

2024 Annual Report to the School Community

School Name: Newmerella Primary School (2930)



- 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 27 March 2025 at 10:42 AM by Sarah Walker (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 27 March 2025 at 10:43 AM by Sarah Walker (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

Newmerella Primary School's Vision and Values: The school's vision is to provide a safe and happy learning environment, in which children are able to achieve their potential and make a positive contribution to the local and global community.

The school's values are; caring - we accept and seek help when required, honesty - we take responsibility for our actions, learning - we give and receive feedback and we learn from our mistakes and excellence - we celebrate achievements and we promote student voice.

School size and structure: School sector - government, school type - primary and year range - Prep to Grade 6.

School staff: The school employed 2 full time teachers (this comprised of 3 classroom teachers and 1 part time learning specialist / classroom teacher in numeracy and wellbeing), 1 part time teacher (Littlies Learning Monday morning and STEAM (Science, Technology, Engineering, Art, Mathematics) and Auslan 3 days per week, 3 Education Support Staff (1 x 2 days, 1 x 5 days and 1 x 1 day per week), a casual business manager 2 days per week (Terms 3 and 4) and an acting principal / classroom teacher.

The school also employed a school chaplain (2 days per week) and liaised with a KESO (Koorie Education Support Officer) throughout the year.

Enrolment Profile: A total of 51 students were enrolled at this school in 2024 and comprised of 23 female and 27 male and 28% of students who identified as Aboriginal or Torres Strait Islander.

Classroom configuration consisted of Class 1 - Prep and Grade 1 (18 students in total), Class 2 - Grade 2, 3 and 4 (15 students in total) and Class 3 - Grade 5 and 6 (18 students in total).

Operating hours: 8:00am - 4.30pm Monday to Friday during a school term.

Number of buildings: 7. Shelter in Place Location: Classrooms 3 and 4 in main building.

Geographic location: Newmerella Primary School opened in 1889 and is a rural school located five kilometres west of Orbost and nearly 400km east of Melbourne.

DET Region: South-Eastern Victoria, DET Area: Outer Gippsland Area and LGA: East Gippsland (S).

Bushfire At Risk Register (BARR): Category 3.

Communication: Compass, school newsletter, school website, SMS and phone.

Overall Socio-Economic Profile: The overall school's socio- economic profile is based on educational and employment characteristics of the parents/carers of students enrolled at the school. The school's Student Family Occupation and Education Index (SFOE) value is medium.

Transport: 1 car and 1x12 seat bus.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Performance Report for 2024 shows that the school is in the 'Developing' stage as it relates to student learning. The school is addressing this and in 2024 the staff embedded the following learning programs into the timetable:

- Auslan (Learn Auslan Online). Scope and sequence and lesson guides and videos on PowerPoint related to the Auslan curriculum.
- Spelling Mastery (Grades 1-6). This is a highly structured method that blends the following approaches: Phonemic, morphemic and whole-word. Explicit instruction, careful selection of spelling words, and repeated and cumulative practice help students master each concept and reinforce and retain key information.
- Inquisitive Online Learning (This is mainly used to support Science and Humanities). F-6 Science, History, Geography, Integrated Units, English, Maths, Civics and Citizenship and Economics and Business.
- Heggerty. This curriculum provides daily systematic phonological and phonemic awareness instruction through an intentional progression to focus on complex skills. Each fast-paced lesson includes embedded instructional support and modelling, differentiated instruction, opportunities to build alphabet knowledge activities, and phoneme-grapheme connections.
- Daily review. This builds on what students already know and it is a planned cycle of revision and prerequisite skills for the day's lesson which include: Pair share: review and check, quizzing: test and check, multiple-choice: check for understanding quiz, write a paragraph and /or solve familiar problems.
- EIL (Educational Improvement Leader) support: Classroom observations and feedback was provided to staff and moderation work on writing was completed in Semester 2.
- Professional Development (Staff). Performance and development plan completed was completed by all staff, PMSS7 Cohort (Primary Mathematics and Science Specialist), Academy of Teaching and Learning (Leading School Improvement and Data Driven School Improvement), online learning modules completed by all staff and this included mandatory modules too, weekly curriculum meetings implemented, Curriculum Day at Churchill P.S in Term 3 and the acting principal attended principal network meetings, regional network meetings and SREC (Snowy River Education Committee with Orbost Community College, Marlo P.S and St Joseph's P.S) meetings.

The school continued to update its resources to purchase decodable text that was suitable for senior students. This was subject to supply and availability.

Teacher judgement of student achievement against the Victorian Curriculum

- Years Prep to 6 English: School percentage of students at or above age expected standards 76.7% compared to similar schools average 83.4% and state average 86.4%.
- Years Prep to 6 Mathematics: School percentage of students at or above age expected standards 75.2% compared to similar schools average 84.8% and state average 85.9%.

The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024. This was the first time the school had completed NAPLAN online. We had a small number of students in each cohort.

- Reading Year 3: Strong or exceeding: 2024 NDP and 2-year average 50%. Similar schools 60.5% and 60.4% and State average 68.7% and 69.2%.
- Reading Year 5: Strong or exceeding: 2024 50% and 2-year average 28.6%. Similar schools 66.8% and 66.7% and State average 73% and 75%.
- Numeracy Year 3: Strong or exceeding: 2024 NDP (No data published) and 2-year average 50%. Similar schools 64% and 63.5% and State average 65.5% and 66.4%.
- Numeracy Year 5: Strong or exceeding: 2024 33.3% and 2-year average 40%. Similar schools 62.4% and 61.5% and State average 67.3% and 67.6%.

In partnership with Swinburne University and Deakin University, the school engaged PST (Pre service teachers) who completed their placement across all areas of the school.

Student of the week awards and reading awards were handed out to students weekly to celebrate their learning and achievement.

The school also had a small number of students in Term 4 participate in the Victorian High-Ability Program (VHAP) which is an enrichment program that addresses the needs of high-ability students to engage with challenging material in numeracy. Students also had the opportunity to participate in the Australian Mathematics Competition too.

Wellbeing

Wellbeing and learning are at the centre of FISO 2.0 and we delivered programs to support student wellbeing throughout 2024. Parent satisfaction was 80% compared to the State average of 81.6%. Students' Sense of Connectedness for Years 4 to 6 was 37.3% compared to Similar Schools average of 75.4% and the State average of 76.8% and Management of Bullying Years 4 to 6 was 63.8% compared to Similar Schools average of 79.1% and the State average of 75.5%.

The school's journey to becoming a School Wide Positive Behaviour Support (SWPBS) school started in 2023 and through participation in staff training (Acting principal and wellbeing learning specialist) and staff collaboration, we established our school wide expectations, routines, and behaviour support systems.

Staff engaged in staff meetings weekly with a dedicated agenda item which focused on wellbeing for staff and students.

The school employed a play therapist who provided small group and one to one support to students on a weekly basis, as well as a classroom session with Grade 5/6 students on ACT (Acceptance Commitment Therapy).

An ESS (Education Support Staff) continued the role of school chaplain through the school chaplaincy grant provided and they worked 2 days per week (Prep and Grade 1 class) and the other day beautifying the school grounds with pavement artwork, as well as working with the KESO and Grade 5/6 students in Semester 2 on Koorie artwork.

Orbost Regional Health and Gippsland Lakes Community Health services was also in partnership with the school through the programs Smile Squad, Glasses for Kids and Stephanie Alexander Kitchen Garden membership.

Uniting Gippsland delivered FRIENDS for Life (Resiliency) for 1.25 hours per week.

External agencies visited the school to provide onsite wellbeing support for students (physiotherapy and occupational therapy).

All staff updated and/or completed CPR and first aid courses as required, as well as the mandatory Ministerial Order No.706: Anaphylaxis Management in Victorian schools revision.

Staff regularly contacted parents regarding student wellbeing and welfare concerns and uploaded this information on Compass. The compass chronicle log informed staff of when, where and how each child was safe, respectful and responsible.

The school assessed CSEF (Camps School Excursion Funds) and State School Relief when needed.

The outdoor blinds were installed and operational at the end of Term 1 and this provided an outdoor eating area for students which protected them from the wind, sun and rain.

A breakfast club operated on a daily basis before school and provided students with hot and cold breakfast and daily fruit and milk supplies which students could access in the classrooms. This was provided by Food Bank.

Articles in the newsletter on topics related to wellbeing (healthy eating, sleep, technology) etc provided parents with helpful information.

The principal checked in with SSS (Student Support Services) regularly regarding student wellbeing. NDIS external service providers came onsite to work with individual students on speech and occupational therapy. Letters of support were written in conjunction with the classroom teacher and acting principal to paediatricians referrals for students.

The acting principal completed professional learning on Disability Inclusion and all staff completed DET online mandatory reporting.

Far East Network of schools invested money in Pivot which is an evidence based survey on wellbeing. Pivot was completed each term in the Grade 5/6 class.

Classroom teachers implemented RRRR weekly (Rights, Resiliency and Respectful Relationships) and Bounce Back.

Staff had access to a suite of health, safety and wellbeing expert supports, including: the Employee Assistance Program (EAP), EduSafe, Workplace Contact Officer Network, Health and safety representatives (HSRs), Conflict Resolution Support Service, worker's compensation and returning to work, Medical Advisory Service, principal health and wellbeing supports, Be You (external agency) and workforce diversity and inclusion

State School Relief provided parents with Prep Uniform Packs.

The School Staff Survey for School Climate was 76.6% compared to the State average 77.7%.

All school policies were endorsed by school council and compliant with DET regulations.

All staff (VIT compliant) and volunteers and contractors had WWCC (Working with Children's Check).

Engagement

Student engagement is always a focus for Newmerella Primary School, and studies have shown that students will have higher learning outcomes when they are engaged in the school setting. Raising awareness of the importance of attendance continues to be a priority. Attendance is

monitored daily and supports are in place for families to engage with the school to improve attendance and punctuality through newsletter items, daily phone calls and check ins.

Engagement strategies to assist with attendance in 2024 included breakfast club, MARC Van, 3 school chickens, provision of lunch and/or school uniform, and learning programs such as tutor in schools to support reluctant learners or students identified at risk of disengagement.

Junior School Council provided students with voice and agency relating to the general climate of the school and the school appointed the following student leaders; School Captains, House Captains, Environment Captain, Sport Captains and Wellbeing Captains. Students in Grade 5 and 6 had the opportunity to lead school assembly each week.

Student attendance: Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Student Absence Years Prep to 6 - School average number of absence days: 29.1% compared to Similar Schools average 23.3% and State average 21.8%.

The Attendance Rate refers to the average proportion of formal school days students in each year level attended. Attendance Rate by year level was: Prep 85%, Year 1 86%, Year 2, 87%, Year 3 NDP, Year 4 87%, Year 5 80% and Year 6 85%.

To enable smooth transitions, there were dedicated days for Foundation transition and 1 day was dedicated to all students moving up to the next year level.

Extra curricular activities and events: Students were involved in many learning and engagement activities throughout the year and these included: Nexus Art performers, swimming, athletics, cross country, transition, school concert, sporting schools, whole school activities that promoted special events on the calendar (Pancake day, Do It for Dolly etc), camps to Ballarat Sovereign Hill and Coolamatong Farm Resort, a sleep over at the school for the junior class, sporting clinics, Grade 5/6 class visits to Snowy River Leadership School at Marlo, junior school excursions to Orbost Library and Forge Creek Theatre performances, Grade 5/6 class visits to Orbost Bowling Club and an inhouse school performance of Romeo and Juliet by Bell Shakespeare.

Other highlights from the school year

Newmerella Primary School has encouraged community involvement through the "Littlies Learning" Program and this continued to run each Monday morning.

Students were involved in sporting events at local, district, division and state level (swimming, cross country and athletics) and they participated in swimming lessons in Term 2 and received coaching and funding as part of the Sporting in Schools Program.

Students participated in the Orbost Agricultural Show at the Newmerella Show Grounds and partnered with Landcare as part of STEAM to help out with local projects.

The Grade 2/3/4 class also completed a painted mural on the 'Picasso Cow Project' run by Dairy Australia.

The Grade 5/6 class throughout Semester 2 participated in DASH which is an interactive 9-week program that focuses on community connections and belonging. At the heart of the program is a student-led community project. Local stakeholders come together to raise awareness of local

and/or community concern and this sees students interact with police and other emergency service providers.

Whole school events and celebrations included Easter bonnet parade, out of uniform day, crazy hair day, end of year celebration, footy colours day, book week dress up and Grade 6 Graduation Dinner.

The school was successful with receiving VSBA (Victoria School Building Authority) funding to replace the toilet block facility and septic tank. This project is scheduled to be completed in 2025.

The school council which comprised of staff, parents and community members continued to support the school's decision making throughout the year.

Financial performance

Newmerella Primary School finished the 2024 school year with a healthy surplus of \$157,940 This surplus included:		
	Credit to Cash transfer	\$85,183
Refurbishment grant	\$5,000	
Bushfire Preparedness	\$21,469	
Playground Audit TFP	\$4,010	
Sporting Schools Grant	\$4,900	
Bank Interest	\$9,060	
Donations	\$3,500	
Curriculum Contributions	\$5,208	

This surplus along with the Equity funding (socially disadvantaged) of \$42,669 has enabled the continuation of student wellbeing support through the employment of Education Support staff and Counselling services. This support is enhanced by the Chaplaincy Program for which the school received funding of \$20,280. The Tutoring Learning Initiative was again funded by the Department \$26,500 which has assisted in employment of staff to improve outcomes in Literacy and Numeracy.

The school has continued to receive funding for bushfire prevention which enabled maintenance to be carried out around the school.

The Credit to Cash transfer is being spent on a new playground along with fundraising money.

For more detailed information regarding our school please visit our website at <https://www.newmerellaps.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 50 students were enrolled at this school in 2024, 23 female and 27 male.

0 percent of students had English as an additional language and 28 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

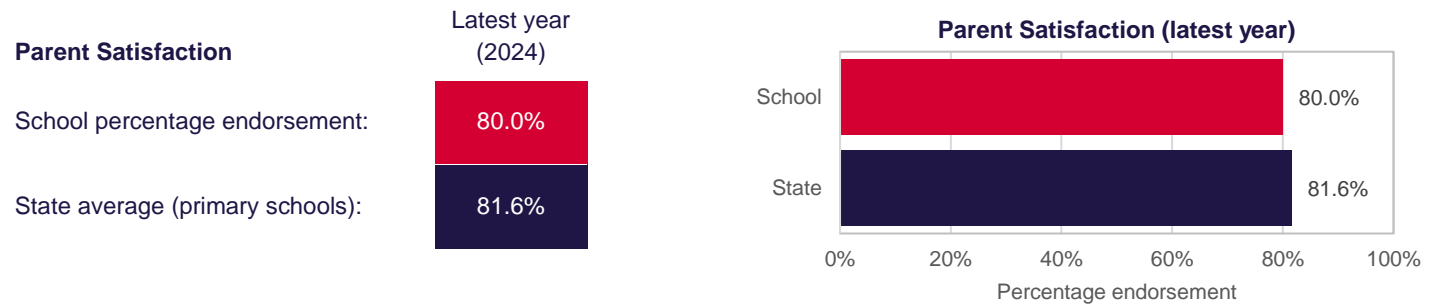
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

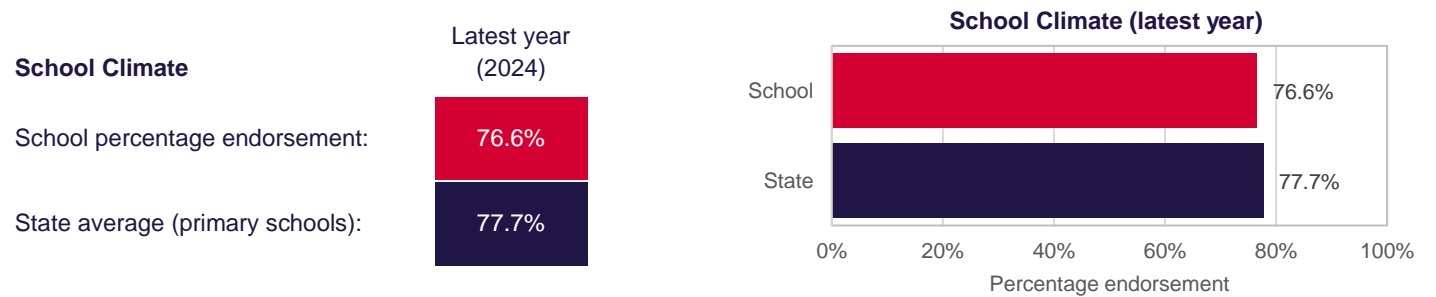


School Staff Survey

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

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

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



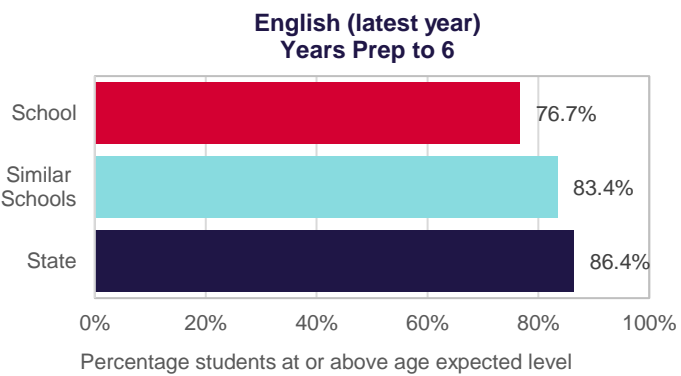
LEARNING

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

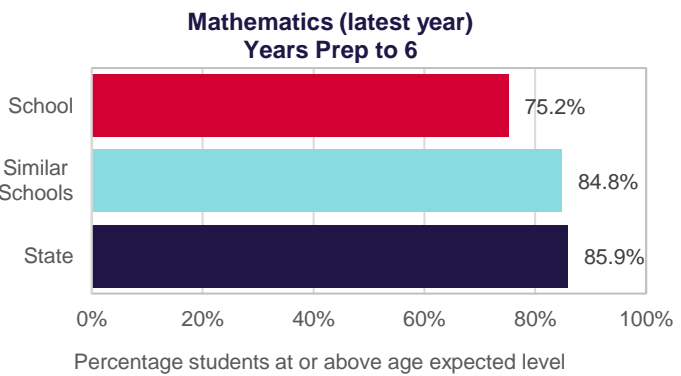
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	76.7%
Similar Schools average:	83.4%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	75.2%
Similar Schools average:	84.8%
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.

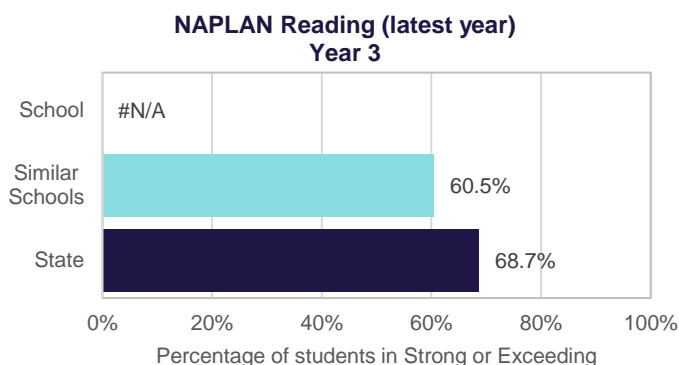
NAPLAN

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.

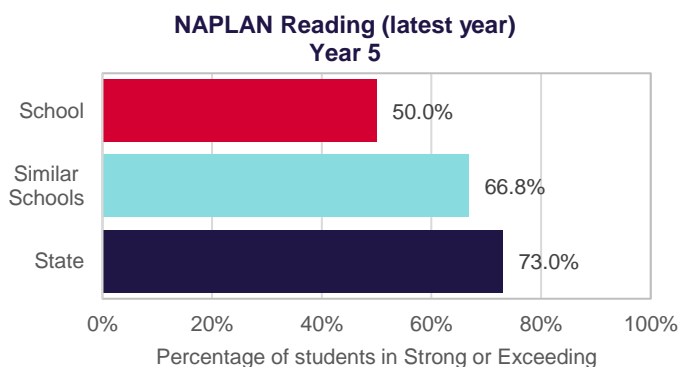
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	60.5%	60.4%
State average:	68.7%	69.2%



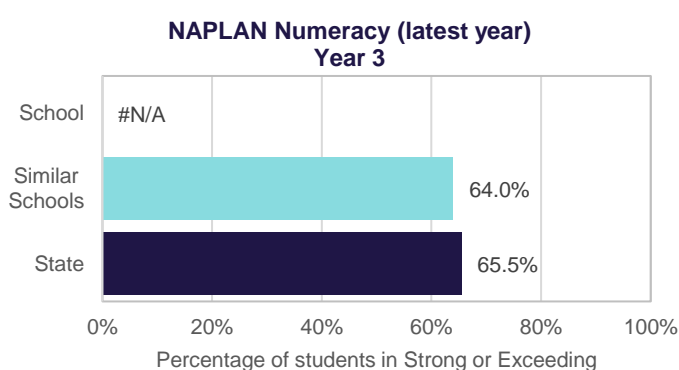
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	28.6%
Similar Schools average:	66.8%	66.7%
State average:	73.0%	75.0%



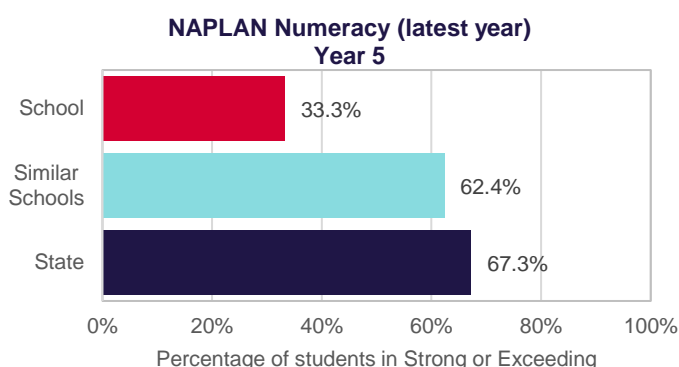
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	50.0%
Similar Schools average:	64.0%	63.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	40.0%
Similar Schools average:	62.4%	61.5%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

50.0%

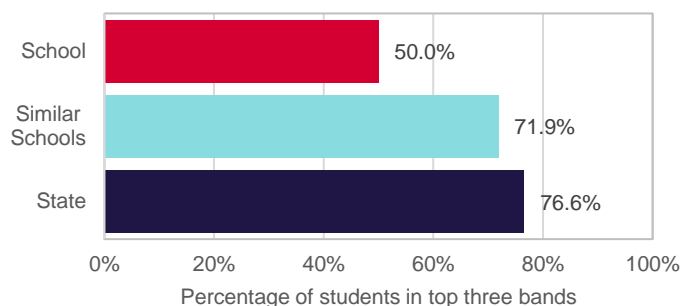
Similar Schools average:

71.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

57.1%

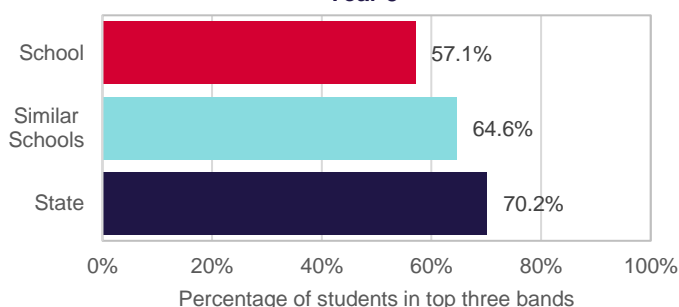
Similar Schools average:

64.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

33.3%

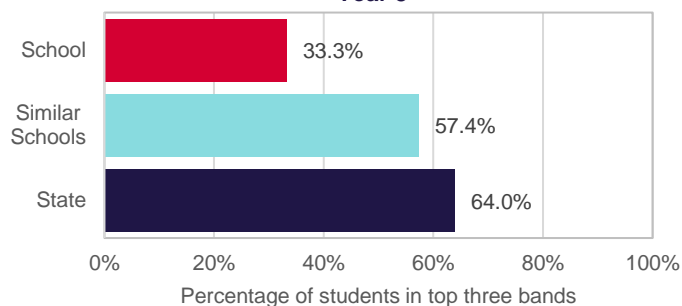
Similar Schools average:

57.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

28.6%

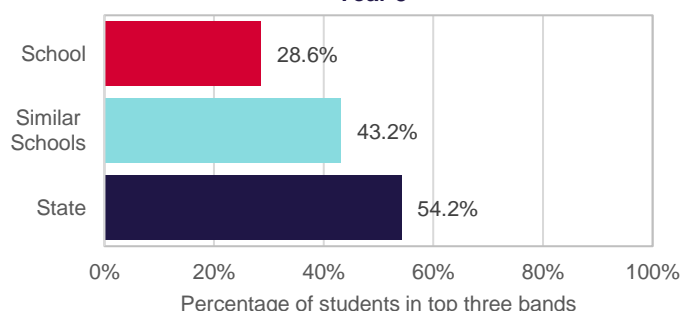
Similar Schools average:

43.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

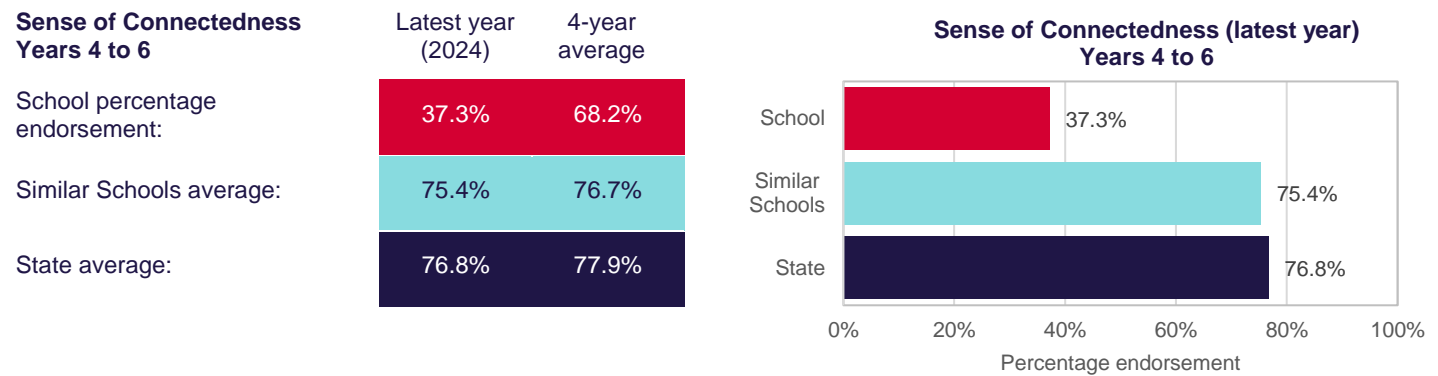


WELLBEING

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.

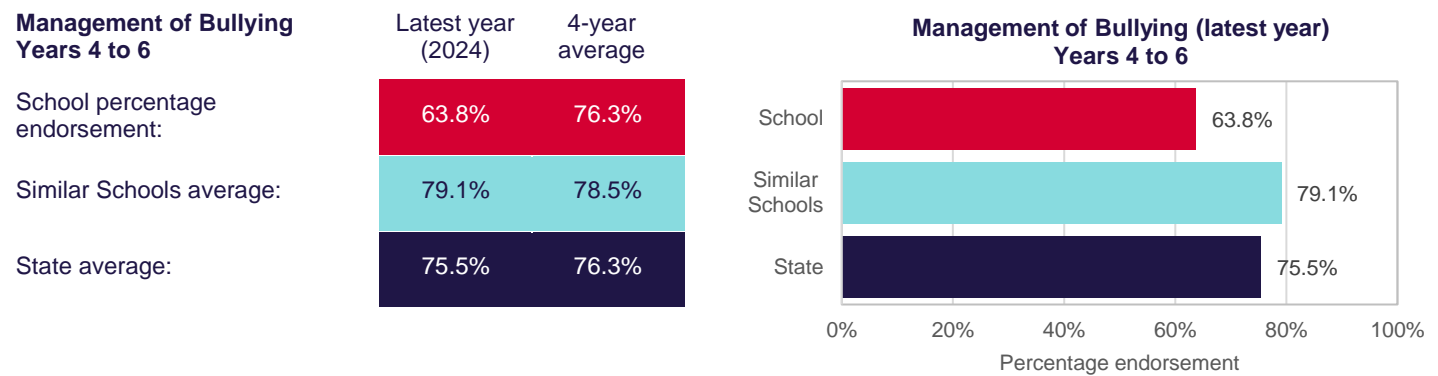
Student Attitudes to School – Sense of Connectedness

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).

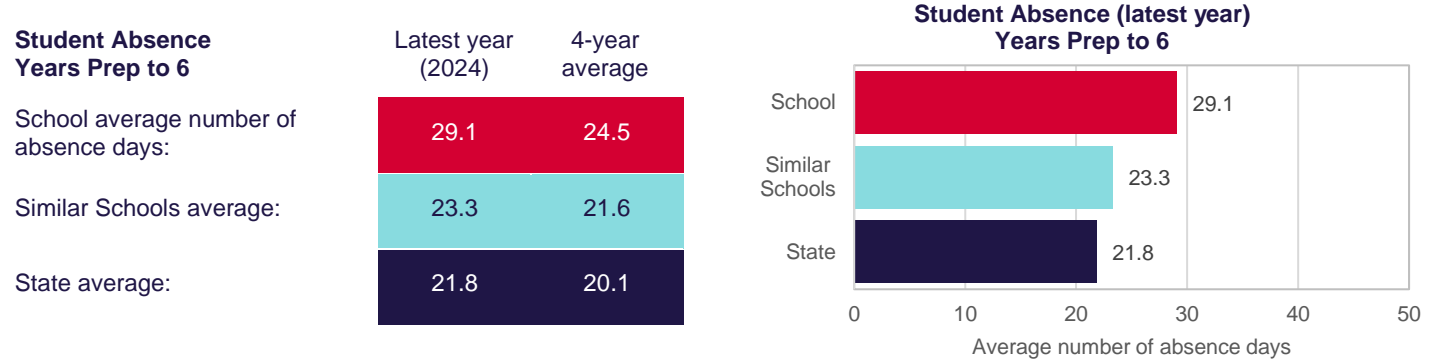


ENGAGEMENT

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):	85%	86%	87%	NDP	87%	80%	85%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$830,241
Government Provided DET Grants	\$301,568
Government Grants Commonwealth	\$4,900
Government Grants State	\$3,190
Revenue Other	\$13,839
Locally Raised Funds	\$39,082
Capital Grants	\$0
Total Operating Revenue	\$1,192,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,669
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,669

Expenditure	Actual
Student Resource Package ²	\$730,458
Adjustments	\$0
Books & Publications	\$2,924
Camps/Excursions/Activities	\$28,787
Communication Costs	\$3,027
Consumables	\$13,722
Miscellaneous Expense ³	\$25,128
Professional Development	\$3,461
Equipment/Maintenance/Hire	\$10,107
Property Services	\$68,377
Salaries & Allowances ⁴	\$61,160
Support Services	\$63,919
Trading & Fundraising	\$8,609
Motor Vehicle Expenses	\$1,795
Travel & Subsistence	\$0
Utilities	\$13,855
Total Operating Expenditure	\$1,035,329
Net Operating Surplus/-Deficit	\$157,490
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$226,231
Official Account	\$27,033
Other Accounts	\$0
Total Funds Available	\$253,264

Financial Commitments	Actual
Operating Reserve	\$50,993
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$250,993

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.