

2024 Annual Report to the School Community

School Name: Merri Creek Primary School (3110)



- 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 22 April 2025 at 12:08 PM by Kerri Gibson (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 29 April 2025 at 08:40 AM by Kerri Gibson (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.

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.

About Our School

School context

Merri Creek Primary School, situated on the banks of the Merri Creek in Fitzroy North, is an inner urban Melbourne school with an enrolment of 431 students in 2024. The school family occupation (SFOE) density in 2024 was 0.0691 which is in the low range of social disadvantage due to a largely professional and educated parent community.

The students across the school were asked to describe what a person coming to the school for the first time would see and hear on their arrival. This was collated as the following narrative.

'When arriving at the school you pass painted murals outside the art room. The crossing supervisor is there to say good morning. The gate is different with lots of decorative patterns. The Principal and Assistant Principal open the gates for everyone. It's a friendly school with lots of friends to spend time with. People are nice to each other. No one wears uniforms and we have freedom of choice. It feels relaxed. There is a good playground and lots of play equipment. The Preps will point out the gaga pit, yellow slide, monkey bars, climbing wall, fire pole and the huge snakes and ladders game. The school doesn't have big playgrounds like some other schools, but it works just as well. There is a lot of nature as we are close to Merri Creek and there are lots of big trees. There are lots of kids, but the school manages them well. The school has been around for a long time, but we have nice, new improved buildings keeping up with today's changes and trends. Other notable features are the library, music room, Kingfisher mural & the indigenous stencil. The sound of music is everywhere and music can be heard playing outside with music assemblies each week. There are often rock bands rehearsing in the band rooms. You will hear us acknowledge the Wurundjeri people at assembly. People see that the school values the traditional owners of the land through the displays we have in the corridors. There is art everywhere. We are very creative. It is a welcoming school with kind, generous teachers who make learning different. There are good teachers at this school. They are kind, unique and fun. In classrooms you can see that teachers know and understand the students well. It's not too strict. Students are learning. There is a nice balance of education and knowing people. Lots of activities are focussed on feelings and understanding our emotions. There are lots of different groups with different interests and you can believe in whatever you want to believe in. People don't judge each other here. There are lots of opportunities to do outside things like swimming, excursions and camp. The students are good at soccer and sports and there are opportunities to represent the school. There is OSHC and they have hot food every day. It is a welcoming welcoming school and you will see and hear laughter everywhere.'

The vision statement for our school is 'As a school community, we create an environment where students thrive in every way. We support each other as we discover, learn, think, and question. Respecting ourselves and others, we all contribute to our community and the wider world.' This is what we strive for as a community of learners. We aspire to have every child thrive in all areas of schooling. We want students to be socially capable of building and sustaining relationships, to be emotionally connected, aware and resilient, to be physically active and active participants in their learning and their learning environments. We want students to be active in using the processes of discovery, thinking deeply and questioning as learners. We want students to understand what it means to be respectful of themselves and their own needs and to recognise that we are each unique individuals worthy of the respect of others.

Merri Creek Primary School values are C.A.R.E. representing Creativity, Acceptance, Responsibility and Effort

School Council is active in meeting regularly and engaging in the governance of the school. The partnership between the Principal, School Council President, parent, and staff representatives is highly supportive and collaborative. School Council sub-committees include Finance, OSHC, Buildings and Grounds, Education, Community Relations, and Fundraising.

Positive endorsement by teachers in the Department of Education staff survey positioned the school higher than our similar schools and state for school climate. Staff believe that school-wide goals influence their teaching practice, and they feel a strong sense of responsibility for the learning and the wellbeing of the students. Teachers believe students have the capacity to learn and that the school focuses on what is best for students when making decisions. School leadership has a commitment to improving teacher practice and collectively drives professional learning and the progression of teaching and learning initiatives. Teachers feel confident in their abilities and value the distributive leadership model for strengthening practice and being involved in key decisions. Teacher engagement in school based professional learning has strengthened practice, fostered collaboration and ensured a data driven reflective process.

Positive endorsement by the parent community in the Department of Education parent survey positioned the school higher than our similar schools and state for general school satisfaction. Parents expressed confidence that the school provided a good standard of education and worked to improve on the quality of teaching and learning. There was an acknowledgement of the effort made to keep the school grounds and facilities clean and maintained. School leadership is very clear on its strengths and areas for improvement and this factor was positively endorsed in the parent survey at higher levels than similar and state schools.

Progress towards strategic goals, student outcomes and student engagement

Learning

NAPLAN outcomes demonstrate high levels of achievement at Year 3 and Year 5.

Data shows the percentage of Year 3 students attaining the proficiency levels of exceeding or strong in reading and writing has increased. Results are above those of similar and state for literacy. Year 3 numeracy increased in the exceeding and strong categories from 73% to 81% from 2023-24

Data shows the percentage of Year 5 students attaining the proficiency levels of exceeding or strong in reading has remained consistent at 97.6%, and has increased from 86% to 91% for writing. All results are above those of similar and state schools for literacy. The percentage of Year 5 students attaining the proficiency levels of exceeding or strong in Numeracy were higher than similar and state schools and slightly higher than literacy outcomes. The school's results were well above those of similar schools.

Learning growth is not represented in the report however this has been an area of focus for the school. Our goal to improve individual student growth resulted in positive outcomes in 2024 where the school data for literacy and numeracy shows significantly higher levels of growth compared to our similar schools. High growth for reading was at 57% with similar schools at 30% and low growth reduced from 18% in 2023 to 8% in 2024. High growth for numeracy was 60% with similar schools at 26% and low growth reduced from 21% to 10%. The focus on implementing whole school teaching and learning practices to deepen teacher curriculum content and pedagogical knowledge has supported this achievement.

Teacher judgements present as lower than our similar schools. The comparison between teacher judgements against the National Assessment Plan – Literacy and Numeracy (NAPLAN) suggests teacher assessments are more cautious than what is reflected in NAPLAN results. Continuing to refine assessment moderation processes in alignment with the Victorian Curriculum could enhance alignment in teacher assessments with National testing.

Wellbeing

The percentage of positive endorsement recorded for 2024 student attitudes to school data generally improved for the wellbeing factors. Sense of Connectedness was higher than similar and state schools in 2024. Students surveyed at Year 4-6 positively endorsed that they are happy to be at this school and that they like coming to school. School connectedness has continued to improve from year to year since COVID-19.

Management of bullying was endorsed at similar levels to similar schools and slightly lower than state schools. Year 4-6 students highlight in the survey that they feel safe at school. Although bullying behaviours are not common in the school the perception of consistent management of unkind behaviours by teachers is what we believe students are referencing in this response. School leadership recognises the importance of enhancing the consistency of behaviour management approaches in the school to ensure staff consistently use agreed approaches when managing behaviour. Students equate consistency with fairness. Ensuring that students know how to seek support is important as is maintaining high expectations of behaviour. Resilience in help seeking is a focus area for the school.

The focus more broadly in 2024 was on positive coping strategies to support student self-management and regulation of emotions. This was supported through the implementation of the Department of Education's High Impact Wellbeing strategies. The work undertaken was with consistency in the use of the Zones of Regulation, and engaging with wellbeing check ins. Implementation of toolkits to actively engage students with help-seeking strategies was developed and students learning to recognise their emotional responses and communicate these was encouraged. The Respectful Relationships program supported leaders and teachers in understanding cohort patterns of behaviour at different year levels and differentiating responsively for the wellbeing needs of students. Supporting teachers to move away from reactive towards responsive strategies has been key to professional development.

Engagement with the parent community has included the development of communication processes through responsive wellbeing communication around behaviour trends at year cohort level using Seesaw to increase the exposure of learning at student level. The design and implementation of consistent expectations around reporting was continued to improve parent understanding of how assessment occurs in the school. Positive parent endorsement of these aspects in the Department of Education survey was improved.

Engagement

Foundation to Year 6 student absence data: 20 or more days was at 29% in 2024 which is lower than similar and state schools.

The school records good levels of attendance when compared with schools similar to our own and state. Parents in our community value education and 97% of Year 4-6 students positively endorsed that their parents believed going to school was important in the Student Attitudes to School Survey. The school has high expectations of attendance with procedures for reporting and following up on absences by the administration team and wellbeing leader. The distance students live from school is 2.17km on average which aligns to good levels of locally zoned enrolments. The benefits are that play dates and community connection is amplified with families being close to the school. 89% of our students are located close enough to walk to school.

There has been positive parent engagement with the school in 2024. Parent community engagement was 88% positive in the parent survey compared to similar schools at 76%. Parent participation and involvement was at 87% positive with similar schools at 79%. Parent involvement is extremely high for a community with many demands on their time. Contributions of time and resources are made through fundraising and community building events such as the fete, community breakfasts, fun lunches, trivia nights, welcome picnics, student discos, graduation ceremonies and working bees. Parent expertise and time is given

through school council membership, including convening sub committee meetings for school governance, parent representatives for each class, volunteering for incursions, excursions, festivals, and in class programs.

Parent survey data has school communication at 89% positive, with similar schools at 79%, and teacher communication at 86% positive compared to similar schools at 66%. Teacher communication has been a significant improvement for the school with an increase from 68% in 2023, and 57% in 2022. Parents feel they can address concerns with the school leadership and that they have effective two way communication with teachers. This factor was at 95% positive in the 2024 survey up from 80% in 2023, and 76% in 2022.

In 2024 we began the design and implementation of a whole school scope and sequence for inquiry learning F-6, drawing on the knowledge-based curriculum (History, Geography, Civics and Citizenship, Economics, Science Knowledge and Health) and started to align literacy learning with inquiry content to ensure relevancy for students. This has created cohesive inquiry units of learning across the school focused on building greater depth of knowledge and engagement for students.

Other highlights from the school year

The music program is based on the premise that every student is a composer, a performer and a listener. All students from Foundation to Year 6 learn to compose their own pieces and perform them to their class. All students from Years 3 to 6 regularly perform their original works at weekly school assemblies. Our school also offers a very popular rock band program where all students from Years 4 to 6 are encouraged to form bands that create and perform original rock songs. Our rock bands perform at special rock band assemblies and attract acclaim from the broader community. Students in the senior school represented the community at the State School of Rock competition. The school supports an instrumental music program after school each day, working with the coordinator to administer this highly attended tutor program.

The whole school Arts Festival 'Connecting to Country' explores the natural elements: Earth, Water, Air and Fire, as points of connection. Uncle Dave Wandin's quote from Voice of the Birrarung, 2022 'to learn from us about how to care for Country, you have to walk Country, to read Country, so you can heal Country.' is the inspiration behind the festival. This year the focus was 'Water'. Merri Merri (the Merri Creek) and Birrarung (the Yarra River) guided our investigations and art making. All students engaged in artists walks and experiences on day one followed by art making experiences on day two. Some learning investigations included Herring Island, Fruit Bats, water vessels, clay eel traps, urban waterways, storytelling through country, architecture and water, indigenous plant knowledge, and the comfort of water. The festival was held in November over 2 days commencing with a Welcome to Country Ceremony, led by a Wurundjeri Elder, and concluding with an opportunity to attend a viewing of the art works alongside an assembly for the school community.

The school offers a camping program for students in Year 3-6. The adventure camps are designed to support the Health and Physical Education program and skills aligned to social and emotional learning. Year 5 and 6 students attend interschool sport gala days in Term 2 and 4 where they compete in a range of summer and winter codes. Year 4-6 students compete in school swimming and athletics and cross country running competitions where those who meet the criteria have the opportunity to compete at higher levels of district, division and regional competitions. The school works closely with Sports Victoria to offer experiences in sporting codes with experienced coaches providing expertise across year levels throughout the year. We provide a swimming program for all year levels.

Financial performance

The school finished with a net operating surplus of \$164,000 for 2024. This surplus can largely be attributed to our fundraising activities, outlined below.

Equity Funding is extremely low at Merri Creek Primary School, reflecting the level of socio and economic advantage afforded to many families in this community.

Additional State or Commonwealth government funding the school received beyond the Student Resource Package (SRP) were Targeted Initiatives: Swimming in Schools \$12,455, Extended Koorie Literacy and Numeracy Program \$1,060, Student Excellence Program \$11,665, Career Start \$16,283.26, Tutor Learning Initiative \$26,500, Respectful Relationships \$2,200 and Schools Mental Health Fund \$53,015.25. Also \$5,000 from the Australian Sports Commission for the Sporting Schools Program.

The school welcomed the opportunity to provide swimming lessons once again with all year levels participating.

The tutor learning initiative was used to fund a literacy intervention program for three days a week.

A range of external sports opportunities were accessed including AFL and frisbee coaching with costs covered by the Sporting Schools Program.

The school thanks the Fete coordinators and the school community for their tremendous work with the Fete, raising the significant amount of \$88,000. Our school community always goes above and beyond with their support for our fundraising and the School Council subcommittee convenors who oversee this work contribute high levels of expertise and commitment. Other fundraising events included Community Breakfasts, Fun Lunches, a Trivia Night, Hot Cross Bun drive, Merri Marathon, and year level discos. A grand total of \$115,000 was raised and with a Capital Works project to commence in 2025, we have been able to set aside considerable funds to support this project.

Families also generously donated to school Building and Library funds, a total of \$34,532 and \$9,730 was donated to the school's Equity Fund to ensure all students in the school were able to access resources and school events.

For more detailed information regarding our school please visit our website at <https://www.merricreekps.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 431 students were enrolled at this school in 2024, 233 female and 198 male.

4 percent of students had English as an additional language and 1 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).

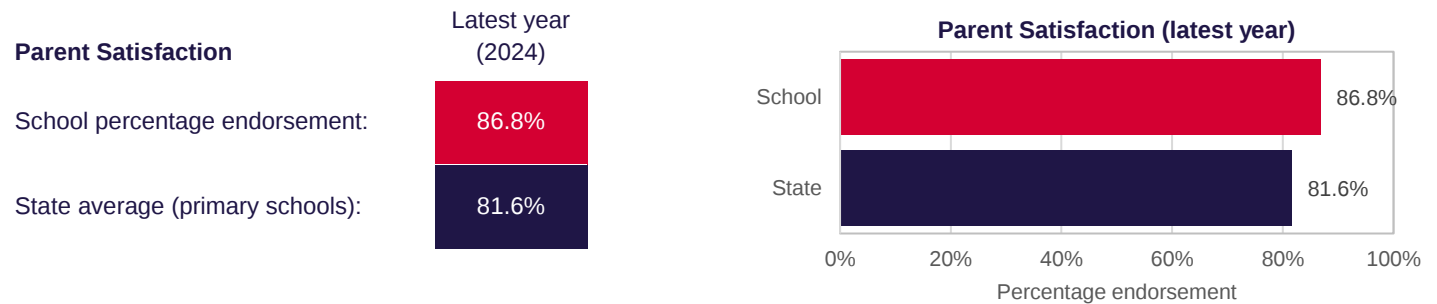
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

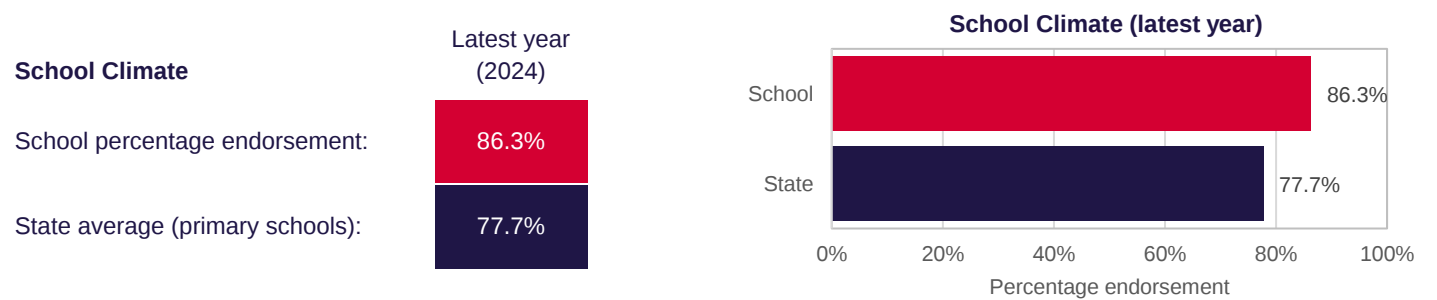


School Staff Survey

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.



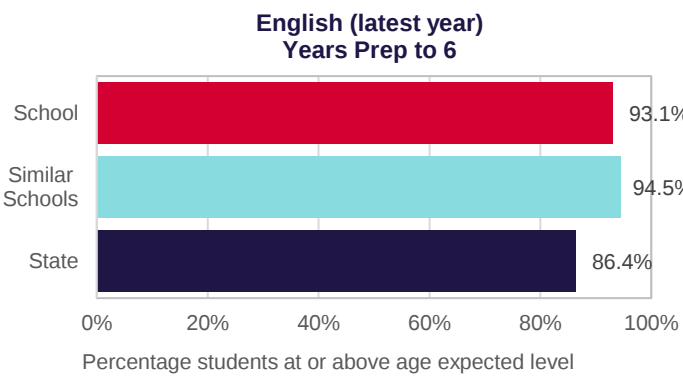
LEARNING

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.

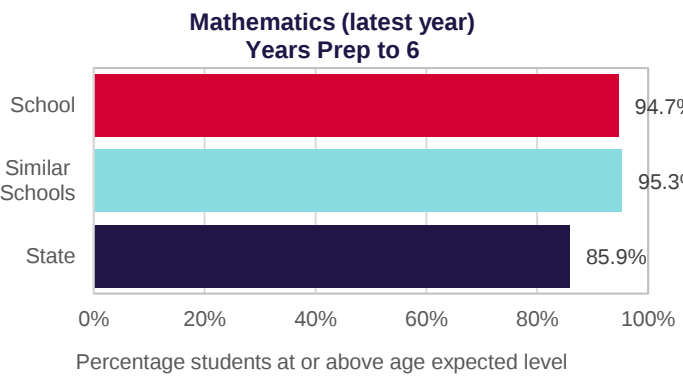
Teacher Judgement of student achievement against the Victorian Curriculum

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:	93.1%
Similar Schools average:	94.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.7%
Similar Schools average:	95.3%
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.

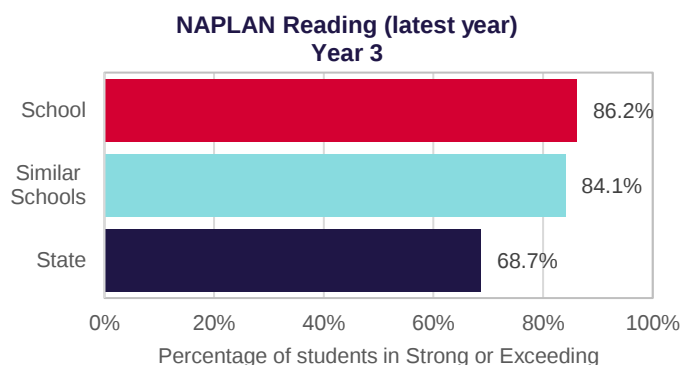
NAPLAN

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.

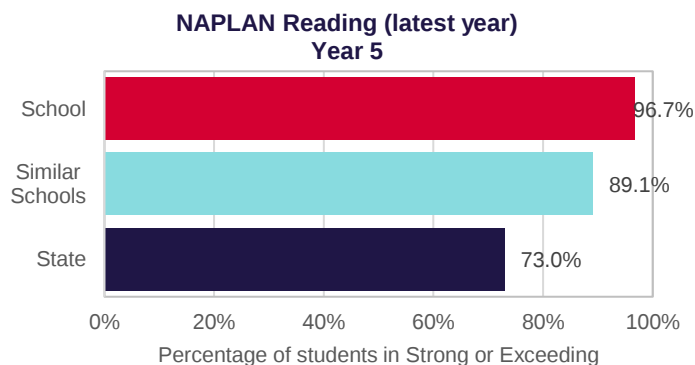
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.2%	84.7%
Similar Schools average:	84.1%	84.7%
State average:	68.7%	69.2%



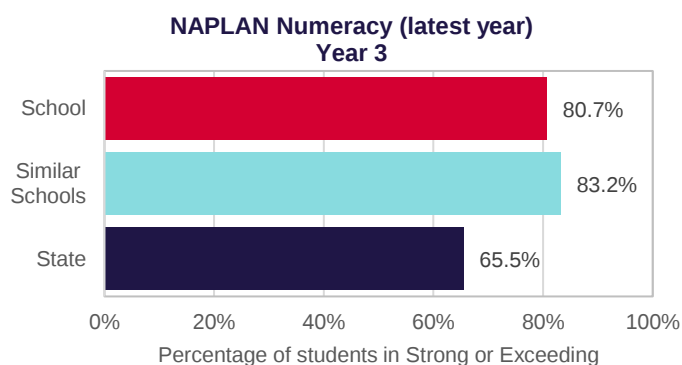
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.7%	96.4%
Similar Schools average:	89.1%	90.2%
State average:	73.0%	75.0%



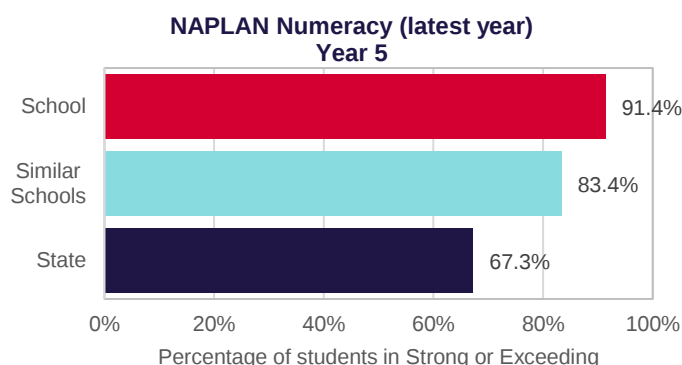
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.7%	82.1%
Similar Schools average:	83.2%	83.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.4%	88.1%
Similar Schools average:	83.4%	83.7%
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:

89.8%

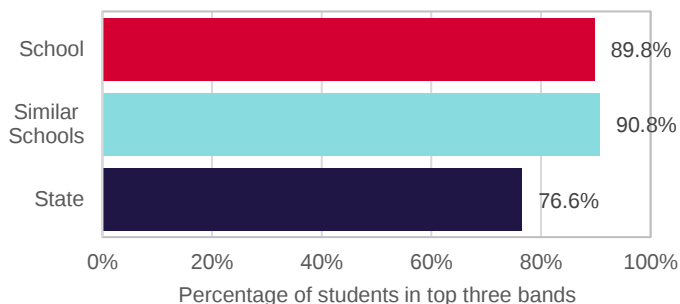
Similar Schools average:

90.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

96.7%

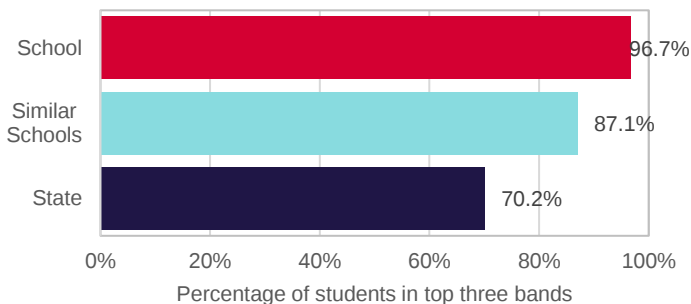
Similar Schools average:

87.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

81.0%

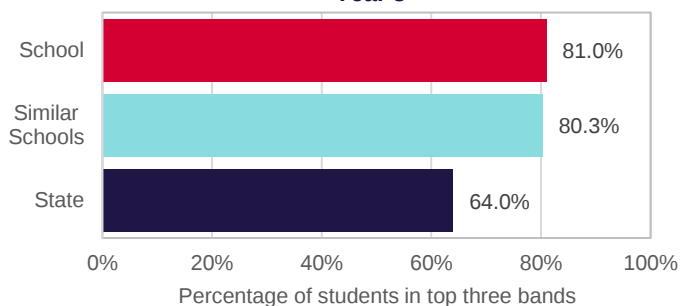
Similar Schools average:

80.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

77.2%

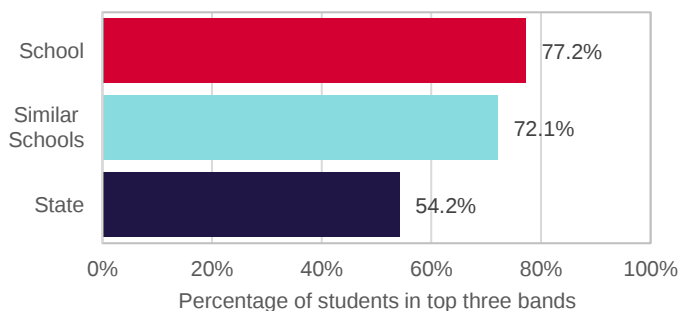
Similar Schools average:

72.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

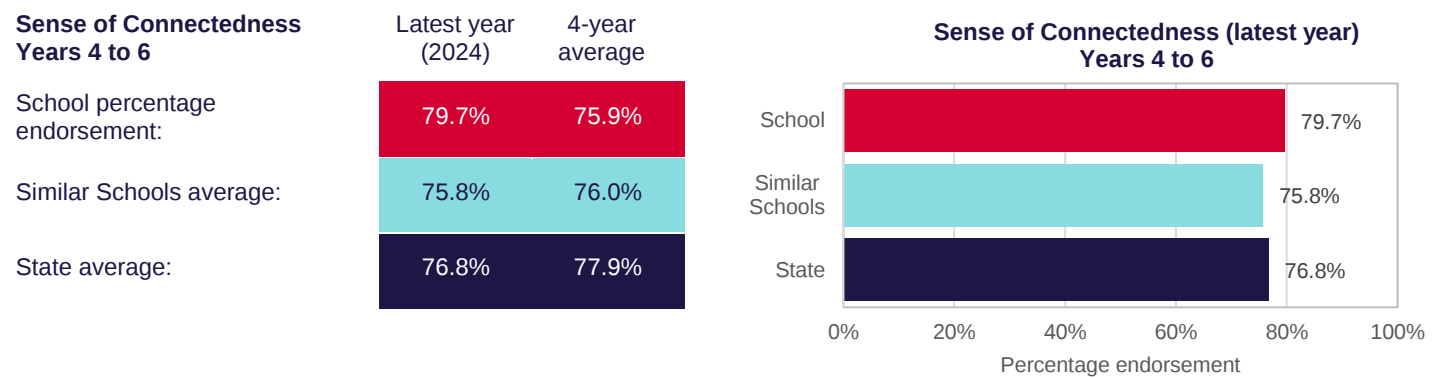


WELLBEING

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.*

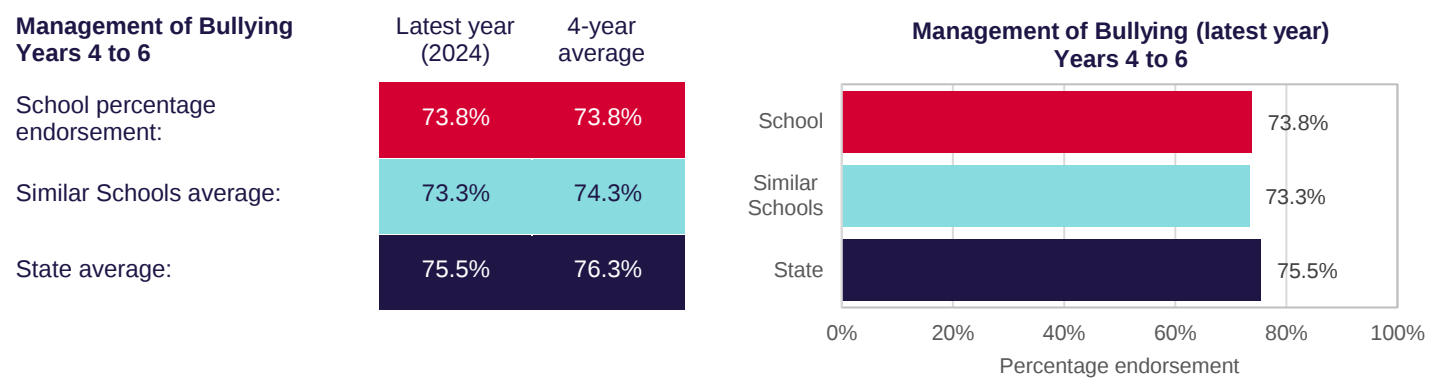
Student Attitudes to School – Sense of Connectedness

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).

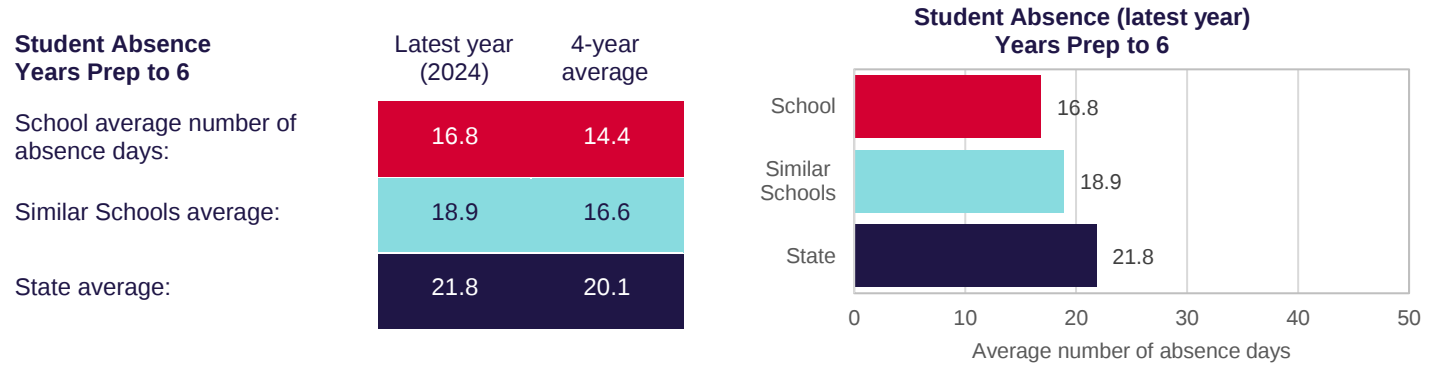


ENGAGEMENT

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):	94%	93%	92%	91%	90%	90%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,916,310
Government Provided DET Grants	\$375,216
Government Grants Commonwealth	\$260,102
Government Grants State	\$0
Revenue Other	\$62,050
Locally Raised Funds	\$904,376
Capital Grants	\$0
Total Operating Revenue	\$5,518,055

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,631
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,631

Expenditure	Actual
Student Resource Package ²	\$3,938,315
Adjustments	\$0
Books & Publications	\$9,205
Camps/Excursions/Activities	\$203,299
Communication Costs	\$2,891
Consumables	\$78,603
Miscellaneous Expense ³	\$44,553
Professional Development	\$23,146
Equipment/Maintenance/Hire	\$57,935
Property Services	\$160,547
Salaries & Allowances ⁴	\$547,054
Support Services	\$87,967
Trading & Fundraising	\$181,486
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,458
Total Operating Expenditure	\$5,376,460
Net Operating Surplus/-Deficit	\$141,595
Asset Acquisitions	\$48,502

- (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	\$1,344,759
Official Account	\$19,639
Other Accounts	\$18,099
Total Funds Available	\$1,382,498

Financial Commitments	Actual
Operating Reserve	\$217,608
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,000
Funds Received in Advance	\$176,664
School Based Programs	\$360,047
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,259,319

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.