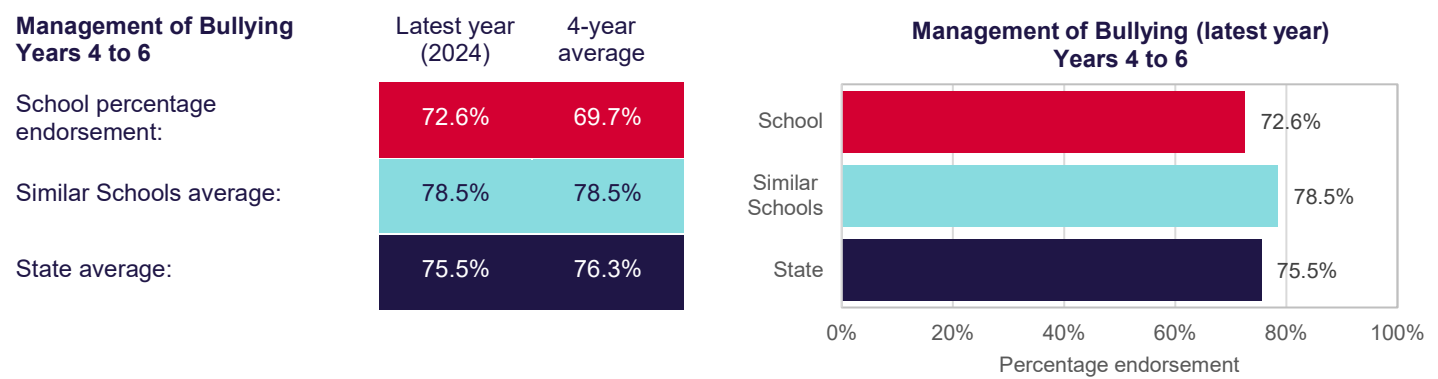
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

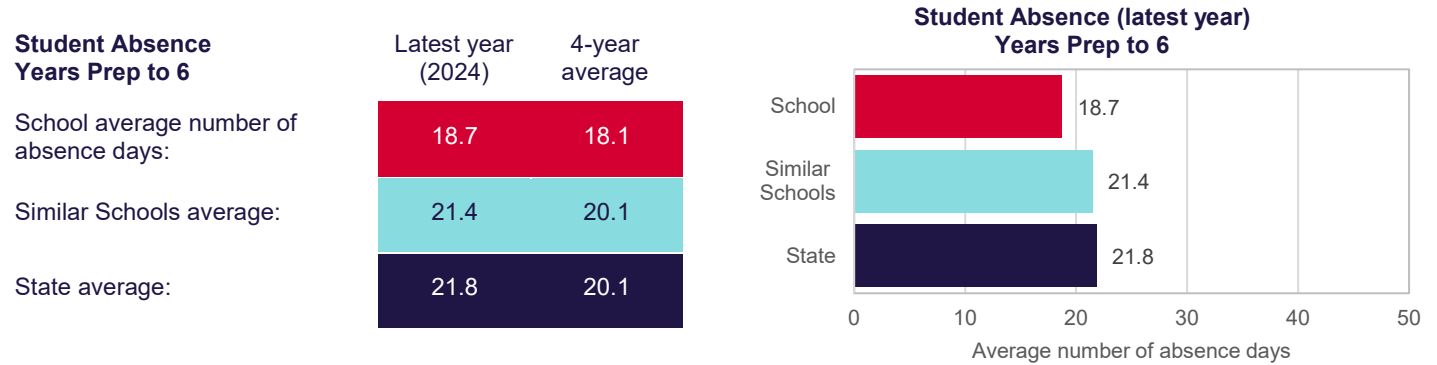


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	93%	90%	91%	89%	90%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,954,211
Government Provided DET Grants	\$357,059
Government Grants Commonwealth	\$8,700
Government Grants State	\$0
Revenue Other	\$31,687
Locally Raised Funds	\$128,034
Capital Grants	\$0
Total Operating Revenue	\$2,479,691

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,028
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,028

Expenditure	Actual
Student Resource Package ²	\$1,938,542
Adjustments	\$0
Books & Publications	\$167
Camps/Excursions/Activities	\$65,836
Communication Costs	\$1,032
Consumables	\$54,243
Miscellaneous Expense ³	\$25,797
Professional Development	\$4,653
Equipment/Maintenance/Hire	\$17,276
Property Services	\$121,497
Salaries & Allowances ⁴	\$167,239
Support Services	\$47,147
Trading & Fundraising	\$25,769
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,369
Total Operating Expenditure	\$2,498,566
Net Operating Surplus/-Deficit	(\$18,874)
Asset Acquisitions	\$11,653

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$408,672
Official Account	\$8,343
Other Accounts	\$0
Total Funds Available	\$417,015

Financial Commitments	Actual
Operating Reserve	\$94,482
Other Recurrent Expenditure	\$5,697
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$65,400
Beneficiary/Memorial Accounts	\$600
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,500
Repayable to the Department	\$30,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$20,000
Total Financial Commitments	\$264,679

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.

