

2025 Annual Report to the School Community

School Name: Wooranna Park Primary School (4989)



- 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 24 March 2026 at 12:03 PM by Amanda Ellaby (Principal)

- As executive officer of the school council, I attest that this 2025 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 13 April 2026 at 12:29 PM by Amanda Ellaby (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Wooranna Park Primary School is located within Dandenong North, situated in the south-east corridor of Melbourne approximately 34 kilometers from the Melbourne Central Business District and close to the Monash Freeway.

We are proud of our community, catering for a wide range of social, economic and cultural backgrounds. The current school population is 263 students with a Student Family Occupation and Education (SFOE) index of 0.5165, putting us in the high band. We are proud to serve a large proportion of students with language background other than English with 159 students speaking a language other than English at home. This is 60% of the student body. 97 of these students were born in Australia, but speak a language other than English at home, representing 37% of the student body. 61 students speak Dari at home, 39% of our EAL student population. Next we have 16 students who speak Pashto, followed by 12 students who speak Hazaraghi and 10 who speak Vietnamese.

Our school's vision states that we are *striving to create a bright future for every learner*. As such we are here *to build the foundations for life, in an inclusive and welcoming learning environment, as stated in our mission*. All members of our school community are expected to follow our school values of being *Safe, Respectful and Responsible*. These values form the pillars of our wellbeing and school wide positive behaviour approach to all interactions, empowering us all to *Dream, Believe and Achieve* as stated in our school's motto.

The school features two main school buildings, accommodating several learning spaces with a Building the Education Revolution (BER) gymnasium. Our school's grounds embrace the beauty and benefits of natural settings, with spaces such as a cubby building area, a running track, various playgrounds and a boat integrated into the landscape to encourage imaginative play and a connection with nature. The school hosts a vegetable garden, connected to our strong focus on the sciences, the environment and sustainability, as part of our STEM program.

In 2025 we continued with a multi-age class structure, for years one to six, enabling us to have 12 composite classes while also creating professional learning communities to cater for the individual learning and wellbeing needs of all students, through PLC improvement cycles, planning, assessment and implementation. Our specialist curriculum subjects include Japanese, Performing Arts, Physical Education, STEM and Visual Arts.

The Professional Learning Community process has provided us with a collective focus on continuous improvement across the whole school, helping to strengthen the importance of research-based frameworks and a documented curriculum that is cohesive and sequenced.

Our students were supported by additional programs such as the Tutor Learning Initiative that identified students needing support in Literacy and Mathematics. We also have had students participate in the Victorian High Abilities program in response to their NAPLAN assessments, enabling them to work with other students to share learning and ideas.

Resources have also been mobilised to support students' wellbeing and mental health. The School Wide Positive Behaviour support (SWPBS) framework has helped to bring the school community together to promote a positive, safe, respectful and responsible learning culture. In 2025 we embedded the URStrong program to foster a culture of kindness and empower students

with essential friendship skills. To date this program has provided us with a common language to address friendship dynamics, helping students to better to navigate conflicts and build healthier relationships. We are also guided by the Be You framework to support students' and families' mental health and wellbeing.

In addition, students at Wooranna Park Primary School have opportunities to participate in athletics, swimming, cross country and gala days competing against other schools in our District Sports Association. Our school staff organise lunchtime clubs such as art, choir, games, dance, Koorie and chess just to name a few, enabling our students' opportunities to show their talents and passions.

Currently 7 students receive funding through the Program for Students with a Disability (PSD) and another 16 have receiving funding through the Disability Inclusion Profile process, with several other students having high inclusion needs. All our students are supported through our tiered model of intervention, and our team of Education Support staff, including an Inclusion Leader, School Chaplain and Occupational Therapist, are second to none!

In 2025 our teaching staff comprised a range of levels of experience from recently graduated teachers to highly experienced teaching practitioners, all ready to engage in school improvement. The school's middle leaders are developing their capacity to lead the school forward to ensure we are providing students with the best possible learning outcomes for every student.

All staff are registered with the Victorian Institute of Teaching (VIT) and Educational Support Staff have relevant qualifications and Working with Children Checks (WWCC), as required by the Department of Education for employment.

The special school activities that engage our families are events such as our fortnightly assemblies, ANZAC day ceremony, book fair, book week parade, easter parade, excursions, golden assemblies, incursions, 100 days of Prep, STEM expo, mother's and father's day events, reading buddies, storytelling afternoons, student led conferences, sporting events and clinics and our colour run, just to name a few! We also aim to promote and engage with our current and potential community through an active school Facebook page.

Foodbank continued to support our breakfast club, enabling our students access to a healthy breakfast Monday to Friday, from 8:15am. DSSports provided after hours school care in the Terry O'Connor Centre (TOC) Monday to Friday each afternoon.

There are plenty of opportunities for us to grow and develop this school together, creating a bright future for the children of the Dandenong North community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 collaborative planning meetings enabled our teaching teams to plan and deliver a curriculum, in line with the Whole School Instructional Playbook. We also spent time aligning our instructional model to the Victorian Teaching and Learning model 2.0, ensuring that focus and attention is given to the content of the lesson within a responsive learning-focused environment. Our Professional Learning Community (PLC) time was focussed on the learning

and teaching of writing, attending to the best practices, aligned to VTLM 2.0. This collective work enabled teachers to capture a learning routine, to enhance students' cognitive load, ensuring that more time, attention and instruction is given to the content of the lesson, with focus at the sentence level. In addition this supported teachers data literacy through the moderation of Common Assessment Tasks. Evidence from the 2025 Staff Opinion Survey highlighted that 97% of staff positively endorsed our guaranteed and viable curriculum, compared to 92% of staff in 2024. 97% of staff positively endorsed that curriculum instruction and learning materials are coordinated amongst staff in the same year level (97% of staff in 2024) while 94% of staff also positively endorsed that curriculum instruction and teaching and learning programs are well coordinated across the different year levels at this school (85% in 2024). 100% of staff positively endorsed that there is a constant focus on the goals for learning the essential curriculum, compared to 94% of staff in 2024. In addition we had six teachers complete the Department's EAL Assessment Support Pilot. Furthermore, we were excited to have two teachers engage in the Primary Mathematics and Science Specialist (PMSS) Program, enabling them to develop their specialists' learning and knowledge about the key concepts and pedagogies in mathematics learning, and then developing others. This has also enhanced our instructional coaching approach, enabling staff to partner with an experienced educator to provide personalised, ongoing support focused on improving classroom strategies and student engagement.

Staff reported that significant opportunities had been provided to build data literacy to analyse and monitor data to plan teaching and wished to continue to strengthen their skills. Through our collaborative planning meetings and PLCs staff have discussed data and the implications for teaching tier one instruction and supported application. Overall staff highlighted that 95% of them believe that evaluating impact improves practice, compared to 84% in 2024. They have also demonstrated a confidence with 100% positively reporting that they use evidence to inform decisions about their teaching practice, compared to 84% in 2024.

Action plans were developed by each Middle Leader outlining their role in implementing AIP priorities. These were reviewed each term in consultation with the Principal. Some of these leaders made the most of professional learning through the LEAD network and other external providers, in addition to our local meeting schedule.

Each term a walkthrough has taken place, conducted by a member of the principal class, talking with students and observing the classroom environment. The intention and focus for each walkthrough were communicated to staff in advance and staff were asked if they would like any additional evidence collected, to inform their practice. The main focuses included the implementation of the school-wide approach to positive behaviour and the instructional model. The evidence of this collective learning is reflected in the weekly planning documents whereby learning sequences, with aligned learning intentions and success criteria are planned and recorded for every lesson, aligned to the Instructional Playbook.

Our student data also indicates learning growth through various sources including PAT Reading data, PM Levels and South Australian spelling results. 81% of our students made above or at expected growth, from Semester Two 2024 to Semester Two 2025, against the Reading achievement standards, compared to 70% at the end of 2024. 70% of our students made above or at expected growth, from Semester Two 2024 to Semester Two 2025, against the Writing achievement standards, compared to 66% at the end of 2024.

Our next steps in 2026 will focus on the learning and teaching of Mathematics, as our Professional Learning Communities attend to the best practices, aligned to the Victorian Curriculum. 2.0 We also aim to codify our instructional practices for all classrooms, aligned to

the elements of our Instructional Model while collaboratively curating and adapting unit and lesson plans, ensuring alignment to the whole school scope and sequence.

Focus will also be on our processes, in pursuit of teachers' capabilities to plan, use and respond to short, medium and long cycle assessments, in Mathematics, to ensure a positive impact of students' outcomes and progress consistently across the school. We are excited to continue our engagement in the Primary Mathematics and Science Specialists (PMSS) initiative to upskill our teachers in the learning and teaching of mathematics, aligned to the Department's Mathematics Position statement.

Wellbeing

A Setting Up for Success program was planned for the first two weeks of Term One, teaching learning tools such as the Matrix of Expectations, Learning Pit and Zones of Regulations and classroom routines aligned to the Positive Classroom Management Strategies. A brochure was prepared for each class which was sent home with each child, highlighting their understanding and commitment to the agreements made as a new class, for the year ahead. A curriculum day was hosted in March, enabling us to train all staff in the Community Understanding & Safety Training (CUST).

We embarked on our third year in the School Wide Positive Behaviour Support (SWPBS) initiative with the team working through embedding further elements on the action plan. This work has been further supported with a professional learning session with our SWPBS coach, in addition to the introduction of the Positive Classroom Management Strategies. The Major Behaviour and Self-Assessment Survey (SAS) results were shared with all staff at staff meetings and through the Wise newsletter. They prompted us to work on defining problem behaviours and engage in solution planning. The evidence of this work is in our SWPBS Self-assessment Survey (SAS) results where 95% of the school wide features and 87% of classroom systems were determined to be in place. The impact of this work was highlighted in the Students Attitudes to School Survey, with a 82% positive response to the 'Sense of confidence' factor, seeing us outperform similar schools and the state. In 2025, we embedded the URStrong program to enhance the teaching of the Matrix of Expectations, supporting students and staff to use responses to social errors that are respectful and reduce the probability of escalating behaviour. We will be targeting resilience strategies while ensuring that each student has their own learner profile.

Our next steps in 2026 will focus on Embedding our Tier 1 practices, and developing our Tier 2 approaches, aligned to the Positive Classroom Management Strategies to ensure we have the structures and arrangements set up in the school to support staff to adopt and embed effective practices in their everyday practice accurately. We aim to achieve Gold accreditation with both SWPBS Tier 1 foundations and classroom systems established and key fidelity measures achieved.

Engagement

In 2025 we implemented and continued a range of initiatives to support the wellbeing and engagement. We continued our collaboration with Be You, which provided valuable professional learning opportunities for our staff paricularly in support of building the capacity to identify and

support students with mental health concerns in the classroom. The 'Be You' survey was conducted in Term One by our Wellbeing and Inclusion Leader, with results helping us plan targeted support strategies across the school. Our school chaplain remained a valuable support through the National School Chaplaincy Program, offering social and emotional support to students. Our junior years learnt strategies through their Mindful Monkey incursion while our senior school students engaged with Toolbox Education (5/6s). Additionally, we engaged an occupational therapist one day per week to provide targeted support for identified students. Attendance initiatives have remained a key priority, with whole-school attendance reviewed weekly and a tiered approach to absences being developed. As part of this process, teachers were provided with time within the meeting schedule to both celebrate positive attendance and follow up on unexplained absences. Staff also worked to follow up with families, ensuring appropriate support was offered and coordinated where needed. To further promote student engagement, we expanded our lunchtime programs and organised whole-school celebrations such as Colour Run and NAIDOC week. We also introduced a Zen Zone to support students during playtime, providing a calm and structured space for those who may feel overwhelmed or need a break from the busy playground environment. This area is designed to promote self-regulation, offering quiet activities and a supportive atmosphere where students can reset before returning to play. Staff supervision ensures that students are guided in using the space appropriately, helping them to develop strategies for managing their emotions and interactions with others. We have worked closely with external agencies to strengthen our community connections, partnering with School Focussed Youth Service who ran the Art Bus program and this year Melbourne Victory Soccer Club offered a great coaching program. We continued to support student voice through our Junior School Council, providing opportunities for students to share their perspectives and contribute to school decisions while also organising some community events like our 'dress like a teacher' day. Two of our Grade Six students also participated regularly in the Children's Advisory Committee.

In 2025 we staff have received extensive professional development to further strengthen our inclusive practices, highlighting our commitment to creating a learning environment where every child can succeed. A major focus has continued to be on Individual Education Plans (IEPs), ensuring they are personalised, goal-oriented, and effective, aligned to the Department's Quality IEP Rubric. Student Support Groups (SSGs) continued to provide a platform for collaboration, ensuring parents and caregivers remain actively involved in planning and supporting their child's learning. These initiatives reflect our ongoing commitment to fostering a safe, inclusive, and engaging learning environment for all students. We are proud of the progress we have made and remain dedicated to continuous improvement in supporting our school community.

Other highlights from the school year

The 2025 school year allowed the school to celebrate the importance of our school community. These provided a great opportunity to strengthen a strong presence within the local community, and build connection between our school and the broader community.

Our Grade Three and Four students flourished on their long day excursion to Sovereign Hill while our Grade Five and Six students ventured to Enchanted Maze to test their personal limits. We have also hosted various sporting incursions throughout the year, ensuring our students experience different sports including AFL, cricket and softball. This is in addition to the Gala experiences of our senior students, enabling them the opportunity to compete against other

schools, in a particular sport. Students also had the opportunity to participate in an intensive week of swimming, subsidised through the Swimming in School initiative, a whole school cross county event and a joyful Colour Run. Further highlights included our Easter hat parade and book week parade, giving us an opportunity to dress up and have our community together! We hosted a Japanese festival for families to engage in cultural experience related to our LOTE program. We also appreciated coming together for our fortnightly assemblies, planned, prepared and lead by our Prep to Six students with such confidence and pride. It was wonderful to be able to acknowledge one student for being a national finalist in the NAIDOC competition. We ended each term with a 'Golden Assembly' celebrating achievements across the term and everyone's engagement at school through our raffle draws. We also had a great day, planned by our senior students in the form of a whole school athletics day, at the end of 2025. This enabled us to generate some further team spirit across the school, while also contributing to our Thorny Devils (Yellow team) being awarded as the Team of the Year for 2025!

Financial performance

Wooranna Park Primary School continued to thrive in 2025, demonstrating strong financial management and a clear focus on enhancing student learning, wellbeing and community engagement. Through the strategic allocation of resources, the school maintained a safe, innovative and well-resourced learning environment.

The school achieved a net operating surplus of \$322,335, which was allocated to the ongoing maintenance and improvement of our buildings and grounds. These investments helped to enhance our school community setting.

Throughout the year, a range of improvement projects were undertaken, including essential repairs, facility upgrades, landscaping works and enhancements to our classrooms and outdoor educational spaces. These initiatives contributed to a positive and supportive environment that promoted the wellbeing and learning of all students.

In 2025, the school received \$355,243 in Equity Funding, primarily directed towards staffing. This support enabled the expansion of our teaching and education support teams, the delivery of targeted professional development and the engagement of specialised staff to meet the individual needs of our students.

Parent contributions continued to play an important role in supporting the school by funding curriculum resources that aligned with our educational priorities and enhanced student learning. In addition, \$178,278.50 in Tier 2 funding was strategically allocated to targeted academic support programs, ensuring students who required additional assistance had access to specialised resources and guidance to support their learning outcomes.

Major enhancements in 2025 included repainting the school interior and refurbishing classrooms, creating brighter, more welcoming and functional learning spaces. These improvements supported effective teaching practices, increased student engagement and contributed to a comfortable environment that promoted learning and wellbeing.

The school community also demonstrated outstanding commitment to fundraising, with activities that directly supported students and enhanced their educational journey. Through their generosity and involvement, families, staff and community members played a vital role in fostering a supportive, vibrant and inclusive learning environment for all students.

For more detailed information regarding our school please visit our website at
<https://www.woorannaparkps.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 265 students were enrolled at this school in 2025, 119 female and 146 male. 56% had English as an additional language and 4% 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**.


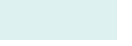

Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	87.5%	
	Similar schools	88.3%	
	State	82.0%	

School Staff Survey


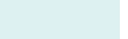


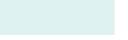

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.8%	
	Similar schools	76.9%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	80.6%	
	Similar schools	78.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	68.5%	
	Similar schools	73.8%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


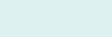


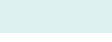

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	56.0%	58.9%
	Similar schools	58.1%	57.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	48.8%	58.2%
	Similar schools	62.2%	62.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%	56.5%
	Similar schools	50.8%	50.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	46.3%	49.5%
	Similar schools	53.5%	54.1%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	71.4%	
	Similar schools	73.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	74.1%	
	State	74.0%	

WELLBEING

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).

		2025	4-year average
Years 4 to 6 % positive endorsement	School	85.4%	80.3%
	Similar schools	79.9%	79.6%
	State	77.1%	77.3%

Student Attitudes to School – Managing 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).

		2025	4-year average
Years 4 to 6 % positive endorsement	School	88.0%	79.1%
	Similar schools	80.8%	78.3%
	State	76.4%	75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	20.5	20.5
	Similar schools	22.4	23.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	89.6%	
Year 1	School	89.1%	
Year 2	School	90.2%	
Year 3	School	91.9%	
Year 4	School	88.1%	
Year 5	School	89.2%	
Year 6	School	90.8%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,281,207
Government Provided DET Grants	\$843,777
Government Grants Commonwealth	\$11,046
Government Grants State	\$0
Revenue Other	\$115,181
Locally Raised Funds	\$63,081
Capital Grants	\$0
Total Operating Revenue	\$5,314,291

Equity	Actual
Equity (Social Disadvantage)	\$355,243
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$355,243

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,938,249
Adjustments	\$0
Books & Publications	\$880
Camps/Excursions/Activities	\$64,205
Communication Costs	\$4,973
Consumables	\$99,423
Miscellaneous Expenses ²	\$15,523
Agency Staff	\$166,713
Professional Development	\$72,880
Equipment/Maintenance/Hire	\$73,710
Property Services	\$274,503
Salaries & Allowances ³	\$158,194
Support Services	\$25,369

Expenditure	Actual
Trading & Fundraising	\$6,372
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,299
Total Operating Expenditure	\$4,941,293
Net Operating Surplus/-Deficit	\$372,998
Asset Acquisitions	\$14,818

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$205,440
Official Account	\$15,140
Other Accounts	\$1,737
Total Funds Available	\$222,317

Financial Commitments	Actual
Operating Reserve	\$167,174
Other Recurrent Expenditure	\$7,786
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$9,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,390
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$17,717
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$222,317

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.