

2025 Annual Report to the School Community

School Name: Sunbury West Primary School (5006)



- 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 20 April 2026 at 02:14 PM by Inga Wilson (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 20 April 2026 at 02:15 PM by Inga Wilson (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

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well-established and developing residential areas. In 2021, the school celebrated its 50th anniversary, having provided quality education to the children of Sunbury since 1971.

The school's vision states: *"In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards their maximum potential as a confident individual and responsible member of society."*

As a school community, we are committed to fostering independent and empowered learners. We value self-belief, self-worth and mutual respect, and recognise that a strong sense of belonging and connectedness is essential for student wellbeing and success. Our positive school spirit and strong home-school partnerships ensure that every child feels supported, included and encouraged.

Our core values are: *We Respect, We Belong, We Strive* and are embedded in our culture and guide all interactions across the school community.

The school's motto is, *"Together We Learn. Together We Grow."*

Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages interact cooperatively. The school encourages staff, students and parents to value diversity, promote inclusion and develop individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and evidence-based teaching practices that reflect current educational initiatives. This provides an optimal learning environment while considering the individual needs and multiple entry points of all students.

In 2025 the school had an enrolment of 229 students from Foundation to Year 6. Staffing consisted of 2 Principal Class officers, 12.6 EFT teachers and 4.19 ES staff. The school operated 10 classrooms, with all classes organised into composite groupings except at Foundation level. In the 2020 State Budget, Sunbury West received capital works funding of \$10.497 million to fully upgrade the school with state-of-the-art indoor and outdoor facilities.

Teaching teams work collaboratively as Professional Learning Communities to ensure continuity of practice within teams and across the school. Teaching and learning programs are tailored to meet the diverse learning needs of students, with a strong emphasis on Literacy and Numeracy. An inquiry approach to the integrated curriculum promotes student voice and agency, enabling students to help shape learning experiences appropriate to their stage of development.

Our skilled teaching teams are committed to lifelong learning, and the school places great importance on ongoing professional learning at all career stages.

The core curriculum is complemented by programs in Visual Arts, Physical Education, STEM (Science, Technology, Engineering and Mathematics) and Japanese. Performing Arts opportunities are provided through outsourced dance programs, participation in the Wakakirri Performing Arts Story Challenge and a 10-week Kinect2Dance program. The school also promotes 21st-century learning through digital literacy and access to laptops, iPads and smart TVs throughout the school.

The school offers many opportunities designed to strengthen connectedness and build resilience and self-esteem. These include Junior School Council, House and Vice Captains, Student of the Week, Buddy and Peer Support programs, the House Mates Program, school performances, art displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions complement the core curriculum. Each of these provides students with opportunities to participate at a level suited to their confidence and interests, fostering a sense of accomplishment and achievement over time. Parents as partners in education are highly valued, with many families supporting programs and school activities.

Student wellbeing is of paramount importance, and the school incorporates School-Wide Positive Behaviour Supports as part of its approach to engagement, wellbeing and behaviour management. In 2021 Sunbury West became a *Resilience, Rights and Respectful Relationships* lead school, promoting personal strengths, social competency and emotional literacy. This is further complemented by participation in The Resilience Project.

Wellbeing is also supported through the National School Wellbeing Program. Sunbury West has a chaplain on site two days per week to work with individual students, run wellbeing programs and support families. A Mental Health in Schools Leader is employed at 0.6 EFT and plays a key role in fostering a whole-school community approach to wellbeing.

Our practices are clearly documented to ensure shared understanding and clarity regarding expectations. Our school vision and values are defined by our commitment to providing a safe, inclusive and engaging learning environment in which every student is supported to learn, grow and thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

Across the life of the 2021–2025 Strategic Plan, building staff data literacy remained a key priority. At the commencement of 2025, staff analysed comparative data sets such as DIBELS and PAT-R in Literacy, PVAT and the Number component of PAT-M in Numeracy to identify strengths, trends and future focus areas. Mid-year moderation of student work samples and assessment data strengthened consistency in teacher judgement and informed reporting and forward planning. With the continued implementation of Little Learners Love Literacy and the introduction of PhOrMeS, the school reviewed and refined its mandatory assessment schedule to ensure alignment with current evidence-based practice.

The Tutor Learning Initiative (TLI) provided targeted literacy and numeracy support, closely aligned with classroom programs to ensure consistent goal setting and instructional approaches. Following strong outcomes in Foundation during 2023 and 2024, Little Learners Love Literacy was extended into Years 1 and 2 in 2025. P–2 teams undertook professional learning and progressed

towards full implementation, with early data indicating positive impact. The Year 3/4 team introduced PhOrMeS to further strengthen synthetic phonics instruction.

As planning under Victorian Curriculum 2.0 progressed, inquiry units were refined to better integrate Reading and Writing. A Writing scope and sequence was developed, with increased emphasis on syntax and sentence-level construction to support sequential skill development. While the literacy and numeracy instructional models were redeveloped, the introduction of VTLM 2.0 will require further refinement. Key staff engaged in Victorian Academy and regional professional learning to support the embedding of a structured literacy approach in line with DET expectations for 2027.

Whole-school scope and sequence documents were refined to align with the revised curriculum, strengthening cohesive planning and authentic opportunities for student voice, choice and agency.

Teacher judgements in Reading from 2025 show that 79% of students in grades F-2 and 53% of students in grades 3-6 were at or above the age expected standard. This equates to 65% of students performing at or above the age expected standard across the school.

Teacher judgements in Mathematics from 2025 show that 60% of students in grades F-2 and 44% of students in grades 3-6 were at or above the age expected standard.

This equates to 66% of students performing at or above the age expected standard across the school .

NAPLAN results for 2025 were as follows:

Reading – strong or exceeding

Year 3 - Lower than similar schools and the state.

Year 5 - Lower than similar schools and the state. Numeracy – strong or exceeding

Year 3 - Lower than similar schools and the state.

Year 5 - Above similar schools and the state.

A highlight was the relative growth shown by 2025 Grade 5 students in all NAPLAN areas from Grade 3 to 5. The percentage of students showing High and Medium Growth in this time period was as follows:

Reading 88%, above both similar schools (71%) and state (75%)

Writing 87%, above both similar schools (70%) and state (74%)

Spelling 75%, above both similar schools (69%) and state (74%)

Numeracy 88%, above both similar schools (69%) and state (74%)

Grammar and Punctuation 83%, above both similar schools (73%) and state (74%)

Wellbeing

During 2025, Sunbury West Primary School made significant progress in strengthening student wellbeing and mental health supports. At the end of Term 2, comprehensive data collection on student wellbeing continuums and related strategies was completed. This evidence-based

approach provided valuable insights into students' social and emotional regulation, their use of wellbeing tools, and their understanding of the school's Social Emotional Programs. The data also allowed staff to identify areas where additional support was required, with the ability to disaggregate information by year level to ensure targeted interventions.

A clear referral process for students experiencing wellbeing or mental health concerns was established and consistently implemented. The Mental Health and Wellbeing Leader (MHWL) collaborated with teachers, students, and families to assess needs and plan appropriate support. Early communication with families ensured context and values were understood, and, where appropriate, consent was provided for students to engage with the school chaplain for regular check-ins.

To support consistent approaches, a Wellbeing Support Plan template was developed. These plans document concerns, strengths, strategies, and agreed supports for each student, ensuring alignment between home and school. Plans are reviewed on a set schedule, allowing adjustments as required and tracking progress over time.

All classes completed the planned Startup Program in Term 1, explicitly teaching the Children's Wellbeing continuum, SWPB matrix, behaviour flowchart, and school values. The Respectful Relationships program was embedded into Term 1 Inquiry lessons, with all classes completing four units: Personal and Cultural Strengths, Positive Coping, Help Seeking, and Gender Norms and Stereotypes. The Resilience Project was timetabled weekly throughout the year, providing ongoing social and emotional support. Additionally, weekly GEM chats were introduced in classrooms and shared with families to promote positive home-school communication.

Significant progress was also made in supporting Tier 2 and Tier 3 students. Focus on student voice and agency enabled students to reflect on their strengths and interests to inform learning goals within Individual Education Plans (IEPs). Staff capacity to document individual wellbeing and learning adjustments improved through professional learning and targeted support. This resulted in more detailed, meaningful planning and greater consistency in implementing adjustments, laying the groundwork for future Disability Inclusion Profile (DIP) meetings.

Semester 2 surveys highlighted positive outcomes for student wellbeing. Overall, 91.6% of students reported being happy at school (3 or higher on a 5-point scale), with most students regularly using their wellbeing charts and identifying effective coping strategies. Students previously referred to the wellbeing team reported positively on the support received. Parent survey results mirrored this positivity, with 95.6% indicating their child was happy at school, and most parents aware of school wellbeing programs and contact points.

Teachers continued to embed The Resilience Project into weekly practice, with varying levels of consistency in GEM chat adoption. The MHWL actively participated in the lead schools RRRR network to inform a new framework aimed at increasing attendance in 2026. A P-1 transition program was successfully implemented over four sessions to support Prep students moving into Grade 1.

The 2025 Annual Implementation Plan (AIP) end-of-year review for KIS 3.b demonstrated that all classroom teachers implemented curriculum plans incorporating targeted wellbeing and learning adjustments for identified Tier 2 and Tier 3 students. Updated IEPs and Student Support Group meetings reflected this implementation, showing improved staff capacity to identify and document individual adjustments. While consistency in recording reasonable adjustments has improved, further refinement is planned to ensure alignment with Disability Inclusion expectations, including ongoing professional learning, coaching support, and shared documentation templates.

Additional Education Support staff were appointed and deployed to classrooms, enabling more consistent delivery of individualised adjustments. Collaboration between ES staff, teachers, and

the wellbeing team improved alignment of classroom practice with student learning and wellbeing goals. Evidence of impact includes enhanced student engagement, more consistent support implementation, and positive teacher feedback regarding capacity to meet diverse learner needs.

Results from the Years 4–6 Attitudes to School Survey indicate positive student wellbeing outcomes.

For Sense of Connectedness, 79.3% of students reported positive endorsement in 2025. This result is higher than both similar schools (77.4%) and the state average (77.1%), and aligns closely with the school's four-year average of 78.8%, indicating consistently strong levels of student belonging and connection.

For Managing Bullying, the school recorded a 79.6% positive endorsement in 2025. This is above both similar schools (78.5%) and the state average (76.4%). The school's four-year average of 81.2% also remains well above comparison groups, reflecting sustained positive perceptions of how bullying is addressed at the school.

Overall, 2025 has been a year of significant growth in embedding a whole-school approach to wellbeing and mental health. Through strengthened systems, improved staff capacity, and a continued focus on student voice and agency, Sunbury West Primary School is well-positioned to further support the social, emotional, and academic development of all students in 2026.

Engagement

In 2025, 34% of Foundation to Year 6 students achieved an attendance rate of 95% or higher. This exceeds the performance of similar schools (26%), network schools (23%), and the state average (27%), indicating comparatively strong attendance outcomes.

The five-year attendance data for –6 students shows a clear overall upward trend.

- **2022:** 88.4%
- **2023:** 89.5% (increase of 1.1%)
- **2024:** 89.0% (slight dip of 0.5%)
- **2025:** 90.6% (strong improvement of 1.6%)
- **2026 YTD:** 93.6% (significant rise of 3.0%)

While there was a minor decline in 2024, attendance has steadily improved overall, with particularly strong growth from 2024 onwards. The 2026 year-to-date figure represents the highest attendance rate in the five-year period, indicating sustained and accelerating improvement.

The school's wellbeing team, teachers and leadership consistently monitor student attendance and follow up with families when extended absences occur. Where school refusal or chronic absenteeism is identified, the school works closely with families to implement supportive strategies that promote engagement and regular attendance. Open communication and strong, positive relationships further support smooth transitions between home and the classroom, strengthening students' sense of connection and belonging.

Other highlights from the school year

In 2025, students once again had the opportunity to participate in the Wakakirri Story Dance Challenge. For the first time, the school engaged Kyle from Kinect2Dance to work with students over a 10-week period to develop their performance based on the theme *'Tales of Inner Strength'*. The result was a powerful performance, with more than 50 students taking to the stage. Their efforts saw them progress to the State Finals, where they showcased their piece alongside other finalist schools. This remarkable achievement generated an immense sense of pride and celebration across our entire school community.

In the sporting arena, the school again enjoyed success at multiple levels. Highlights included students progressing to regional finals in swimming, competing in divisional finals for cross country, and the girls' basketball team advancing to the regional finals. These accomplishments reflect both student dedication and the strength of our physical education and sporting programs.

Fundraising efforts were also highly successful. Funds accumulated over recent years were strategically invested in new sports uniforms, additional iPads to support teaching and learning, and aesthetic improvements including fresh paintwork and line marking on the asphalt, enhancing both learning environments and play spaces.

Students in Years 3/4 and 5/6 participated in their respective three-day camping programs, which provided rich opportunities for outdoor education, adventure activities and team building. These experiences fostered independence, resilience and collaboration, while strengthening peer relationships and connections with teachers in a different learning context. For many students, camp represented a significant milestone in building confidence and stepping beyond their comfort zones.

In Term 4, Sunbury West undertook its four-year School Review process, evaluating progress against the 2021–2025 Strategic Plan and identifying future directions. The review included classroom observations, panel focus groups with staff, students and parents, and rigorous panel discussions. Following this comprehensive process, new goals, targets and key improvement strategies were established, culminating in the finalisation of the 2025–2029 Strategic Plan.

Financial performance

The 2025 annual result confirms the school remains in a strong financial position, with an operating surplus of \$276,150. The 2025 Student Resource Package (SRP) reconciliation reflects a surplus of \$132,924.

These funds enable the continued employment of a Learning Specialist and a 0.5 FTE Mental Health in Schools Leader, strengthening both instructional practice and student wellbeing across the school. The school will also maintain designated Specialist teachers in the areas of Art, Japanese, STEM and Physical Education to ensure a comprehensive and high-quality curriculum.

In 2025, the school introduced new interschool sports uniforms, installed colourful pavement markings and games in the yard using FOSW-raised funds, and automated the car park gates to enhance safety and operational efficiency.

While the kitchen garden project was not able to proceed in 2025, it remains a priority initiative and is scheduled for implementation in April 2026.

It is also important to note that the school anticipates incurring costs of approximately \$60,000 to reinstate cabinetry and flooring in the Japanese room and cleaners' cupboard following significant water damage.

**For more detailed information regarding our school please visit our website at
<https://www.sunburywestps.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 236 students were enrolled at this school in 2025, 120 female and 116 male. 3% had English as an additional language and 5% 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 - 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	77.4%	
	Similar schools	82.6%	
	State	82.0%	

School Staff Survey


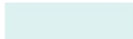


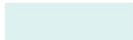

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	80.3%	
	Similar schools	77.7%	
	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	84.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	81.6%	
	Similar schools	84.5%	
	State	84.2%	

NAPLAN

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


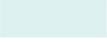




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	52.8%	58.0%
	Similar schools	68.9%	67.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	58.3%	67.9%
	Similar schools	70.7%	71.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	42.9%	44.8%
	Similar schools	64.3%	64.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	70.8%	66.2%
	Similar schools	65.1%	64.5%
	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	87.5%	
	Similar schools	71.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	87.5%	
	Similar schools	68.9%	
	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	79.3%		78.8%
	Similar schools	77.8%		77.1%
	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	79.6%		81.2%
	Similar schools	79.2%		77.4%
	State	76.4%		75.8%

ENGAGEMENT


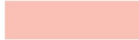





Average absence days per student

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	18.7	21.0
	Similar schools	21.8	22.2
	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	92.8%	
Year 2	School	92.3%	
Year 3	School	91.2%	
Year 4	School	87.4%	
Year 5	School	88.6%	
Year 6	School	88.9%	

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	\$2,750,018
Government Provided DET Grants	\$350,920
Government Grants Commonwealth	\$2,263
Government Grants State	\$0
Revenue Other	\$39,579
Locally Raised Funds	\$225,651
Capital Grants	\$0
Total Operating Revenue	\$3,368,431

Equity	Actual
Equity (Social Disadvantage)	\$59,647
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$59,647

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

Expenditure	Actual
Student Resource Package ¹	\$2,568,778
Adjustments	\$0
Books & Publications	\$125
Camps/Excursions/Activities	\$77,538
Communication Costs	\$2,766
Consumables	\$41,053
Miscellaneous Expenses ²	\$9,277
Agency Staff	\$0
Professional Development	\$6,198
Equipment/Maintenance/Hire	\$42,660
Property Services	\$67,521
Salaries & Allowances ³	\$156,835
Support Services	\$46,258

Expenditure	Actual
Trading & Fundraising	\$45,567
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,503
Total Operating Expenditure	\$3,090,080
Net Operating Surplus/-Deficit	\$278,351
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	\$655,209
Official Account	\$2,953
Other Accounts	\$6,848
Total Funds Available	\$665,011

Financial Commitments	Actual
Operating Reserve	\$86,884
Other Recurrent Expenditure	(\$617)
Provision Accounts	\$0
Funds Received in Advance	\$25,607
School Based Programs	\$32,607
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$32,820
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$19,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$196,300

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.