

2024 Annual Report to the School Community

School Name: Bacchus Marsh Primary School (0028)



- 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 08:01 PM by Melinda Williams (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 22 April 2025 at 08:02 PM by Melinda Williams (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

Bacchus Marsh Primary School is located in the Central Highlands, Southwest Victoria Region, approximately 60 kilometers northwest of the Melbourne Central Business District. The school opened on May 13, 1850, on an alternative site and maintains a proud connection to its historical place in the community, having been on the current site since 1865. During 2025, the 175th Anniversary will be celebrated.

The school consists of ten main buildings, including four single-story modular 5 structures that contain two classrooms and a small, shared learning space. The buildings accommodated 33 classes in 2024, along with specialist spaces to support the teaching of science, kitchen, visual art, performing arts/music, design thinking, and Mandarin Chinese. A stand-alone gymnasium and a range of outdoor courts, including a basketball/netball court and synthetic grass courts, support physical education and sport. A range of covered play areas, sandpits, and playground equipment are available to students. In addition, an inclusive play space, kitchen garden, orchard, science and Chinese gardens, and a gaa gaa pit, are features of the outdoor space. During 2024, with the support of community fundraising, extensive six-meter-high fencing, both ends of the synthetic oval, and the landscaping of the science garden were completed. The school also adjoins and accesses community recreational space, Masons Lane.

Student enrolment peaked at 790 students, with a projection of approximately 770 students for 2025.

Throughout 2024, our school values kindness, respect, learning, and teamwork were heavily promoted with an ongoing focus on well-being circles facilitated in all classrooms at the start of each day, including weekly staff sessions. Our vision is to develop self-sustaining, life-long learners in a recognised centre of educational excellence. Following extensive research, the Bacchus Marsh Primary School Gradual Release of Responsibility Instructional Model, focusing on 'explicit teaching,' was launched in 2024. Our mission is to provide, in a nurturing environment, a quality education that challenges all students to strive for and attain their most aspirational goals academically, socially, creatively, and physically. The Student Family Occupation (SFOE) index was 0.3421, low-medium in 2024, with 160 students attracting equity funding and 229 receiving physical, cognitive, sensory, and social/emotional adjustments as evidenced via Nationally Consistent Data Collection.

The staffing profile included a non-teaching principal, 1.0 assistant principal, wellbeing-student engagement, 0.5 disability inclusion profile co-ordinator, and 1.75 leading teachers, supporting daily organisation, teaching, learning, and assessment. In total, there were 68.0 EFT staff, including principal leadership, leading teachers, learning specialists, tutors, wellbeing staff, classroom teachers, integration, administration, and education support staff.

The school runs a breakfast club three mornings per week, facilitated by the well-being team. A well-supported Out of School Hours Care Program, which includes a holiday program, runs before and after school from 6.30 am – 6.30 pm.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 saw the introduction of a new Instructional Model focused on gradually releasing responsibility for learning to students through Explicit Instruction techniques and practices. The introduction of this model took place through staff professional learning, resourcing, team planning, and documentation change processes, which included the commencement of a Bacchus Marsh Primary School Instructional Playbook. In addition, ongoing improvements in tier 1 and 2 intervention practices, including enrichment for students, were a by-product of improved assessment practices.

In 2024, a 'sprint' approach to cross-team professional learning for teachers and education support staff focused on enhancing calm and orderly entry and exit routines and 'assessment as learning' - 'checking for understanding' techniques.

Significant financial resources were committed to the training of two lead staff and six further educators in the StepLab Instructional Coaching approach, adding value to team and 1:1 instructional coaching opportunities to build staff capacity through rehearsed reflective practices.

Mathematics and Literacy Learning Specialists, Team Leaders, and Lead Teachers focused their professional learning support on the introduction of Victorian Curriculum Mathematics and Literacy 2.0 to ensure that preparation to teach and assess this curriculum in semester 1, 2025, was achieved. A decision was made to transfer to the Department of Education, Systematic Synthetic Phonics Program, 'Phonics Plus', commencing with Foundation in 2025..

The Explicit Direct Instruction program, SpellEx, was introduced to support tier 1 spelling and morphology, and UFLI, University of Florida, Literacy Intervention, was introduced to support tier 2 phonics intervention, Years 3 - 6.

Whole-class and whole-year level novel studies were trialled in place of previous practice in Years 3 and 5, resulting in high student engagement and improvements in both reading and writing outcomes. This successful novel study practice will now be implemented in all Year 3-6 classes in 2025.

Reading Partners were also consolidated school-wide in 2024 as a strategy to improve oral reading fluency and comprehension. In Year 3, Oral Reading Fluency (ORF) data showed significant growth, with the percentage of students in the desirable green range increasing from 41% at mid-year to 68% by the end of the year, and the proportion of students in the red range decreased from 26% to 16%.

Teaching staff judged 81.2% of all students, P-6, to be at or above the age expected standard for English in 2024, which was below similar school percentages. We achieved a similar result for Mathematics with 82.1% of P-6 students achieving above the age expected level.

Our two-year average percentage of students in the Strong or Exceeding proficiency levels in NAPLAN were slightly below similar schools as follows:

- Year 3 Reading – 65.3%, Year 5 Reading – 70.7%
- Year 3 Numeracy – 65.2%, Year 5 Numeracy – 64.6%

DIBELS Assessment - (Dynamic Indicators of Basic Early Literacy Skills) was implemented for the second year, P-6, to provide an overview of every student in the 5 components of reading and enhance intervention approaches. Small group reading intervention took place in Years 1 - 6. Education support staff were trained to support our Explicit Direct Instruction Intervention and worked with students across Years 3 - 6. Home-school digital reading resources such as Reading Eggs, Reading Eggspress, Storybox Library, and DRA (Decodable Readers Australia) enhanced valuable home-school reading partnerships. The Fountas and Pinnell Reading Benchmark Assessment for early years students was replaced with a tool that evaluates the explicit teaching of phonics.

In addition to the formal Department of Education High Ability English and Mathematics Program for selected Year 5 and 6 students, enrichment was also facilitated with the support of Academic Excellence funding in writing, reading, design thinking, mathematics, and science.

Wellbeing

Wellbeing continued to be a priority in 2024 as practices evolved to meet the growing, complex needs of our students and their families. The Digital Developmental Portrait provided a whole-school social-emotional learning data set to enhance targeted teaching strategies and intervention at the classroom, small group, and 1:1 levels. Targeted components of the Respectful Relationships program have been written into the P-6 curriculum, and wellbeing circles are a whole school expectation to commence the day. Zones of Regulation professional learning for staff supported consistency in the right of every child P-6, to have their wellbeing checked and their regulation strategies enhanced session by session, day by day. Restorative Practices are now an embedded component of whole school expectations.

Regular contact with allied health staff, including a school-based educational psychologist, enabled our wellbeing assistant principal, full-time wellbeing educator, inclusive practices learning specialist, inclusion coach, and newly appointed disability inclusion profile coordinator to work directly with more students and support capacity building of teachers and integration and education support staff. This work distributed knowledge and skills, which enabled quality Student Support Group Meetings, and improvement in the construction of wellbeing-focused goals within Individual Education, Behaviour and Safety Plans, ultimately leading to improved wellbeing outcomes for students.

A number of skilled educators and allied health professionals, on staff, supported Disability Inclusion interventions for students. This has led to significant funding and enabled an increase in classroom-based integration and education support staff. The collaborative, innovative work of a large team, supporting the unrelenting hard work of our Year 3 staff with a difficult cohort in 2024, led to student outcomes that everyone was proud of and set these students up for a successful transition and a settled start to Year 4, 2025.

Nurture-Trauma Informed Practice, Art Therapy, Drum-Beat, and Therapy Dog interaction, along with small group social skills programs derived from the Department of Education Mental Health Menu, such as We Thinkers and Secret Agent Society, enabled high-quality wellbeing knowledge, skill, and understanding development for students and staff. The Bringing Up Great Kids program, run by wellbeing staff, enhanced parent and carer knowledge and skills. Community connections, teamwork, resilience, and self-efficacy were enhanced for selected students through the Re-Cranked program.

The 'sense of connectedness' reported by our Year 4-6 students via the Student Attitudes to School Survey in 2024 was 82% positive, above similar schools at 73.4% and the state at 76.8%, and an increase from 2023. Our student endorsement of 'management of bullying' was 79.5% positive, also above similar school and state percentages.

In addition, we maintained 95% of our students having 'high expectations for success', along with 92% maintenance in 'expressing a positive sense of inclusion'.

Engagement

Student engagement through the development of strong relationships that enhance wellbeing and inclusion remained core business at Bacchus Marsh Primary School in 2024. Meaningful partnerships with parents, carers, allied health professionals, regional support staff, our volunteers, and the community is an area of pride and priority. The general satisfaction rating from the 2024 Parent Opinion Survey was 91% positive, and 90% reported being very happy with the weekly communication provided via the whole school management system.

Implementation of the Gradual Release of Responsibility Instructional Model and an ongoing focus on responsive teaching techniques, particularly 'checking for understanding' is deepening students' understanding of how they learn and having a positive impact on learning engagement.

Student Leadership opportunities were broad, enabling the promotion of voice, leading to action. Approximately 50 students attended leadership training, and in addition, all specialist curriculum areas were enhanced through student leadership.

The expansion of recess and lunchtime clubs and opportunities to include the Nurture Room, Games Club, Playground 28, Bacchus Marsh Primary School's Got Talent, Choir, Performing Arts Club, Friday Dance Club and the ongoing supervision of Mason's Lane Reserve for ball games and gross motor activity supported students to have indoor and outdoor places to go.

Bacchus Marsh Primary School supported families through partnering with OSHClub (out-of-school-hours care) to host before and after-school programs on site. OSHClub is very well supported by our school community with scope to support more students arriving early to school. Our very well-attended breakfast club continued to support wellbeing and engagement through the provision of a space for students to start the day with breakfast, and/or check in and connect with wellbeing staff and other students.

The Marrung Education Plan and Koori Education Support Officer relationships continued to connect our Aboriginal and Torres Strait Islander students with programs that ensured peer allies were working and learning alongside them.

Enrichment and leadership opportunities in the areas of writing, mathematics, design thinking, visual and performing arts, science, physical education, Chinese, kitchen garden, student voice, and school and house captaincy enabled wonderful projects to be undertaken throughout 2024 including our year 6 production, whole school concert, and art showcase. All projects and activities were celebrated with parents electronically via Seesaw or Compass, and at our fortnightly assemblies, and remain available for viewing via the school website.

In 2024, we had an average attendance at or above 89% for all year levels. We continued to work on unexplained absences with parents, utilising Compass and notifying the school of reasons for student absences to support accurate attendance data. Non-attendance through the use of Compass was followed up, and attendance data was analysed to enhance contact with families

and prioritise positive connection and attendance plans where required. At the conclusion of 2024, 45% of students had 20 or more days absent. Management of and support for attendance will remain a priority in 2025.

Our attitudes to school survey, undertaken with our Year 4-6 students, indicated that 90% of their 'attitudes to attendance' were positive, 81% were positive to 'stimulated learning', and 'motivation and interest' was at 78% positive. 90% felt their differentiated learning was catered for. All of these measures rose significantly in 2023 with pleasing consistency in 2024.

Other highlights from the school year

Following changes to our camp program in 2023, our 2024 Year 2-6 students all continued to enjoy an off-site experience that involved a day camp for Year 2 and 3, a 2-night experience for Year 4 and 5, and a 4-night educational tour of Canberra for our Year 6 students.

Our Year 6 original production 'Starter', performed live by all students over two days and nights, was a fabulous community event and a credit to the staff, students, parents, and carers who devoted time, energy, and creativity to bring it all to life.

The whole school concert was a magnificent community event, drawing a very large crowd to our outdoor stage area, along with our Prep mothers' and fathers', significant adults' day events, and our annual Paddy's Market fun and fundraising event.

Buddy program connections across year levels continue to be a significant strategy, enabling students from varying year levels to work closely with a buddy. This developed safe and trusting relationships that were relied upon in the yard, classroom, and wider community.

An inclusive community celebrating strong school values along with opportunities to be involved in events and learning, such as classroom support, mentoring, running workshops on sustainability and environmental issues, tree planting, the kitchen and garden program, fundraising events, and camps and excursions, were areas highlighted through feedback sourced from parents, carers and community volunteers in 2024.

Financial performance

Bacchus Marsh Primary School continues to be in a sound position with a surplus of \$23,645.00 in our Student Resource Package, the credit provided by the Department of Education and Training to fund staffing salaries and oncosts. Cash funds totalled \$1,096,768. This balance is inclusive of the School Saving Bonus for our students, which totalled \$329,600, which will be used by our families for uniform and school activities. Our Cash Budget had a surplus of \$96,900, after the recommended operating reserve of \$239,695. We received targeted initiative funding for Primary Welfare, Swimming in Schools, Respectful Relationships, Koori Literacy and Numeracy Program, National Student Wellbeing Funding, Student Excellence Program, Tutor Learning Initiative, Schools Mental Health Fund and Equity (Social Disadvantage). A large portion of the Equity Funding was used to employ staff for specific programs or roles that have led to improvements in student learning and wellbeing outcomes. Locally raised funds through fundraising and hiring out our facilities was very supportive of our revenue and assisted the completion of six-metre-high

fencing at both ends of the main oval and the landscaping that concludes works in our Science garden. We received 22% of our Voluntary Curriculum Contributions in 2024.

**For more detailed information regarding our school please visit our website at
bacchus.marsh.ps@education.vic.gov.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 789 students were enrolled at this school in 2024, 386 female and 403 male.

5 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

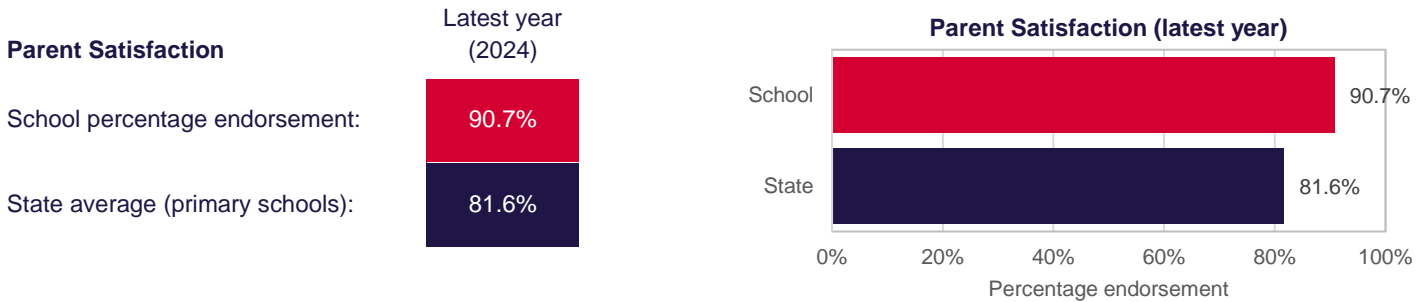
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

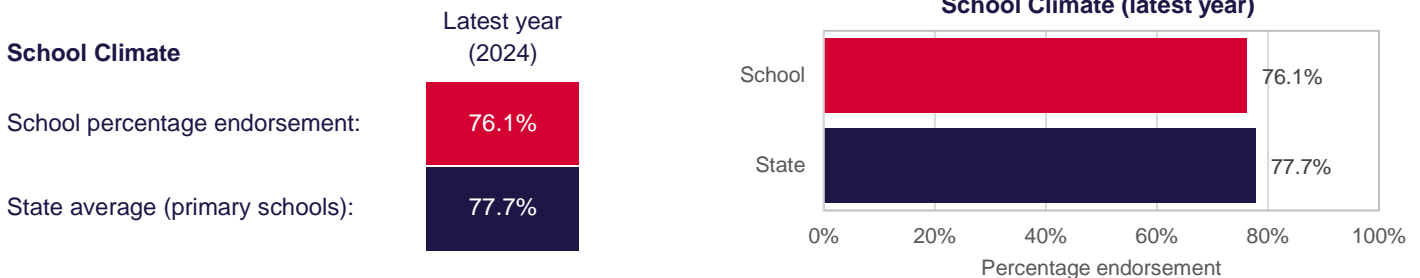


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

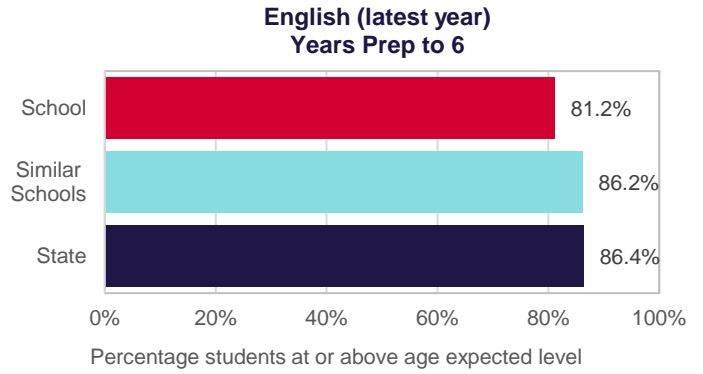
81.2%

Similar Schools average:

86.2%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

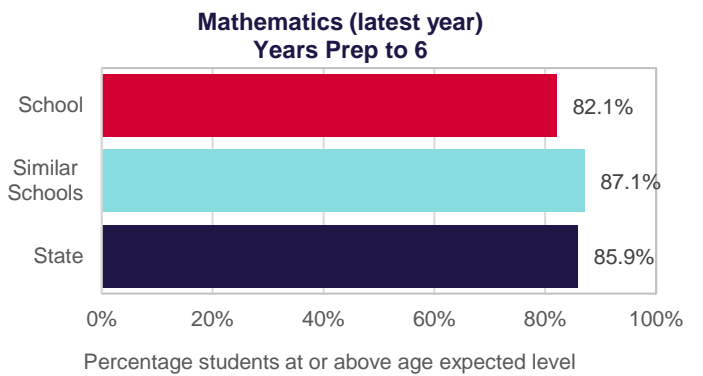
82.1%

Similar Schools average:

87.1%

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.*

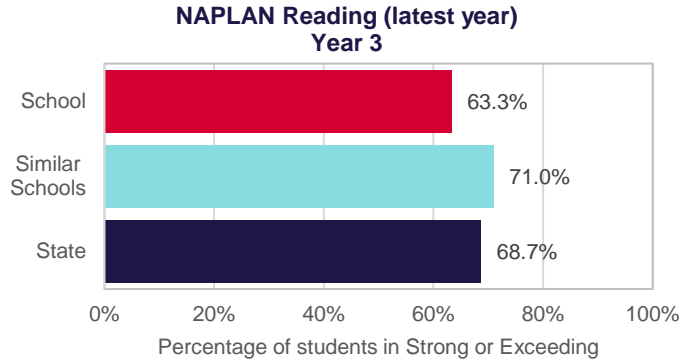
NAPLAN

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.

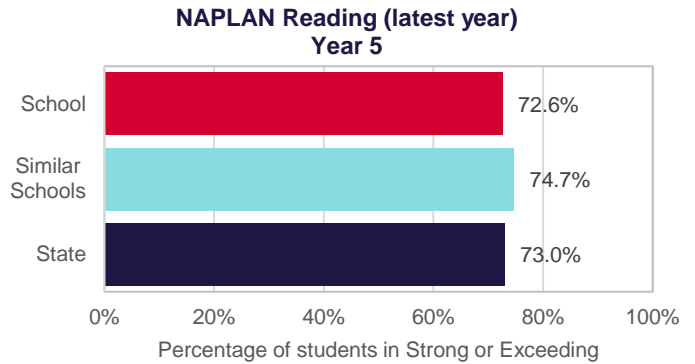
**Reading
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.3%	65.3%
Similar Schools average:	71.0%	71.1%
State average:	68.7%	69.2%



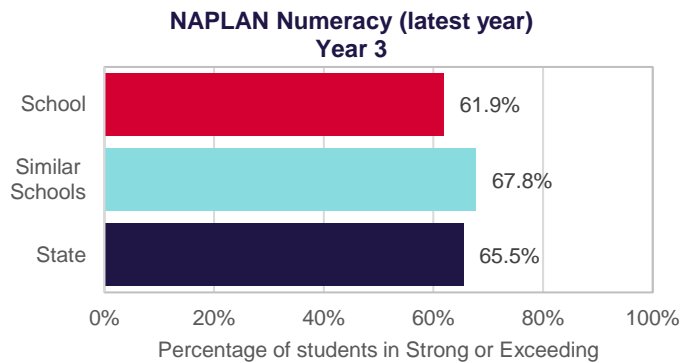
**Reading
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.6%	70.7%
Similar Schools average:	74.7%	76.1%
State average:	73.0%	75.0%



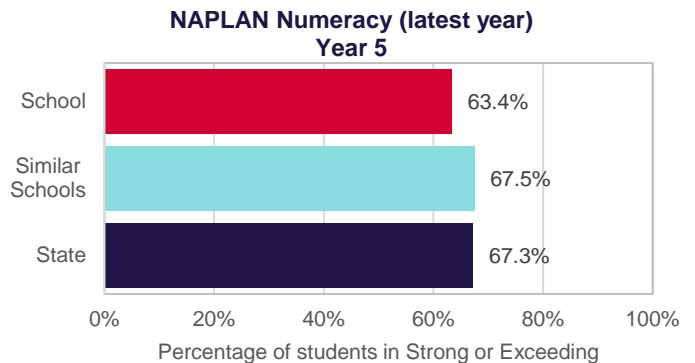
**Numeracy
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.9%	65.2%
Similar Schools average:	67.8%	68.4%
State average:	65.5%	66.4%



**Numeracy
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.4%	64.6%
Similar Schools average:	67.5%	67.2%
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:

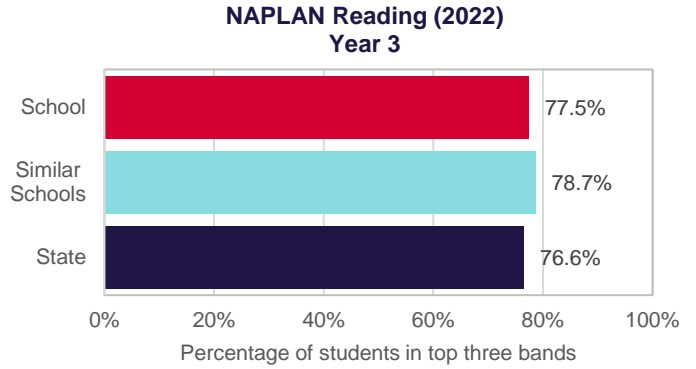
77.5%

Similar Schools average:

78.7%

State average:

76.6%



**Reading
Year 5**

(2022)

School percentage of students in the top three bands:

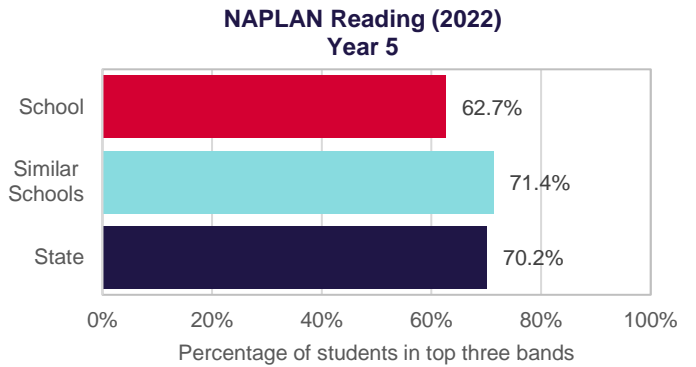
62.7%

Similar Schools average:

71.4%

State average:

70.2%



**Numeracy
Year 3**

(2022)

School percentage of students in the top three bands:

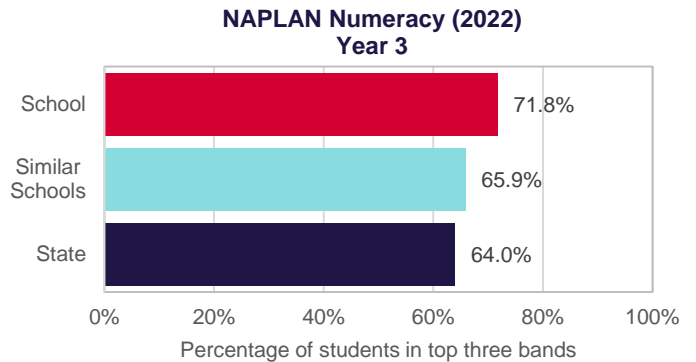
71.8%

Similar Schools average:

65.9%

State average:

64.0%



**Numeracy
Year 5**

(2022)

School percentage of students in the top three bands:

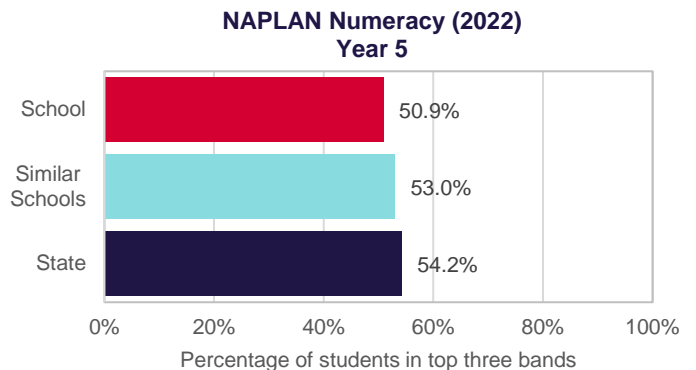
50.9%

Similar Schools average:

53.0%

State average:

54.2%



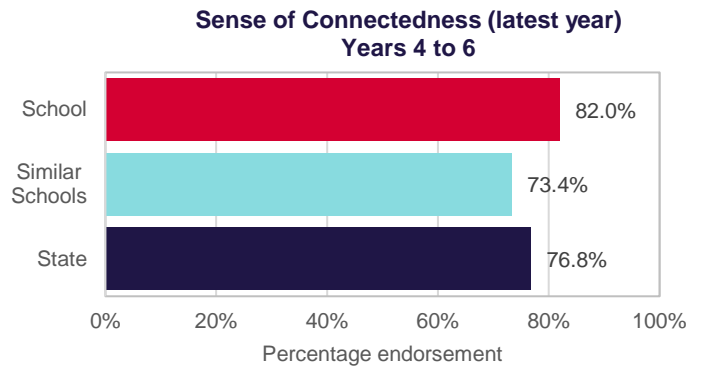
WELLBEING

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).

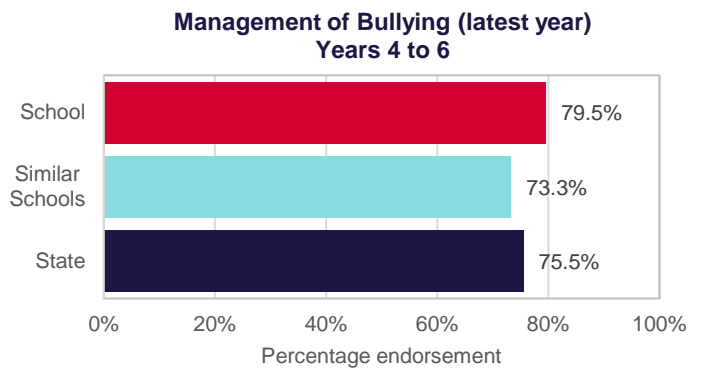
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	82.0%	78.1%
Similar Schools average:	73.4%	76.1%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.5%	76.8%
Similar Schools average:	73.3%	75.5%
State average:	75.5%	76.3%



ENGAGEMENT

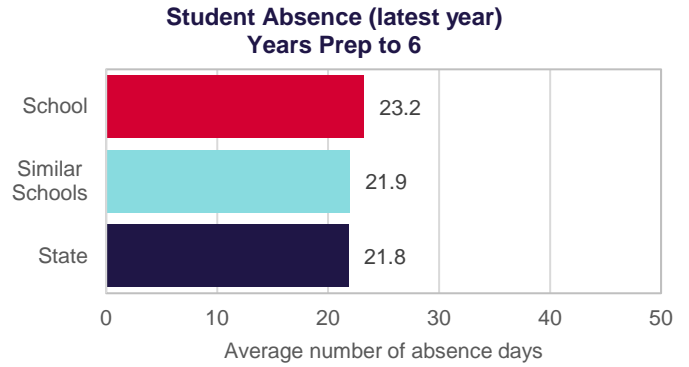
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	23.2	20.0
Similar Schools average:	21.9	20.0
State average:	21.8	20.1



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%	90%	89%	88%	88%	86%	89%



Financial Performance and Position

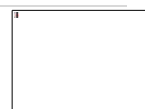
FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$8,034,357
Government Provided DET Grants	\$1,072,405
Government Grants Commonwealth	\$13,307
Government Grants State	\$0
Revenue Other	\$62,774
Locally Raised Funds	\$460,397
Capital Grants	\$0
Total Operating Revenue	\$9,643,240

Equity ¹	Actual
Equity (Social Disadvantage)	\$166,528
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$166,528

Expenditure	Actual
Student Resource Package ²	\$8,050,288
Adjustments	\$0
Books & Publications	\$12,520
Camps/Excursions/Activities	\$311,125
Communication Costs	\$9,768
Consumables	\$139,620
Miscellaneous Expense ³	\$73,910
Professional Development	\$58,653
Equipment/Maintenance/Hire	\$94,971
Property Services	\$454,418
Salaries & Allowances ⁴	\$370,142
Support Services	\$61,223
Trading & Fundraising	\$40,779
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$70,113
Total Operating Expenditure	\$9,747,529
Net Operating Surplus/-Deficit	(\$104,289)
Asset Acquisitions	\$50,648

- (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	\$1,036,780
Official Account	\$35,423
Other Accounts	\$24,497
Total Funds Available	\$1,096,700

Financial Commitments	Actual
Operating Reserve	\$286,014
Other Recurrent Expenditure	(\$2,151)
Provision Accounts	\$0
Funds Received in Advance	\$961,411
School Based Programs	\$1,009,995
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,260,268

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.

