

2025 Annual Report to the School Community

School Name: Birralee Primary School (4991)



- 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 21 April 2026 at 03:19 PM by Ashley Ryan (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 24 April 2026 at 02:30 PM by Ashley Ryan (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
 - o student enrolment information
 - o the school's 'Student Family Occupation and Education' category
 - o responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - o school staff responses to the School Climate area of the School Staff Survey
- Learning
 - o English and Mathematics for Teacher Judgements against the curriculum
 - o Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - o Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - o student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - o student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - o average absence days per student
 - o 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

Birralee PS is committed to providing a safe, supportive, and inclusive environment for all students, staff, and community. We recognise the importance of the partnership among our school, parents, and carers in supporting student learning, engagement, and well-being.

Vision - Our vision is to empower students to be confident, curious learners who feel supported and able to meet the challenges at school and beyond.

Purpose - Our purpose is to provide students with skills, abilities, and attributes to sustain ongoing learning and to be successful and effective contributors to their future society.

Mission - Our mission is to provide a safe, supportive, and inclusive educational environment where students have the right to participate fully in all learning and activities. The school community will support, enable, and encourage students to achieve the best learning, growth, and personal success they can.

Values - In 2025, the school re-examined its values. Students were instrumental in developing a new set of school values to align with our newly developed Birralee Schoolwide positive behaviour program. Our revised values are Care and Kindness, Integrity, Respect, and Responsibility. Our School Declaration, which was also revised to reflect the new values, recited each week at Monday morning assembly, encapsulates our shared beliefs, and is learned by all students to assist with recalling the agreed-upon values of our school. The School Declaration states:

“At Birralee, we learn to live and work together,
To show care and kindness,
To behave with integrity,
To be respectful and responsible,
And strive to achieve our goals.”

The school's highest priorities are ensuring improvement in Literacy and Numeracy outcomes for every student, particularly in numeracy, writing, and reading. The introduction of the Victorian Teaching and Learning Model 2.0 into our practices was a major part of our work during 2025 and is on track to be fully implemented by 2028. The school is improving student voice, agency, leadership, engagement, and well-being.

Focus - The 2023 - 2027 School Strategic Plan has two main areas of focus:

1) Improving the learning growth of every student by:

Building knowledge of and capabilities of staff to deliver evidence-based differentiated classroom practices

Building capabilities for accurate data analysis and understanding across the school to drive Birralee Primary School whole-school improvement

Reviewing and embedding school processes for students in setting goals and monitoring their progress in learning.

2) To develop resilient students who display growth mindsets, behaviours, and attitudes that reflect school values by ·

Developing, implementing, and embedding a school-wide positive behaviour program,
Enhancing teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).

The 2025 Annual Implementation Plan was focused on:

Improving the learning growth of every student
Embedding Literacy and Numeracy 2.0

Implementation of the Victorian Teaching and Learning Model 2.0
Building teacher capacity to use data to inform teaching, learning, and assessment at the student's point of need
Developing a school-wide positive behaviour support program

Birralee Primary School was established on its current site in 1970. Between 2008 and 2013, enrolments remained steady in the low 160s; however, since that time, the school has experienced significant growth. In 2025, total enrolment reached 576 students. The Department of Education's long-term enrolment projection for the school is between 700 and 725 students.

Substantial residential development in the local area, including the replacement of single dwellings with higher-density housing, has contributed to this growth. While the increase in enrolments has placed pressure on school resources and infrastructure, numbers are expected to stabilise at approximately 600 students in the coming years, supported by the Enrolment Management Plan implemented by the North East Region, which prioritises in-zone enrolments and eligible siblings of current students.

At the commencement of Term 1, 2024, the school's new building was officially opened. This modern facility includes six classrooms, a multi-purpose learning area with access to an outdoor deck, a staff centre with kitchen facilities, a server room, storage areas, a cleaners' room, and staff and student amenities. During 2025, the building accommodated the three Year 6 classes, one Year 4 class, as well as Mandarin and STEM programs.

The school offers a comprehensive Pre-School to Foundation Transition Program, providing opportunities for prospective students and their families to become familiar with the school environment. Many families are introduced to the school through community recommendations, early childhood services, or independent research, with some relocating to the area to access enrolment. Communication with families is supported through digital platforms, including email and mobile applications, enabling timely and effective engagement.

For over 15 years, Birrlee Primary School has implemented a structured, evidence-based approach to literacy instruction, achieving consistently strong outcomes. High expectations are maintained for all students across all areas of learning. The school continues to experience growth in its English as an Additional Language (EAL) cohort, with 260 students (43%) identified as EAL in the August 2025 census. This proportion continues to increase, particularly within Foundation enrolments. The school community reflects a rich diversity of cultural and linguistic backgrounds.

The School Family Occupation and Education (SFOE) index of 0.1387 indicates a high socio-economic profile, with 88% of parents holding a bachelor's degree or higher, and 2.2% of families eligible for the Camps, Sports and Excursions Fund (CSEF). In 2025, the school operated 24 classes, with four classes at each year level from Foundation to Year 2, and three classes at each year level from Year 3 to Year 6. Specialist programs included Music, STEM, Visual Arts, Physical Education, and Mandarin.

Staffing comprised a principal, 1.8 assistant principals, 24 classroom teachers, specialist teachers across all curriculum areas, and a range of education support staff, including integration aides, administration staff, and maintenance personnel. Two Leading Teachers in Literacy and Numeracy were appointed from outside the school to strengthen instructional leadership.

Equity funding was allocated to support 11 students with identified needs, including autism, severe language disorder, and intellectual disability. A further 17 students received targeted support without formal funding. Under the Nationally Consistent Collection of Data (NCCD), students were supported across the following levels of adjustment: six at the extensive level, 20 at substantial, and 40 at supplementary.

The school identifies and supports high-ability students performing significantly above year level expectations. Differentiated teaching practices are embedded across classrooms to ensure all students are appropriately challenged. Senior students also have opportunities to participate in the Victorian High-Ability Program (VHAP).

Birralee demonstrates a strong commitment to information and communication technology (ICT), with ongoing investment in equipment upgrades. All classes have access to laptops, and iPads are utilised primarily within STEM programs, alongside broader classroom applications in the early years.

Student leadership is a valued aspect of school life, with Year 6 students undertaking a range of leadership roles, including participation in the Student Representative Council. A structured buddy program pairs Year 5 students with Foundation students, fostering supportive relationships that continue over a two-year period.

The school maintains a strong focus on the performing arts, offering a wide range of opportunities including public speaking, debating, dance, choir, instrumental music, school bands, musical soirees, assembly performances, and an annual whole-school production.

Students also benefit from a comprehensive physical education and sport program, including weekly classes, swimming and athletics carnivals, cross-country events, interschool sports, and specialised programs such as tennis, gymnastics, and visiting sports clinics.

A strong partnership between home and school is actively promoted, with many opportunities for parent involvement through classroom support, excursions, community events, and participation in School Council and its subcommittees. The Parents and Friends Association (PFA) plays a significant role in strengthening community connections and organising key events such as Family Fun Night, parent breakfasts, trivia evenings, and social activities. The PFA also supports new families through the Foundation transition program and has contributed significantly to the enhancement of school facilities, including the installation of covered outdoor courts.

Looking ahead, the school is focused on:

- Fully implementing the Victorian Teaching and Learning Model (VTLM 2.0),
- Further developing a knowledge-rich curriculum,
- Responding to the increasing diversity of the student population.

Ongoing priorities include supporting the full range of student abilities, strengthening teacher professional learning and mentoring, and maintaining high standards of teaching and learning across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2025 school year saw the continuation of the new leadership/team structures introduced in 2023 – these structures have proven to be very effective. Each year level team has two leaders (Team & PLC) with different but complementary functions.

The Team Leader deals with administration: ·

- Sets the agenda for area TL meetings,
- Ensures resourcing and purchases,
- Relays timetable changes,
- Oversees report writing,
- Manages the team budget,
- Maintains the whole school calendar on TEAMS, and
- Plans and organises excursions and camps.

The PLC Leader deals with: ·

Assessment and Data -

- Implementation, analysis, and use of assessment and data,
- Implementation of inquiry cycles,
- Monitoring ongoing use of assessment and data,
- Working with teachers to utilise school systems such as SPA and Compass. ·

Collaboration with:

- The Literacy and Numeracy Leaders,
- The Data Leading Teacher,
- Other P.L.C. Leaders in the school, mentoring and coaching re data ·

Curriculum Development

- Leads school improvement initiatives relating to school goals, F.I.S.O., the A.I.P., and the Strategic Plan,
- Ensures consistent planning documents aligned with school expectations and consistency of practice.

The PLC Leaders focused teams specifically on data across the year-level cohort, worked collaboratively to analyse data, set goals, and improve student performance and achievement.

Teacher Judgements

Our 2025 teacher judgements were as follows:

English, Years Prep to 6

School percent of students at or above age-expected standard: 93.9%

Similar Schools average: 96.0%

State average: 86.3%

Mathematics, Years Prep to 6 (2025)

School percent of students at or above age-expected standards: 92.3%

Similar Schools average: 94.8%

State average: 84.2%

Teacher judgements from Prep to Year 6 in 2025, in English and Mathematics, show that our students performed well above state averages. However, compared to schools similar to ours, teachers judged our students performed at a slightly lower level in English and Mathematics.

NAPLAN

Reading Year 3 (2025)

School percent of students in Strong or Exceeding: 91.6%

Similar Schools average: 86.9%

State average: 69.5%

Reading Year 5 (2025)

School percent of students in Strong or Exceeding: 92.7%

Similar Schools average: 90.9%

State average: 73.9%

Numeracy Year 3 (2025)

School percent of students in Strong or Exceeding: 89.2%

Similar Schools average: 86.7%

State average: 66.2%

Numeracy Year 5 (2025)

School percent of students in Strong or Exceeding: 95.1%

Similar Schools average: 92.1%

State average: 69.1%

Our NAPLAN results were extremely pleasing. In every one of the results above, our results in 2025 were higher than those of similar schools in all measures, and much higher than the state average. The school takes great pride in its literacy achievements, especially regarding the rapidly increasing EAL student enrolment. We continued to target these areas for improvement in 2025 through our EAL specialist support program, our comprehensive approach to explicitly teaching phonics and grammar, and our Accelerated Reader program. We continued to run the Tutor Learning Program in 2025, targeting students who need support in the areas of writing and reading in particular. Throughout 2025, we continued to monitor teaching practices to ensure

uniformity and consistency of approach across the school. Our peer observation and mentoring program assisted teachers in monitoring, reviewing, and improving their teaching practice.

Wellbeing

The Student Attitudes to School Survey (AtoSS) for 2025 showed that 78.7% of students in Years 4 to 6 felt a sense of connectedness - an increase from 75.3% in 2024. However, this was below similar schools (82.3%) but above the state average (77.3%).

AtoSS also showed that in 2025, 76.7% of students in Years 4 to 6 either agreed or strongly agreed that the school's management of bullying was positive – an increase from 74.4% in 2024. This was slightly below similar schools (78.6%) and slightly above the state average (76.4%).

The Wellbeing Leader is responsible for overseeing and coordinating student engagement and wellbeing across the school. Students and staff were consulted through surveys to collaboratively establish a set of core values. These values are consistently referenced in assemblies, sporting events, excursions, and classroom settings, ensuring a unified approach across the school community.

In collaboration with a team of teachers, the Wellbeing Leader has developed and implemented a coordinated and consistent positive behaviour program, introduced in 2025. This program clearly defines expected behaviours across a range of contexts and includes differentiated behaviour matrices for Prep to Year 2 and Year 3 to Year 5, reflecting students' developmental progression in intellectual, emotional, and social domains.

Student wellbeing leaders regularly present at school assemblies, and the wellbeing team—comprising representatives from all year levels—meets throughout the year to support ongoing initiatives.

Birrlee Primary School has established comprehensive transition programs to support students moving from kindergarten to Prep, as well as between year levels. Local secondary colleges actively contribute by delivering information sessions, and all partner secondary schools send representatives to meet with students transitioning to Year 7.

The Prep orientation program, held in November, supports new students to begin school with confidence and a positive outlook. Parents are encouraged to build connections during these sessions, fostering a strong sense of community. A Prep Parent Information Evening is also conducted, attended by incoming Prep teachers, school leadership, and key community representatives, to ensure families are well prepared for the school year.

The Parents and Friends Association (PFA) hosts a picnic in January for new Prep students and their families, further strengthening community connections prior to the commencement of Term 1.

Upon starting school, Prep students are paired with Year 5 buddies and participate in regular buddy activities throughout the year. This initiative supports the development of strong relationships, as well as students' sense of security and confidence.

Internal transition sessions are scheduled late in Term 4 for students from Prep to Year 5, allowing them to become familiar with their upcoming class, peers, and teachers. This approach promotes a smooth and positive transition into the following school year. Students who join the school during the year are also supported through a peer buddy system.

The Respectful Relationships program is delivered across the school to promote respectful behaviours, resilience, and positive interpersonal skills.

Birralee Primary School maintains strong partnerships with local secondary schools, ensuring that students transition to secondary education with confidence, resilience, and a strong sense of self.

Engagement

Absences negatively affect student achievement. We track student absences carefully, acting upon cases about which we have concerns. The average number of days absent per student in 2025 was 16.8 – down from 17.3 in 2024. This is slightly below similar schools (16.2) but well below the state average of 21.5.

All year levels at Birrlee P-6 had similar attendance rates across 2025, either 90%, 91%, or 92%. We continue to talk with the parent community about the strong link between student attendance and learning outcomes.

Students are actively encouraged to demonstrate pride in themselves and respect for their peers and the school community. They are expected to take responsibility for their actions and behaviour, and to engage with others in a considerate and empathetic manner.

The school promotes a culture of respect, courtesy, and understanding. Through the house system and student leadership opportunities, a strong emphasis is placed on teamwork, belonging, and cooperation. Students are explicitly taught that bullying in any form is unacceptable, and all incidents are addressed promptly and appropriately. The school continues to strengthen its cyberbullying awareness initiatives, recognising the increasing impact of online activity outside school hours on student wellbeing and interactions within the school environment.

The Parents and Friends Association (PFA) plays a vital role in fostering and strengthening the school's close-knit community. Events such as Family Fun Night are highly valued by students, staff, and families, supporting meaningful connections across the school community. The PFA also ensures that new families feel welcomed, supported, and included from the outset.

Financial performance

All funds received from the Department of Education, along with those raised by the school, have been appropriately expended or allocated to future commitments in support of educational outcomes and the school's operational requirements. This has been undertaken in accordance with Departmental policies, School Council approvals, and the intended purposes for which the funds were provided or raised.

At the conclusion of 2025, the school maintained a sound financial position, with designated funds allocated for future programs, maintenance, and asset replacement in the following year. The Finance Committee convened on eight occasions throughout the year to monitor and review all receipts and payments. Financial reports were presented at each School Council meeting, where

they were formally discussed, moved, and seconded in accordance with governance requirements.

**For more detailed information regarding our school please visit our website at
<https://www.birraleee.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 572 students were enrolled at this school in 2025, 281 female and 291 male. 57% 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 **Low**.

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	93.7%	
	Similar schools	85.1%	
	State	82.0%	

School Staff Survey

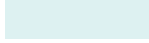
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	61.6%	
	Similar schools	79.9%	
	State	77.4%	

LEARNING

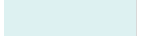
Teacher Judgement of student achievement against the Victorian Curriculum

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	93.9%	
	Similar schools	96.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.3%	
	Similar schools	94.8%	
	State	84.2%	

NAPLAN

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

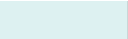
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	91.6%		91.5%
	Similar schools	86.9%		87.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	92.7%		93.3%
	Similar schools	90.9%		90.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	89.2%		89.4%
	Similar schools	86.7%		87.0%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	95.1%		93.7%
	Similar schools	92.1%		91.0%
	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	74.0%	
	Similar schools	82.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.9%	
	Similar schools	86.9%	
	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	78.7%		78.8%
	Similar schools	82.3%		82.6%
	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	76.7%		75.5%
	Similar schools	78.6%		78.1%
	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	16.8	17.2
	Similar schools	16.2	17.1
	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	91.6%	
Year 1	School	91.3%	
Year 2	School	92.2%	
Year 3	School	92.4%	
Year 4	School	91.3%	
Year 5	School	91.2%	
Year 6	School	90.7%	

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	\$5,573,874
Government Provided DET Grants	\$552,347
Government Grants Commonwealth	\$966
Government Grants State	\$41,250
Revenue Other	\$48,273
Locally Raised Funds	\$803,153
Capital Grants	\$0
Total Operating Revenue	\$7,019,862

Equity	Actual
Equity (Social Disadvantage)	\$15,011
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$15,011

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

Expenditure	Actual
Student Resource Package ¹	\$5,703,514
Adjustments	\$0
Books & Publications	\$4,216
Camps/Excursions/Activities	\$318,752
Communication Costs	\$2,189
Consumables	\$185,976
Miscellaneous Expenses ²	\$48,063
Agency Staff	\$69,817
Professional Development	\$52,407
Equipment/Maintenance/Hire	\$131,108
Property Services	\$113,454

Expenditure	Actual
Salaries & Allowances ³	\$291,309
Support Services	\$21,863
Trading & Fundraising	\$32,353
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,639
Total Operating Expenditure	\$7,023,662
Net Operating Surplus/-Deficit	(\$3,800)
Asset Acquisitions	\$90,342

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	\$90,832
Official Account	\$2,606
Other Accounts	\$974
Total Funds Available	\$94,412

Financial Commitments	Actual
Operating Reserve	\$220,025
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	\$25,994
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$314,019

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.