

2024 Annual Report to the School Community

School Name: Invermay Primary School (0882)



- 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 13 March 2025 at 09:20 AM by Justin Marshman (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 13 March 2025 at 09:30 AM by Justin Marshman (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

At Invermay Primary School we strive to develop 'happy kids & high achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.

Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located six kilometres north of Ballarat city centre. The majority of surrounding homes - both existing and under construction - are substantial, high end dwellings. We receive strong enrolment interest and support from families in neighbouring Ballarat suburbs who deem our community, programs and instructional model an excellent fit for their children and family. Our 2024 Student Family Occupation & Education index value - a systemic measure of socio-economic advantage/disadvantage in schools based on educational and employment characteristics of parents/carers - was rated in the MEDIUM range across all schools with an index rating of 0.4799, indicating for the sixth consecutive year slightly higher community disadvantage than the state median. A total of 69 students were enrolled to begin the 2024 school year, up from 68 the previous year.

Facilities for the 2024 school year included an administration building; four classrooms accommodating F-1, Year 2, Year 3-4 & Year 5-6; a multi-purpose room; art room and gymnasium. Our grounds encompass a shaded courtyard; two shaded adventure playgrounds; extensive grass and asphalt play areas; and a beautiful all weather synthetic grass play surface for students and staff to enjoy.

Our school's 2024 staffing profile comprised our Principal; 4.8 Equivalent Full Time (EFT) classroom teachers; one shared music teacher (0.1 EFT); one school Chaplain/Engagement Officer funded through the Federal Government Chaplaincy program (10 hrs per week); and six Integration and Administrative Support staff (4.2 EFT). We maintain longstanding ties with local sport and music coaches who delivered subsidised ukulele, tennis and golf programs to twenty-four students throughout the 2024 school year. The proportion of our 2024 staff who identified as Aboriginal / Torres Strait Islander was zero. We do not offer any explicit programs for international students at this time.

Our IPS vision statement is '*To provide a caring learning environment that promotes a lasting enthusiasm for learning, one which unites our students, staff and families in the development of happy kids & high achievers.*' We are an accredited School Wide Positive Behaviours school. Our most recent Department of Education operations review, conducted in Term 1 2024, highlighted that Invermay Primary School students learn and play within a calm, orderly and safe learning environment. We prioritise the academic and social development of our students, along with the ongoing professional growth of our staff. Consistently high student, staff and parent opinion data over the last five years continues to reflect this.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 Invermay PS entered a new four year strategic planning phase, with a clear goal of *'improving learning achievement and growth in Literacy and Numeracy for all students.'*

Within our 2024-27 Strategic Plan, we aspire to develop consistency in our Reading and Writing instruction and progression across all classrooms and learning levels, whilst also engraining student metacognition and understanding of their personal learning strengths, needs & goals. In addition to providing students with daily 150min Literacy instructional blocks and 60min Numeracy blocks, additional morning sessions of targeted, small group Literacy and Numeracy support were provided in 2024 to targeted students through our Tutor Learning Initiative. These incorporated both in-class support and out of class focus groups for twelve IPS students. All Invermay Prep-2 students participated in thirty minute Synthetic Phonics instruction three times per week. At the same time, all IPS Gr 3-6 students participated in thirty minute duration Spelling Mastery lessons within point of need groupings, as part of their uninterrupted literacy learning time on three occasions per week.

2024 STUDENT ACHIEVEMENT SUMMARY

At the conclusion of the 2024 school year -

- **86% of our Prep-6 students achieved a teacher judgement grade of C or higher in English, matching 86% achieved the previous year.**
- **87% of our Prep-6 students achieved a teacher judgement grade of C or higher in Mathematics, remaining above the Victorian State School average once again.**

Students in Years 3 & 5 participated in nationwide NAPLAN Assessments during the month of March 2024. ***Our Yr 3 & 5 NAPLAN achievements were excellent, exceeding State averages and Similar Schools averages across all domains.***

- **71% of our IPS Year 3 students ranked as EXCEEDING or STRONG in 2024 NAPLAN READING assessment (Similar Schools Yr 3 Average = 62% / State Average = 69%)**
- **78% of our IPS Year 5 students ranked as EXCEEDING or STRONG in 2024 NAPLAN READING assessment (Similar Schools Yr 5 Average = 70% / State Average = 73%)**
- **85% of our IPS Year 3 students ranked as EXCEEDING or STRONG in 2024 NAPLAN NUMERACY assessment (Similar Schools Yr 3 Average = 62% / State Average = 66%)**
- **78% of our IPS Year 5 students ranked as EXCEEDING or STRONG in 2024 NAPLAN NUMERACY assessment (Similar Schools Yr 3 Average = 64% / State Average = 67%)**

Working diligently and collaboratively as a small school Professional Learning Community, our teaching staff conducted inquiry projects throughout 2024 that analysed and enhanced classroom instruction and student voice in Writing (Punctuation) & Reading (Locating & interpreting stated information). All teaching and education support staff felt strongly supported to teach and influence the learning & achievement of the students with whom they worked. This was evidenced in key 2024 Staff Opinion Survey responses as follows:

****2024 Staff Opinion Survey**

- **Staff Trust In Colleagues = 97% positive** (State Average = 82%)
- **Collective Responsibility For Student Learning = 93% positive** (State Average = 87%)
- **Professional Learning To Improve Practice = 100% positive** (State Average = 82%)
- **Meetings /Professional Learning Are Timetabled To Support Collaboration = 100% positive** (State Average = 92%)

We will continue to create opportunities for our staff to visit and observe practice across our own classrooms, as well as in similar high performing schools, to support the growth and ongoing development of our staff and their instructional practice.

Wellbeing

Our school Chaplain, Teachers, Education Support team and Principal assisted many families in dealing with grief & loss, hardship, student identity and school refusal during 2024. A **Federal Government Chaplaincy & Wellbeing Grant** once again enabled us to provide chaplaincy and engagement support onsite for 10 hours per week. Our chaplain worked tirelessly to forge supportive relationships with students, staff & families alike in 2024, sourcing food hampers for families in need and/or linking those families and others to welfare agencies for further ongoing support. Their role extended to providing Tier 1 programs to engage and support all students, including icy pole and hot chocolate pop-up stores for students, lunchtime clubs & games. Our Chaplain also facilitated classroom engagement and counselling of small groups and individual students within Tier 2 & 3 levels on a needs basis.

In 2024 our teachers and Education Support staff were provided with dedicated meeting time to record and analyse **SAEBRS (Social Academic and Emotional Behaviour Risk Screener)** data for each student in their classroom, providing our team with a comprehensive Tier 1 tracking system of Academic, Emotional & Behavioural habits for every student in our care.

Staff also reinforced our **School Wide Positive Behaviours Matrix of Expected Behaviours** - recognising and rewarding our students at assemblies and on newsletters, in addition to recording daily feedback to students and families on Class Dojo.

All staff completed training on Disability Inclusion; First Aid; and two full days of professional development in the **Berry St - Trauma Informed Practice** program to guide our support of students and families at risk.

All classes engaged in personal and social development activities referenced from **Respectful Relationships & School Wide Positive Behaviour** programs, in weekly timetabled **'Invermay Way'** & **'Monday Funday'** lessons. Observable changes from a student perspective included students better identifying how they could manage difficult school scenarios referencing lessons and language learned during **'Invermay Way'** sessions, as well as students understanding their role as a member of a team, group or class.

These outcomes are reflective of Student Attitudes to School Survey results compiled by the Victorian Department of Education, where 82% of IPS students surveyed in 2024 indicated a positive response to 'Student sense of connectedness to their peers, staff and school community' - pleasingly exceeding the state average of 77%. In the same survey, 86% of Invermay PS students surveyed responded positively with AGREE or STRONGLY AGREE to their experience with 'School management of bullying,' also well exceeding the Victorian state average of 75%.

Engagement

Many elements contribute toward a productive and engaged school community at Invermay PS. Student Support Group meetings each term for integration funded, at-risk, ATSI and out of home care students respectively; a fortnightly newsletter; sharing of information between school and home through our XUNO Family Portal; Facebook and SMS communications; were all utilised in 2024 to enhance links between school and home and provide an ongoing window for parents into classroom learning, school strategy & student achievement.

Our school Prep-6 average of 25 days absence for the 2024 school year was only a slight improvement from a 27 day average in 2023. It was still unfortunately higher than the Victorian state school average of 22 days of absence per student in 2024. The percentage of IPS students with 20 or more days of absence in our school was 42%, down from 46% the previous year. This result was equal to that of 'Similar Victorian Schools' in 2024 Department of Education data, though still slightly higher than the overall state average of 39%.

Lingering cold, flu & gastro symptoms meant that an extraordinary number of students missed blocks of 3-5 days at a time in 2024. Mental health appointments and school refusal were contributors in a smaller number of cases. Families taking the opportunity to enjoy extended family holidays in 2023 and 2024 have been another significant contributor to higher than desired absences across our school. We will continue to contact and support our students and families wherever possible to minimise absence and maximise attendance.

Staff and families utilised the XUNO electronic attendance platform, enabling live absence notifications by parents and carers to enable timely acknowledgement of student absences and late arrivals. To proactively influence attendance, all classrooms participated in *Monday Funday* activities to begin our school week from 9:00-9:30am each Monday morning, with movement, energy, teamwork and fun being key ingredients to getting students back to school, on time, each Monday morning. A focus on students developing a special talent through our school subsidised Sport & Music Specialist Programs was again well received, with more than 35% of eligible Gr 1-6 students accepting opportunities to join our IPS Ukulele, Tennis & Golf programs. We thank our Parents & Friends fundraising committee for helping to significantly subsidise the participation costs of these four coaching opportunities for interested Gr 1-6 students.

Our Jnr School Council and Chaplain also generated plenty of excitement with playtime clubs and pop-up icy pole and hot chocolate stores throughout the year. Our T-Birds Breaky Club, facilitated by ES staff from 8.00-8.45am each Monday, Thursday & Friday morning throughout the year, was attended by between 0-7 students each morning, with an average attendance of 2.4 students per morning. A Federal Government Out of School Hours Care grant allowed us to trial both After School Care and Holiday Care during 2024, with 17 individual students utilising this service throughout the year, with an average attendance of 3.8 per session.

Other highlights from the school year

Opportunities for students to represent their school with pride were enjoyed with our T-Birds HPV Cycling, T-Birds Netball, T-Birds Futsal & T-Birds Football teams all competing in inter-school competition.

In June our TBird Racing student cycling team enjoyed a brilliant trip to Adelaide, competing in the 6hr Australian Pedal Prix. Two staff, ten students and their families enjoyed a fantastic weekend together competing and socialising as a team & support crew. Our students completed 114km in

inclement weather during the six hour event. In doing so, they also finished 'on the podium,' achieving a 3rd place finish for schools under 200 enrolments with a mixed team of male & female participants.

In September, our Gr 5/6 Girls Futsal team were victorious in their division of the Ballarat District Primary Schools Futsal Tournament.

At our final assembly for the 2024 school year, student awards were presented for academic growth and school values champions across each of our classrooms. Our school chaplain was deservedly awarded the Catherine King Community Service Shield.

Financial performance

Both our cash budget and staffing budget finished with a surplus for the 2024 school year, with our school council diligently managing and discussing both monthly and annual revenue & expenditure in unison with our annual cash budgets.

Total cash funds available to our school at the end of 2024 were \$82,664.21. This figure was more than budgeted, largely due to credit to cash transfer of Disability Inclusion grants approved by the Department of Education for approved students.

Whilst enrolments grew only marginally from February 2023 to February 2024, Disability Inclusion Grants for identified students continued to grow. 2024 Tier 3 Individual Student Inclusion Funding = \$233,940, in comparison to \$122,833 the school year prior.

\$30,000 of Out of School Hours Care Establishment funding is being held for program provider payment in Term 1 2025.

Other key supplementary grants received during the 2024 school year included \$17,000 for ongoing management of bushfire fuel sources and vegetation in our grounds; a \$30,000 start up grant toward After School & Holiday Care; \$2,120 Early Years Koorie Literacy and Numeracy support funding; \$20,280 Federal Government Chaplaincy funding; an \$1,100 Teacher laptop replacement grant; along with an \$8,125 Student Leadership program grant secured in partnership with School Focused Youth Service. The Department of Education also extended Tutoring funding in our staffing budget throughout 2024 and provided a Mental Health Fund cash grant, which enabled whole staff professional learning in the Berry St Trauma Informed Practice program. Our Parents & Friends continued their fantastic fundraising work, raising \$6,368 toward future school improvement and student initiatives.

**For more detailed information regarding our school please visit our website at
<http://www.invermayps.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 69 students were enrolled at this school in 2024, 34 female and 35 male.

0 percent of students had English as an additional language and 7 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.

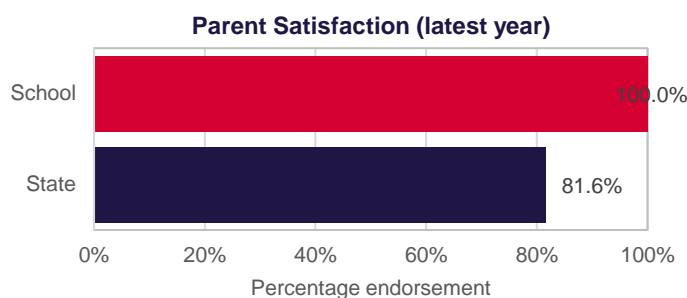
This school's SFOE band value is: **Medium**

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.

	Latest year (2024)
Parent Satisfaction	
School percentage endorsement:	100.0%
State average (primary schools):	81.6%



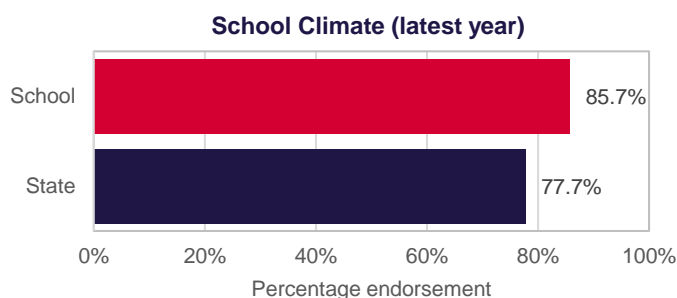
School Staff Survey

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.

	Latest year (2024)
School Climate	
School percentage endorsement:	85.7%



State average (primary schools):

77.7%

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:

85.9%

Similar Schools average:

84.0%

State average:

86.4%

**English (latest year)
Years Prep to 6**



0% 20% 40% 60% 80% 100%
Percentage students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above age expected standards:

86.9%

Similar Schools average:

84.8%

State average:

85.9%

**Mathematics (latest year)
Years Prep to 6**



0% 20% 40% 60% 80% 100%
Percentage students at or above age expected level



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.

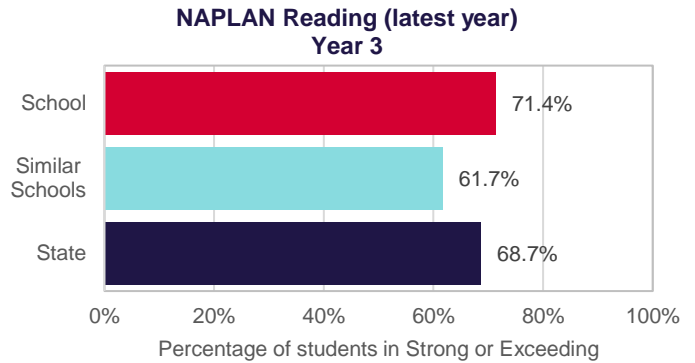
NAPLAN

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.

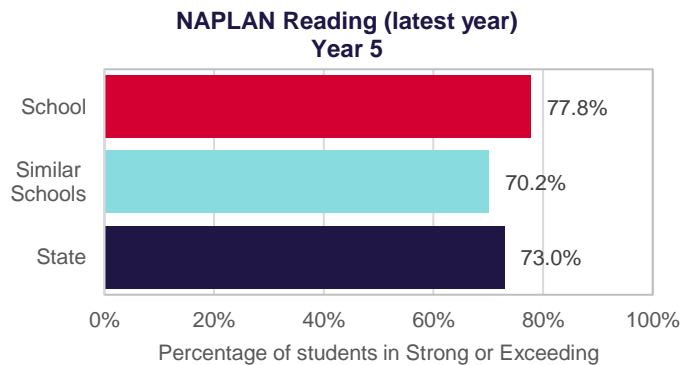
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	66.7%
Similar Schools average:	61.7%	60.9%
State average:	68.7%	69.2%



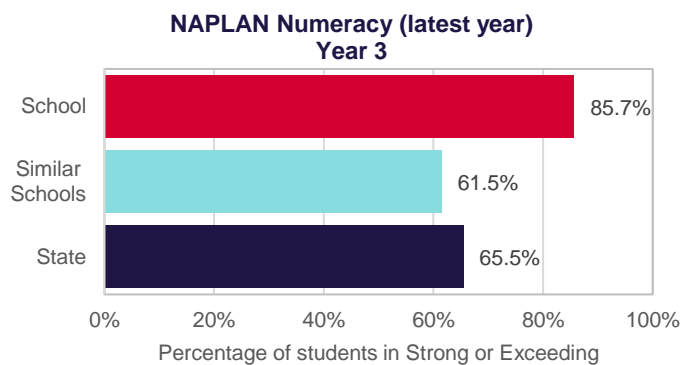
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	77.8%
Similar Schools average:	70.2%	72.2%
State average:	73.0%	75.0%



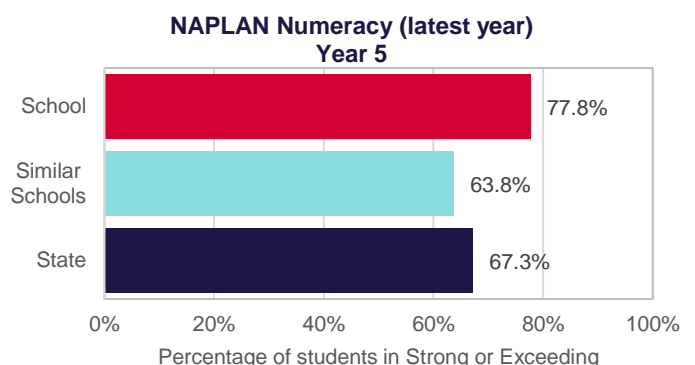
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	60.0%
Similar Schools average:	61.5%	63.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	55.6%
Similar Schools average:	63.8%	61.5%
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:

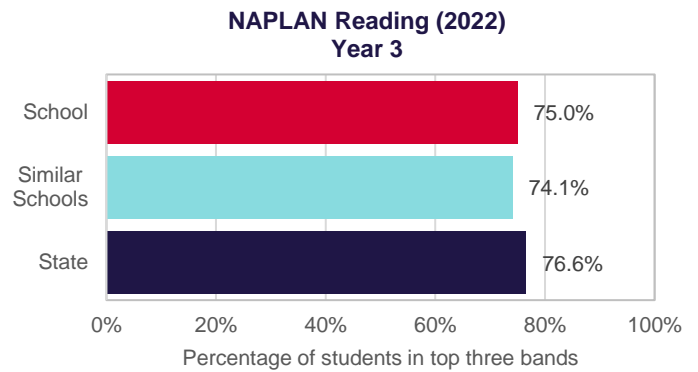
75.0%

Similar Schools average:

74.1%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

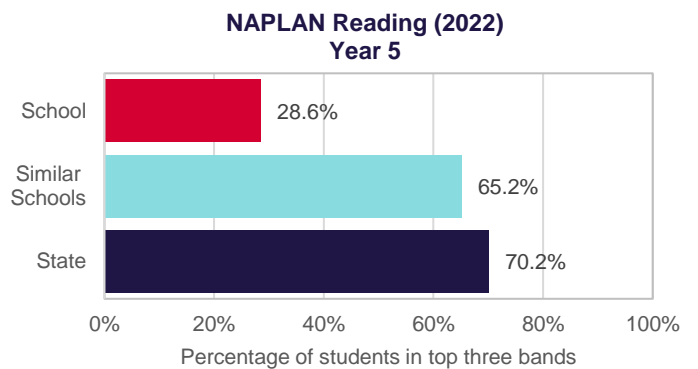
28.6%

Similar Schools average:

65.2%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

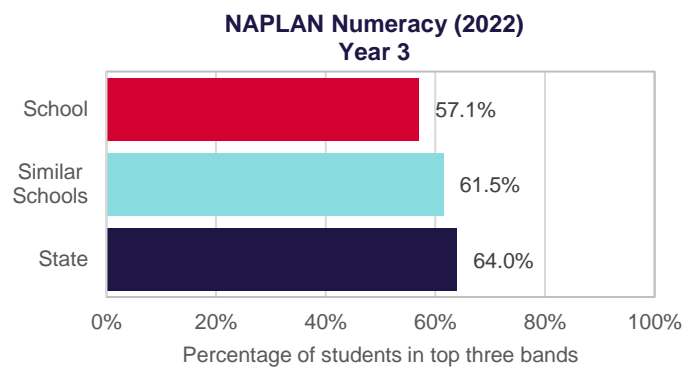
57.1%

Similar Schools average:

61.5%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

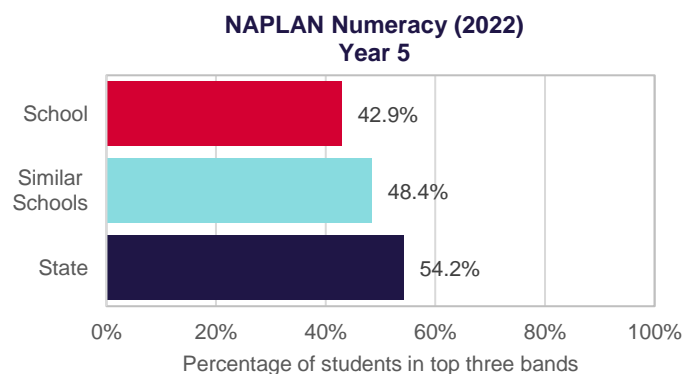
42.9%

Similar Schools average:

48.4%

State average:

54.2%



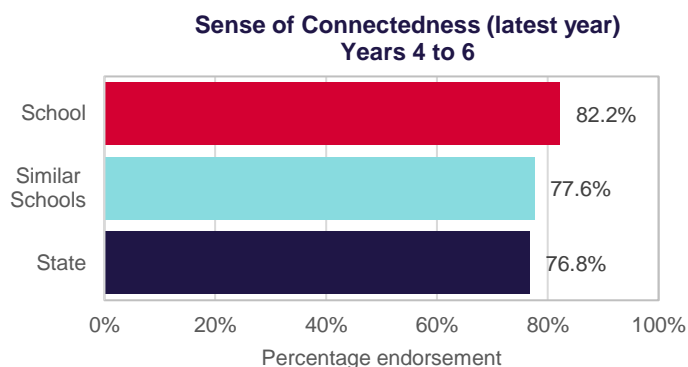
WELLBEING

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).

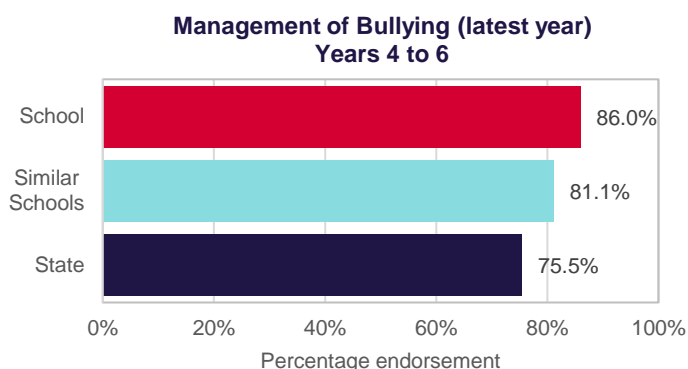
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	82.2%	83.8%
Similar Schools average:	77.6%	79.3%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	86.0%	85.5%
Similar Schools average:	81.1%	81.9%
State average:	75.5%	76.3%



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.

Student Absence Years Prep to 6

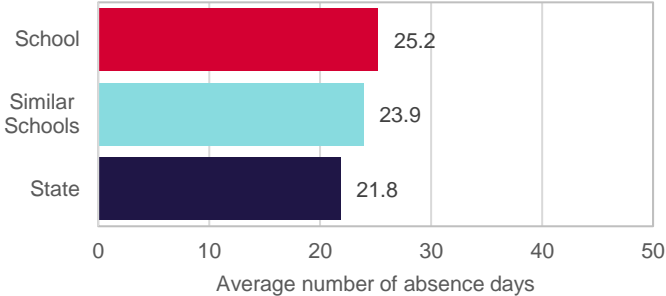
School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	25.2	25.0
Similar Schools average:	23.9	21.8
State average:	21.8	20.1

Student Absence (latest year) Years Prep to 6



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):	89%	89%	89%	89%	87%	87%	80%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,143,578
Government Provided DET Grants	\$330,379
Government Grants Commonwealth	\$2,484
Government Grants State	\$0
Revenue Other	\$3,620
Locally Raised Funds	\$40,089
Capital Grants	\$0
Total Operating Revenue	\$1,520,150

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,610
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$76,610

Expenditure	Actual
Student Resource Package ²	\$989,578
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$28,115
Communication Costs	\$4,294
Consumables	\$15,900
Miscellaneous Expense ³	\$9,035
Professional Development	\$16,344
Equipment/Maintenance/Hire	\$28,919
Property Services	\$51,091
Salaries & Allowances ⁴	\$156,206
Support Services	\$78,411
Trading & Fundraising	\$11,532
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$1,395
Utilities	\$15,355
Total Operating Expenditure	\$1,406,240
Net Operating Surplus/-Deficit	\$113,909
Asset Acquisitions	\$0

- (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	\$73,541
Official Account	\$9,123
Other Accounts	\$0
Total Funds Available	\$82,664

Financial Commitments	Actual
Operating Reserve	\$69,662
Other Recurrent Expenditure	\$1,771
Provision Accounts	\$0
Funds Received in Advance	\$25,639
School Based Programs	\$9,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$37,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$143,772

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.

