

# 2024 Annual Report to the School Community

School Name: Camelot Rise Primary School (5111)



- 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 21 March 2025 at 03:38 PM by Matthew Coney (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 28 March 2025 at 08:21 AM by Matthew Coney (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

Camelot Rise Primary School is a school of 418 students located in Glen Waverley. Our school has 2 Principal Class members, 3 Learning Specialists, 26 Teaching Staff and 5 Education Support Staff. We also have three business administration staff and an IT Technician. Our staffing profile is very stable, with little movement over the last seven years. A benefit of having a stable, experienced staffing profile is our established and embedded Instructional Model. This results in consistent practices and a shared common belief about what is best for Camelot Rise Primary School students.

Camelot Rise Primary School values partnerships between home and school. A weekly onsite pre-school playgroup continues to build connections between young families in our local area. We strongly encourage families to be actively involved in their student's learning and well-being. In 2024, we held Parent Information Nights and Getting To Know You Conferences early in Term One to provide parents with the knowledge of what is being taught in their child's specific year level and allow an opportunity for parents to meet the teachers. We held Parent Helpers courses early in the year to enable parents to help in the classroom and with their child / children's learning at home. Our vision is to be a connected community that learns, grows, and achieves together.

The school values of respect, resilience, and responsibility are embedded in our school-wide positive behaviour (SWPB) framework, and we acknowledge students displaying these values with weekly student achievement awards and actively promote these values within our classrooms. We strive to create a supportive and responsive learning-focused environment, recognising the importance of student wellbeing and engagement.

Based on families' occupations and educations, the school's socio-economic profile is considered in the very low band, representing high parent education and high socio-economic advantage. The Student Family Occupation Index is 0.1787, and the Student Family Occupation and Education Index is 0.1147. As a result, our school only receives equity funding of \$9018.00, which is made up of credit and cash.

Our curriculum at Camelot Rise Primary School reflects the Victorian Curriculum 2.0 framework. We include specialist programs in Visual Arts, Performing Arts, Physical Education, Science, Technology, Engineering and Maths (STEM) and French (LOTE). Additional support programs are provided through our English as an Additional Language (EAL) and the continuation of the Tutor Learning Initiative (TLI) with tutors addressing areas of literacy and mathematics learning gaps with particular students in consultation with classroom teachers.

In 2024, Camelot Rise PS was recognised as having high student outcomes across a range of learning and wellbeing measures in our annual School Performance Report. Our overall combined score of 'High' is a credit to our students, families and staff. As a staff community, we are extremely proud to achieve the highest rating possible. Our school continues to increase in size due to the excellent academic results and the outstanding reputation in the local and wider community.

Each term we provide all families with the "We are Learning" document. This informs parents of what is being taught in all Curriculum areas throughout the school. This ensures that all families know what their child is learning for the upcoming term.

All decisions at our school are based on what is best for the student's well-being and learning.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024, learning at Camelot Rise PS focused on improving student learning with a focus on building student agency and engagement. Our Professional Learning Communities (PLC) analysed data to drive the inquiry cycle in their planning, with PLC teams consolidating their use of the program 'Elastik' to find gaps in student learning as assessed in NAPLAN, Essential Assessments and PAT. We continued implementing the Tutor Learning Initiative (TLI) to support students at risk of little or no progression. Two part-time tutors ran small group sessions with students across all year levels and worked closely with classroom teachers to align classroom topics with tutoring sessions and classroom schedules.

Our NAPLAN numeracy data reflected the teachers highly effective teaching strategies, processes, and high level of student engagement. In numeracy, 94% of Year 3 students and 89% of Year 5 students achieved 'Exceeding or Strong' results. Teacher judgements of students in Foundation-Year 6 working at or above age expected standards in Maths was 95% in 2024 (maintaining similar rates across the last four years). Continuing the 'Point of Need Teaching' (PONT) in maths from Year 2 to Year 6 has enabled students to learn maths concepts focussed on their individual learning needs. Our active participation in the Victorian High Ability Program enabled selected students to engage in their learning by providing opportunities to extend their problem-solving and application of knowledge to real-world situations.

Throughout the year, staff received professional development in literacy to establish a common language and pedagogy. All classroom teachers used the VOICES model to ensure their lessons focussed on developing better writers. Staff strengthened their teaching practice in explicit instruction and the application of high-impact teaching strategies, such as questioning and formative assessment. Student learning data reflected the effectiveness of these strategies and initiatives. Teacher judgements of students in Foundation-Year 6 working at or above age expected standards in Writing were 92.5% in 2024 (maintaining similar rates across the last four years). In Writing, 92% of Year 3 students and 93% of Year 5 students achieved 'Exceeding or Strong' results in NAPLAN.

In 2024 we created a Tier Two Learning Support team led by a Learning Specialist. This team consisted of all our Education Support Officers (Integration Aides). Using additional ESO time fractions, we created a timetable for our ES staff to 'teach lessons' to students who didn't qualify for funding but still required assistance to reach their academic potential. Classroom teachers selected students and curated a series of lessons, which an ES member taught as a small group in the classroom. This extra support provided additional scaffolding for at risk students to develop their skills in the areas of English and Maths.

## Wellbeing

Camelot Rise Primary School prides itself on the high level of well-being support we offer our students, as reflected in our high performance achieved in our 2024 School Performance Report. Our Wellbeing results continued to show upward trends. Attitudes to school survey showed 86% positive endorsement in our Sense of Connectedness and 81% positive endorsement in our Management of Bullying; both results an improvement on 2023 results. These results are higher than those of Similar Schools and significantly higher than the State average. Our Senior Education Improvement Leader (SEIL) congratulated our staff for their work in 2024 enabling us to achieve a 'High' Performance in the School Performance Report for Learning and Well-being.

Camelot Rise PS continued to embed the Resilience Project as well as the Rights and Respectful Relationships (RRRR) curriculum across the school to support student wellbeing. Weekly lessons in all classrooms unpacked the themes of gratitude, empathy and mindfulness. Across the school, gratitude journals were used to encourage students to regularly reflect on aspects of their life that they are grateful for. Lunchtime clubs were a highlight in 2024 - a daily schedule of different student-chosen clubs allowed a safe, calm and closely supervised environment for students. In team meetings, teachers regularly discussed and highlighted student wellbeing issues and documented students who may require extra monitoring. At-risk students were included in our one-on-one tutoring and Tier 2 intervention programs.

In 2024 the School Wide Positive Behaviour focus was providing consistent approaches to student behaviour throughout all parts of the school. The behaviour matrix, written in student language, was referred to in classrooms to remind students of the expectations. All teachers were supplied with tokens to reward students demonstrating positive behaviours in classes and around the school. Once the students collected enough 'Positive Behaviour Tokens' the students participated in whole school celebratory events such as 'Free Dress Days, Movie Afternoons and Crazy Hair Day'.

Staff at Camelot Rise PS continually explore opportunities to support students' well-being and mental health. Seven staff attended a 'Managing Complex Behaviours' two-day course and all staff have been involved in Individual Education Plans (IEP) and National Consistent Collection of Data (NCCD) professional learning.

## Engagement

Camelot Rise Primary School placed great emphasis on continuity of learning and attendance throughout the 2024 school year. We have consistent processes in place to ensure teachers follow up with families if a child has been absent for three consecutive days. Our office staff continue to follow up on parent consent if absences are unexplained. Our 2024 attendance rate is an average of 92%, with many of these absences due to family holidays and cultural celebrations (lowest rate 89% in the Year 4 cohort to highest rate 93% in Foundation). Regular newsletter articles are posted about the importance of school attendance. Parents are provided an individual learning plan for students who are expected to be away for more than five days to minimise the impact on student learning.

Our school's student Pathways and Transition quality practices included:

- Weekly onsite playgroup for pre-schoolers hosted by an education support staff to build family connections between young families in the area.
- Our Foundation Transition program plays an important part in the transition from pre-school to school and has been very successful in ensuring students become familiar with the facilities, teachers and other students. This program begins with several sessions, including parent information sessions, in the year prior to starting school.
- Teachers are allocated time to perform a 'handover' with the previous year's teacher. This allocation of time ensures that all teachers know about the learning, social and emotional needs of all students in their class for the following year.
- Our Secondary School Transition program includes "Taking the Leap to Secondary School" seminar with students learning about organisation skills and students meeting key staff from the local secondary school.

Our focus on developing student voice and agency continued with teachers listening to student focus groups to understand their perceptions. The teachers spent learning time in their classrooms ensuring they raised the profile and explicitly used the language of Student Voice and Agency. This ensured that the students knew when they had a voice and/or agency in their learning and their school. Staff are continuing to listen and respond to the needs of our students and our 2024 Attitudes to School survey showed a 4.9% improvement, with a 71% positive endorsement shown in Student Voice and Agency.

To promote further student engagement, our Junior School Council has a strong voice in all school events and their feedback is sought when planning school fundraising events. (Movie Nights, Fun Runs, Christmas Concerts), school improvements (playground equipment upgrades, air conditioners, netball/basketball court upgrades). In 2024, students advocated for the design of new playground equipment to reuse and incorporate parts of the old playground, which was planned to be removed. School leadership listened to student voice and the final design of the playground was student-driven.

These results indicate that our students are engaged in their learning and connected to their peers, teachers and their school. Furthermore, the school climate survey showed a 95% positive endorsement from staff in the annual school staff survey. These results clearly show that our staff and students want to attend and are proud to be part of Camelot Rise Primary School.

## Other highlights from the school year

Camelot Rise Primary School continues to produce outstanding results in all curriculum areas. The stability of our staff is a testament to the high levels of staff connectedness to the students, families and each other. With dedicated staff, we ran three camps for our students: a 5-day Year 6 Surf Camp at Lorne, a 3-day Year 5 Sovereign Hill Camp and a 3-day Year 3 and 4 Adventure Camp at Phillip Island.

Our School Production, 'A Step Back in Time', held at Monash University over two nights, was a great community event showcasing our students' singing, dancing and acting talents. We received wonderful feedback about this event.

We have a very supportive school community and see many families at our Mother's Day Afternoon Tea and Father's Day Pizza Night. Parents volunteer at the Disco Nights, and families join us with a picnic basket at our Twilight Sports (March) and our end-of-year Christmas Concert

(December). The fundraising events held throughout the year are very popular, with our Junior School Council representing student voice in the type of event and where donations are directed.

In 2024 we held whole school assemblies on a fortnightly basis and this proved very successful. Our Year Six Student Leaders presented 'News Reports and Videos' about highlights across the school. The number of parents attending assemblies increased and teachers used alternate Friday afternoons to run Well-being lessons, such as The Resilience Project. Due to the success of this change we will continue to conduct assemblies on a fortnightly basis in 2025.

In 2024, our Open Night focused on Maths Strategies, which was very successful. Our students and their families spent an evening in various classrooms around the school, where they engaged in hands-on activities related to the different areas of maths. Throughout the year, we continued to invite parents to engage their child's learning in student exhibitions.

## Financial performance

Camelot Rise Primary School continues to be in a strong financial position due to a clear direction of where funds are to be allocated and ensuring these funds are aligned with the school's overall vision and goals. Camelot Rise Primary School continued to ensure all funds received from the Department, 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. The allocation of funds was consistent with Department of Education policies, School Council approvals and the intent/purposes for which funding was provided or raised. The school worked closely with School Council and the School Council Finance Sub-Committee to provide transparency in programs and associated costings.

In 2024 Camelot Rise managed to maintain a healthy staffing surplus. These funds enabled us to have an additional class in 2025 with smaller class sizes throughout the school. This surplus was due to another increase in student numbers and ensuring specialist teachers work a time fraction that enables them to teach all classes. The school contributed additional funds to enable our Tutor to work more hours than our school qualifies for. This allocation of additional funds was spent to enable our Tutor to work more hours, thus ensuring we were able to maximise the impact the Tutor could have on student outcomes. The school continues to invest heavily in Professional Learning, and we were able to conduct many sessions with our 'in house' staff due to the quality and skills of our staff.

In 2024 we invested heavily in improving the school grounds and facilities for all key stakeholders. This included eight industrial strength split systems in Units B (Year 1 & 2 classes) and D (Foundation classes), a new Adventure / Ninja Playground for the Senior Students, repainting the Junior Playground and purchasing four cubbies for our students and families to use. We spent a significant amount of money on additional laptops and iPads for students in all year levels. We provided additional funds for all Professional Learning Teams to update and increase the quality and quantity of books within the classroom libraries to engage the students in reading and help promote a love of reading.

In 2024 we upgraded the staffroom furniture to ensure the staff have a comfortable, functional place to unwind and spend time with their colleagues.

Any money raised by the school community is spent after consultation with all key stakeholders, these being the students (Junior School Council), parents (School Council and Sub Committees)

and staff. The goal for each fundraising activity is determined before the event so everyone knows what the money being raised will be spent on.

We will continue to maximise school resources to best meet the needs of the students at Camelot Rise Primary School.

For more detailed information regarding our school please visit our website at <https://www.camelotrise.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 418 students were enrolled at this school in 2024, 202 female and 216 male.

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

#### Overall Socio-Economic Profile

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

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

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

#### Parent Satisfaction Summary

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

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

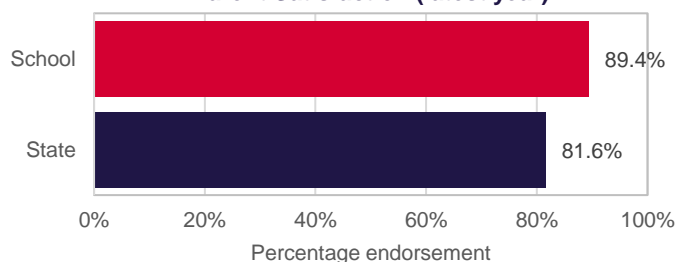
#### Parent Satisfaction

Latest year  
(2024)

School percentage endorsement:

89.4%

#### Parent Satisfaction (latest year)



State average (primary schools):

81.6%

**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.

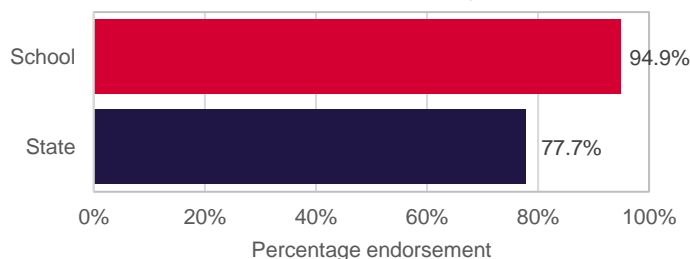
**School Climate**Latest year  
(2024)

School percentage endorsement:

94.9%

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:

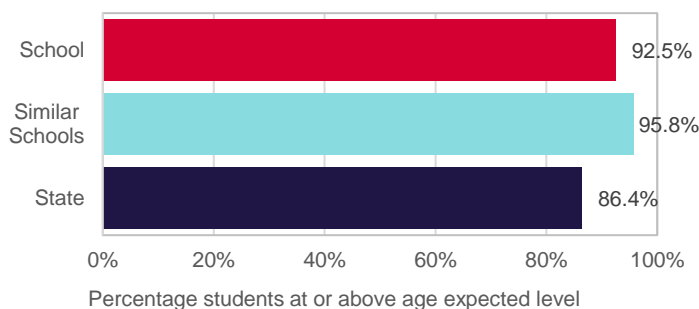
92.5%

Similar Schools average:

95.8%

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:

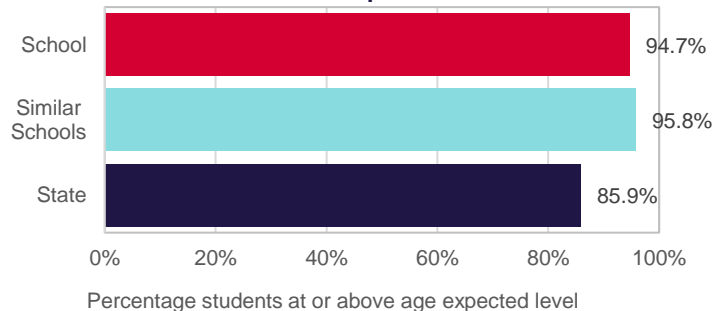
94.7%

Similar Schools average:

95.8%

State average:

85.9%

**Mathematics (latest year)  
Years Prep to 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.

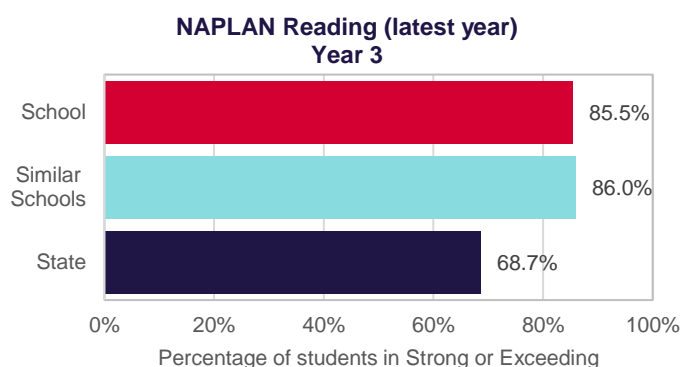
### NAPLAN

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.

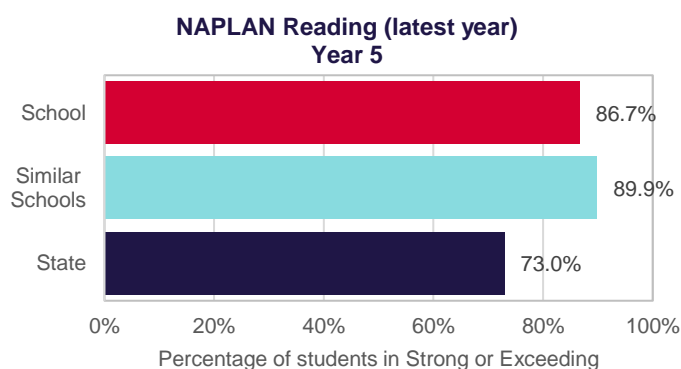
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.5%	87.2%
Similar Schools average:	86.0%	87.2%
State average:	68.7%	69.2%



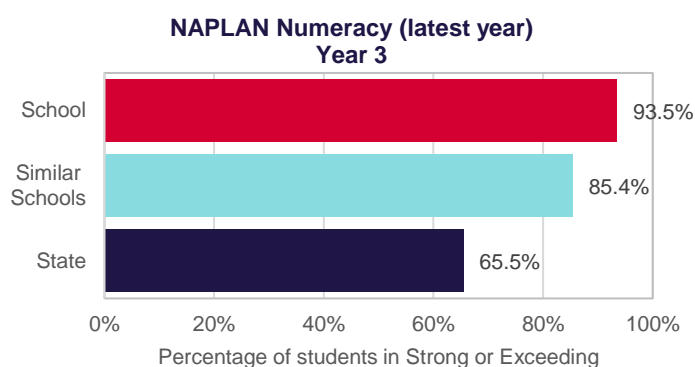
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	87.3%
Similar Schools average:	89.9%	90.7%
State average:	73.0%	75.0%



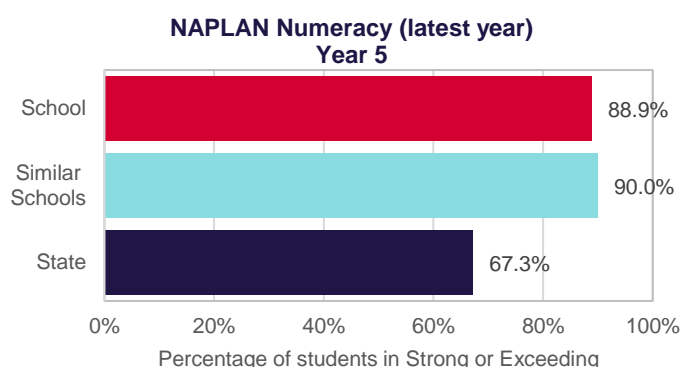
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.5%	88.0%
Similar Schools average:	85.4%	86.6%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	91.8%
Similar Schools average:	90.0%	90.1%
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:

97.4%

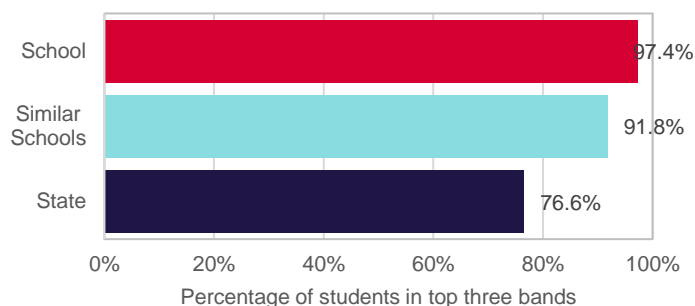
Similar Schools average:

91.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

85.1%

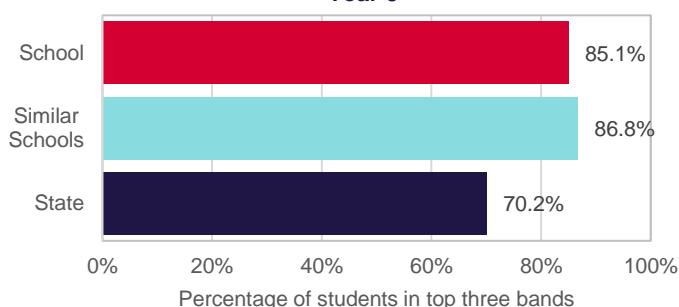
Similar Schools average:

86.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

89.5%

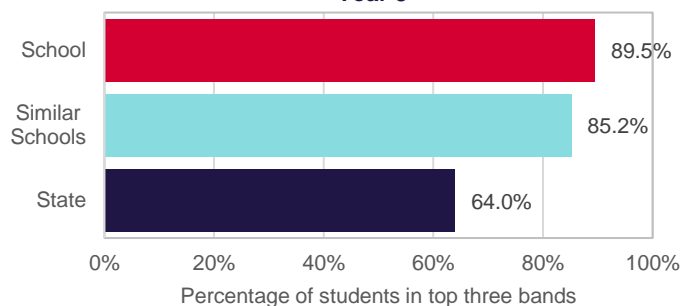
Similar Schools average:

85.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

87.2%

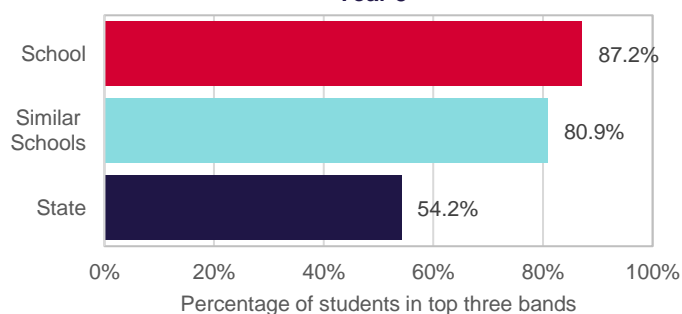
Similar Schools average:

80.9%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

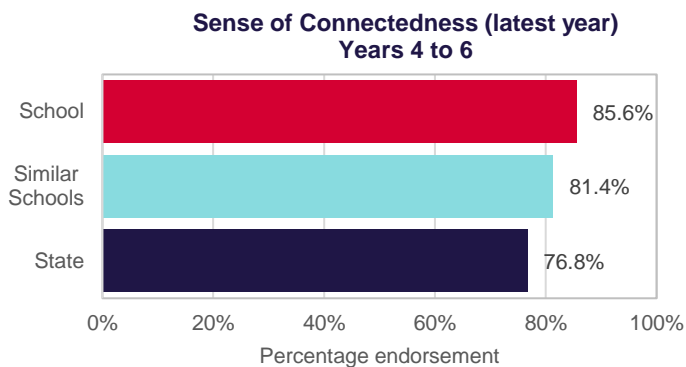
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	85.6%	84.0%
Similar Schools average:	81.4%	82.5%
State average:	76.8%	77.9%

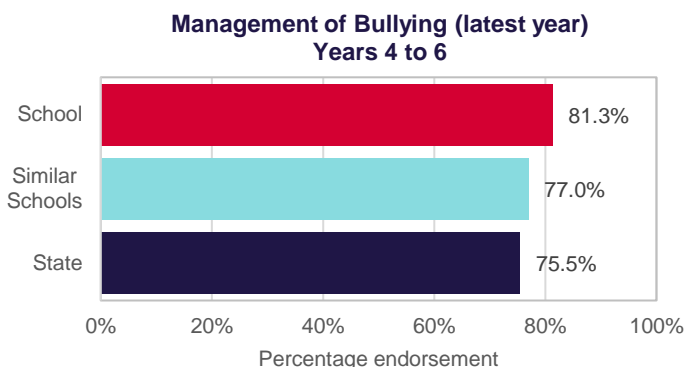


### Student Attitudes to School – Management of Bullying

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:	81.3%	79.7%
Similar Schools average:	77.0%	78.1%
State average:	75.5%	76.3%

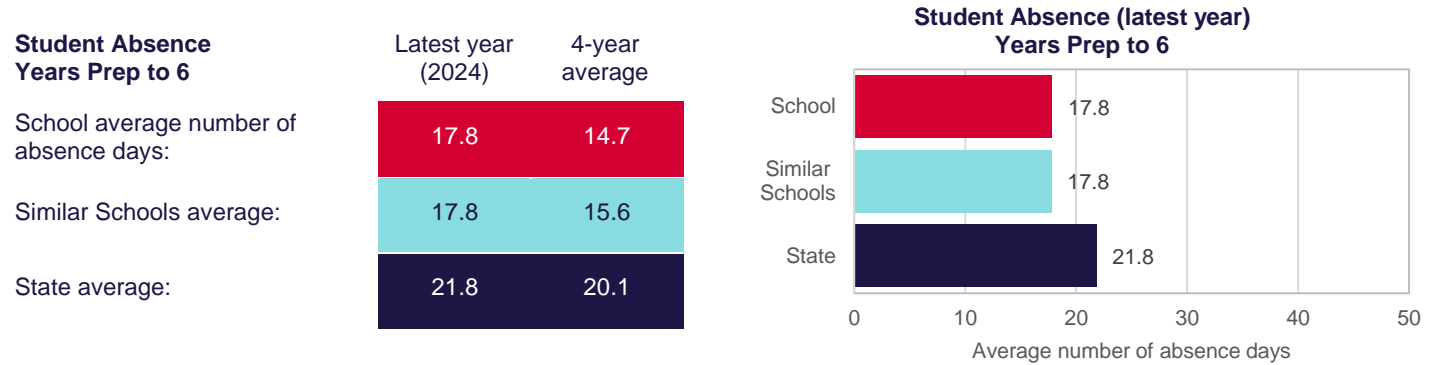


ENGAGEMENT

**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):	93%	90%	91%	93%	89%	92%	90%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,946,600
Government Provided DET Grants	\$237,910
Government Grants Commonwealth	\$5,973
Government Grants State	\$0
Revenue Other	\$38,534
Locally Raised Funds	\$478,570
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,707,588</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,018
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,018</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,803,316
Adjustments	\$0
Books & Publications	\$12,059
Camps/Excursions/Activities	\$182,986
Communication Costs	\$4,149
Consumables	\$87,679
Miscellaneous Expense <sup>3</sup>	\$22,520
Professional Development	\$19,032
Equipment/Maintenance/Hire	\$124,688
Property Services	\$155,204
Salaries & Allowances <sup>4</sup>	\$206,592
Support Services	\$108,783
Trading & Fundraising	\$24,462
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,752
<b>Total Operating Expenditure</b>	<b>\$4,783,222</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$75,634)</b>
<b>Asset Acquisitions</b>	<b>\$157,103</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$623,539
Official Account	\$18,963
Other Accounts	\$15,881
<b>Total Funds Available</b>	<b>\$658,383</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$163,859
Other Recurrent Expenditure	\$859
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$71,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$460,718</b>

*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.*