

2024 Annual Report to the School Community

School Name: Pearcedale Primary School (2961)



- 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 03 April 2025 at 10:50 AM by Simon Anderson (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 03 April 2025 at 10:57 AM by Simon Anderson (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

Pearcedale Primary School is nestled in a semi-rural area on the edge of the Mornington Peninsula, approximately 60 km southeast of Melbourne's central business district. Established in 1908 on the traditional land of the Bunurong/Boonwurrung people, we take pride in fostering a school that is deeply connected to its community.

Our vision is to create a dynamic learning environment that inspires, challenges, and supports every student to thrive, achieve their personal best, and make meaningful contributions to the world around them.

At Pearcedale, we emphasise four core values: **Respect, Aspiration, Safety, and Courage**. We believe these principles are essential in guiding students both in school and beyond.

In 2024, our school had an enrolment of around 728 students, spread across 32 classes. The staff consisted of 90 dedicated employees, including a leadership team made up of the Principal, 3 Assistant Principals, and 4 Learning Specialists. Our teaching staff included 50 full-time and 14 part-time educators, totalling 54.0 full-time equivalent (FTE) teachers. Additionally, about 30 Educational Support staff supported various roles within the school, including classroom assistance, administration, first aid, and maintenance.

Our **Pearcedale Facility for Deaf and Hard of Hearing Students** serves a significant part of our school community. In 2024, 14 students with moderate to profound hearing loss participated in the program, benefiting from specialised support to integrate into mainstream classes, with additional listening, speech, and language assistance.

The school's **Student Family Occupation (SFO)** index has remained around 0.36.

In 2024, we supported a number of students with disabilities through the **Disability Inclusion Program**. These students received support from our Disability and Inclusion Leader, 2 Wellbeing Leaders, and Education Support Staff. Teachers developed Individual Education Plans (IEPs) and held quarterly Student Support Group (SSG) meetings with families to track student progress and achievement.

At Pearcedale, we provide students with diverse opportunities to flourish in areas of their interest and talent. Our curriculum includes Specialist classes in **Art, Performing Arts, STEM, Physical Education, and AUSLAN**. Our thriving **music program**, which is available as an optional parent choice, offers lessons in guitar, drums, keyboards, violin, and more. Additionally, students can participate in the **Vocal Legends Choir** and the **AUSLAN Choir**.

In 2024, Pearcedale continued to implement the **"Respectful Relationships"** framework, incorporating targeted welfare lessons led by teachers with support from our Wellbeing team.

We continue to take great pride in our school's **facilities and environment**, having invested significant resources to create learning spaces that are calm, organized, and welcoming.

As one of the most established **Professional Learning Communities** on the Peninsula, Pearcedale is committed to continuous improvement, fostering collaboration, and focusing on student outcomes. This collaborative culture is integral across the school, ensuring shared responsibility for the success of all students within each year level.

Our school is known for its warm, friendly, and inclusive atmosphere. Parent involvement is encouraged and highly valued, with parents playing an active role in school activities such as assisting with excursions, camps, and weekly reading support in classrooms. The school community also raises vital funds through events like our **School Carnival**, stalls, and raffles. The **School Council** provides ongoing support to help ensure Pearcedale Primary remains as successful as possible.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Pearcedale Primary School celebrated student achievements across English, Maths and Wellbeing. These successes were a direct result of our whole-school commitment to high-quality teaching, with a strong focus on maintaining high expectations, and addressing the individual needs of our students.

A key initiative throughout the year was the dedicated release of three Learning Specialists, who worked to ensure consistency across all classrooms. They played a crucial role in planning and data meetings, driving key improvements in their areas of expertise (English, Maths and Wellbeing). Regular classroom observations allowed them to provide constructive feedback, helping staff refine their teaching practices. A significant challenge arose in Semester 2 when our Literacy Learning Specialist left, creating a substantial gap in this curriculum area. This impacted the level of support available to staff and students, requiring adjustments to maintain the momentum of Literacy-focused initiatives.

The Government-Funded Tutor Learning Initiative continued to be implemented in 2024 to support students in English and Maths at all levels. Selection was based on teacher assessments and student data, with targeted teaching delivered in five-week cycles focused on individual learning goals. This initiative proved highly effective in supporting some of our most vulnerable learners.

In the latter stages of 2024 under the guidance of an Education Improvement Leader (EIL) there was a whole school focus on the Victorian teaching and Learning Model 2.0 (VTLM), cognitive load theory and the importance of using explicit whiteboard routines coupled with the implementation of Maths Daily Review. The introduction of these structured whiteboard routines and Maths Daily Review became key strategies to enhance student engagement and reinforced core concepts in a consistent manner across classrooms.

Student achievement was closely monitored using a variety of summative assessments which aligned with our Whole School Assessment Schedule. A key focus as directed by the EIL was to ensure that our teacher judgments were more closely aligned to NAPLAN outcomes. Therefore, we undertook work to create assessment spreadsheets from Foundation to Year Six that could be employed and then subsequent data lead to an increase in teacher judgment accuracy and consistency. As a result, teacher judgments in 2024 indicated that 86.8% of students were at or above age-expected standards for English which related closely to both State and Similar Schools with 86.4% and 87.4% respectively. In Mathematics, 83.0% of our students met or exceeded age-expected standards, which was slightly below the state average of 85.9%.

In 2024, Both Year 3 and Year 5 NAPLAN Numeracy results had the percentage of students in the strong or exceeding categories performing above the State with our Year 3 students at 66.7% whilst the State was 65.5%. Year Five Pearcedale students were 68.1% and the State was at 67.3%. Our NAPLAN Reading results for both Year 3 and 5 however, were not as good with our Year 3 students in the strong or exceeding category at 62.2% below the State average of 68.7% and Similar Schools at 73.33%. Year 5 the State percentage was 73.0% and PPS was 71.8%.

Wellbeing

In 2024, Pearcedale Primary School continued to prioritise the health and wellbeing of their students through whole school, classroom, small group and targeted support. The wellbeing team consisted of an Assistant Principal and two Wellbeing Learning Specialists.

All classrooms started the year with setting the climate to ensure consistent, predictable routines and high expectations. Support was provided for this by the Wellbeing Learning Specialists in class, during team planning and through professional learning sessions.

All staff completed the final 2 days of the Berry Street Education Model training (Stamina, Engagement and Character) whilst continuing to implement the first two domains: Body and Relationships. Staff surveys throughout the year indicated high levels of positive change in regards to both of these domains (daily welcome circles, ready to learn scales, brain breaks etc).

Classroom teachers continued to teach the Respectful Relationships curriculum along with other social and emotional lessons as per cohort/classroom needs. Small groups were facilitated throughout the year focusing on student needs, including, grief and loss, emotional regulation, social skills and secondary school transition. One on one support was provided through check ins, referrals and behaviour/safety plans.

Through staff and student feedback, we continued to refine the PPS behaviour management document, reducing the behaviour continuum to three steps for both classroom and specialist classes. In cohorts, Compass data was used to explore different levels of reported behaviour (low, medium and high), along with value recognitions (based on the school values of respect, safe, courage and aspire). Time was allocated regularly at staff meetings to compass positive student behaviours.

Engagement

In 2024, we continued to strengthen the partnership between home and school. Our consistent use of the COMPASS school data management system, complemented by regular newsletters and the SEESAW application, kept families well-informed with timely updates on school events and activities. As we moved into the latter part of the year, we began a comprehensive overhaul of our school website, aiming to further enhance communication between home and school and to provide valuable information for prospective families.

To build strong connections with families, we hosted Meet and Greet interviews in Term One, followed by parent-teacher interviews in Term Three, where staff discussed student achievements. Our biannual written reports offered families detailed updates on student progress,

while termly Student Support Group (SSG) meetings provided individualised support for students, fostering a strong link between home and school. We also ensured that Individual Education Plans (IEPs) were in place for all mandated categories and for students identified as “at risk” in their learning.

Our commitment to the core values of Care, Respect, Aspire, and Safety, alongside the implementation of the Berry Street Education Model, ensured that students engaged positively with their education. The 2024 Attitudes to School Survey reflected this commitment, with students in Years 4 to 6 endorsing our bullying management efforts at a rate of 79.7%, surpassing both the “similar school” and state averages. This marked an improvement from our 2023 results.

In alignment with departmental directives, Pearcedale Primary School prioritised student attendance in 2024. Absences were meticulously monitored through COMPASS, and we proactively contacted parents when students were marked “not present” without explanation. Our Disability and Inclusion Leader collaborated with a Senior Wellbeing and Engagement Officer to address chronic absenteeism, resulting in the successful implementation of Attendance Improvement Plans for some students. On average, students from Foundation to Year 6 had 22.1 absence days, slightly above the state average of 21.8 days. This variance was primarily due to a small cohort of students whose attendance impacted the overall average. We worked closely with the Regional Office to address these concerns and maintained regular contact with the affected families.

Our Student Leadership program continued to provide students with valuable opportunities to demonstrate their leadership skills. Leaders from Years 4, 5, and 6 represented our school community, while the Student Voice Committee, with representatives from Years 2 to 6, played an active role in driving positive changes throughout the school. In the 2024 Attitudes to School Survey, our student connectedness score was in line with similar and state averages, with a commendable endorsement of 75%.

Other highlights from the school year

In 2024, students at Pearcedale Primary School in Years 3 to 6 had the exciting opportunity to participate in a range of camping and extracurricular activities.

Year 3 students attended Camp Manyung in Mount Eliza which was their first taste of a school camp. Year 4 students attended Woorabinda School Camp with the highlight being the high ropes course and canoeing around Lake Narracan. Year 5 students travelled to Beechworth where they learnt about the discovery of gold, Ned Kelly and other bushrangers as part of their curriculum unit on Australian History. Year 6 students ventured to Canberra complimenting their study of democracy. Additionally, Years 5 and 6 students had the chance to attend Snow Camp, and instrumental students participated in Music Camp.

Excursions were also an integral part of the year’s learning experiences:

- Foundation: Moonlit Sanctuary
- Year 1: The Briars
- Year 2: Willum Warrain and Dolphin Institute
- Year 3: Como House

- Year 6: Circus Performance & Enchanted Maze Tree Surfing

Students in Years 3-6 also participated in various athletic and sporting activities, including swimming lessons and a comprehensive Water Safety/Beach program. Some Year 5 and 6 students trained for and attended the Human Powered Vehicle "Energy Breakthrough" along with 3 other HPV races during the year.

Throughout the year, the school hosted several events that brought the community together, such as the Junior Christmas Concert, Anzac Day Assembly, Year 3/4 Spectacular, School Carnival, Footy Day, Pearcedale Cup, Colour Run, and the Foundation Picnic. These activities offered our students a diverse range of learning and bonding experiences, both in and out of the classroom.

Financial performance

Throughout 2024, Pearcedale Primary School has maintained a strong and sustainable financial position. In late Term 4, the school received \$272,000 in School Saving Bonus funds, which were deposited into the High Yield Investment Account (HYIA).

Revenue and expenditure were consistently monitored against the budget to ensure that the allocation of resources effectively supported the school's educational priorities and goals. The budget for Casual Relief Teachers (CRT) and Education Support staff was increased during the year due to staff illness and long service leave. Additionally, the budget for relief Education Support staff grew to meet the needs of students with specific learning requirements.

Professional learning continued to be a focus, with staff participating in Berry Street Model training (Days 3 and 4) and Oz Lit teacher training.

Significant maintenance and upgrades to the school's facilities were carried out, including improvements to the Performing Arts by modifying the classroom with a new entry landing, doorway and new windows. Concreting of the bike shed, and comprehensive playground maintenance was also undertaken.

Equity funding was strategically invested to support a school-wide intervention program aimed at assisting at-risk students. A psychologist continued to be on-site two days per week, and we engaged **Psychs in Schools** to further support our students' mental health and wellbeing.

The school community was actively involved in various fundraising activities, such as the School Carnival, Mother's and Father's Day stalls, and the School Colour Run. The funds raised from the carnival and Colour Run were allocated towards the installation of a new Netball/Multiplay Court.

DET specific funding was utilised for the following programs:

The **Music in Me Mentor Program** provided mentoring and coaching to two teachers, enhancing the delivery of the school's music program for students in Foundation through to Year 6.

The **Swimming in Schools** funding supported intensive swimming lessons for students in Foundation to Year 4 and a Water Safety program for Years 5 and 6 at Mills Beach, Mornington.

The **Early Years Koorie Literacy and Numeracy Program** saw a classroom teacher employed one day per week to target students with specific literacy and numeracy needs.

MHIPS funding was used to engage our wellbeing staff in professional development, ensuring that they are equipped with the latest strategies to support student wellbeing.

The **Student Excellence Program** offered enrichment opportunities for high-ability students, providing them with additional academic challenges.

Funding was fully expended on the **Tutor Learning Initiative**, which continued to support students in need of additional learning assistance.

Additionally, the school has partnered with **Beleza** as the new supplier following DET procurement guidelines. The school also tendered out the OHSC program following procurement guidelines appointed ThierCare to commence in 2025.

Funds raised from the **Art Show** contributed to the creation of a "Values" mural in the village.

Finally, we were grateful for the donation of a **Hornet Trisled for the HPV teams** from one of our wonderful families, which will enhance our students' participation in future events.

For more detailed information regarding our school please visit our website at pearcedaleps.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 711 students were enrolled at this school in 2024, 339 female and 372 male.

1 percent of students had English as an additional language and 2 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.

Parent Satisfaction

Latest year
(2024)

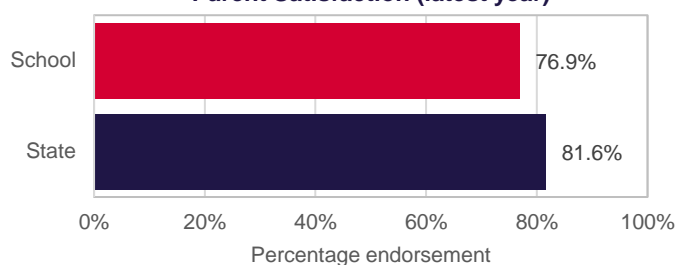
School percentage endorsement:

76.9%

State average (primary schools):

81.6%

Parent Satisfaction (latest year)



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.

School Climate

Latest year
(2024)

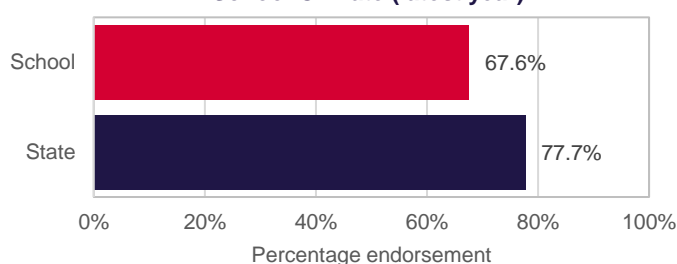
School percentage endorsement:

67.6%

State average (primary schools):

77.7%

School Climate (latest year)



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:

86.8%

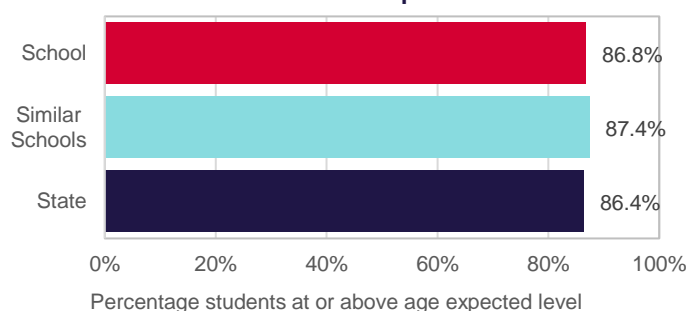
Similar Schools average:

87.4%

State average:

86.4%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2024)

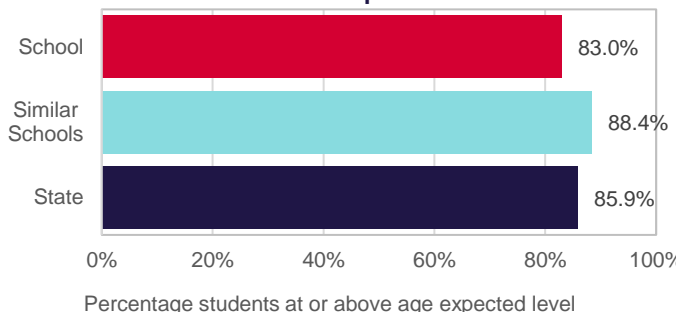
School percentage of students at or above age expected standards:

83.0%

Similar Schools average:

88.4%

Mathematics (latest year) Years Prep to 6



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.

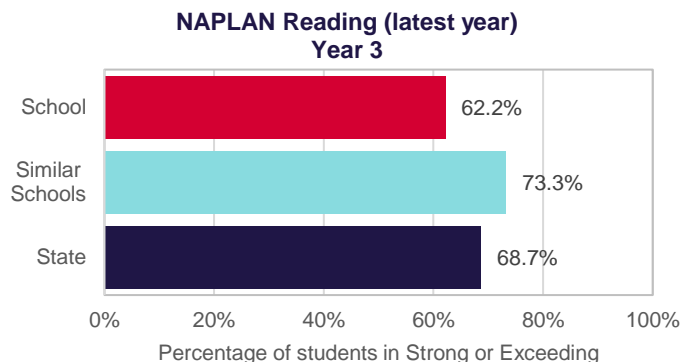
NAPLAN

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.

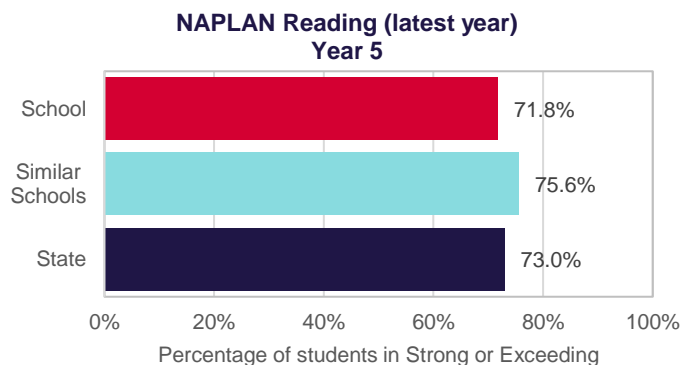
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.2%	66.0%
Similar Schools average:	73.3%	73.4%
State average:	68.7%	69.2%



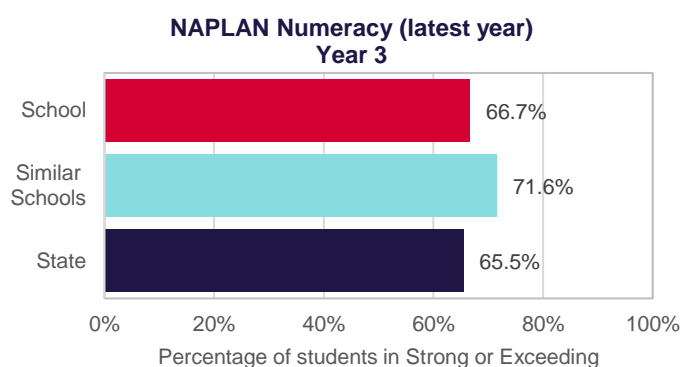
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.8%	73.5%
Similar Schools average:	75.6%	77.8%
State average:	73.0%	75.0%



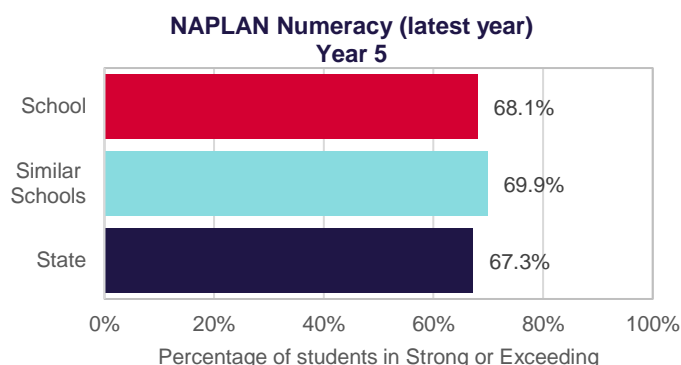
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	68.0%
Similar Schools average:	71.6%	71.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.1%	66.8%
Similar Schools average:	69.9%	70.0%
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:

79.4%

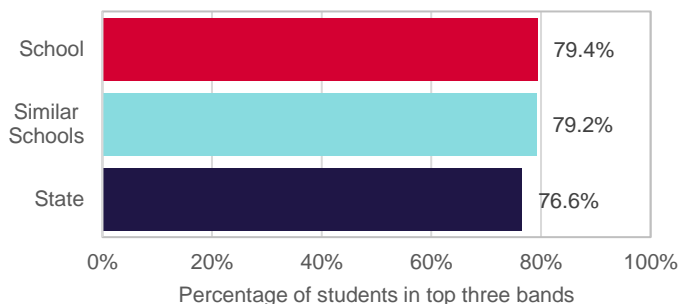
Similar Schools average:

79.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

69.9%

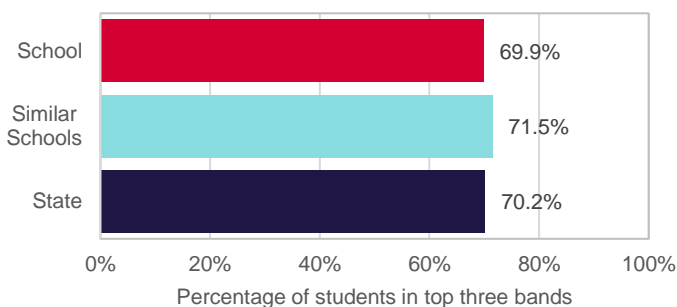
Similar Schools average:

71.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

68.7%

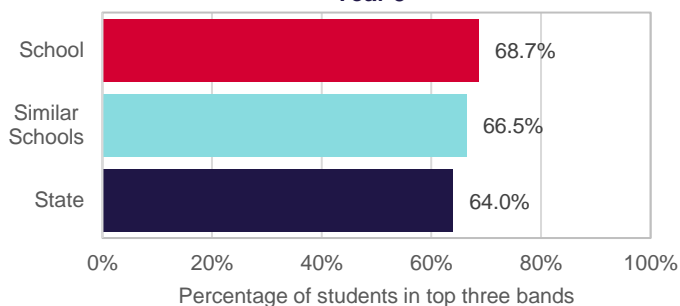
Similar Schools average:

66.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

46.5%

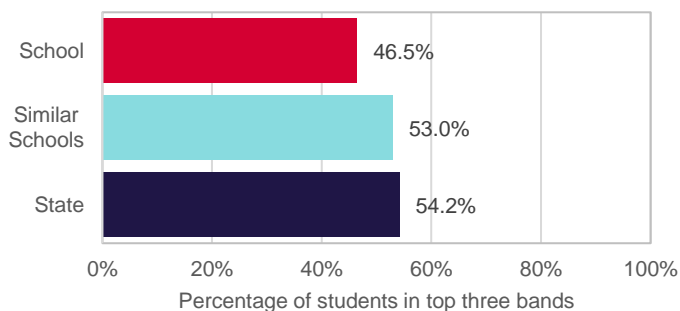
Similar Schools average:

53.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

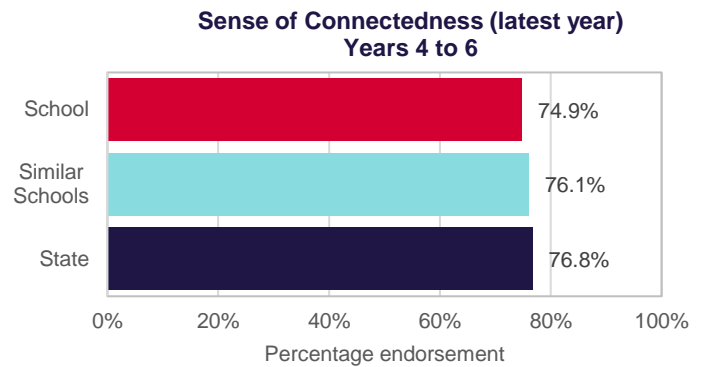
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	74.9%	77.5%
Similar Schools average:	76.1%	78.0%
State average:	76.8%	77.9%

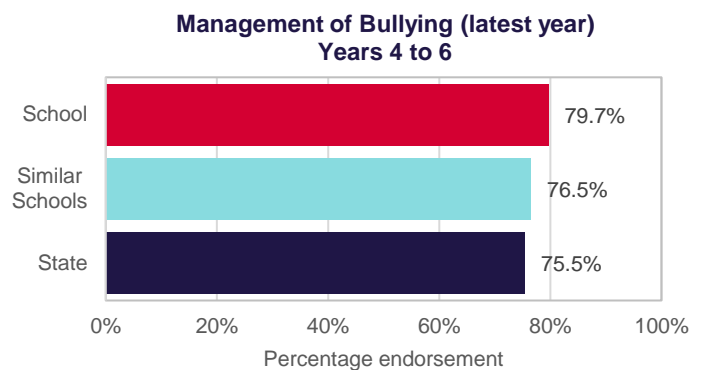


Student Attitudes to School – Management of Bullying

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:	79.7%	79.7%
Similar Schools average:	76.5%	77.7%
State average:	75.5%	76.3%

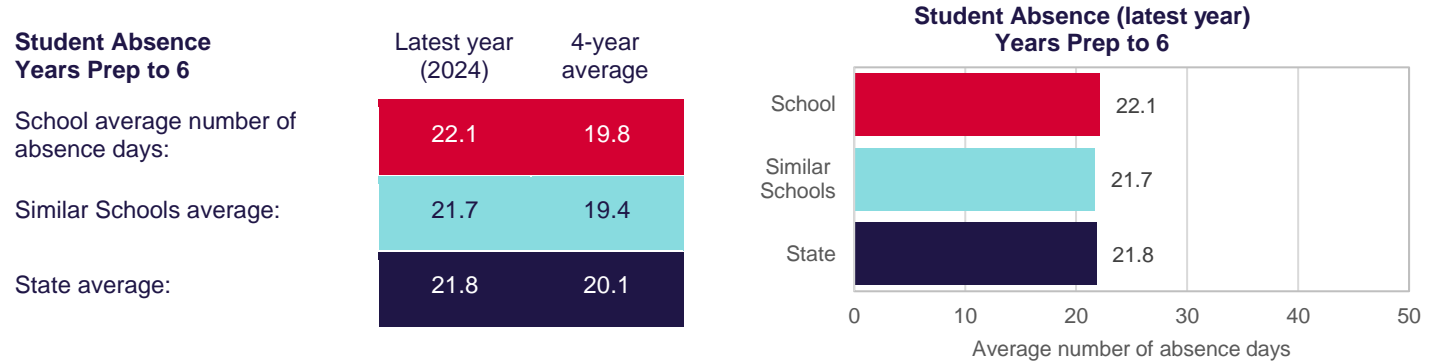


ENGAGEMENT

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.



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%	90%	88%	87%	89%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,381,082
Government Provided DET Grants	\$822,745
Government Grants Commonwealth	\$16,116
Government Grants State	\$0
Revenue Other	\$96,090
Locally Raised Funds	\$665,791
Capital Grants	\$0
Total Operating Revenue	\$8,981,823

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,386
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$90,386

Expenditure	Actual
Student Resource Package ²	\$7,508,540
Adjustments	\$0
Books & Publications	\$2,126
Camps/Excursions/Activities	\$298,467
Communication Costs	\$6,336
Consumables	\$154,275
Miscellaneous Expense ³	\$36,870
Professional Development	\$46,961
Equipment/Maintenance/Hire	\$120,219
Property Services	\$158,746
Salaries & Allowances ⁴	\$51,601
Support Services	\$537,841
Trading & Fundraising	\$144,111
Motor Vehicle Expenses	\$267
Travel & Subsistence	\$0
Utilities	\$54,180
Total Operating Expenditure	\$9,120,540
Net Operating Surplus/-Deficit	(\$138,716)
Asset Acquisitions	\$126,507

- (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	\$623,398
Official Account	\$101,104
Other Accounts	\$0
Total Funds Available	\$724,503

Financial Commitments	Actual
Operating Reserve	\$270,533
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$287,964
School Based Programs	\$7,450
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$46,781
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$20,000
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	\$637,728

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.