

# 2024 Annual Report to the School Community

School Name: Romsey Primary School (0366)



- 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 30 April 2025 at 04:35 PM by Melanie Stewart (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 30 April 2025 at 04:36 PM by Melanie Stewart (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').

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### 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

Romsey Primary School is an inclusive government school catering for students from Prep to Year 6. Established in 1865 just north of the township, the school relocated to its current 11.5-hectare site on Station Street in 1994.

In 2024, the school had an enrolment of 333 students (163 female and 170 male), drawn primarily from Romsey and surrounding areas. A small number of students student population identified as being of Aboriginal or Torres Strait Islander descent. Enrolments have shown steady growth over the past three years. The school's socio-economic profile is slightly above the state average, with a 2024 Student Family Occupation and Education (SFOE) placing Romsey Primary within the medium socio-economic band.

#### Staffing and Leadership

In 2024, Romsey Primary School had a staffing profile equivalent to 21 full-time teaching positions. This included:

- 2 Principal Class Officers
- 1 Learning Specialist
- 1 Leading Teacher
- 1 Mental Health and Wellbeing Coordinator
- 15 Classroom Teachers
- 4 Specialist Teachers (Physical Education, Visual Arts, AUSLAN, Performing Arts (Terms 2-4) and STEAM – each at 0.6 EFT)

Additionally, 8 Equivalent Full-Time Education Support (ES) staff provided support in administration, the Program for Students with Disabilities (PSD), and first aid.

The leadership team comprised of the Principal, Assistant Principal, Learning Specialist, Leading Teacher, and PLC (Professional Learning Community) Leaders.

#### School Vision and Values

Romsey Primary School's vision in 2024 was:

"Romsey Primary strives to be an inclusive and empowering learning community, which fosters confident, creative, caring, curious, and collaborative learners who dare to be excellent."

The school's core values are:

- Respect: Being cooperative, honest, and tolerant of others
- Integrity: Demonstrating honesty, sincerity, and trustworthiness
- Responsibility: Making responsible choices and caring for the school environment, personal safety, and the wellbeing of others

These values are represented in the school's "Values Triangle" and are supported by the You Can Do It program keys: Resilience, Confidence, Getting Along, Persistence, and Organisation. These skills are seen as foundational to developing the character and mindset of successful learners.

#### Teaching and Learning

Romsey Primary implements a whole-school, consistent approach to the teaching of literacy and numeracy. Instruction is differentiated to meet the individual learning needs of all students.

Planning and assessment are priorities and are used to inform teaching practices, track progress, and ensure ongoing improvement.

In 2024, the school implemented instructional models for literacy and numeracy across all year levels. Social and Emotional Learning (SEL) was supported through the Kimochis program, delivered in collaboration with the Mental Health and Wellbeing Coordinator and classroom teachers as well as The Respectful Relationships Program. The School-Wide Positive Behaviour

Support (SWPBS) framework continued to be embedded throughout the school.

#### Facilities and Programs

Romsey Primary School offers a wide range of facilities including:

- A gymnasium
- Library
- Multipurpose space
- Art room
- Canteen
- STEAM kitchen

Outdoor amenities include:

- Soccer, football, and cricket areas
- Athletics track
- Basketball, netball, and tennis courts
- A kitchen garden
- A PlayPod and large sandpit

#### Community and Parent Engagement

Romsey Primary School values strong partnerships with families. Parents are actively involved in school life through:

- School Council
- Canteen Support
- Classroom support
- Camps, excursions, and sporting events
- Fundraising, special days, and school celebrations
- A strong Parent's club

Effective communication continued to be a focus in 2024. The main communication platforms included the school newsletter, website, Sentral, and the school's Facebook page. The use of SMS notifications for unexplained absences contributed to a significant reduction in absentee rates.

Romsey Primary School meets all requirements of the Victorian Registration and Qualifications Authority (VRQA).

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

### Learning

Romsey Primary School remains dedicated to enhancing student achievement across all areas of the curriculum. An analysis of teacher judgment data for Years Prep–6 in Literacy and Numeracy indicates that we are currently tracking below both similar schools and the state average. Teacher judgement data results show performance in Mathematics below similar and state averages. Teacher judgement data results in English show our school slightly below similar school average and state average.

NAPLAN results show that the percentage of students achieving at the Strong or Exceeding proficiency levels for Reading and Numeracy is below that of similar schools and the state averages for both Year 3 and Year 5.

Further analysis of the NAPLAN top-three band data shows Romsey Primary School performing

below similar schools and the state in Year 3 Reading and Numeracy. However, in Year 5, our students achieved above the results of similar schools and the state in both Reading and Numeracy.

In 2024, a key objective of our Annual Implementation Plan (AIP), aligned with the statewide departmental goals, was to enhance student learning. We aimed to support students requiring additional assistance while continuing to extend those excelling, particularly in Numeracy. A strong focus remained on building teacher capacity and knowledge in Literacy and Numeracy to drive improved student outcomes.

Literacy and Numeracy teams met regularly to progress AIP objectives. Professional Learning in Mathematics continued, with our Maths Leader working closely with the Education Improvement Leader and participating in network middle leaders' professional learning. She led professional development sessions, introducing and unpacking the Launch–Explore–Summarise model, which included lesson modelling and opportunities for staff to visit other network schools to see the model in practice.

The Maths Leader also collaborated with teaching teams to identify students for targeted small focus groups, both in preparation for NAPLAN and for post-assessment extension. This focus on small group intervention will continue into 2025.

In Literacy, professional development expanded to include the 6+1 Traits of Writing, MiniLit, InitialLit, Smart Spelling, and English Online Interview training. Throughout 2024, staff continued to engage with the 6+1 Traits of Writing modules through a self-paced learning initiative. These efforts aimed to reshape student perceptions of writing, emphasising creative elements such as voice and word choice alongside traditional structural conventions.

Community engagement initiatives, including Literacy and Numeracy celebrations and open nights, played a key role in strengthening school–family connections. The Foundation team continued to implement the InitialLit program to reduce learning gaps in later years.

The Tutor Learning Initiative prioritised Mathematics support for students in Years 3–6. Our tutoring program, used 2024 NAPLAN data to identify students for support. While the program was designed to operate three days per week, staffing shortages often redirected the tutor to classroom teaching, impacting consistency. Despite these challenges, efforts to deliver tutoring support continued, with staff demonstrating flexibility to maintain classroom coverage wherever possible.

Collaborative planning sessions focused on embedding High Impact Teaching Strategies. The Leading Teacher for Disability Inclusion also worked closely with teams to refine curriculum differentiation to better meet diverse student learning needs.

Professional Learning Communities (PLCs) remained a cornerstone of our collaborative practice. Teams engaged in shared planning time, using data to drive instruction. PLC improvement cycles were completed in Terms 1 and 3, with each team undertaking a six-week inquiry cycle, culminating in a sharing and celebration of learnings.

Looking ahead, building teacher data literacy and confidence in analysis will be a major focus for 2025.

A variety of interventions continued across the school throughout 2024. These included gardening groups, a life skills group, music, movement and mindfulness programs, a Year 6 transition group, speech therapy support, a girls' social group, and the InitialLit phonics program in Years 1–2.

## Wellbeing

Student wellbeing remained a key focus at Romsey Primary School throughout 2024. Data from the Performance Report shows that Attitudes to School Survey results for students in Years 4–6

are below both the state and similar schools in the areas of Sense of Connectedness and Management of Bullying for 2024.

The four-year average for Sense of Connectedness is only slightly below that of similar schools and the state, while the four-year average for Management of Bullying is above similar schools and slightly below the state average.

In 2024, aligned with our Annual Implementation Plan (AIP) wellbeing goal, the school worked towards more effectively mobilising resources to support students' wellbeing and mental health by:

- Continuing to implement the whole-school Positive Behaviour Program, which included a Positive Behaviour Matrix, clearly defined expected behaviours, and consistent consequences for both yard and classroom settings.
- Maintaining our involvement in the Mental Health in Primary Schools (MHiPS) program, with a full-time dedicated Wellbeing Leader/Mental Health and Wellbeing Coordinator (MHWC) working outside of the classroom. The MHWC participated in weekly Communities of Practice (CoP) sessions and engaged with the Mental Health Professional Network (MHPN) in the Macedon Ranges.
- The MHWC worked with staff individually and collectively to strengthen understanding of mental health and social-emotional learning programs, such as Kimochis, Resilience, Rights and Respectful Relationships, and Be You. This was achieved through facilitating professional learning sessions and engaging external professionals where needed.
- Staff undertook professional learning, including Team Teach training to support student behaviour regulation, Berry Street training, Be You Mental Health training, classroom adjustments for students with disabilities, and processes related to the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and the Disability Inclusion process.
- The MHWC supported students through regular Student Support Groups (SSGs) focusing on areas such as anxiety, social skills development, and school attendance.
- The continued presence of our school support dog provided an important source of comfort, regulation, and engagement for students.
- The Disability Inclusion Leader worked closely with the Assistant Principal and teaching staff to enhance inclusive practices across classrooms.
- Whole-school initiatives included participation in Bullying No Way! Day, visits from the Life Education Van, and Positive Behaviour Days each term. Weekly assemblies also celebrated positive behaviour through certificates and awards.
- Romsey Primary School continued to provide a broad range of leadership opportunities for senior students, including roles such as School Captains, Literacy and Numeracy Leaders, Junior School Councillors, Wellbeing Leaders, House Captains, ICT, AUSLAN, and STEAM Leaders. Our Buddy Class program further strengthened student relationships and enhanced feelings of safety across year levels.
- Individual Behaviour Management Plans were developed where needed, with regular parent meetings to support their implementation. Student Support Group (SSG) meetings were held termly for students funded through the Program for Students with Disabilities (PSD).
- A variety of lunchtime clubs offered students social opportunities, including Running Club, Pokémon Club, Minecraft, Drawing, Singing, Board Games, Lego Club, and access to a Passive Play Area.

## Engagement

Romsey Primary School fosters a supportive environment where students are encouraged to achieve their goals and celebrate their successes.



- The average number of days absent per student in 2024 was 21.6 days, slightly lower than both similar schools (22.6 days) and the state average (21.8 days).
  - Year-level attendance rates showed that Prep, Year 1, and Year 5 all achieved attendance rates of 90% or above, while other year levels maintained rates in the high 80% range.
  - 42% of students recorded more than 20 days of absence, compared to 41% in similar schools and 39% across the state.
  - The primary reasons for absences were family holidays and medical/illness-related leave. Addressing unexplained absences remained a priority. Students and families experiencing prolonged or frequent absences were supported through structured meetings and the development of attendance improvement plans. Attendance is monitored daily by a member of the leadership team, with classroom teachers following a clearly defined Absences Flowchart. Special attention was given to supporting students facing attendance challenges due to anxiety, with a compassionate and individualised approach emphasising care, understanding, and partnership.
- Strengthening Home–School Partnerships: Building strong relationships between school and home continued to be a major focus in 2024. Teachers placed a high emphasis on involving parents in school life through activities such as:
- Three-way conferences involving students, parents, and teachers.
  - Parent Helper Sessions to encourage classroom and school-wide involvement.
  - Use of the Sentral Parent Portal for streamlined communication and access to the student learning and reporting continuum.
- Celebrating Positive Behaviour also remained a priority. Weekly ‘Toot Toot’ Awards were presented at assemblies and featured in the school newsletter to acknowledge and reinforce student achievements and positive contributions.

## Other highlights from the school year

Throughout 2024, Romsey Primary School celebrated a number of significant highlights and activities that brought positive benefits to our school community, including:

- In Term 3, we successfully participated in the school review process. This was a highly positive experience, involving review, reflection, and celebration of our previous School Strategic Plan, and the development of a new strategic plan to guide our future direction.
- Our Year 3/4 Camp was held at Creswick Log Cabin, and our Year 5/6 Camp took place in Melbourne, both providing memorable and enriching experiences for students.
- We hosted our first Whole School Colour Run, a vibrant and well-supported event that successfully raised funds for the installation of additional air conditioning units.
- Numerous whole-school events and celebrations strengthened our community ties, including:
  - A Mathematics and Literacy Evening,
  - Mother’s Day and Father’s Day celebrations,
  - Open Classroom Sessions,
  - A 100 Days of Prep Celebration, and
  - The Year 6 Graduation Ceremony.



- In 2024, we proudly re-established our Parents' Club, which organised a variety of successful fundraising activities such as:
  - A Halloween Disco,
  - Mother's and Father's Day Stalls,
  - Sausage Sizzles, and
  - A Christmas Movie Night.
- Sporting achievements were a major highlight of the year, with students participating in:
  - Cross-country events,
  - Junior and Senior Athletics Days,
  - The Prep Swimming Program,
  - Hosting local interschool sports competitions,
  - Implementation of Sporting Schools Grants and programs,
  - And many students achieving district and state-level recognition across a range of sports.
- Community partnerships continued to be nurtured and strengthened, particularly with:
  - Romsey Neighbourhood House,
  - Local sporting associations,
  - Romsey–Lancefield RSL,
  - Romsey Lions Club, who generously supported our Breakfast Program,
  - Romsey Community Carols, and
  - Bendigo Bank.

## Financial performance

Romsey Primary School completed 2024 with a deficit. The figure listed in the Annual report is inaccurate due to these figures being published prior to reconciliation. The school is working closely with the Strategic Financial Advisory Team with planning of the School Resource Package. A managed deficit is carried forward each year with cash funds isolated to offset this. Cash funds available are : \$379,859. After financial commitments are taken out leaves a balance of \$343355. In 2024 funding was received for funding Mental Health in Primary Schools and Level 2 school funding for disability inclusion which supported the staffing of our Mental health and wellbeing coordinator and Leading teacher for inclusion. The school raised \$9523.00 through different activities including mother's day, father's day and sausage sizzles. Our color run raised \$17,207.00

## 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 333 students were enrolled at this school in 2024, 163 female and 170 male.

1 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).

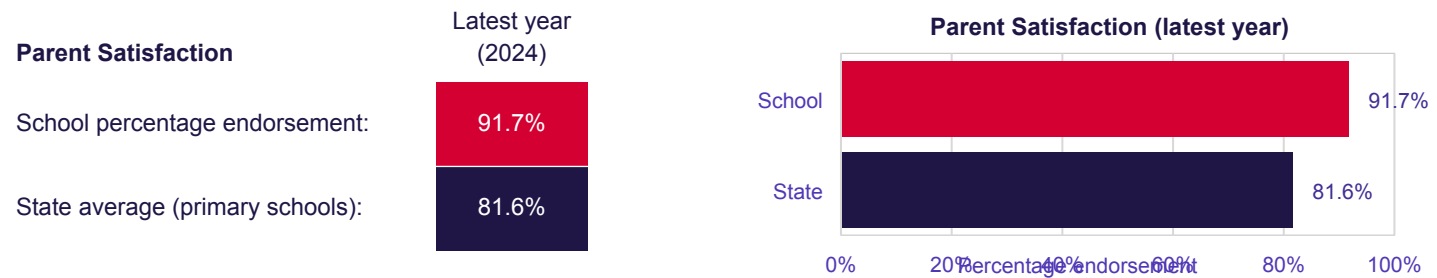
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

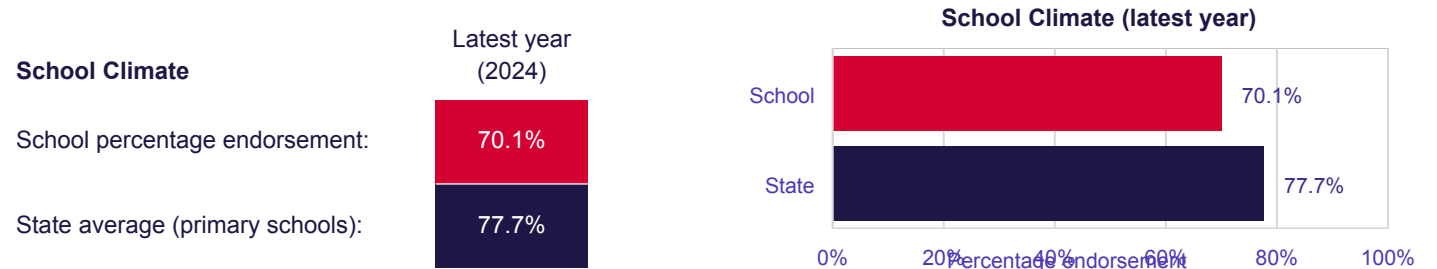


School Staff Survey

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**

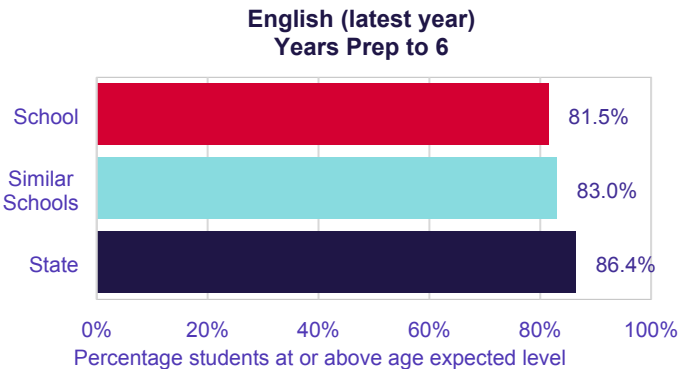
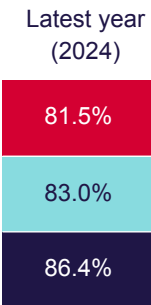
Percentage of students working at or above age expected standards in English and Mathematics.

**English  
Years Prep to 6**

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

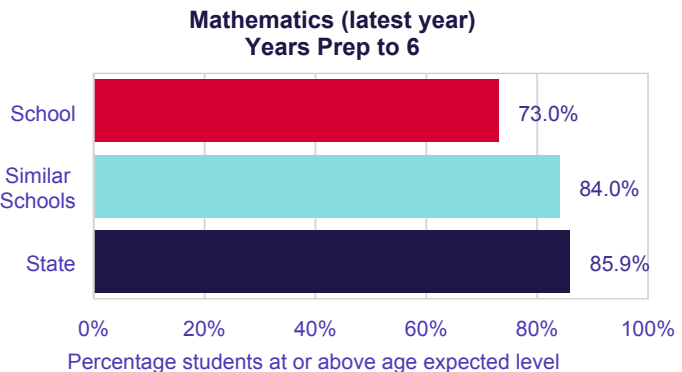
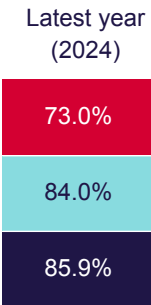


**Mathematics  
Years Prep to 6**

School percentage of students at or above age expected standards:

Similar Schools average:

State average:



## 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.

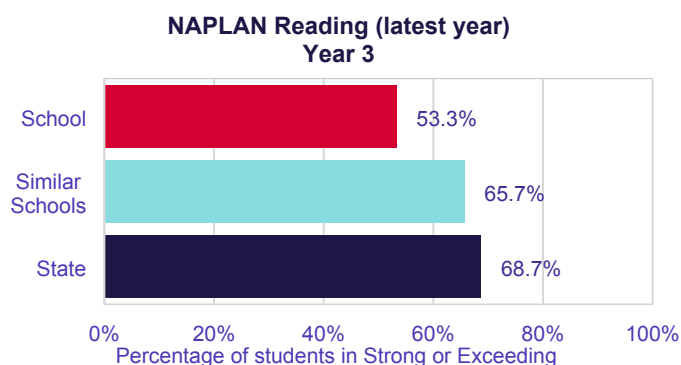
### NAPLAN

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.

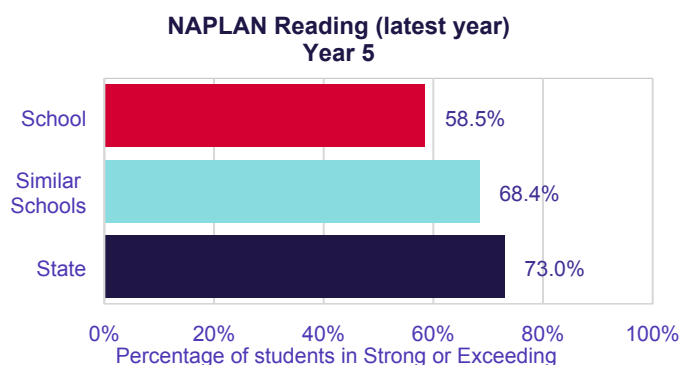
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.3%	58.2%
Similar Schools average:	65.7%	65.2%
State average:	68.7%	69.2%



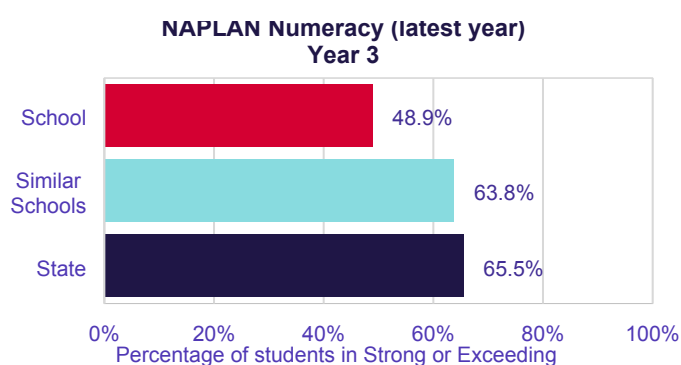
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.5%	68.7%
Similar Schools average:	68.4%	70.0%
State average:	73.0%	75.0%



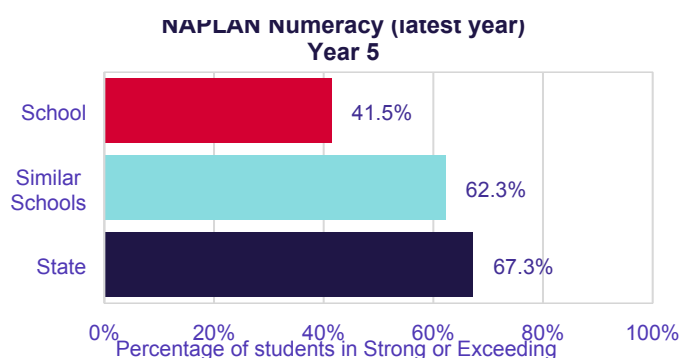
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.9%	50.6%
Similar Schools average:	63.8%	64.6%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.5%	42.9%
Similar Schools average:	62.3%	61.8%
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:

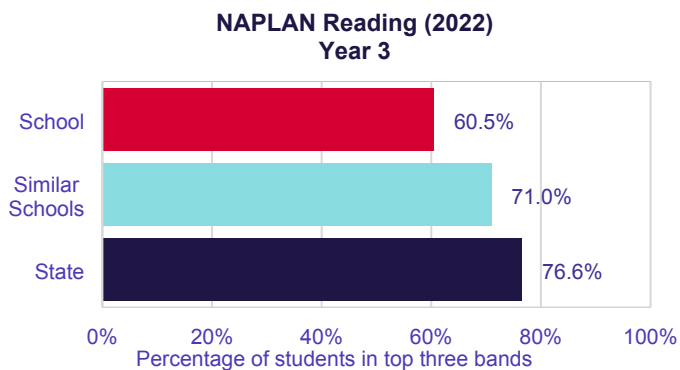
60.5%

Similar Schools average:

71.0%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

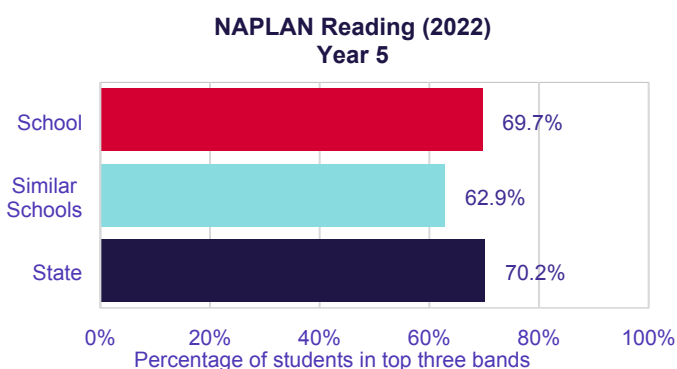
69.7%

Similar Schools average:

62.9%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

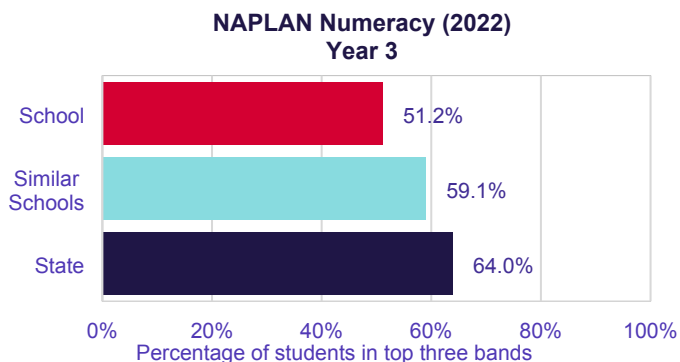
51.2%

Similar Schools average:

59.1%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

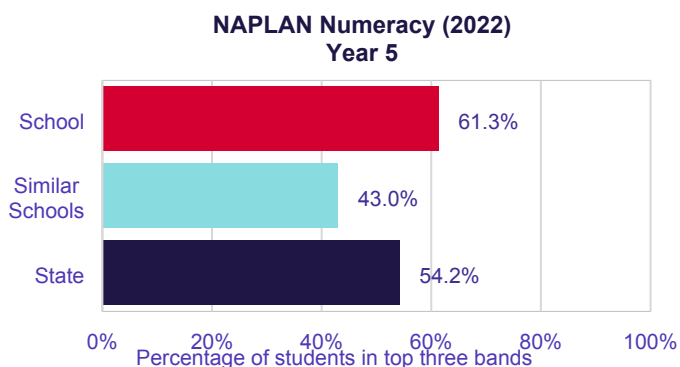
61.3%

Similar Schools average:

43.0%

State average:

54.2%

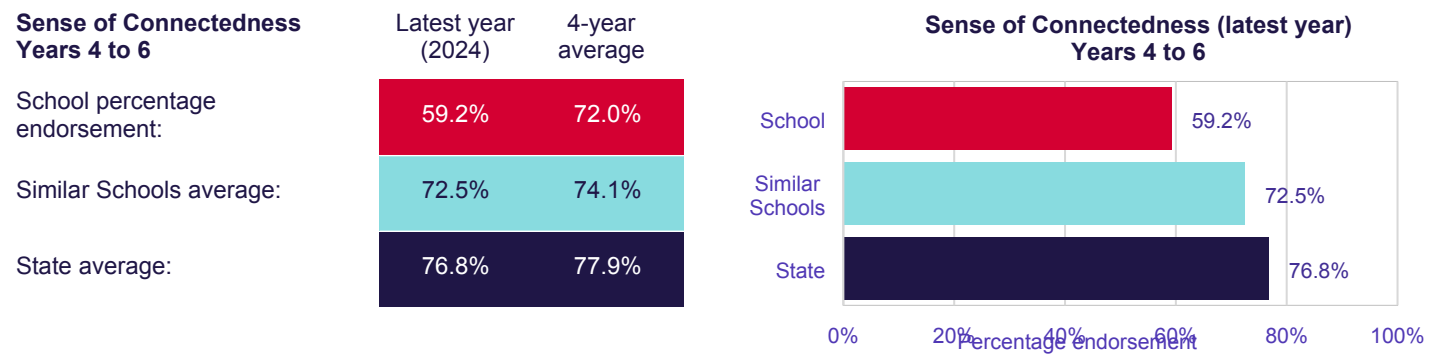


WELLBEING

**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.

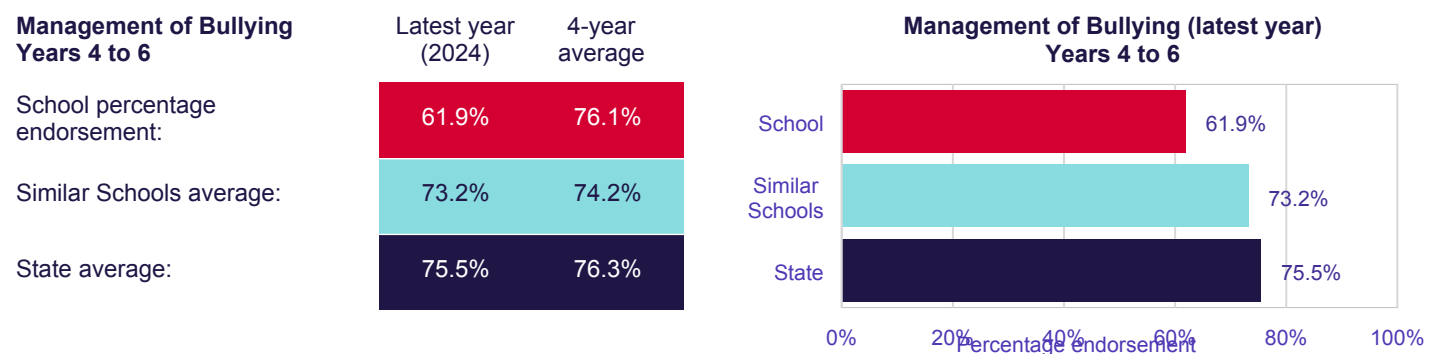
Student Attitudes to School – Sense of Connectedness

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).



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).

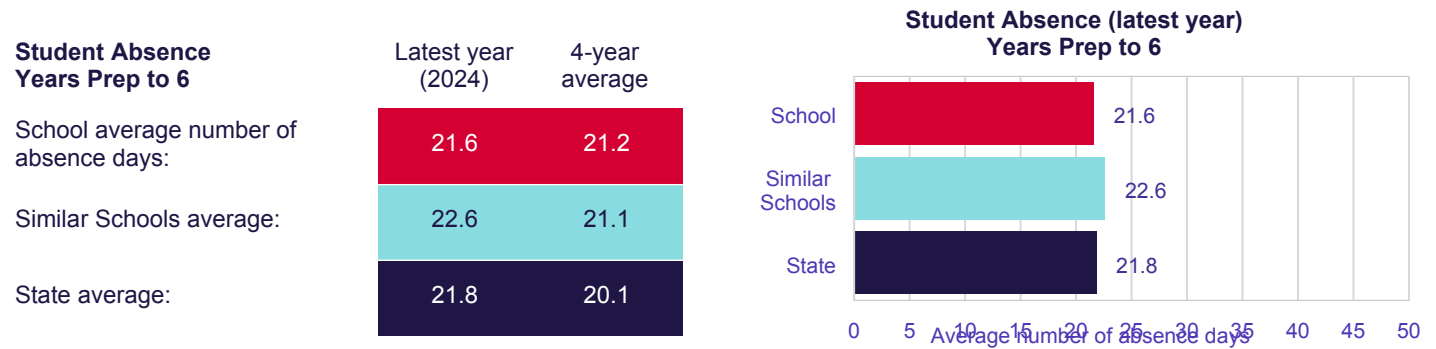


ENGAGEMENT

**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):	90%	91%	89%	89%	87%	90%	88%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,718,747
Government Provided DET Grants	\$465,801
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$41,415
Locally Raised Funds	\$250,826
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,476,789</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$72,087
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$72,087</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,831,004
Adjustments	\$0
Books & Publications	\$666
Camps/Excursions/Activities	\$107,081
Communication Costs	\$6,807
Consumables	\$90,810
Miscellaneous Expense <sup>3</sup>	\$30,885
Professional Development	\$39,821
Equipment/Maintenance/Hire	\$119,936
Property Services	\$174,256
Salaries & Allowances <sup>4</sup>	\$286,171
Support Services	\$15,411
Trading & Fundraising	\$77,328
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,076
<b>Total Operating Expenditure</b>	<b>\$4,824,252</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$347,463)</b>
<b>Asset Acquisitions</b>	<b>\$0</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 29 Apr 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	\$291,615
Official Account	\$88,244
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$379,859</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$167,304
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$143,817
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$32,234
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$343,355</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.*