

2024 Annual Report to the School Community

School Name: Surfside Primary School (5354)



- 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 02 April 2025 at 11:42 AM by Peter Walsh (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 02 April 2025 at 11:42 AM by Peter Walsh (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

In 2024, Surfside Primary School was a medium to large sized school funded at 539 students (251 female and 287 male). The school has been in operation since 1993. It is located in a residential area 2 km north/east of the central business district of the seaside resort of Ocean Grove, 28 kilometres from the provincial city of Geelong, on Victoria's Bellarine Peninsula and has seen considerable growth over the last 5 years due to new housing developments becoming available within that time and relocations to the Bellarine and therefore has seen a growth in student population throughout this time. Our Vision is 'to inspire students to be creative, innovative and emotionally equipped to thrive' while our Mission is to 'cultivate a caring and inclusive environment in which students flourish' and is supported by our school Values of 'Respect, Honesty, Teamwork and Achievement'. This is evident in all classrooms and is the basis of our Starting Right program.

There is an evident culture of high expectations that is supported through student learning and engagement opportunities and providing a nurturing environment that is supported with a strong emphasis on student wellbeing and tools and strategies to further support students and promote an inclusive environment. The leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging learning opportunities, supporting student wellbeing and ensuring that teaching reflects evidence based best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school offers a comprehensive curriculum in all Learning Areas and Capabilities with a high emphasis placed on developing student knowledge and skills in building Literacy and Numeracy skills through explicit teaching opportunities.

Staff participate in ongoing Whole School Professional Learning and collaborate as part of Professional Learning Communities to ensure maximum opportunities for all students to 'Believe in Themselves'. The school operates through teamwork, collaboration and consultation. Mutual trust and respect between staff, students and parents form a positive learning environment. The relationship between school and home is valued and encouraged. We continue to work towards embedding School Wide Positive Behaviours and the development of learning agreements across the school that are made with engagement norms and the expectations matrix in mind. The school places an emphasis on engaging programs for students which is exemplified through a curriculum play based learning environment for years Foundation-2 with a key focus on explicit teaching in literacy and numeracy, the Surfside Kitchen and Garden Program for years 3-6, 1-1 BYOD iPads for years 3 – 6 and shared iPads in all junior year levels. Surfside has embraced the Tutor Learning Initiative through providing a supported focus areas for identified students and groups across all year levels and providing Education Support Staff with high level Professional Learning opportunities to implement this to allow for continued multiple exposures. The school provides numerous extra curriculum opportunities and club based activities to support students social and emotional development when in the playground.

The school's SFOE (Student Family Occupation and Education) index for 2024 was 0.2142 which is in the low range. The 2024 leadership profile consisted of 2.0 x Learning Specialist, 1.4 Assistant Principal, 1.0 Principal. The school employs a Disability and Inclusion Profile Leader

with a 1.0 time fraction and we are allocated a 0.6 Mental Health and Wellbeing Leader through DET funding and the school contributes 0.4 funding to ensure that there is a 1.0 staff member available for mental health and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

1.

In 2024, Surfside continues to work towards providing a safe, collaborative, positive and engaging learning environment that focuses on improved student and teacher learning through setting high expectations for staff, students and the school community. Staff have a strong commitment to teaching and learning and to increase their capacity to provide high quality teaching to each student through a collaborative approach within Professional Learning Communities. This is evident within the following survey results that highlight High Expectations for Success:

- Student Attitudes to School Survey - High Expectations for Success - 99% positive and neutral endorsement (state average - 93%)
- Parent Opinion Survey - High Expectations for Success - 97% positive and neutral endorsement (state average - 86%)
- Staff Opinion Survey - Collective focus on Student Learning - 100% positive and neutral endorsement (state average - 88%)

In 2024, staff continued to participate in high level professional learning opportunities in the areas of literacy and numeracy to deliver evidence based approaches to allow for student success through an explicit direct instructional approach that follows an 'I do', 'we do and 'you do' approach to promote a move to independant learning skills. Staff continued to work to provide learning opportunities that allowed for explicit teaching opportunities, differentiated activities catered towards a student's point of need through a multi-tiered system of supports approach, providing engaging opportunities supported through student voice and agency and opportunities to provide feedback and allow students to reflect on their learning through a variety of online collaborative platforms such as; SeeSaw and Google Classroom. Staff, students and families continue to actively participate in individual goal setting, parent/teacher/student conferences, student support group meetings and developing strategies to support specific learning needs.

The teacher judgments indicate that the large majority of our students from Foundation-6 are working at or above the age expected level in the following areas and is above the state average:

- English - school % of students at or above age expected level – 90.0% (above the state average of 86.3%)
- Mathematics - school % of students at or above age expected level – 88.3% (above the state average of 86.0%)

Staff use a variety of assessment tools to collect relevant learning data and are able to identify student need and plan to implement intervention strategies through the improvement cycle and

multi-tiered systems of support. This is further supported through the employment of education support staff to undertake supported or extension sessions through multiple exposures or intervention strategies and supported in class by our Education Support Staff through tier 2 and tier 3 approaches, supports and strategies. Student achievement data through NAPLAN has indicated that the large majority of students at Surfside are working at or above level in most areas of Reading and Numeracy and this level of achievement is at or above state average and similar schools. The following percentage of students achieved in the strong and exceeding range of testing in NAPLAN.

READING

Year 3 – 74% of students in the strong or exceeding range (above state average of 69%)

Year 5 – 76% of students in the strong or exceeding range (above state average of 73%)

NUMERACY

Year 3 – 71% of students in the strong or exceeding range (above state average of 65%)

Year 5 – 67% of students in the strong or exceeding range (below state average of 67%)

Our school continues to build on our working partnership with our neighbouring secondary school Bellarine Secondary College in 2024 through joint Initiatives with a focus on improving opportunities and growth for students in the exceeding NAPLAN range in the area of numeracy and STEAM. This has also boosted relations between our primary and secondary partners through other collaborative events and opportunities. We continue to work in a Communities of Practice with Armstrong Creek College, Hamlyn Banks Primary School, Newcomb Primary School and Anakie Primary School with a focus on Numeracy and Responsive Teaching Practice. This project has been supported by Bron Ryrie-Jones and network partnerships.

Wellbeing

In 2024 the school continued to implement and participate in regular wellbeing check ins at a staff, student and parent level to monitor wellbeing, engagement and community connections. This has also included surveys to gain a greater understanding of students at a class and family level. The school continues to implement a specific mental health and wellbeing support structure that enables each year level to have access to an Education Support staff member or more based on student need. Education Support staff at Surfside receive professional learning to support the learning, engagement and wellbeing needs of students. Staff and students engage actively in the following to support student self-regulation, mental health and wellbeing: *Whole School Positive Behaviour Support Program – School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

*SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

*Berry Street Education Model – Enables Surfside to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.

*Zones of Regulation - develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides an easy way to think and talk about how we feel on the inside and sort these feelings into four Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to

meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Student learning and engagement in learning is further supported through Ready to Learn Plans which allows students to assess their approach to learning and navigate and utilise tools and strategies to be ready to learn. With the the implementation of the Mental Health and Wellbeing Coordinator Pilot, Tutor Learning Initiative and through continued support from Student Support Services (SSS) and NDIS we continue to provide valued support for students with academic, social and emotional needs across all tiers. Support provided also includes speech therapy (on assessment) and referrals with psych and guidance officers. A wellbeing team meet regularly through leadership and Student Support Services to discuss options for student supports (student learning, KOORIE, disability support and social and emotional needs) as well as providing pro-active strategies to increase student wellbeing at a whole school level through a Social Emotional Learning and Respectful Relationships program. Through the Dogs Connect program Surfside Primary School utilises Jack 'the wellbeing dog' to provide a calm environment where students can talk and feel connection. Student wellbeing is supported at school data level through the following results:

Years 4-6 Student Attitudes to School Survey:

Sense of connectedness - 93% positive and neutral endorsement (above state average of 77% positive endorsement)

Emotional awareness and regulation - 91% positive and neutral endorsement (above state average of 73% positive endorsement)

Not experiencing bullying - 86% positive endorsement (above state average of 82% positive endorsement)

Engagement

In 2024 we continued to have a focus on improved attendance through our Annual Implementation Plan and Network goals. The average amount of days absent for a Surfside Primary School student in 2024 was 22.3 which was an improvement on the 2023 average by 1.0 day. Data indicates that 43% of students at Surfside have 20 or more days absent per year which is above the state average of 39%. We continue to be faced with high level health issues in our local community which have been recognised by Barwon Health. We continue to promote the importance of school attendance and this is supported through our mission statement to 'cultivate a caring and inclusive environment in which students flourish'. We continue to monitor school attendance and support students or families through wellbeing supports and strategies. The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels through sport, the arts and digital learning opportunities. This continued approach has allowed students to explore a range of learning tools to enhance their learning opportunities. A range of extra curricula activities that are supported by staff, students and the community are on offer to improve engagement levels across all aspects of a student's school life. A number of engagement opportunities are offered and support students who are identified as at risk - these activities include small group, cohort specific or individual based. During term 4 an extensive Foundation transition program included student visits to school, on-site parent information sessions, small group parent sessions, enrolment packs which outlines school processes and programs. Incoming

students and families are provided with opportunities to familiarise themselves within the school environment through transition days, enrolment handover and regular check ins. Regular whole school newsletters, social media and compass updates are provided to keep our school community informed regarding school processes, supports, successes, events, initiatives and direction. All students are involved in a transition and Starting Right program to support the step up to new year levels and to support the start of the school year or new terms. The school has created a sensory space and implemented the Lily Pad for students who require a soft launch to the start of the school day.

Other highlights from the school year

In 2024 the school community were able to enjoy many events, celebrations and milestones in and out of the classrooms. Students continued to participate in traditional extra curricular events such as excursions across each level, camps for our year 4's (Anglesea) and year 6's (Roses Gap) as well as year level open days, events and celebratory events such as Book Week, Education Week, etc. Surfside Primary School enjoyed success in the sporting arena in School Sport Victoria endorsed events with district, division, regional and state representatives in athletics, cross country and swimming. The year 6 and selected year 5 students also participated in district lightning premiership events in all sports with levels of success and high engagement. Surfside continue to support the sporting development of students and teams through a specific year 3-6 sport development program, regular lunchtime coaching and endorsed and supported students with a disability to participate in multi class events at all levels within School Sport Victoria endorsed events. We provide an opportunity for students to participate in an external music development and tennis coaching provided through a 3rd party. Surfside supports music performance through 2 levels of band at an academy and performance level. Selected students participated in the Victorian State Schools Spectacular and Glee Club provided opportunities for performance and resulted in students performing at our Fresh Food Fair Surfside's Got Talent initiative. We enjoyed another successful year in the Arts with a successful Art Show that highlighted the engagement levels of students and community that highlighted and brought together the visual, musical and performing arts to showcase student work and growth. It has been great to extend our Kitchen and Garden program and see student engagement levels high in this area. In 2024 we saw the arrival of 2 relocatable buildings supported through the VSBA - these included a science and technology room that is utilised to support STEAM (Science, Technology, Engineering, Art & Maths) and a multipurpose specialist space that is utilised for our specialist music program. This has allowed us to transform a small space for a sensory space. Our year culminated in the biggest and most successful 'Fresh Food Fair' ever which brought our school community together and produced important fundraising revenue to support our extra-curricular programs. This is the largest fundraising endeavour for the school and it was well supported at all levels. Fundraising was also supported through our annual Colour Run, Easter and Christmas Raffle and a very successful parent and carer Trivia Night. We look forward to continuing to build our community engagement levels in 2025.

Financial performance

Surfside School has a strong financial position due to the efficient use of school resources and the support of School Council

and the Finance Subcommittee. Families supported the parent payments arrangement and this contributed to the purchase of student curriculum resources supporting educational outcomes; purchases met budget areas approved by School Council.

Locally raised funds continue to support the delivery of a comprehensive curriculum program, highlighted by the Kitchen Garden Program for Years 3 to 6.

Staff professional learning continued to be supported both onsite and externally a continued emphasis on improving student outcomes and use of Equity Funding was a vital part in supporting the school's literacy and numeracy programs.

Early May we received additional relocatable buildings of a double classroom, STEAM lab and toilet block. This enabled the refurbishment of a class space into dedicated areas of a Sensory space, Music room and flexible STEAM lab with dedicated storage.

The maintenance of the school's buildings and grounds continues to be a priority, reflected in our Rolling Facilities Evaluation conducted in Term 4. Facilities works remain within the school's budget to provide an education environment conducive for all students to be engaged in and out of the classroom, and attractive gardens and grounds for the school community.

**For more detailed information regarding our school please visit our website at
<https://www.surfsideps.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 535 students were enrolled at this school in 2024, 251 female and 284 male.

1 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).

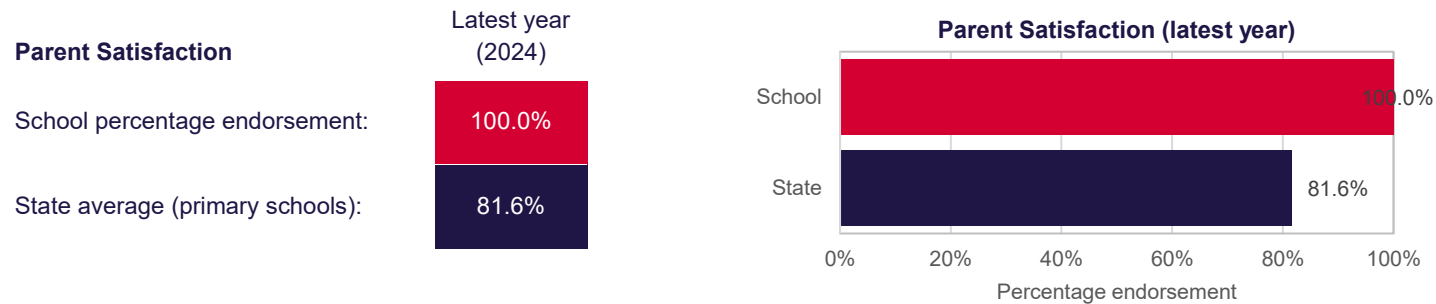
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

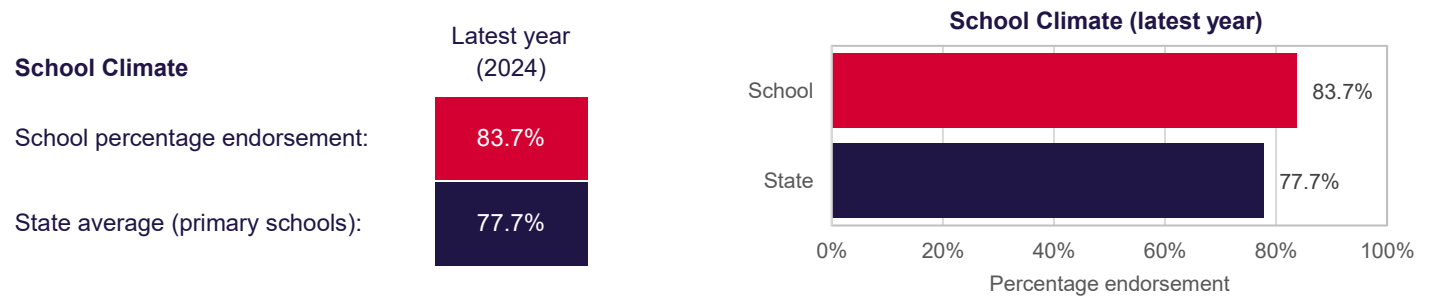


School Staff Survey

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.



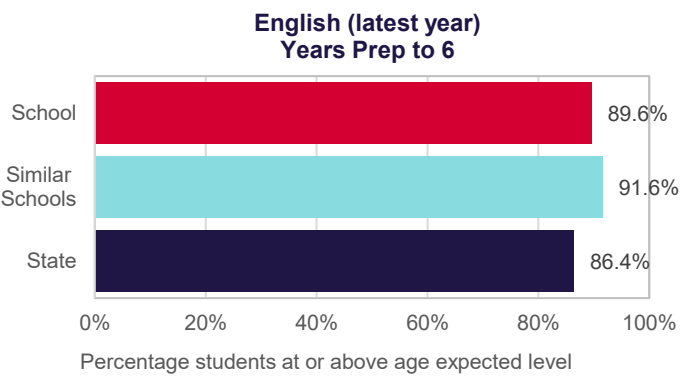
LEARNING

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.

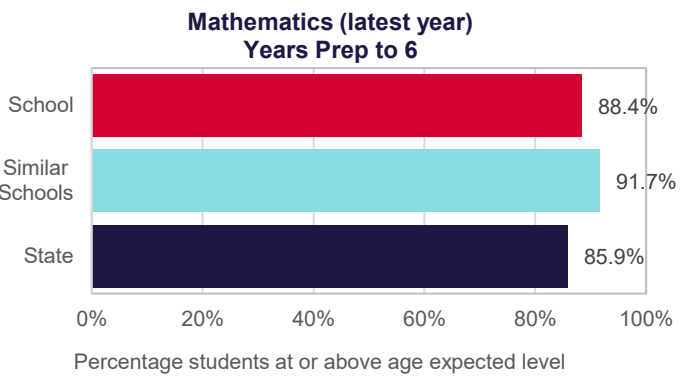
Teacher Judgement of student achievement against the Victorian Curriculum

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:	89.6%
Similar Schools average:	91.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.4%
Similar Schools average:	91.7%
State average:	85.9%



LEARNING (continued)

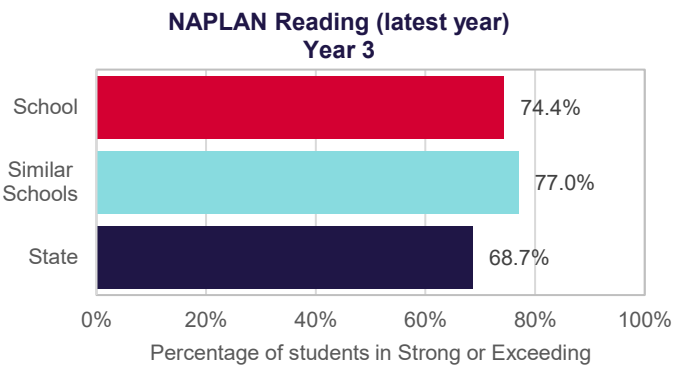
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NAPLAN

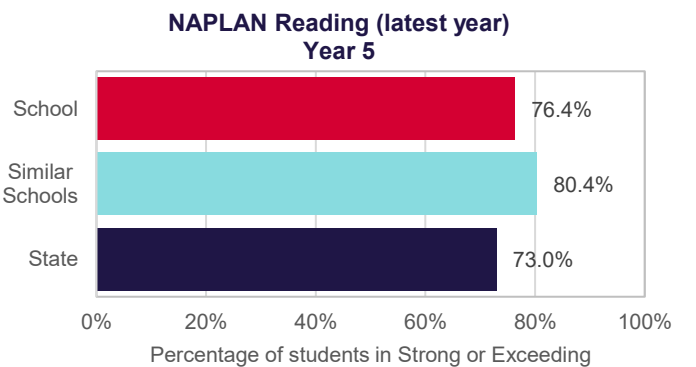
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

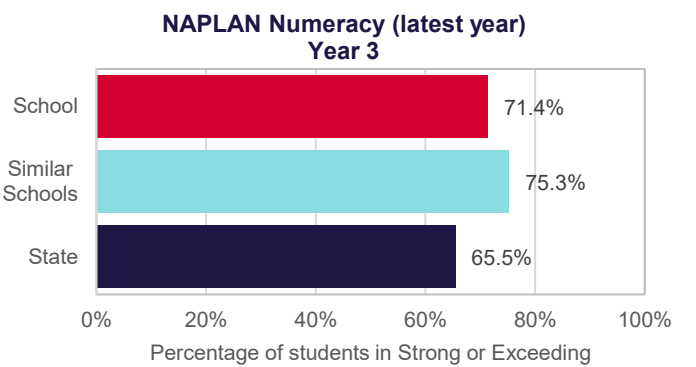
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.4%	74.6%
Similar Schools average:	77.0%	77.7%
State average:	68.7%	69.2%



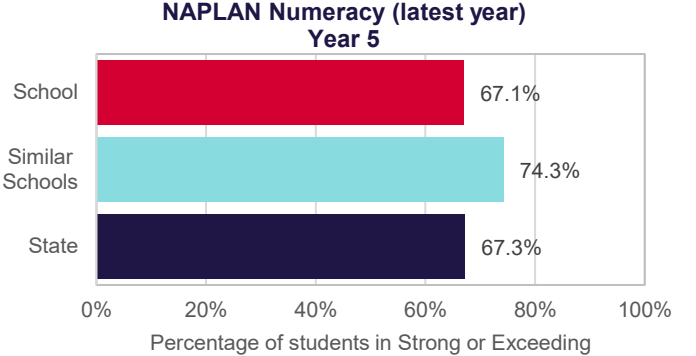
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.4%	79.9%
Similar Schools average:	80.4%	82.6%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	72.5%
Similar Schools average:	75.3%	76.2%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.1%	65.9%
Similar Schools average:	74.3%	74.8%
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:

85.3%

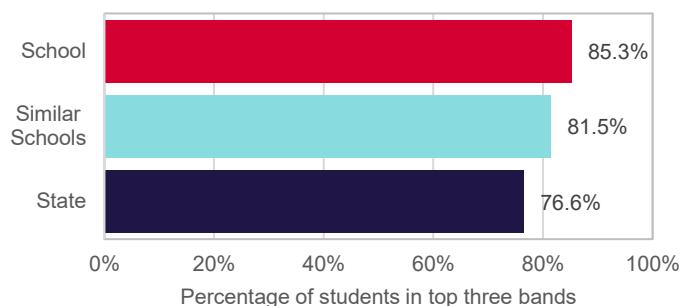
Similar Schools average:

81.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.7%

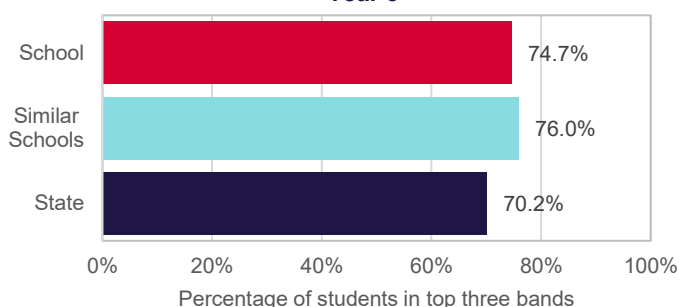
Similar Schools average:

76.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

68.2%

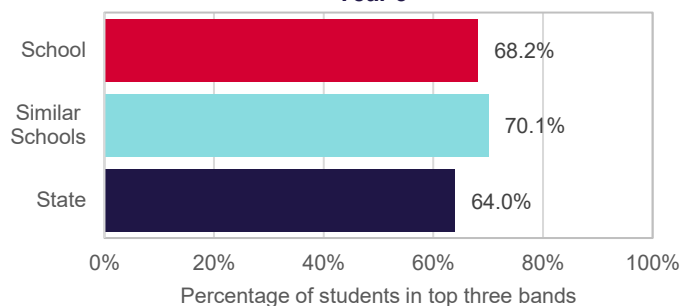
Similar Schools average:

70.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

55.7%

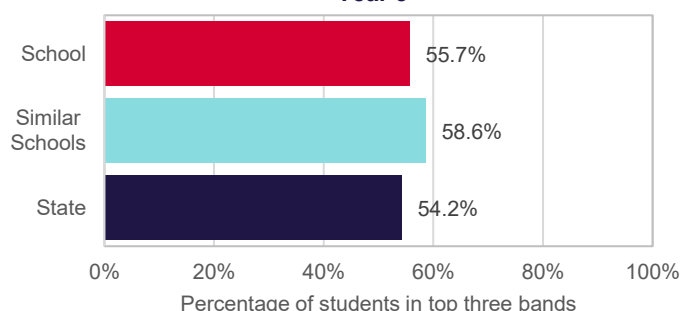
Similar Schools average:

58.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

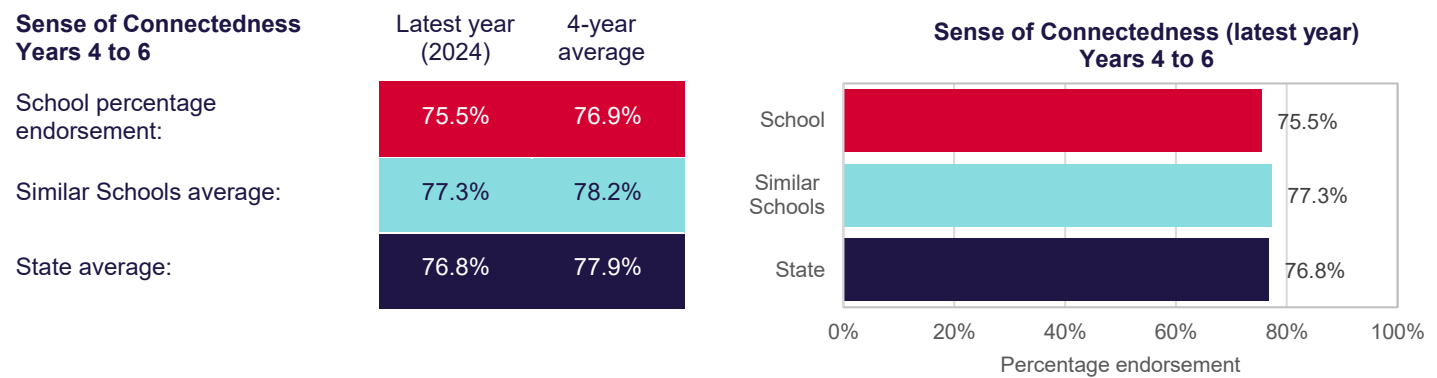


WELLBEING

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.

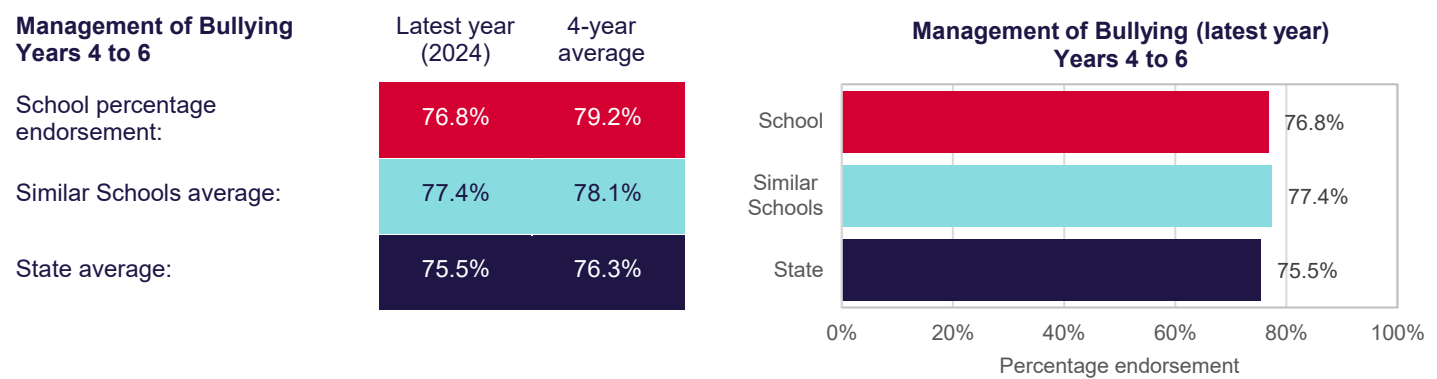
Student Attitudes to School – Sense of Connectedness

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).

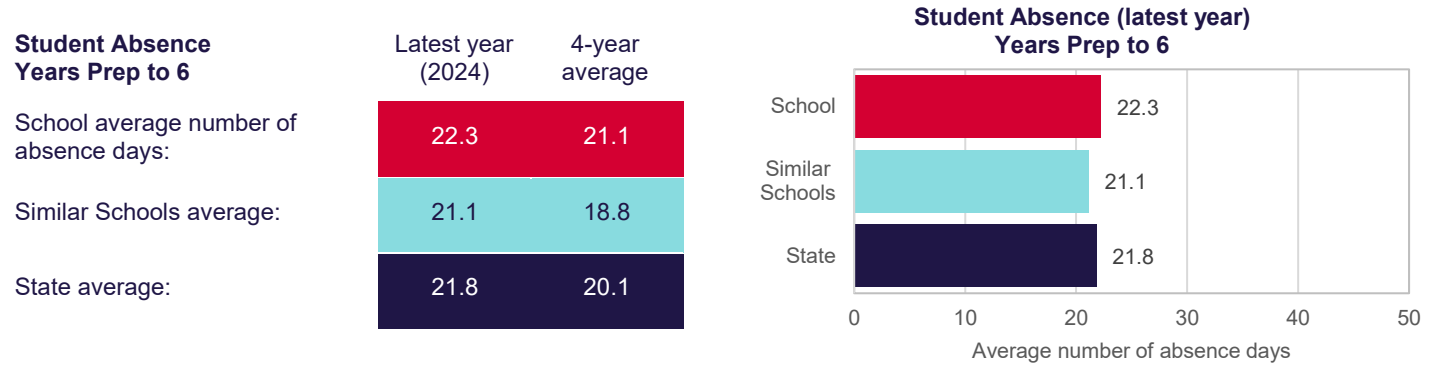


ENGAGEMENT

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):	91%	90%	91%	86%	89%	87%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,312,367
Government Provided DET Grants	\$664,296
Government Grants Commonwealth	\$19,260
Government Grants State	\$0
Revenue Other	\$35,455
Locally Raised Funds	\$467,664
Capital Grants	\$0
Total Operating Revenue	\$6,499,041

Equity ¹	Actual
Equity (Social Disadvantage)	\$41,498
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$41,498

Expenditure	Actual
Student Resource Package ²	\$5,444,481
Adjustments	\$0
Books & Publications	\$4,959
Camps/Excursions/Activities	\$144,276
Communication Costs	\$2,509
Consumables	\$148,534
Miscellaneous Expense ³	\$18,468
Professional Development	\$17,394
Equipment/Maintenance/Hire	\$42,924
Property Services	\$185,292
Salaries & Allowances ⁴	\$344,747
Support Services	\$107,897
Trading & Fundraising	\$49,953
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,742
Total Operating Expenditure	\$6,550,178
Net Operating Surplus/-Deficit	(\$51,137)
Asset Acquisitions	\$10,871

(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 17 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	\$492,176
Official Account	\$75,521
Other Accounts	\$21,175
Total Funds Available	\$588,872

Financial Commitments	Actual
Operating Reserve	\$185,133
Other Recurrent Expenditure	\$6,835
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$51,934
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	\$45,016
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$288,919

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.