# 2025 Annual Report to the School Community

## School Name: Albion Primary School (4265)

- 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 01 April 2026 at 05:03 PM by Adrienne Williamson (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 01 April 2026 at 05:03 PM by Adrienne Williamson (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

Albion Primary School's mission is to 'Aim High' in all we do so that our students grow to be socially capable, reach their full academic potential and become caring, respectful community-minded people. Our objective is to provide the best possible learning environment for the students to achieve their full potential.

Albion Primary School's vision is that:
- All our students will become life-long learners and responsible community members.
- All our staff will support students to achieve the best possible learning outcomes.
- All members of the school community embrace the school's values.

Albion Primary School's values are Respect, Care, Honesty, Learning and Achievement.
- We show respect for ourselves, our school, each other and the environment. We understand that our attitudes and behaviours have an impact on the people around us.
- We show care by having a zero tolerance of bullying. We model and demonstrate kindness and fairness and take every opportunity to help others that may be in need.
- We show honesty by telling the truth, even if we have done the wrong thing. We take responsibility for our own behaviour and actions.
- We show learning by having a go at new things. We learn from our mistakes and we are persistent - we do not give up.
- We show achievement by always trying our hardest and doing our best. We celebrate our successes.

In 2025, Albion Primary had 27 staff working at the school, the equivalent of 20.56 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 0.6 x Leading Teacher, 1 x Learning Specialist, 8.2 EFT Classroom Teacher 2, 3 x Classroom Teacher 1, 1 x Tutor Learning teacher and 4.96 x EFT Education Support staff. The class structure consisted of 9 classes as follows: 2 x Foundation/1, 2 x year 1/2, 3 x years 3/4, 2 x years 5/6.

All students participated in Physical Education, Library, Visual Arts and Auslan specialist programs throughout the year. Students also attended music classes with a teacher from the Australian Children's Music Foundation, supported by the classroom teacher. Extra-curricular programs in which students could participate included: excursions, in-house performances, camps, house sporting competitions, Sporting Schools clinics, Chess Club, individual or small group music lessons, Ride2School days, organising and raising funds for various charities and school community-based activities. Students had access to portable netbook and iPad wifi devices to support their learning when at school. Each classroom has an interactive touch screen connected to the school’s curriculum network. The school's facilities include an oval, undercover basketball court, chicken coop, an orchard of fruit trees and a vegetable garden which students worked in occasionally. Locally raised funds were used to install new major appliances in the canteen to be used for student small group cooking activities and for school events. We continued to develop and improve our grounds as they are enjoyed by the school community. We had a number of whole school events including the school picnic and a very successful Art Show.

In 2025, 200 students were enrolled and funded through the Student Resource Package. 97 or 48% females and 104 or 51% males. 59% of students had a language background other than English and 69 students or 34% were funded for English as an Additional Language. A Approximately 5% of the school's population came from a refugee background. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which considers parents' occupations and education. Albion Primary School's SFOE band in 2025 was 0.41 and was rated as 'medium'. 67 students or 33% of students received equity funding. While there is no one dominant cultural group Vietnamese, Tigrinya (from Ethiopia), Bengali, Dari and Pashto were the more common languages other than English amongst the school's population. There are over 30 languages represented at the school. We celebrate our diverse and inclusive school community. Throughout the year, the school reduced in number to 189 students, and we finished the year back where we started with 200. Most students who leave, move out of the Albion area.

Students are at the centre of everything we do at Albion Primary and we strive to live up to the school motto of 'Aim High'. We believe that student engagement and wellbeing are inextricably linked to student learning outcomes. At Albion, our school culture enhances student wellbeing through the creation of safe, respectful, inclusive learning environments that encourage a growth mindset. Our staff members are committed to providing the best possible learning climate for our students. This dedication and care to students is demonstrated throughout the year. Teachers worked closely as a professional learning community to develop their capacity to provide an effective teaching and learning program. We acknowledge our strong relationships with the parents, guardians and broader school community. We value them as partners in learning. The percentage endorsement for *Parent Satisfaction* as measured on the Parent/Guardian/Carer Opinion Survey was 100%, well above the average for similar schools and the state for primary schools.

The positive endorsement for *School Climate* factor group, as measured on the School Staff Survey, was also well above the average percentage in every factor against similar and network schools and the state.

The school looks forward to celebrating its 100th centenary in 2026.

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

### Learning

In 2025, teacher judgement of student achievement for children in years Foundation to year 6, working at or above age expected standards in English and Mathematics, was above the average of schools that have a comparable profile (similar schools), but below the state average.

In year 3 NAPLAN Reading and Numeracy, results showed that the percentage of students in the strong or exceeding proficiency levels was well above schools with similar characteristics and above the state average.

The three-year average shows that the percentage of students in the strong or exceeding proficiency levels for Reading and Numeracy was well above schools with similar characteristics and above the state average in Reading and just below the state average in Numeracy.

For year 5, the data shows that the percentage of students in the strong and exceeding proficiency levels was well above schools with similar characteristics and the state average. The relative growth between the matched cohort of students from year 3 to year 5 NAPLAN in both Reading and Numeracy shows we are well above similar schools and the state.

As we had already met some of the school's strategic plan goals, we increased the targets as part of the 2025 AIP. While we were only able to meet 66% of the 12-month targets set, we have to acknowledge that the results of NAPLAN, Attitudes to School Survey, Parent Opinion Survey and School Staff Survey show that Albion Primary School is tracking above similar and network schools and the state averages in the majority of factors. The School Performance Report shows that Albion Primary School was rated HIGH in the Learning domain. This domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics. We maintained the high level from 2024.

Students across the school were supported via additional classroom literacy intervention and extension programs over the course of the year, along with the Victorian High Ability Program. A small number of our students took part in a mathematics intervention program, specifically for students in year 4. Moving forward, we believe Albion Primary School has a very positive climate for learning. We will continue work on improving this climate by ensuring the universal design for learning measures are in place so that all students can access and participate in meaningful, challenging learning opportunities. Improving outcomes for students in literacy and numeracy is still our priority, providing support for those students who are struggling, and to extend the students who are excelling. We also want to ensure that we have consistent, high quality teaching practices in all learning areas, but particularly in literacy and numeracy. Building teacher capacity to effectively deliver the new English and Mathematics Victorian Curriculum was a priority for 2025 that we will continue in 2026 with other currciulum domains. Evaluating the impact of our teaching and learning practices on student progress will also continue to be an area of focus.

## Wellbeing

Wellbeing plays a critical role in the achievement and engagement of all learners in education. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning. For students to learn, they need to feel safe, be healthy and have a strong sense of wellbeing. The school had a part-time wellbeing teacher in 2025, supported by the Assistant Principal and Principal, and a Resilience, Rights and Respectful Relationships program team. The wellbeing team play an important role in ensuring that students have a readiness disposition for learning by having attendance, health matters and family issues followed up so that students can focus and maximise their learning time.

The school ensured wellbeing continued to be a major focus in 2025. Support was provided in ways such as:

- Dedicated well-being hour each week for all classes

- Focus on positive behaviours
- Individual calls/check-ins from wellbeing staff to students/families who indicated they were struggling or for whom concerns were raised by classroom teachers
- Wellbeing tips and ideas in all whole school communication
- Whole school participation in Rights, Resilience and Respectful Relationships program
- Breakfast Club
- Food boxes for nominated families
- Dental Van
- Monitoring and referrals to Department Student Support Services
- Regular contact meetings with the Department's Health and Wellbeing Key Contact (HWKC)
- Keeping a connection to the school community via E-News, news feeds, SMS, school community activities

The *Sense of connectedness* factor of the Attitudes to School Survey positive endorsement was 92%, well above similar, network and state averages. The positive endorsement for *Managing bullying* was above similar, network and state averages. The four-year average for both *these factors* was also above similar school and state averages.

*Resilience* was again the lowest factor on the Attitudes to School Survey, at 65% positive endorsement in 2025. The school will continue its work with The Resilience Project to help support students in 2026.

## Engagement

The average number of days absent for students in 2025 was 22. Albion had a lower average number of days than similar schools and just lower than the state. The school's four-year average was lower than similar schools, but above the state average. Illness was the major reason for absence in 2025. Family holidays also contributed. We continued to follow up student absences but were unable to finish the year without any unexplained absences. In 2025, year 3 had the highest attendance rate at 90.4%. Year 6 was the lowest attendance rate at 88.6%. All other year levels were at around 89%. An attendance rate between 90% - 94% is considered good attendance. Above 94% is considered excellence attendance. There are a handful of students whose absence is very high and often unexplained. We work with those families but the outcome for reducing absences are often out of the school's control.

Albion Primary School is proud of the work done in 2025 to support students in building resilience, persistence, engagement, and connection. The importance of a sense of belonging in students cannot be underestimated and is something the staff at Albion continue to work on. The wellbeing teacher, along with the rest of the leadership team and staff, worked with families to support those students who were having difficulty engaging in school. Every effort was made to follow up with students and their families with whom we had concerns. Class teachers also flagged any concerns they had about students to the wellbeing teacher. The wellbeing team also monitored

vulnerable children, those under Student Support Services and those on the Program for Students with Disabilities and the Disability and Inclusion reform.

Feedback to students about their learning continues to be an area of development. In the Attitudes to School Survey in which the students in years 4 - 6 participate, S*tudent voice and agency* factor had a 71% positive endorsement in 2025. This factor will continue to be a focus in 2026. To have students actively contribute to their educational experiences promotes engagement, critical thinking and skill development which is necessary for their future success.

The Attitudes the School Survey shows that the factor of *Motivation and interest* improved from 83% in 2024 to 89% in 2025. The positive endorsement for *Sense of confidence* rose from 78% in 2024 to 82%. Both factors are above similar, network and state averages.

The Wellbeing domain of the School Performance Report measures performance on Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice and the school's attendance rate. Albion Primary School was rated as HIGH in this domain, as we were in 2024, but with an improvement in some of the measures.

## Other highlights from the school year

During 2025, Albion Primary School had many school events that students and families participated in:

- School picnic evening
- Hat Parade
- Harmony Day
- National Simultaneous Storytime
- Book Week parade
- House competitions - paper planes, cross country, athletics, lunchtime sports
- Colour Run
- Working bee
- Whole school assemblies under the covered outdoor learning area (COLA)
- Art Show
- School awards, concert and graduation ceremony.

Students were also able to participate in:

- Swimming program
- Interschool sport
- Excursions
- Year 5/6 a three-day, two-night camp

- Year 1/2/3/4 day camps
- All students completed the Premier's Reading Challenge
- Weekly learning and achievement awards
- Sporting Schools clinics in terms one and four
- National Ride2School day and subsequent Walk or Wheel Wednesdays as part of Active Schools
- Year 6 graduation events

Parents' Club organised various fund raising events:

- Lunch time discos
- Mothers' and Fathers' Day stalls
- Slime the Staff
- Federal election and Bunnings BBQs

Students, including Junior School Council, also organised fund-raising events:

- Year 6 fund raising (for year 6 tops and graduation excursion)
- Junior School Council fundraising for the following causes:
    - Royal Children’s Hospital Good Friday Appeal
    - Australian Children’s Music Foundation
    - State Schools’ Relief

Staff were able to participate in face-to-face and online professional learning including:

- Principal class network and area meetings/forums/conferences
- Resilience, Rights and Respectful Relationships
- Mental Health in Primary Schools
- Proactive Police network meetings
- English and Maths professional learning
- Compliance professional learning
- Business Manager professional learning
- First Aid
- Anaphylaxis
- Disability and Inclusion

## Financial performance

The Student Resource Package (SRP) was the major source of funding to the school and was allocated mainly through per student rates. In 2025 through the SRP, the school also received equity funding. This additional funding provided individual loading for students from disadvantaged backgrounds. Equity money was used to provide resources that would otherwise be difficult for parents to supply. Resources included iPads and netbooks for student use, subscriptions to relevant learning applications and software that students used.

Locally raised funds were used to purchase major appliances for the canteen so the space can be utilised for small group cooking and cooking for school events.

Several funding grants were applied for during 2025 which were unsuccessful. Successful Sporting Schools grants for terms two and four provided $4500 for after school hours sports clinic, sporting equipment and a subsidy for parents for the school's swimming program. Successful Trees for Schools and Seedlings applications were made.

The school had an agreement with Kororoit Creek Neighbourhood House to run their Homework Club at the school during 2025. It will continue in 2026.

The year ended in a deficit. The number of foundation students we budgeted for did not eventuate and the level of equity funding continued to reduce as the number of equity-funded students, based on the SFOE index, decreased. This impacted the budget greatly. Other factors that contributed to the deficit included the relief teacher budget that ended 70% over budget. Also, staffing at Albion is ‘top heavy’ with the number of experienced teachers and ES staff increasing, creating pressure on the budget. We value our staff and the experience they bring to improving student outcomes in learning and wellbeing. Unfortunately, the budget does not allow for growth in experienced staff.

There is no financial commitment for 2026 as we expended all budgets and funds raised in 2025. The school is expecting to receive some extra funding through Disability and Inclusion to support the needs of students. This will help the financial situation of the school in 2026.

**For more detailed information regarding our school please visit our website at https://www.albionps.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 200 students were enrolled at this school in 2025, 94 female and 106 male. 39% had English as an additional language and NDP 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 **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.

| | | 2025 |
|---|---|---|
| **% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)** | **School** | **100.0%** |
| | Similar schools | 84.5% |
| | 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** | **93.4%** |
| | Similar schools | 78.5% |
| | 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** | **83.1%** |
| | Similar schools | 79.8% |
| | State | 86.3% |
| **Mathematics Prep - 6 % of students at or above age expected standards** | **School** | **78.8%** |
| | Similar schools | 75.8% |
| | 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** | **73.5%** | **72.9%** |
| | Similar schools | 59.4% | 58.9% |
| | State | 69.5% | 69.3% |
| **Reading Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **75.0%** | **81.3%** |
| | Similar schools | 65.8% | 66.0% |
| | State | 73.9% | 74.6% |
| **Numeracy Year 3 % of students Strong or Exceeding proficiency levels** | **School** | **67.6%** | **67.1%** |
| | Similar schools | 52.9% | 53.5% |
| | State | 66.2% | 66.4% |
| **Numeracy Year 5 % of students Strong or Exceeding proficiency levels** | **School** | **75.0%** | **78.7%** |
| | Similar schools | 56.9% | 56.6% |
| | 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** | **85.7%** |
| | Similar schools | 73.8% |
| | State | 74.7% |
| **Numeracy Year 3 to 5 % of students High or Medium relative growth** | **School** | **100.0%** |
| | Similar schools | 72.8% |
| | 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** | **91.9%** | | **85.6%** |
| | Similar schools | 80.1% | | 79.2% |
| | 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** | **94.0%** | | **85.3%** |
| | Similar schools | 80.6% | | 77.8% |
| | 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** | **21.3** | **22.0** |
| | Similar schools | 24.3 | 24.6 |
| | 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** | **89.3%** | |
| **Year 2** | **School** | **89.5%** | |
| **Year 3** | **School** | **90.4%** | |
| **Year 4** | **School** | **87.4%** | |
| **Year 5** | **School** | **89.7%** | |
| **Year 6** | **School** | **88.6%** | |

# 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 | $2,423,416 |
| Government Provided DET Grants | $210,375 |
| Government Grants Commonwealth | $13,807 |
| Government Grants State | $0 |
| Revenue Other | $9,688 |
| Locally Raised Funds | $102,687 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$2,759,974** |

| **Equity** | **Actual** |
|---|---|
| Equity (Social Disadvantage) | $148,831 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage - Extraordinary Growth) | $0 |
| **Equity Total** | **$148,831** |

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

| **Expenditure** | **Actual** |
|---|---|
| Student Resource Package[1] | $2,458,986 |
| Adjustments | $0 |
| Books & Publications | $4,656 |
| Camps/Excursions/Activities | $59,499 |
| Communication Costs | $4,341 |
| Consumables | $58,168 |
| Miscellaneous Expenses[2] | $12,901 |
| Agency Staff | $81,216 |
| Professional Development | $4,246 |
| Equipment/Maintenance/Hire | $49,279 |
| Property Services | $47,056 |
| Salaries & Allowances[3] | $60,904 |
| Support Services | $25,482 |

| Expenditure | Actual |
|---|---|
| Trading & Fundraising | $32,746 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $23,510 |
| **Total Operating Expenditure** | **$2,922,991** |
| **Net Operating Surplus/-Deficit** | **($163,017)** |
| **Asset Acquisitions** | **$0** |

[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 | $76,837 |
| Official Account | $21,299 |
| Other Accounts | $0 |
| **Total Funds Available** | **$98,136** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $77,334 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$77,334** |

*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.*