

# 2025 Annual Report to the School Community

School Name: St Albans Heights Primary School (4948)



- 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 16 March 2026 at 08:05 AM by Glenn Groves (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 25 March 2026 at 10:13 AM by Glenn Groves (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

St Albans Heights Primary School was established in 1968 in the western suburbs of Melbourne within the City of Brimbank. A total of 213 students were enrolled at this school in 2025, 100 female and 113 male. 84% of students had English as an additional language. The school's socioeconomic band value is High, which represents a high level of socio economic disadvantage in our community.

The leadership profile for SAHPS in 2025 was 3 Principal Class Officers, and 3 Learning Specialists, we had 15.5 EFT staff and 9.5 EFT support staff. Trend data indicates a drop in enrolments over the last few years.

We cater for students with differing needs from Foundation to Year 6 and our students come from diverse cultural backgrounds. The school's Student Family Occupation and education Index (SFOE) is considered high. We provide a structured, supportive and motivating educational environment where every child experiences a stimulating curriculum with challenging and achievable goals that will meet their needs.

Physical Education (PE), Visual Arts, Science Technology Engineering and Mathematics (STEM) and Japanese are our current specialist areas and we offer English as an Additional Language Support, Speech Therapy and Library services to support our literacy program.

The school is organised into composite classes, which ensures smaller class sizes for all students. Our school focuses on quality teaching and learning and our teaching and non-teaching staff are dedicated to developing each child to their full potential. Staff differentiate the learning according to the needs of each individual student.

A strong emphasis is placed on a team approach to planning and teaching, implementing and evaluating all of our programs. We moved away from team teaching and built walls in all double classrooms in the older building to match our new building, this has increased our calm learning environments. Data and evidence is key to driving school improvement. Our school and parent community have a shared vision for all students at our school. Through positive role modelling and co-operative learning we encourage our students to respect the rights of others, to act in a responsible manner and to strive for excellence at all times.

We have a number of school student leaders (School Captains, House Captains, Sustainability, Engagement and ICT Leaders, Class Captains) with designated roles and responsibilities across the school. We aim to equip our students with the skills necessary to build positive social relationships, to work and learn in teams and the strategies required to manage and resolve conflict.

Student Wellbeing continues to be a priority across the school. There are a number of support services for students and families including a student counsellor (4 days per week). We had have 6 students funded on the Program for Students with Disabilities (PSD) program and a number of students who aren't funded but require additional support. We also were successful in gaining funding through Disability inclusion. The school values of Honesty, Excellence, Respect and Belonging play an important role in the way we manage issues across the school. We are currently implementing the School Wide Positive Behaviours (SWPBS) and Respectful Relationships programs at our school, which link directly to our school values. The school

received Gold accreditation in SWPBS in 2021, 2022, 2023 and 2024 one of only a handful of schools in Victoria to achieve this. For 2025 we were awarded the new higher level of Platinum for our SWPBS implementation.

Breakfast Club operates every morning from the canteen to provide a free healthy breakfast for all students. We also provide a number of students with lunch on a daily basis and food boxes for some of our more vulnerable families.

The school has a strong transition program building links with the local kindergartens, childcare centres and secondary colleges.

The school provides technology for students to use to assist with their learning; iPads for F-2 and MacBook's for 3-6 in the classroom, with a ratio of almost 1:1 access.

Family-School partnerships are encouraged and actively sought for the benefit of our students. These partnerships are based on trust and mutual respect for the role that families play in a child's education.

A Community Hub is based at the school and provides strong links between home and school, running a number of programs including English language classes, cooking classes and playgroups to name just a few. The school has a partnership with Bluearth to increase student engagement and active participation. The school has a partnership with ACMI (Australian Centre for Moving Image) and we work collaboratively to engage and build students skills in digital literacy and digital technology.

The school is part of the Stephanie Alexander Kitchen Garden Program and our year 3/4 students work in the garden and learn cooking skills once a week.

In 2025 we had 5 International full fee paying students attending SAHPS who are provided with support within the classroom and small group learning.

In 2026 the Capital Works program consisting of \$13.45 million dollars began, (funding was announced in 2022) the project consists of rebuilding the North Building (Building A) and installing a new covered playground. The new works consist of 6 brand new classrooms, a new administration block and a library space. During 2025 we moved into the admin block with only minor repairs to continue into 2026.

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

### Learning

St Albans Heights Primary School is committed to continuously improving student learning across all areas of the curriculum. Teachers work collaboratively to ensure consistent judgements against the Victorian Curriculum through the strategic use of data. This informs planning for student learning needs and enables accurate reporting to families. Learning information is shared through semester reports on COMPASS, student-led conferences, and the Seesaw app.

In 2023, the school undertook a comprehensive review of policies, data and processes from the previous four years, leading to the development of a new Strategic Plan for the period 2023–2027.

## 4 year Goals

**Goal 1:** Improve Literacy and Numeracy outcomes for all students.

**Goal 2:** To empower all students to be self-regulating learners who are actively engaged in their learning.

**Goal 3:** To further enhance the wellbeing of all students.

We worked towards all 3 goals in 2025.

## Key Improvement Strategies

### KSI Goal 1

Continue to build the confidence and instructional capacity of every teacher to consistently implement the whole school agreed instructional framework.

Further strengthen practice and processes across all PLCs in the effective use of assessment data to plan a differentiated curriculum, and inform enhanced pedagogy, that targets each student's point of need and provides an appropriate level of challenge.

Continue to strengthen instructional leadership, professional learning and coaching across the school.

### KSI Goal 2

Further develop and document a consistent whole-school learner agency strategy to empower students and develop self-regulating learners.

Further build student capacity to co-construct challenging learning goals, learning intentions and success criteria with teachers and monitor their own learning growth.

Enhance feedback to and from students to improve student motivation, self-efficacy, and achievement.

### KSI Goal 3

Further embed the whole school tiered approach to wellbeing based on positive behaviour support.

Work across the school community to set clear expectations and provide high level support for the inclusion, resilience & engagement of all students.

Further embed the school's values in all areas of the organisation.

Teacher judgements in 2025 indicate that 78.8% of students achieved at or above expected standards in English, which is above similar schools (77.5%) but below the state average (86.5%). In mathematics, 71.3% of students achieved at or above expected standards, compared with 72.6% in similar schools and 84.4% statewide.

NAPLAN data (students in strong or exceeding bands) indicates:

- Year 3 Reading: 54.8%, below similar schools (55.8%) and well below the state average (70.9%).
- Year 5 Reading: 74.1%, above similar schools (60.1%) and just below the state average (75.4%).
- Year 3 Numeracy: 51.6%, above similar schools (47.3%) and well below the state average (67.6%).

- Year 5 Numeracy: 51.9%, just below similar schools (52.2%) and well below the state average (70.6%).

NAPLAN relative growth data (percentage of students achieving High or Medium growth) indicates:

Reading (Year 3 to 5): 60.9% of our students achieved High or Medium relative growth, which is below similar schools (74.3%) and below the state average (74.7%).

Numeracy (Year 3 to 5): 63.6% of students achieved High or Medium relative growth, also below similar schools (75.7%) and the state average (74.0%).

Tutoring continued to be a priority, targeting small groups and individual students performing both below and above expected levels.

In 2025, a number of initiatives were implemented across the school.

### **Highlights Included:**

- A whole-school approach to teaching literacy and mathematics through the VTLM 2.0.
- Ongoing refinement of planning documents to ensure clarity and consistency across the school.
- A focus on best practice in teaching and learning across all curriculum areas.
- Continued engagement of external consultants to observe practice and provide feedback to staff and the leadership team.
- Embedding the school's instructional model across all curriculum areas with a focus VTLM 2.0.
- Further refinement of the PLC cycle to support curriculum planning aligned to individual student needs.
- Increased emphasis on data-informed planning at the point of need, with Learning Specialists and Assistant Principals supporting cohorts.
- Learning Specialists working within sub-schools to provide coaching, modelling and peer observations.
- Continued focus on differentiation to meet the needs of all learners.
- Refinement of the Guaranteed and Viable Curriculum and proficiency scales to support consistent practice.

## Wellbeing

### Key Improvement Strategies:

Further embed the whole school tiered approach to wellbeing based on positive behaviour support.

Work across the school community to set clear expectations and provide high level support for the inclusion, resilience & engagement of all students.

Further embed the school's values in all areas of the organisation.

Our Student Attitude to School survey results continue to show strong improvement each year, with overall scores remaining very high.

- **Sense of Connectedness (Years 4–6):** 81.3% at our school, compared with 80.6% for similar schools and 77.1% statewide.
- **Management of Bullying (Years 4–6):** 83.1% at our school, compared with 80.4% for similar schools and 76.4% statewide.

These results reflect the measures we have implemented to support a positive school climate. Bullying of any form is not tolerated, and all reported incidents are followed up promptly. Staff log incidents in COMPASS to monitor trends and ensure appropriate action occurs.

Student wellbeing and connectedness remain a high priority. The school has invested in a strong wellbeing team, including a student counsellor, Wellbeing Leaders, a Learning Specialist, and an Assistant Principal focusing on Wellbeing and Engagement. We also access additional support through the Student Support Services Officers (SSSO) as required.

Our programs include the Department's School Wide Positive Behaviour Support (SWPBS) Framework and Respectful Relationships. Since 2020, the school has achieved Gold status in SWPBS and we are awaiting 2025 results where we have applied for Platinum award, a new level and the highest available for 2025. COMPASS and Pulse are used to monitor student behaviour and identify areas for intervention. Parents are informed of any incidents through letters home. Positive behaviours are reinforced through initiatives such as Most Valuable Peer (MVP) cards, the SWPBS shop, and other rewards and incentives.

Student voice and agency are also a focus. Opportunities for leadership and engagement include the Student Representative Council (SRC), school leadership programs with Brimbank Council and the Halogen Youth Conference, as well as participation in Bluearth.

### Key Highlights:

- Ongoing promotion and reinforcement of school values.
- Distribution of MVP cards and access to the popular SWPBS shop.
- Respectful Relationships program and weekly wellbeing lessons for all students.
- Social skills groups tailored to student needs.
- Expanded student leadership opportunities and stronger SRC involvement.
- Fundraising for charities and organisation of school events, including a sports day.
- Students set individual goals in reading, writing, numeracy, and wellbeing.
- Student-led conferences, assemblies, and Breakfast Club activities.
- Onsite student counsellor providing support for students and families.
- Stephanie Alexander Garden program for all Year 3 and 4 students.
- Dedicated Learning Specialist and Assistant Principal overseeing initiatives, addressing concerns, and supporting staff in managing student behaviour.
- Lunchtime clubs, Wheel of Choice, house points, MVP cards, Zones of Regulation, calm corners in classrooms, and other strategies to promote positive behaviour.

· Gold status achieved for SWPBS in 2024, with 2025 awarded Platinum for SWPBS implementation.

These initiatives collectively ensure that our school continues to foster a safe, supportive, and engaging learning environment for all students.

## Engagement

The school's average number of absence days per full-time equivalent student, by year level, is comparable with similar schools and the state. Our average sits at 22.8 days, in line with similar schools (22.8 days) and slightly above the state average (21.5 days). While this data is broadly consistent with comparable settings, we acknowledge that overall absence levels remain higher than desired and continue to reinforce the message with families that every day of learning matters and regular attendance is essential.

Attendance rates for year levels are as follows: Foundation 89.1%, Year 1 85.3%, Year 2 88%, Year 3 86.7%, Year 4 92%, Year 5 89.4% and Year 6 were above 87.4%. We are working towards all year levels achieving above 90% attendance.

The school continues to use COMPASS to accurately record attendance and absences. Staff make contact with families for unexplained absences of two or more consecutive days. Our Counsellor and Wellbeing Leaders also monitor and follow up on prolonged absences and frequent late arrivals. To further promote engagement and improve attendance, we have expanded lunchtime clubs and introduced a broader range of programs.

Strengthening parent engagement remains a priority through our Community Hub. A range of no-cost programs are available for parents and community members, including English language classes, cooking and conversation sessions, coffee and chat gatherings, and playgroups, all designed to build connection and support student engagement in learning.

## Other highlights from the school year

The SAHPS Community BBQ, held annually in Term 1, was a resounding success. In partnership with the Hub, families were invited to a complimentary BBQ to welcome them back to the school year and provide an opportunity to connect with new and existing families. A variety of engaging activities, including Harmony day, AFL, henna, face painting and badge making, encouraged social interaction among families and staff.

In 2025, the 3/4 cohort attended Sunnystones Camp, while the 5/6 cohort participated in the Woorabinda Camp. The F-2 Breakfast and 1/2 Stay Late programs were also implemented once again, offering students a structured start to the day. Students enjoyed breakfast at school, followed by brushing their teeth and changing into school uniform, promoting independence and readiness for learning. As part of the camping program, the 1/2 cohort remained on-site until 6:30 pm, enjoying games, dinner, and a disco, further fostering confidence and social skills.

Excitement was high with the continued capital works program, as we moved into the admin building and library. The first stage included six classrooms, a science and technology space, a

canteen, and a community area already in use from the end of 2024. In 2025 we saw our lower grades move into the building including our new foundation students. This has freed up space for a new Japanese classroom for 2026.

## Financial performance

Equity funding received by the school is primarily directed towards building teacher capacity in the teaching of literacy and numeracy, ensuring students have access to contemporary research, high-quality instruction, and appropriate resources. A portion of this funding is allocated to staffing to ensure key roles are filled by suitably skilled personnel who can effectively support the school community.

External coaches have been engaged to work alongside staff to strengthen instructional practice, providing targeted feedback, supporting the refinement of teaching strategies, and assisting staff to set goals for continued professional growth. In addition, the leadership team provides ongoing coaching and mentoring to staff across the school, with a strong focus on improving literacy and numeracy outcomes.

Upgrades to school grounds and facilities also remain a priority, reflecting the age of the school and the need to maintain safe, engaging learning environments. The school continues to subsidise or fully fund a range of programs and activities to reduce financial barriers for families. These include book packs, swimming programs, Blueearth, digital learning platforms such as Mathletics, Reading Eggs and Seesaw, the student leadership conference, wellbeing programs, year level excursions and the Year 6 graduation.

In 2022, the school was awarded a \$13.45 million government grant to modernise its facilities. Construction continued through 2025, and the current surplus will be used to support additional requirements associated with the new build, as well as to refurbish and update remaining areas of the school, including the South Building and the Stadium. Funds will also be used to restore and improve the school oval, which was temporarily used as a car park during the construction period.

**For more detailed information regarding our school please visit our website at  
<https://www.sahps.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

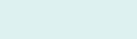

A total of 211 students were enrolled at this school in 2025, 98 female and 113 male. 84% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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 **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	97.2%	
	Similar schools	90.2%	
	State	82.0%	

### School Staff Survey


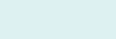


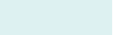

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	83.9%	
	Similar schools	76.3%	
	State	77.4%	

## LEARNING


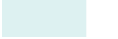


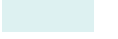







### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>78.8%</b>	
	Similar schools	77.5%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>71.3%</b>	
	Similar schools	72.6%	
	State	84.2%	

## NAPLAN

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


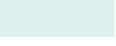




		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>54.8%</b>		<b>55.9%</b>
	Similar schools	55.8%		55.1%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>74.1%</b>		<b>64.9%</b>
	Similar schools	60.1%		60.1%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>51.6%</b>		<b>48.9%</b>
	Similar schools	47.3%		48.2%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>51.9%</b>		<b>57.1%</b>
	Similar schools	52.2%		52.8%
	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'.


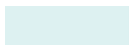

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>60.9%</b>	
	Similar schools	74.3%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>63.6%</b>	
	Similar schools	75.7%	
	State	74.0%	

## WELLBEING


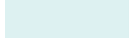

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>81.3%</b>		<b>84.8%</b>
	Similar schools	81.0%		80.4%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>83.1%</b>		<b>87.9%</b>
	Similar schools	81.0%		78.7%
	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	22.8	20.1
	Similar schools	22.8	22.9
	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	89.1%	
Year 1	School	85.3%	
Year 2	School	88.0%	
Year 3	School	86.7%	
Year 4	School	92.0%	
Year 5	School	89.4%	
Year 6	School	87.4%	

## 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	\$2,956,782
Government Provided DET Grants	\$627,157
Government Grants Commonwealth	\$52,736
Government Grants State	\$0
Revenue Other	\$296,559
Locally Raised Funds	\$107,309
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,040,544</b>

Equity	Actual
Equity (Social Disadvantage)	\$551,906
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$551,906</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$3,048,264
Adjustments	\$0
Books & Publications	\$3,637
Camps/Excursions/Activities	\$94,889
Communication Costs	\$4,653
Consumables	\$102,413
Miscellaneous Expenses <sup>2</sup>	\$15,451
Agency Staff	\$0
Professional Development	\$68,454
Equipment/Maintenance/Hire	\$325,794
Property Services	\$122,656
Salaries & Allowances <sup>3</sup>	\$108,639
Support Services	\$141,876

Expenditure	Actual
Trading & Fundraising	\$80,267
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,447
<b>Total Operating Expenditure</b>	<b>\$4,165,440</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$124,897)</b>
<b>Asset Acquisitions</b>	<b>\$73,523</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$908,118
Official Account	\$22,562
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$930,681</b>

Financial Commitments	Actual
Operating Reserve	\$186,196
Other Recurrent Expenditure	\$7,394
Provision Accounts	\$1,610
Funds Received in Advance	\$0
School Based Programs	\$636,177
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	\$122,498
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$84,000
<b>Total Financial Commitments</b>	<b>\$1,037,875</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.*