

# 2024 Annual Report to the School Community

School Name: Hallam Primary School (0244)



- 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 05 March 2025 at 12:34 PM by Julie Macfarlane (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 21 March 2025 at 12:03 PM by Julie Macfarlane (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Hallam Primary School acknowledges the Bunurong people of the Kulin Nation, the traditional custodians of the land where we come to learn and work. Our school is in the culturally diverse community of Hallam in the City of Casey, a south-eastern suburb of Melbourne, and has consistently been identified as a multi-cultural school with a high level of socio-economic disadvantage. The school's *My School* profile for 2024 indicates that 80% of students fall within the lower two quartiles of Socio-Educational Advantage (SEA). This continued to be reflected in the school's 2024 Student Family Occupation Education (SFOE) Index of 0.5214 and the Index of Community Socio-Educational Advantage (ICSEA) of 951.

Throughout 2024 the enrolment hovered around 380 students within a highly transient school community. 2024 data reflected almost equal representation of male and female students, including 1% Indigenous background and 74% Language Background Other Than English (LBOTE). Approximately 35 Languages Other Than English (LOTE) were represented within the student cohort. The percentage of Australian-born students speaking a language other than English at home compared to state, region, Local Government Area (LGA), school type and postcode, remained considerably higher (36%) at Hallam Primary School. This was consistent with the comparison of data for students (62%) with English as an Additional Language (EAL). Of particular note was the increase in non-English speaking new arrivals unable to be accommodated at local English Language Schools, and the number of Australian-born Prep students who do not speak English.

A staff of forty-nine (49), comprising a Principal, Assistant Principal, three Learning Specialists, 25 Teaching personnel and 19 (13.7EFT) Education Support personnel, catered to students' learning, wellbeing and inclusion needs throughout 2024. Established Allied Health service providers, including a Speech Pathologist, two Psychologists, an Occupational Therapist and an Art Therapist, provided additional support for identified students. All personnel were VIT and WWCC compliant.

In addition to the Assistant Principal's role of coordinating 'wellbeing' across the school, a Learning Specialist-Inclusion, was appointed to further support the school's inclusion programs. They also commenced part-time study in a Master of Inclusive Education at Monash University. This continued to reflect Hallam Primary School's strong, ongoing focus on students' wellbeing and learning, and compliance with the Department of Education (DE) FISO 2.0. This integrated approach to students' wellbeing and learning has operated at Hallam Primary School for many years, underpinning an inclusive, safe and orderly learning and teaching environment for students and staff.

Hallam Primary School fosters the values of *Fairness*, *Growth*, *Respect* and *Teamwork*. These values were developed in consultation with the Student Leadership Team (SLT) and senior students and endorsed by the School Council. There is a commitment by all staff to improving learning and teaching. Staff work collaboratively, develop learning partnerships and take collective responsibility for students' wellbeing and academic progress.

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

### Learning

Hallam Primary School continued to provide a coherent, high-quality Foundation to Year 6 learning program, incorporating explicit instruction, experiential learning and inquiry. A structured teaching approach supported students with the development of English literacy and Mathematics skills, based on the F-10 Victorian Curriculum expectations. Units of Investigation continued to provide scope to engage students in transdisciplinary, socially relevant programs, while the ICT-rich learning environment continued to promote responsible digital learning from Foundation to Year 6. The school continued to provide specialist programs in STEM (Science, coding, robotics, VR, CAD, 3D printing), Physical Education, The Arts (Visual and Performance) and LOTE (Auslan), and offered participation in the Stephanie Alexander Kitchen Garden extra-curricular program, excursions, events and camps.

Hallam Primary School participated in the school review process during 2024 to review outcomes against the 2019-2023 School Strategic Plan (SSP). The impact of the pandemic and the changed metric of the 2023 NAPLAN meant that many targets were found to be no longer relevant. The Review Report noted, however, that a whole-school instructional model was in place and the school had a whole-school approach to scaffolding literacy through a focus on explicit teaching. Strong, added value to student learning was enabled by staff professional learning and the embedded program approach to developing core English skills. Outcomes were also seen as positive for priority cohorts. Specifically, the school had refined and embedded practices around phonics and phonemic awareness. Also noted was that Hallam Primary School focused on supporting a calm and orderly learning environment incorporating students' development of personal and social capabilities. The school has continued to resource a 'team around the learner' approach including collaboration with a strong Allied Health team. This continued to be supported by professional learning and prioritisation of support in literacy and wellbeing.

2024 NAPLAN data provided through Panorama indicates that the percentage of Hallam Primary School's Year 3 students in the Exceeding or Strong proficiency levels was below Similar Schools, Network and State in Reading, above Similar Schools, Network and State in Writing, above Similar Schools, Network and State in Spelling, equal to Similar Schools but below Network and State in Grammar and Punctuation, and below Similar Schools, Network and State in Numeracy. The percentage of Hallam Primary School's Year 5 students in the Exceeding or Strong proficiency levels was equivalent to Similar Schools but below Network and State in Reading, above Similar Schools, Network and State in Writing, above Similar Schools, Network and State in Spelling, above Similar Schools but marginally below Network and State in Grammar and Punctuation, and equivalent to Similar Schools but below Network and State in Numeracy. Teacher Judgements data reflected more conservative outcomes for all students in the core areas of English and Mathematics in comparison to Similar Schools and State.

NAPLAN data from Panorama also indicates that the Multi-year Average percentage of Year 5 students with medium or high relative growth between 2023 and 2024 was consistent with Similar Schools, Network and State for Reading, and the Multi-year Average percentage of Year 5 students with medium or high relative growth for the same period was 7% higher than Similar Schools, 8% higher than Network and 10% higher than State comparisons for Numeracy.

## Wellbeing

Established wellbeing programs and protocols continued at Hallam Primary School during 2024 with teachers, support staff and Allied Health personnel working collaboratively to optimise students' learning opportunities. Hallam Primary School continued to cater for students' wellbeing through the implementation of aligned, whole-school programs and protocols that support inclusion, engagement and behaviour management. The Assistant Principal's role remained comprehensively allocated to student wellbeing, supporting efficient coordination of resources and the alignment of processes and procedures, including consultation with parents, students, Allied Health personnel and Hallam Primary School personnel, seeking the best possible learning outcomes for students. The appointment of a Learning Specialist-Inclusion, who also commenced a Master of Inclusive Education, and supported staff professional learning with the implementation of the Disability Inclusion Profile (DIP) further enhanced students' wellbeing. The 2024 Review Panel found that Hallam Primary School had a strong team-around-the-learner approach.

Priority cohorts were all provided with responsive Individual Education Plans, reviewed and updated each term through collaboration between students, parents and staff at Student Support Group meetings. Day-to-day communications between Hallam Primary School and parents in relation to student behaviour, student wellbeing and student learning expectations continued. Attitudes to School Survey data indicates improved Sense of Connectedness outcomes, and equivalent percentage endorsement for Management of Bullying in comparison to Similar Schools and State.

Education Support personnel were allocated within each cohort to undertake student learning needs support roles with individual students and small groups, following up with Allied Health programs, supporting diabetes management for students, implementing scripted intervention programs such as MacqLit and MiniLit, facilitating lunchtime programs and supporting Prep-Year 6 students' applied learning experiences in the Stephanie Alexander Kitchen Garden and STEM programs.

Hallam Primary School's playgroup, facilitated by a Save the Children "Small Talk" coordinator and supported by a Multi-cultural Education Aide (MEA) and Education Support aide provided by Hallam Primary School, continued to encourage local families to develop an understanding of their role as primary educators. Parents continued to be encouraged to enrol their children in sessional kindergarten as the most appropriate early learning environment for the preparation for Foundation at primary school.

Breakfast Club continued to operate in the school's hall every morning from 8:30am. Foodbank continued to support this program, while School Council continued to provide the necessary venue and equipment. An Education Support coordinator allocated by Hallam Primary School to organise Breakfast Club, was further supported by teachers rostered to Breakfast Club to assist and provide supervision.

## Engagement

Hallam Primary School continued to implement high expectations in relation to students' regular attendance at school, with absenteeism closely monitored by class teachers and leadership. Many students again took extended, overseas holidays during 2024, with many away from school for one

or more terms. Absence Learning Plans were provided to support parents and students during these extended absences. The percentage of Hallam Primary School students with 20 or more days absent during 2024 was generally consistent with Similar Schools, Network and State percentages, however notably higher in relation to the Year 3 cohort.

Data indicates that students with 95% or higher attendance in 2024 was generally consistent with Similar Schools and marginally better than Network and State comparisons. Priority cohorts such as Koorie, EAL and Disadvantaged students' attendance was generally consistent with Similar Schools, and female students' attendance was higher than that of male students.

Panorama data indicates that Family Holidays contributed to significant absence and disruption in relation to students' attendance and learning. Data suggests that one hundred and fifty Prep-Year 6 students took family holidays with a combined total of 2185 days absent. Significant cumulative days were also lost through Parent Choice-Unapproved absences across the Prep-Year 6 cohorts. Unfortunately, the tendency for Late Arrival to school was most evident for students in the Prep and Year 1 cohorts.

Hallam Primary School continued established protocols to monitor students' attendance and to follow up any absences with parents. The Multi-cultural Education Aide (Dari speaker) supported these conversations with some families. Attendance meetings were also scheduled with families, as required. Administration personnel consistently reinforced with parents the need for explanations for absenteeism and reported any concerns to the Assistant Principal. Significant attendance concerns were reported and managed in consultation with Regional Office personnel.

Student-Parent-Teacher conferences were scheduled each semester for Prep-Year 6 students. This enabled shared conversations about students' learning achievements, attendance and wellbeing. Interpreters were booked to support parents, as required. Students' academic reports were available through the Compass Parent Portal. The 2024 Review Panel considered that the community engagement apparent as part of Hallam Primary School was a highlight. Parent Satisfaction data also indicated a high percentage of endorsement.

Hallam Primary School continued to offer participation in lunchtime programs, such as Coding Club, Library and Lego Club. Sports equipment was available to students during recess and lunch breaks. The Kitchen Garden programs engaged students in the planting, maintenance and harvest of fruits and vegetables, and the preparation of seasonal foods, which were shared as a class. The Years 5-6 Master Chef competition was again a highlight. Year 6 students participated in elections for the 2024 Student Learning Team (SLT), and the Year 6 Farewell at an evening event with families.

## Other highlights from the school year

Throughout 2024, Hallam Primary School offered various experiential events and activities for Prep-Year 6 students such as swimming programs, Chesterfield Farm, Koala Gymnastics, TwistED Science, Moonlit Sanctuary, Casey 360 Bus, 5-6 Movie Night, Bizarre Bazaar Market Day, Casey North sports, Casey Netball Clinics, a Student Leadership Conference, Gleneagles Cup, STEM, Life Education, Doveton Library, a Colour Run, Maths Games Day, Queen Victoria Market, Hallam PS Olympics, Year 6 Farewell, and performances such as *'Dolly's Dream'*, *'Sticks and Stones'* and *'Someone Else's Shoes'*. Many events were coordinated with Units of Investigation topics to expand students' experiential, multi-sensory learning and enhance their English language vocabulary. Others were coordinated to support students' wellbeing and socio-emotional capabilities.

A small but dedicated group of parent volunteers supported Milk and Muffin morning teas for students, while staff supported celebrations including NAIDOC Week, ANZAC Day, Book Week, Science Week, Education Week and other relevant events for students. Hallam Primary School was particularly successful with students' Wakakirri performances in the 2024 competition.

## Financial performance

Hallam Primary School Council continued to strategically manage all available funds and direct them to supporting equity of access to a comprehensive education for all students. In 2024 this also included approval to subsidise the high transport costs for one major excursion for each cohort being the Victoria Market (5-6), Moonlit Sanctuary (3-4), TwistED (1-2) and Chesterfield Farm (Prep). Any expectation of major fundraising from within the school community continued to be unrealistic.

The school managed financial, human and physical resources to maintain the lowest possible class sizes, ensure equity of access to devices on a 1:1 basis for Prep-Year 6 students, provide students and staff with high-quality learning and teaching resources to support the Victorian Curriculum and FISO expectations, employ a local technician, and contract the part-time Speech Pathologist, Psychologist, Occupational Therapist and Art Therapist. The Student Resource Package (SRP) also supported the allocation of staff to Playgroup, Breakfast Club and the various other wellbeing and learning initiatives implemented at Hallam Primary School.

In 2024, School Council invested in the replacement of twenty-five interactive screens, CCTV relocations and enhancements, replacement of staffroom tables, a shade sail over the sandpit, playground mulch rejuvenation and top up, removal of redundant cyclone fencing, levelling and concreting behind the STEAM centre, new line marking and an anti-slip coating on slippery, line-marked areas around the school, Café six-piece outdoor settings around the school for students, replacement of two climbing structures and the Burmese bridge within the Years 3-4 playground equipment, a new climbing wall for the Prep-2 playground equipment, roof replacement to the undercover area, repairs to the clerestory windows in the hall, sanding and polishing of the timber floors in the hall and pruning of trees following the annual inspection report by the arborist.

**For more detailed information regarding our school please visit our website at <https://hallam-ps.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 372 students were enrolled at this school in 2024, 178 female and 194 male.

65 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).

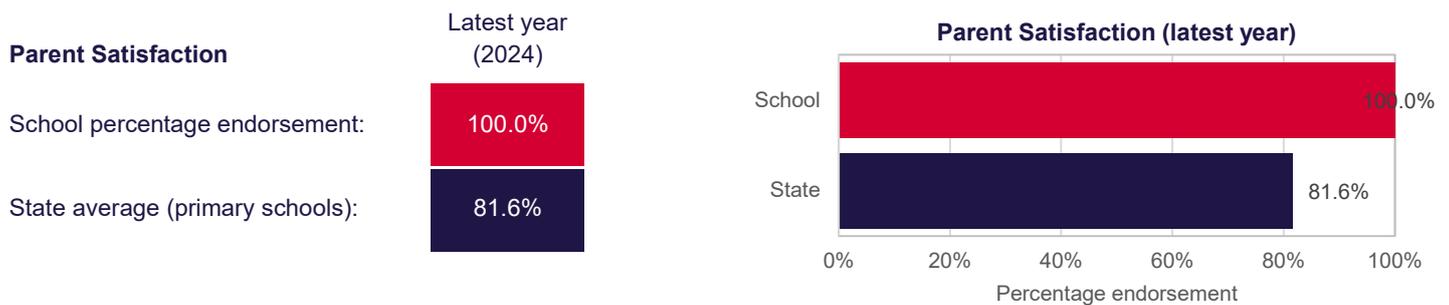
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

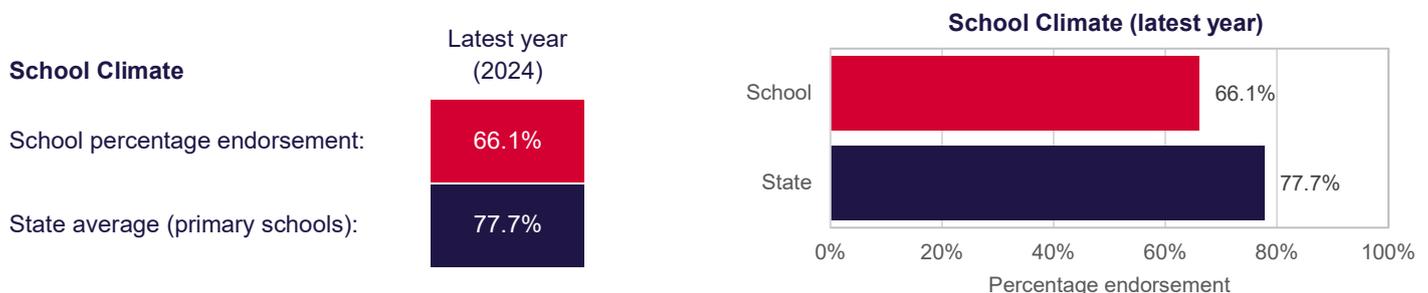


### School Staff Survey

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:

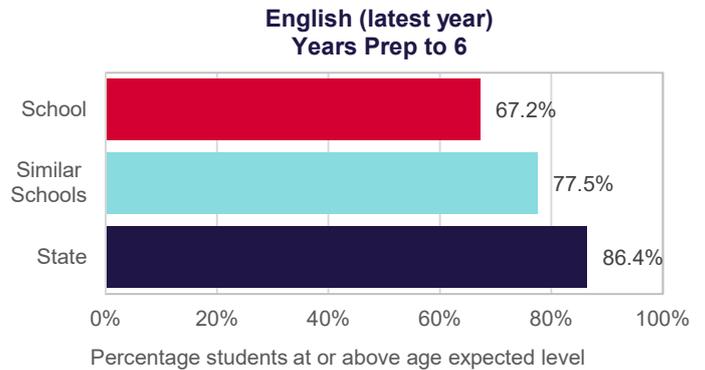
67.2%

Similar Schools average:

77.5%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

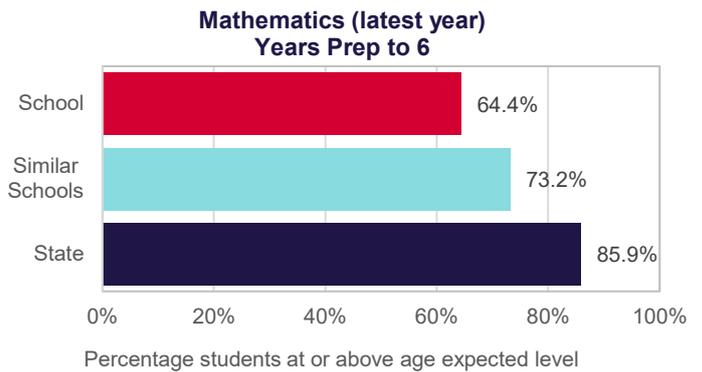
64.4%

Similar Schools average:

73.2%

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.

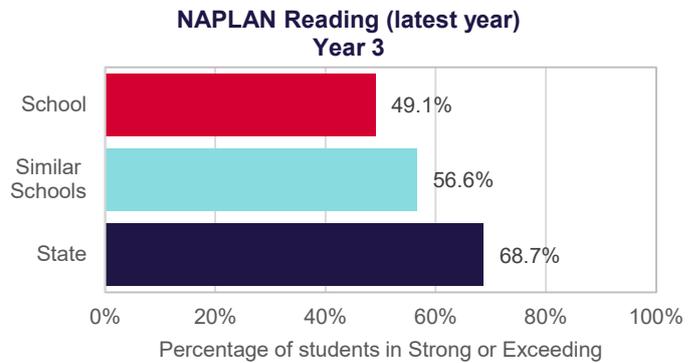
### NAPLAN

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.

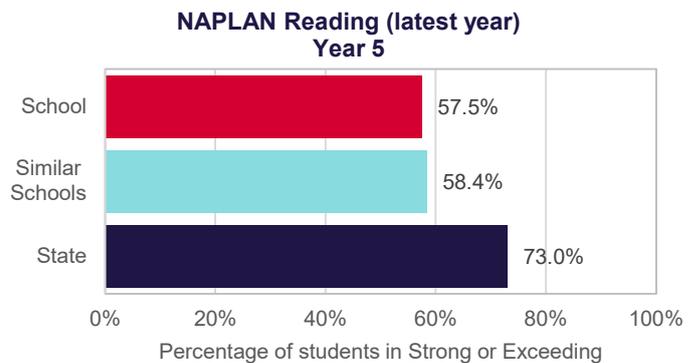
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.1%	54.6%
Similar Schools average:	56.6%	56.0%
State average:	68.7%	69.2%



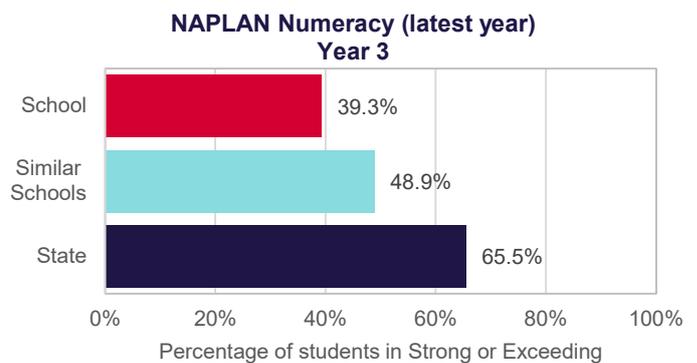
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.5%	67.8%
Similar Schools average:	58.4%	61.8%
State average:	73.0%	75.0%



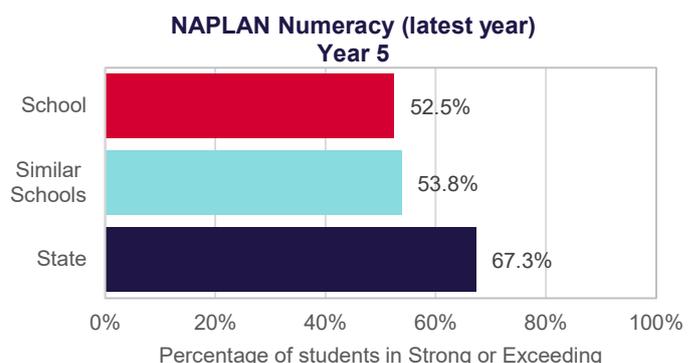
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	39.3%	48.6%
Similar Schools average:	48.9%	48.8%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.5%	64.4%
Similar Schools average:	53.8%	54.2%
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:

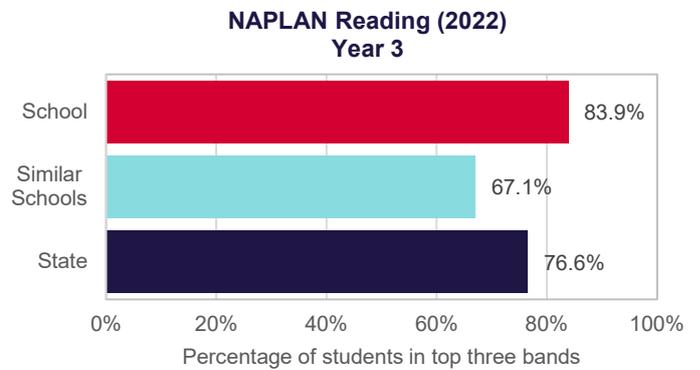
83.9%

Similar Schools average:

67.1%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

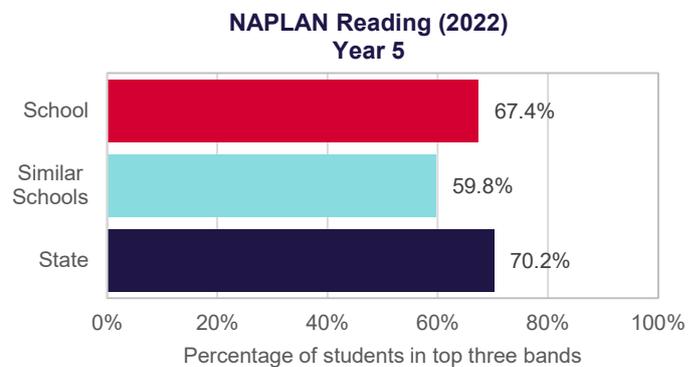
67.4%

Similar Schools average:

59.8%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

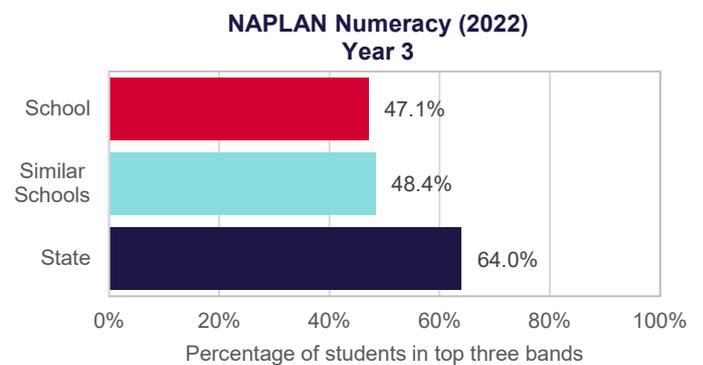
47.1%

Similar Schools average:

48.4%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

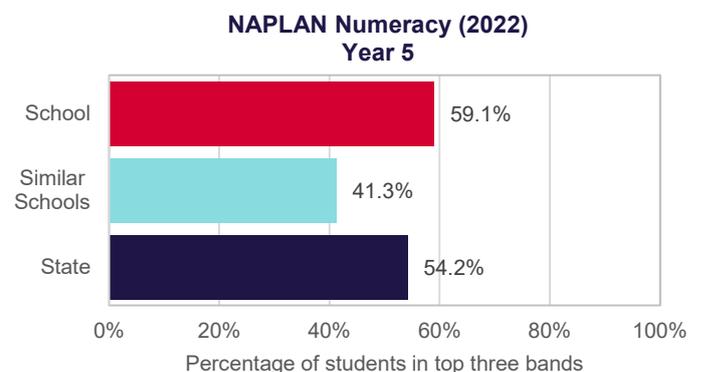
59.1%

Similar Schools average:

41.3%

State average:

54.2%



## WELLBEING

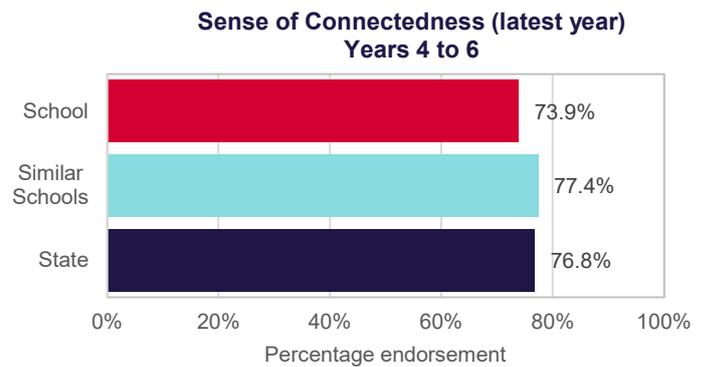
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	73.9%	69.3%
Similar Schools average:	77.4%	79.1%
State average:	76.8%	77.9%

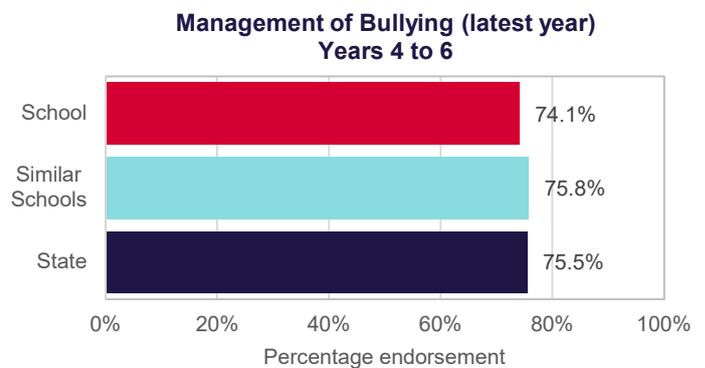


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	74.1%	75.4%
Similar Schools average:	75.8%	76.8%
State average:	75.5%	76.3%



## ENGAGEMENT

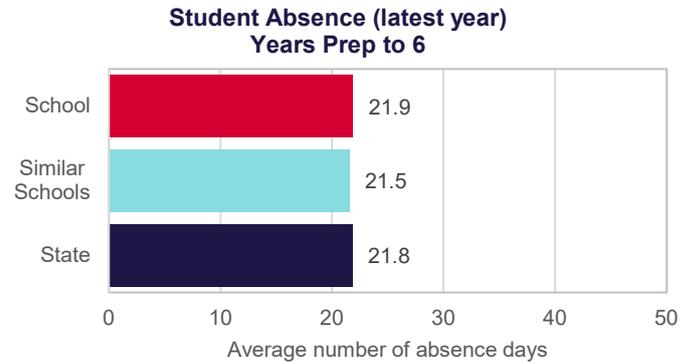
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	21.9	19.9
Similar Schools average:	21.5	21.4
State average:	21.8	20.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	89%	89%	88%	91%	90%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,602,608
Government Provided DET Grants	\$673,279
Government Grants Commonwealth	\$8,352
Government Grants State	\$10
Revenue Other	\$81,052
Locally Raised Funds	\$104,250
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,469,549</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$489,137
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$489,137</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,406,548
Adjustments	(\$2,825)
Books & Publications	\$528
Camps/Excursions/Activities	\$60,590
Communication Costs	\$7,832
Consumables	\$126,070
Miscellaneous Expense <sup>3</sup>	\$167,494
Professional Development	\$28,507
Equipment/Maintenance/Hire	\$231,806
Property Services	\$109,903
Salaries & Allowances <sup>4</sup>	\$100
Support Services	\$374,681
Trading & Fundraising	\$28,368
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,254
<b>Total Operating Expenditure</b>	<b>\$5,584,856</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$115,307)</b>
<b>Asset Acquisitions</b>	<b>\$123,112</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	\$1,470,069
Official Account	\$12,874
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,482,942</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$197,399
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$202,844
School Based Programs	\$549,010
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$284,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$89,465
Asset/Equipment Replacement > 12 months	\$268,200
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$89,323
<b>Total Financial Commitments</b>	<b>\$1,680,342</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.*