

2024 Annual Report to the School Community

School Name: Morang South Primary School (1975)



- 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 28 April 2025 at 09:34 AM by Zac 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 28 April 2025 at 09:35 AM by Zac 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

Morang South Primary School is situated in the North Eastern suburbs of Melbourne, in the city of Whittlesea. The majority of students live locally, with a small proportion of students coming from surrounding areas, due largely to class structures, school size and reputation. The student population size is reasonably stable with current enrolment numbers of 411 students in 2024. On average students live within a 4km zone of the school's location.

The school's vision is to continue to maintain a sense of community as a committed and unified partnership of teachers, parents, carers and students, while providing the best possible educational opportunities. The school is proud of its diversity and strives to foster students' wellbeing and academic progress. Our school values of Respect, Caring, Learning, Tolerance, Cooperation, Trust, and Honesty remain central to our established positive climate and culture. At the start of each year, a strong 'Start-Up' program establishes positive expectations for conduct and learning and promotes shared responsibility for the creation of an inclusive, engaging and cohesive classroom environment.

More than 60% of the students attending Morang South have parents who were born in Australia. 4% of students are of indigenous descent, and many others come from a variety of cultural backgrounds with a significant number of whom have parents born overseas. 36% of students hold a language background other than English. In 2024, Morang South Primary School continued to partner with a new local language school program, enabling students to access an intensive EAL program for periods of 6 to 12 months. EAL students are also supported with Education Support staffing and English intervention programs to support their growth and development.

Morang South Primary School aims to be a community focused school, with a friendly and welcoming climate. We encourage parents to become involved in their child's education and the school community. In 2024, we further enhanced our use of the Seesaw platform to incorporate a formalised continuous reporting process, providing parents with more timely feedback about their child's learning and academic progress. Throughout the term, parents were provided with images/videos of their child's achievements and an academic rubric which provided parents with the learning intention of the activity, teacher feedback on student progress and an area for improvement. These rubrics were provided across all curriculum areas throughout the year. These rubrics were part of a redevelopment of our reporting process, which also included changes to the timing of our Student Learning Conferences and more syssync mid year and end of year reports.

Opportunities for community gatherings and social interactions are central to supporting a sense of connectedness for our students, with annual family events, learning conferences and open day sessions.

The school had the full time equivalent of 33 teaching staff including part-time members, two principal-class staff - a Principal and Assistant Principal, nine integration aides, and three administration staff. In 2024, there were eighteen grades. Morang South Primary School has built its educational model around stages of learning, with Prep, Year 1/2, Year 3/4, and Year 5/6 class groupings.

Our Social and Emotional Learning program remains central to developing the wellbeing and social capability of our students. We are a lead school for the Respectful Relationships program. As a school we were part of the Mental Health in School Pilot (MHiPS) program and have a dedicated teacher leading in the role of a Mental Health and Wellbeing Leader. We have

continued to hold wellbeing-based support group meetings, setting individualised wellbeing-goals and identifying areas for support and resourcing. As a school we hold a positive reputation within the community for the strategic support and relevant programs we provide for our students and their parents.

In 2024, Morang South Primary School continued to provide educational adjustments for students under the Program of Disability Inclusion, with 3 additional students receiving additional funding through the Department of Education's new Disability Inclusion process. All students under the Program of Disability Inclusion have termly Student Support Group meetings with personalised goals set within Individual Learning Plans (ILP's) which are monitored and collectively worked toward achieving. These meetings involved teachers, parents/carers, allied health professionals and other care-based workers.

The school provides students with the opportunity to utilise a personal 1 to 1 device program with parents providing a netbook device from Year 3. Students used class-based online communities, through Seesaw and Google Classroom to access and engage in learning tasks, communicate with teachers and student peers within the normal classroom routines. The Prep to Year 2 students utilized both i-Pads and netbook devices in classroom device-banks as part of the learning program. Morang South continues to take full advantage of the DET EduStar software package. Devices are integrated across the curriculum programs, rather than taught in singular IT lessons. All students are provided with access to devices to use when curriculum is being delivered digitally.

Specialist programs taken by specialist teachers were Visual Art, Italian, Science and Physical Education. Extra-curricular activities on offer included, Sporting Gala Days, Interschool Sports, Chess, and the Victorian State School Spectacular. The importance of extra-curricular programs for many students continues to be valued at MSPS and viewed as important for students' sense of connectedness to school life.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Morang South Primary School focused on the development of goals related to Numeracy and Writing. The key improvement strategies for numeracy focused on use of PLCs, mentoring, and coaching to develop teacher capacity to implement the instructional model for teaching mathematics using investigative approaches. The School Improvement Team, through use of PLCs, explored various data sets with their teams to make informed decisions about teaching and learning at a whole school, cohort, and individual student level. Teachers increased their understanding and proficiency in the use of formative assessment practices including evaluating work samples and creating rubrics to share via Seesaw. Staff participated in a whole school curriculum day to familiarise themselves and prepare for the introduction of the English and Mathematics 2.0 Victorian Curriculum. The School Improvement Team leaders have used the school assessment schedule to lead and monitor assessment practices within their teams. Whole School writing practices continued to be evaluated and modified based on PLC student learning data. The English and Maths Action Learning Teams further developed common expectations and planning document templates to ensure consistent teacher practice based on current research

and proven pedagogy. Reflected in this planning are the updated changes including students having the opportunity to develop knowledge, understanding and skills across the strands of Language, Literature and Literacy. Additionally, in the planning and teaching of Mathematics we have emphasised the importance of providing opportunities for students to develop proficiency across the stands, which are Number, Algebra, Space, Measurement and Statistics with Probability introduced in Grade 3. In 2024, NAPLAN data was collected to reflect student achievement based on four proficiency levels; Needs Support - the student's result indicates that they are not achieving the learning outcomes that are expected. Students are likely to need additional support to progress satisfactorily. Developing - the student's result indicates that they are working towards expectations at the time of testing. Strong - the student's result meets challenging but reasonable expectations at the time of testing. Exceeding - the student's results exceeds expectations at the time of testing. In 2024, NAPLAN data compared to similar schools based on socio-economic factors showed; Year 3 - Students within the Exceeding or Strong category Reading - 66% compared to similar schools at 69% Writing - 76% compared to similar schools at 80% Numeracy - 64% compared to similar schools at 62% Year 5 - Students within the Exceeding or Strong category Reading - 72% compared to similar schools at 71% Writing - 75% compared to similar schools at 72% Numeracy - 64% compared to similar schools at 61%

The School Improvement Team has worked through understanding the new data formats with consideration of implications for future focus areas and priorities for improvement. The priority focus around building collaborative PLC culture which was heavily supported by our Learning Specialist team in conjunction with the members of the School Improvement Team will continue and expand, with further adaption of timetables and structures in 2024 will enable a greater emphasis on collaborative practice and professional growth. A focus on weekly dedicated time for rich conversation and use of data to drive an Inquiry cycle was identified as a priority in providing targeted planning for learning within teaching teams. Adjustments to teaching and learning were achieved based on the Implement and Monitor stages of our PLC cycles. Additionally, 2024 saw a continued focus on developing opportunities for Student Agency in learning. The focus on formative assessment was coupled with an emphasis on setting meaningful student goals in specified focus areas of the curriculum and providing students with the opportunity to reflect on their progression against work samples, simple criteria, and learning intentions. Student Attitude to School survey data indicated a positive endorsement from students of 70% against similar schools at 64% and the state average of 66%.

Wellbeing

In 2024, the Annual Implementation Plan also focused on the development of goals related to Wellbeing, looking to further mobilise resources in supporting positive mental health outcomes for students. Professional Learning supporting universal wellbeing, social and emotional learning programs were provided including the UR Strong Friendship program and Respectful Relationships to further develop staff knowledge, understanding and capacity. In 2024, we supported student wellbeing with the development of small group social skills groups taken by our MHWL and the introduction of the UR Strong friendship program in Grade 1-4.

There was a greater focus on identifying and following students with low attendance through attendance data, with parents being contacted and meetings established to provide support to these families and create an Attendance Plan to address concerns in conjunction with the assistance of the Department of Education's Senior Wellbeing & Engagement Officer. For students who have consistent difficulty separating in the morning, a before school program provided them

with an at school morning routine and safe space to self-regulate and settle-in before the day started.

In 2024, the Social and Emotional Learning Scope and Sequence was updated to include new programs such as UR Strong and Respectful Relationship program elements. The SEL Team updated the RRRR Action Plan throughout the year, monitoring and evaluating the impact of the program on school community, the partnerships and engagement of students.

Data in key areas related to student wellbeing from the Student Attitudes to Schools survey for 2024 indicated:

-68% of students provided positive endorsement in the Management of Bullying, against similar schools at 74% and the state average of 75%

-72% of students provided positive endorsement in regard to Respect for Diversity, against similar schools at 76% and the state average of 77%

-86% of students provided positive endorsement in regard to a Sense of Inclusion, against similar schools at 88% and the state average of 88%

-86% of students provided positive endorsement related to Peer relationships, against similar schools at 85% and the state average of 85%

Engagement

Morang South Primary School prioritises the central need for all our students to feel safe and connected within an engaging environment that develops curiosity and a love of learning. High attendance rates at school is underpinned by the feeling that 'another great day' awaits. Access to regular, quality educational opportunities where each child can access the curriculum at their level and ability is fundamental to great attendance levels. Morang South Primary School staff highly value regular attendance and emphasize to students the need to be at school.

In 2024, we have focused on support systems for students with high absentee levels, identifying protocols for following up with concerns about absence with families and utilising DoE services to support with barriers to attendance. Supporting families to access medical and allied health services, through the facilitation of NDIS Therapy in Schools, has been central to working toward improved engagement levels, as has been addressing localised issues of concern.

During 2024, saw a tracking of data in relation to attendance. With an minor decrease of attendance rate from 2023 at 89.3% to 2024 at 87.3%, In 2024, common reasons for short term non- attendance remain around covid/flu, general illness, medical appointment and unforeseen circumstances, whereas reasons for longer term absences continue to have included OS extended family holidays/commitments, separation concerns and significant family circumstances.

The school will continue to work with families moving forward to promote and encourage resumption of regular attendance patterns, post the covid period and monitor habitual absences. Morang South Primary School continues to be proactive in managing student non-attendance with contact made with parents where student absences are unexplained after 3 days of non-attendance.

Students' attendance is monitored closely through:

- Consistent marking of am/pm rolls for individual student attendance by classroom teachers

- Use of specific event rolls where re-grouping may mean students are out of normal home-groups or hours extend beyond the normal school day
- Consistent monitoring for patterns of absence, regular non-attendance, lateness or unknown reasons of absence
- Consistent protocols for checking for absence after designated period of time without communication of reason
- Communication with parents by notification letter, email, telephone or interview in regard to absence concerns and supports to engage students back in school

Our Student Voice and Agency focus has continued to look to avenues for developing ownership over learning and encourage responsibility for self-growth and learning development. With a focus on goal setting, monitoring progress and reflecting on achievement, 2024 has offered students focused areas for improvement. A range of student enrichment programs were provided such as Victorian High Achiever Program, Victorian Challenge and Enrichment Series, our Chess program, the School Concert, Arts Clubs, VSSS choir and dance, gardening and social group programs, and new sporting teams (including a Term 1 program).

2024 saw the 'Extended Day' for our Year 1/2 students an element leading into the camping program. Again, our community events were a huge hit with the Family Fun night, Halloween Disco and Christmas Concert being held. The partnership between home and school in building of a sense of community, continues to be fundamental to the connectedness we promote for the students of Morang South Primary School. The school community continues to be highly supportive of these initiatives.

Other highlights from the school year

In 2024, we saw a high level of support for many of our community and showcase events. It was wonderful to see so many parents and extended family members coming into the school to help encourage and support their children and the sense of community spirit. The attendance from the community at our open morning, family fun social night, harmony day celebration, learning conferences, Father's Day breakfast and Christmas concert was pleasing and testament to the value our parents place on quality schooling for their children.

Finally, 2024 saw the revamp of our Junior School Council into a Student Representative Council providing more representation from the students from Grade 1-6, previously only grade 3-6. Students participated in an SRC Initiation Program and joined sub committees for Wellbeing, Culture, Fundraising and Curriculum, providing students with a strong voice on school matters. Some of the SRC highlights include the running of events: NAIDOC week, ANZAC Commemoration and the Christmas Concert, raising funds for various charities and having input into the new school uniform.

Financial performance

In 2024, the school received approximately \$38,777.71 in equity funds. These funds were utilised to implement additional hours related to intervention, language support, additional ES staffing, as well as supporting professional learning related to provisions for students in numeracy in the classroom. Fundraising activities are run by the PFA, with our wonderful parent volunteers raising over \$19,000 toward school resourcing and programs. We continue to highly appreciate the dedication of our PFA members and parent volunteers involved in running these events and the work put in behind the scenes to make these happen. Revenue through hire of facilities also raised \$49,440.00 during 2024. User agreements for the OSHC program were renegotiated in 2024, with a significant increase in the license agreement for the school. At the end of 2024, funds available in the Operating Account were at \$41,368.64 with the High Yield account at \$435,816.76. It should be noted that once again a number of planned maintenance and facilities items were scheduled for the Summer holidays where costs will have been carried forward to the 2025 school year. These include the next stage of the scheduled painting works to a number of areas of the school and new carpet was installed across several classrooms and shared common areas. 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, consistent with Department of Education policies.

**For more detailed information regarding our school please visit our website at
<https://morangsouthps.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 411 students were enrolled at this school in 2024, 184 female and 227 male.

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

Overall Socio-Economic Profile

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

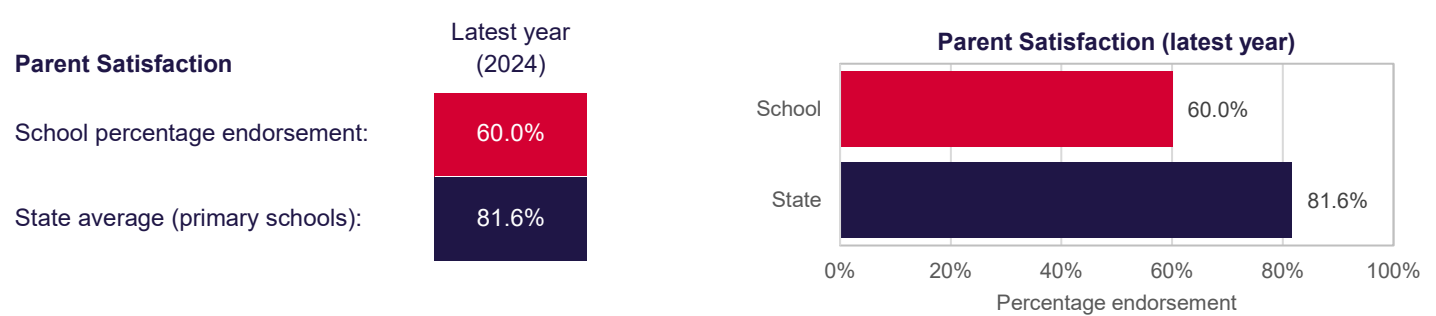
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

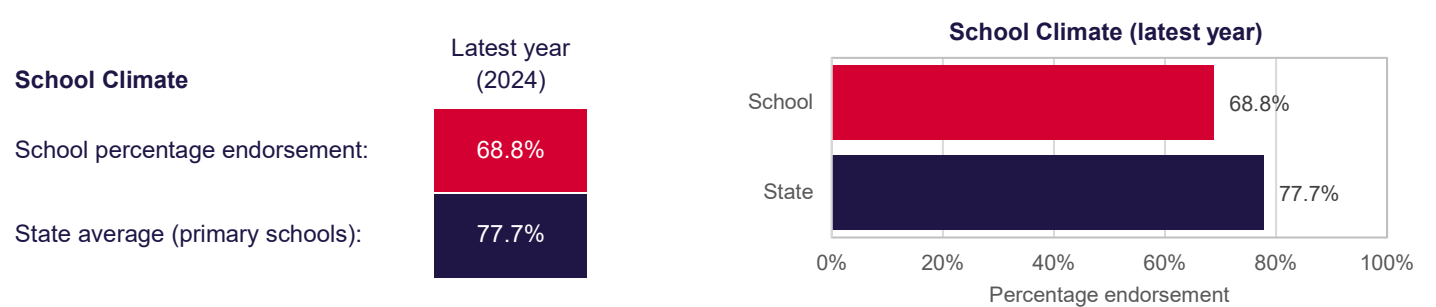


School Staff Survey

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

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

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



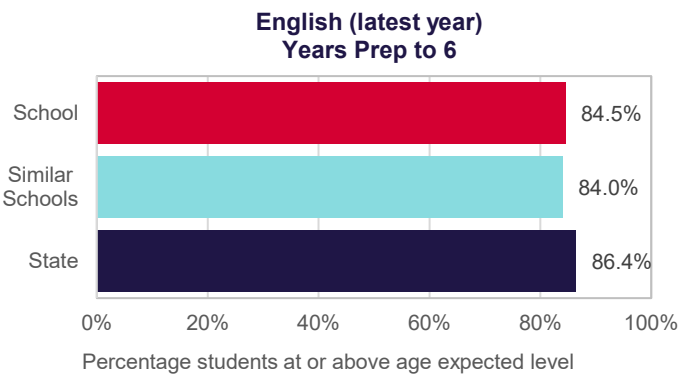
LEARNING

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

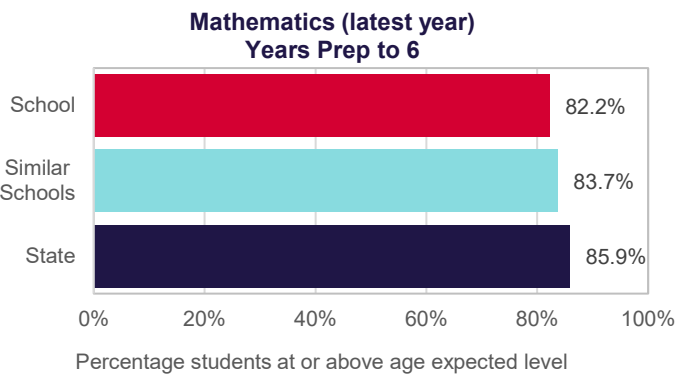
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	84.5%
Similar Schools average:	84.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	82.2%
Similar Schools average:	83.7%
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.

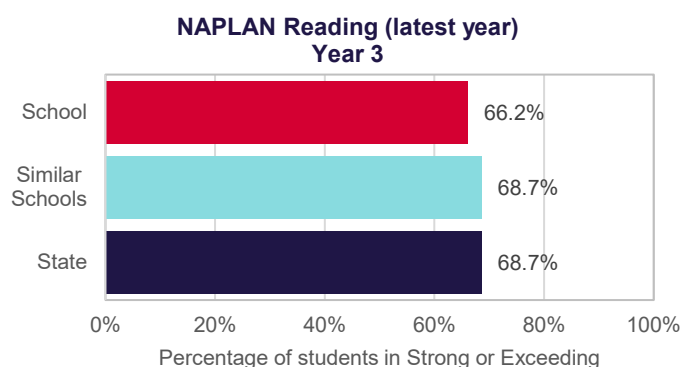
NAPLAN

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.

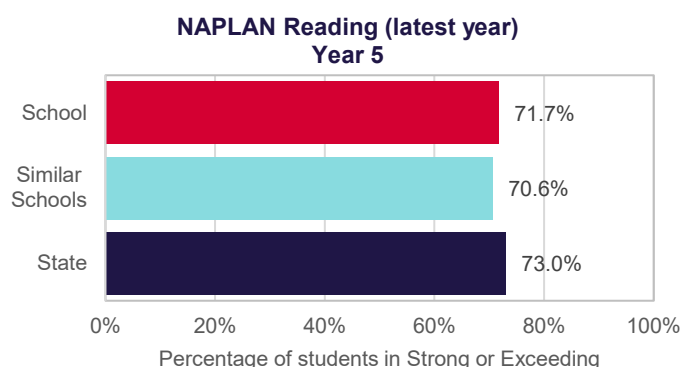
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.2%	68.6%
Similar Schools average:	68.7%	68.5%
State average:	68.7%	69.2%



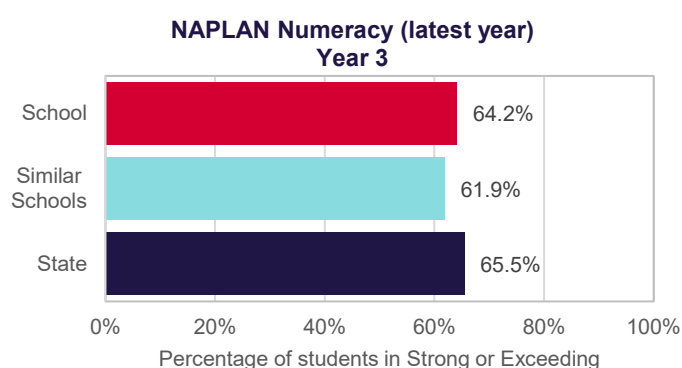
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.7%	72.1%
Similar Schools average:	70.6%	72.9%
State average:	73.0%	75.0%



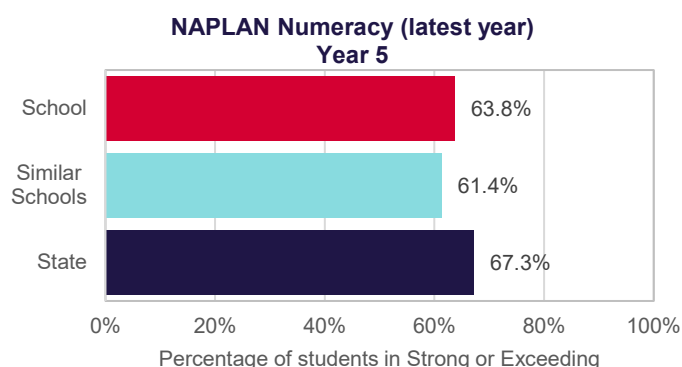
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.2%	63.2%
Similar Schools average:	61.9%	62.4%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.8%	62.5%
Similar Schools average:	61.4%	63.2%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

70.4%

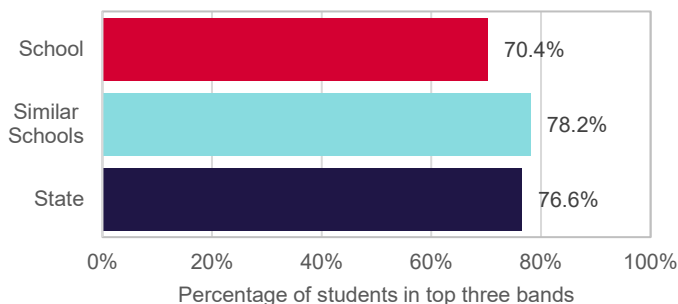
Similar Schools average:

78.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

82.4%

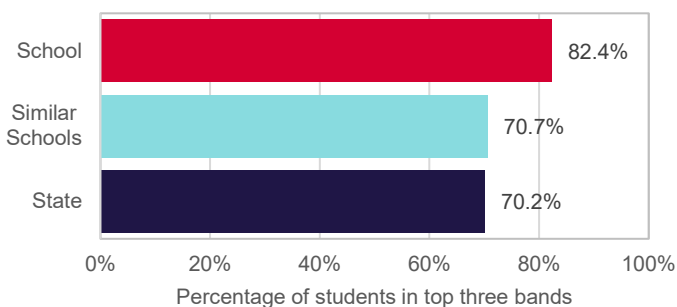
Similar Schools average:

70.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

67.3%

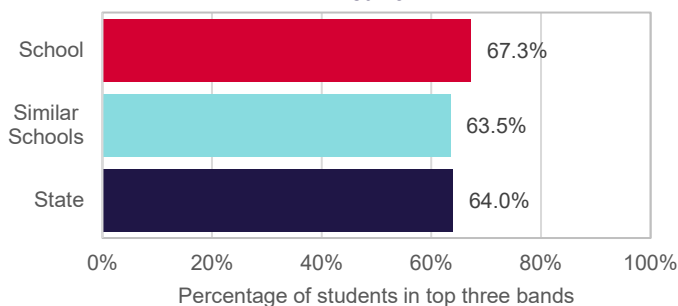
Similar Schools average:

63.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

63.6%

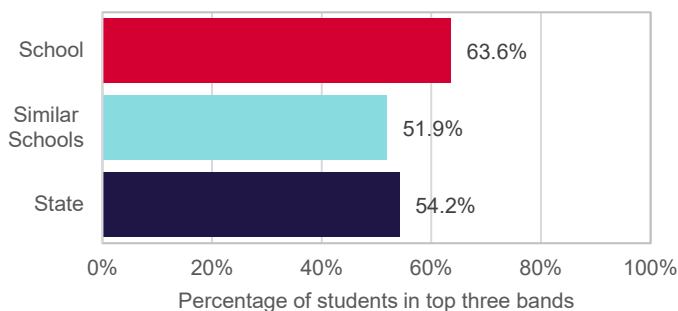
Similar Schools average:

51.9%

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.

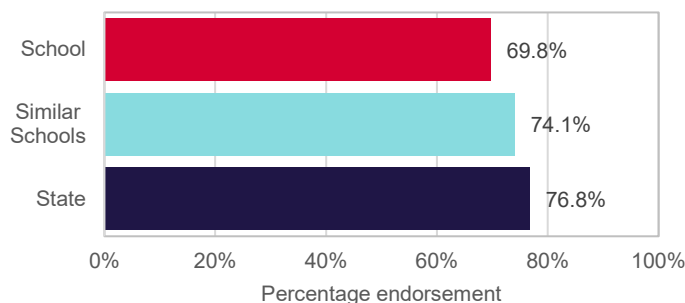
Student Attitudes to School – Sense of Connectedness

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:	69.8%	70.5%
Similar Schools average:	74.1%	75.5%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



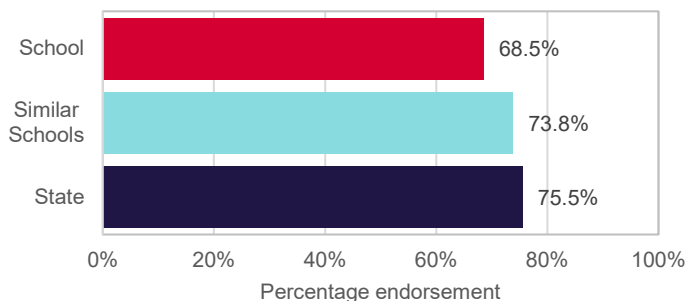
Student Attitudes to School – Management of Bullying

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:	68.5%	71.8%
Similar Schools average:	73.8%	73.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

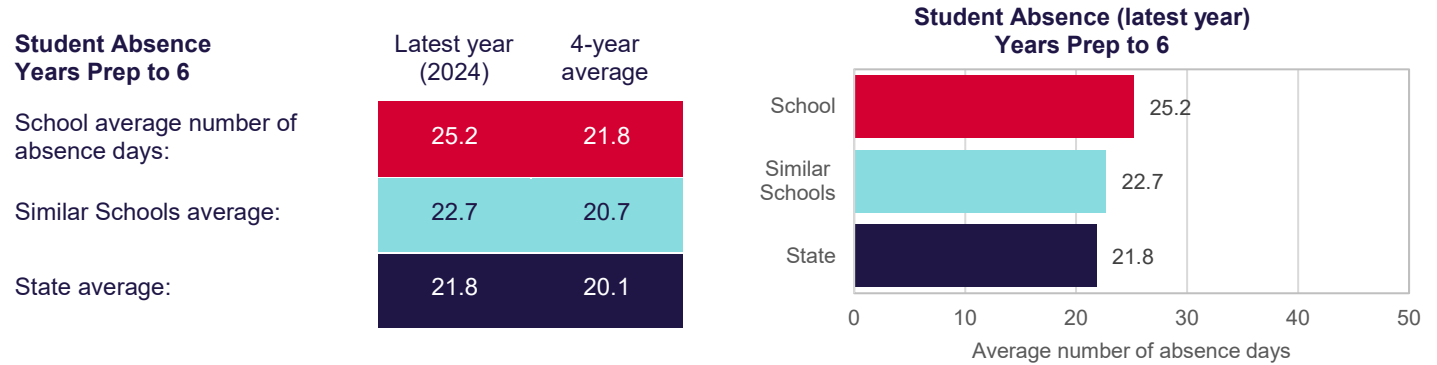


ENGAGEMENT

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%	90%	87%	88%	89%	88%	83%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,664,124
Government Provided DET Grants	\$622,613
Government Grants Commonwealth	\$11,640
Government Grants State	\$0
Revenue Other	\$44,698
Locally Raised Funds	\$343,755
Capital Grants	\$0
Total Operating Revenue	\$5,686,830

Equity ¹	Actual
Equity (Social Disadvantage)	\$79,058
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$79,058

Expenditure	Actual
Student Resource Package ²	\$4,438,017
Adjustments	\$0
Books & Publications	\$458
Camps/Excursions/Activities	\$152,278
Communication Costs	\$3,516
Consumables	\$75,052
Miscellaneous Expense ³	\$7,975
Professional Development	\$8,516
Equipment/Maintenance/Hire	\$80,138
Property Services	\$181,956
Salaries & Allowances ⁴	\$268,598
Support Services	\$155,964
Trading & Fundraising	\$20,051
Motor Vehicle Expenses	\$1,863
Travel & Subsistence	\$0
Utilities	\$48,709
Total Operating Expenditure	\$5,443,091
Net Operating Surplus/-Deficit	\$243,739
Asset Acquisitions	\$35,566

- (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	\$436,217
Official Account	\$41,404
Other Accounts	\$0
Total Funds Available	\$477,620

Financial Commitments	Actual
Operating Reserve	\$168,935
Other Recurrent Expenditure	\$3,180
Provision Accounts	\$2,037
Funds Received in Advance	\$18,621
School Based Programs	\$12,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$15,602
Asset/Equipment Replacement < 12 months	\$16,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$16,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$287,875

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.

