2025 Annual Report to the School Community

School Name: Strathmore North Primary School (4821)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 01 April 2026 at 10:02 AM by Nicole Dimarco (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 01 April 2026 at 10:03 AM by Nicole Dimarco (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

Strathmore North Primary School is located on the outer boundary of the Moonee Valley City Council and was established in 1961 beside the scenic Moonee Ponds Creek. Positioned around 10 kilometres north-west of Melbourne's CBD, the school sits within a thriving residential community that is rich in local sporting clubs and community connections. Our enduring vision is to empower every student to learn, succeed, and become positive contributors within their communities. With a strong sense of pride and a reputation for high-quality education, the school continues to attract a large number of enrolment enquiries from families seeking exceptional learning opportunities for their children.

At Strathmore North Primary School, we are committed to supporting students' academic, social, emotional, physical and creative development so that each child can achieve their full potential. Our school culture is grounded in high expectations and strong relationships that nurture curiosity, perseverance and confidence. We believe every student is capable of learning and we remain focused on strategic initiatives that enhance and support each child's educational journey.

In 2025, our enrolment stabilised at 638 students. Our school community reflected a diverse socio-economic profile with relatively low levels of socio-educational disadvantage. Importantly, 51 per cent of our students came from culturally diverse backgrounds, contributing to a rich and inclusive learning environment that celebrates a wide range of perspectives. We value this diversity and acknowledge the importance of embedding Aboriginal and Torres Strait Islander perspectives within our learning. Strong partnerships with local preschools supported smooth transitions for our Foundation students into school life, while most of our Year 6 students continued their education at Strathmore Secondary College and other local Catholic and independent secondary schools.

Strathmore North Primary School remained firmly committed to delivering high-quality learning in a safe, inclusive and engaging environment. During 2025, we embedded our new school values - Be Respectful, Be Responsible, Be Kind and Be Brave through our school motto: "Making Our Values Visible". Embedding these values occurred through our implementation of School Wide Positive Behaviour Supports (SWPBS) and our Wellbeing programs. Our School Council continued to play an important role in strengthening partnerships between students, families, carers and staff. Together, we maintained a strong focus on learning while continuing to enhance opportunities for students. Our curriculum aligns with the Victorian Curriculum 2.0 and is designed to develop both deep knowledge and practical understanding across key learning areas.

Throughout 2025, the school maintained a strong focus on academic achievement, particularly in English and Mathematics, resulting in improved student outcomes. Learning was further enhanced through our Bring Your Own Device (BYOD) program, which provides iPads for students in Years 3–6, while Foundation to Year 2 students access shared digital learning technologies within classrooms. Our specialised programs in Science, STEM, Physical Education, Japanese and The Arts also continued to enrich the curriculum, offering engaging and varied learning experiences for all students.

Students were organised into 28 classes, creating a vibrant learning environment that supports both academic progress and personal development for all students. With an average class size of

24 students, teachers were able to provide targeted support and guidance to help every learner succeed both academically and socially.

In 2025, our staff team consisted of 53.66 equivalent full-time members, including four Principal Class staff, two Learning Specialists, 33.8 teaching staff and 13.86 Education Support staff. We remained committed to inclusion and student wellbeing through a range of support programs led by our Student Wellbeing Officer. To further strengthen this work, a Mental Health and Wellbeing Leader was appointed, working alongside the Wellbeing Officer to support the social and emotional needs of our students and contribute to a safe, supportive school environment.

Guided by our Annual Implementation Plan (AIP), our leadership team, staff and families worked collaboratively toward achieving our improvement priorities. Using the Department of Education's Framework for Improving School Outcomes (FISO 2.0) Improvement Cycle, we regularly reviewed progress and reflected on our practices to ensure continued improvement. Through Professional Learning Communities, teachers worked together to explore effective teaching strategies, analyse student learning data and adjust instruction to meet the needs of all learners. Our leadership structure promotes a culture of continuous professional growth and supports the development of highly capable teaching and support staff. When appointing new staff members, we seek individuals who value collaboration, reflection and a strong commitment to student-centred learning.

In 2025, we were proud to once again be recognised by the Department as a High Achieving School - a distinction we have held since 2019. This recognition reflects our ongoing commitment to educational excellence and our contribution to strengthening the broader education community.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Strathmore North Primary School, we are dedicated to creating a dynamic and inclusive environment that supports every student to achieve their best. We recognise that when students are actively involved in their learning, they build confidence, develop curiosity, and foster a lasting enthusiasm for education. Our comprehensive curriculum is designed to support individual strengths while encouraging high levels of academic success.

Throughout 2025, English and Mathematics remained key priorities, aligned with our School Strategic Plan. Teacher judgements demonstrated strong levels of achievement, with student outcomes consistently above network and similar school benchmarks. Highlights included:

• Reading: 96% of students achieved at or above the expected standard (similar schools: 94%, network: 91%, state: 86%).
• Writing: 92% of students achieved at or above the expected standard (similar schools: 91%, network: 86%, state: 81%).
• Numeracy: 90% of students achieved at or above the expected standard (similar schools: 93%, network: 88%, state: 84%).

These results reflect our sustained focus on excellence in foundational learning areas.

All students supported through the Program for Students with a Disability or Disability Inclusion funding successfully achieved or surpassed their personalised learning targets.

A standout achievement in 2025 was the outstanding performance of our Year 5 students in NAPLAN. Across all domains, a significant proportion of students achieved in the Exceeding or Strong proficiency levels, well above comparable schools and network averages. Key results included:
• Year 5 Reading: 90% of students in top proficiency bands (similar schools: 89%, network: 80%, state: 74%).
• Year 5 Writing: 96% of students in top bands (similar schools: 87%, network: 79%, state: 72%).
• Year 5 Spelling: 90% of students in top bands (similar schools: 83%, network: 76%, state: 68%).
• Grammar and Punctuation: 89% of students in top bands (similar schools: 82%, network: 73%, state: 64%).
• Numeracy: 97% of students in top bands (similar schools: 88%, network: 78%, state: 69%).

Throughout 2025 to continue our commitment to providing high quality education to all students, staff engaged in ongoing Professional Learning aligned with the Victorian Teaching and Learning Model (VTLM 2.0) which built staff knowledge around the Elements of Learning, supported by the cognitive science of how students learn. Through this ongoing Professional Learning, teachers enhanced their practice through the implementation of consistent school-wide Engagement Norms.

Our focus on continuous improvement was strengthened through Professional Learning Communities (PLCs), where staff engaged in ongoing analysis of student data, collaborative assessment practices, and targeted lesson design. Guided by our PLC Pedagogical Model, teams followed a structured inquiry approach to evaluate their impact and refine teaching strategies to meet diverse learning needs.

To enhance student outcomes, we continued to deliver small-group intervention programs alongside the Department's Tutor Learning Initiative. More than 91 students accessed this additional support during the year, with an average of 23 students participating each term. Evidence-based programs such as MiniLit and MacqLit, which emphasise systematic synthetic phonics, remained central to supporting students identified through data-informed processes.

The strong collaboration between staff, students, and families continued to underpin our success in 2025. This shared commitment to learning ensured that every student was supported to make meaningful progress. We are extremely proud of our students' accomplishments and the ongoing support of our school community.

Looking ahead to 2026, we embrace our new motto: 'Embracing Challenge! "We don't quit, 'cause we've got grit!"' We are excited for another year of growth, learning, and collective achievement.

Wellbeing

Throughout 2025, Strathmore North Primary School remained deeply committed to fostering a safe, supportive, and inclusive environment where every student is valued and empowered to thrive. With student wellbeing at the heart of all school practices, a whole-school approach was embraced to promote positive relationships, strengthen engagement, and support the diverse needs of our community. This collective focus has enabled the school to build a strong culture of

respect, responsibility, kindness, and bravery, ensuring that all students are equipped with the social and emotional skills necessary for both learning and life.

One of our Wellbeing highlights for 2025 was the implementation of School Wide Positive Behaviour Supports (SWPBS) with a focus on Tier 1 Foundations. This work was underpinned by our four school values - Be Respectful, Be Responsible, Be Kind and Be Brave and reinforced through our school motto: "Making Our Values Visible". The key work in this area included clarifying expected behaviours for students through the development of our Expected Behaviours Matrix. Our students are explicitly taught these expected behaviours. We refined our processes in both responding to inappropriate behaviour and acknowledging desired behaviours to build school-wide consistency. Students were consulted and contributed to establish our four new school mascots, representing our school values: Warrin the Respectful Lorikeet, Karraly the Responsible Kookuburra, Kirrip the Kind Galah and Bunjil the Brave Eagle who were all named to acknowledge the Wurundjeri Woi Wurrung people who are the traditional custodians of the land on which our school sits. Students were also eager to participate in a creative writing mascot competition to develop the origin stories of our mascots. Strathmore North Primary School was acknowledged for effective implementation of Tier 1 foundations by receiving the SWPBS Bronze Award for 2025.

Programs across the school were underpinned by an ongoing emphasis on resilience, empathy, mental health, and social-emotional development. Initiatives such as The Resilience Project, Respectful Relationships, and the Start-up program further supported the creation of positive classroom environments and promoted a growth mindset. Our established welfare structures ensured student needs were addressed promptly and effectively. Through the use of Compass for welfare tracking, staff were able to access important information and provide proactive support. The full-time Welfare and Child Safety Officer continued to play a vital role in coordinating services, managing behaviour support strategies, and assisting families to access appropriate resources.

In 2025, the school maintained its participation in the Victorian Government's Mental Health in Primary Schools (MHiPS) initiative, with a dedicated Mental Health and Wellbeing Leader. This role focuses on implementing a whole-school approach to mental health and wellbeing for students, staff, and families. The Leader provided targeted support for students, including facilitating Social Stencil groups to build social and communication skills in a structured environment. The school also completed its transition to the Department of Education's Disability Inclusion model, enhancing processes for identifying and supporting students with diverse learning and wellbeing needs. This shift has strengthened collaboration with families to ensure support is tailored to each student.

Student leadership and voice remained key priorities. School Captains participated in mentoring, and the Junior School Council continued to lead initiatives that enriched school life. This focus was reflected in the Attitudes to School Survey (Years 4–6), where 93% of students gave positive endorsement for Student Voice and Agency - well above similar schools (68%). Additional positive results included:

- Emotional awareness and regulation: 89% (similar schools 76%)
- Managing bullying: 96% (similar schools 78%)
- Sense of connectedness: 94% (similar schools 80%)
- Stimulated learning: 95% (similar schools 80%)

Survey results also demonstrated a strong sense of support among students, with 97% indicating they had a trusted advocate at school—above state (87%), similar school (86%), and network (88%) averages. In relation to bullying, 96% of students reported positive experiences, again surpassing state (76%), network (76%), and similar school (78%) results.

Family engagement remained a priority, as reflected in the Parent Opinion Survey, which recorded an 86% satisfaction rate. Open communication and ongoing consultation supported strong partnerships between home and school. School Pride and Confidence was rated at 87%, exceeding similar schools (81%), network schools (79%), and the state average (82%). Partnerships with The Resilience Project and Respectful Relationships continued to provide families with access to seminars, webinars, and wellbeing resources through the school newsletter.

The School Staff Survey highlighted a highly engaged and collaborative staff culture. All staff (100%) reported a shared responsibility for student success, exceeding similar schools (90%), network schools (92%), and the state (89%). Particularly strong results were recorded in cultural and instructional leadership. Cultural leadership was rated at 94% (similar schools 75%, network 80%, state 80%), while instructional leadership reached 98% (similar schools 77%, network 81%, state 81%).

The continued dedication of staff, students, and families to fostering a respectful, inclusive, and supportive environment remains a defining strength of the school community. This shared commitment to student wellbeing and engagement ensures that every child feels safe, supported, and empowered throughout their learning journey.

Engagement

In 2025, Strathmore North Primary School continued to strengthen its culture of inclusivity, respect, and collaboration. Our commitment to fostering a positive and supportive learning environment was reflected in the Department's annual surveys, with feedback from students, parents, and staff highlighting the strong sense of connection across our school community.

A wide range of programs and initiatives supported student engagement and wellbeing throughout the year. A significant emphasis was placed on implementing the SNPS Reconciliation Action Plan, reaffirming our commitment to fostering a culturally inclusive environment, strengthening relationships with Aboriginal and Torres Strait Islander communities, and embedding reconciliation into our values, curriculum, and daily practices. This commitment was reflected in outstanding Attitudes to School Survey results, with Sense of Connectedness reaching 94% which was well above similar schools (80%), as well as network (78%) and state (77%) averages. These outcomes reinforce our focus on ensuring every student feels culturally safe, supported, and engaged in their learning.

Our staff remained dedicated to continuous professional growth, refining their practice through collaboration and evidence-based strategies. This commitment was evident in the School Staff Opinion Survey, where the measure "Seeks feedback to improve practice" achieved an impressive 84%, significantly exceeding similar schools (68%), network schools (71%), and the state average (70%).

Students demonstrated increasing independence and enthusiasm for learning, supported by strong partnerships between families and staff. In alignment with our School Strategic Plan, the School Council played a key role in guiding the school's direction and strengthening community connections. Throughout 2025, Council members worked collaboratively to support key initiatives and provide strategic oversight. Sub-committees, including Finance and Community Engagement

and Fundraising, actively contributed to school priorities, fostering meaningful parent involvement through events, forums, and community partnerships.

Our curriculum remained broad and engaging, with specialist programs in Physical Education, Science, Technology, Japanese, and The Arts. Students participated in a variety of enriching experiences, including camps for Years 3 to 6, a structured swimming program, and inter-school sports competitions, with teams achieving success at regional and state levels. The 2025 motto, “Making our Values Visible,” was brought to life through our implementation of School Wide Positive Behaviour Support. Across the school, students participated in a rich program of excursions and incursions, including whole-school activities such as Footsteps workshops and performances by The Flying Bookworm Theatre Company. Year 6 students marked the end of their primary school journey with a formal graduation ceremony and a special celebration at Windy Hill. Comprehensive transition programs supported students moving into Foundation and Secondary College, ensuring a smooth and confident start. Student enrichment clubs continued to thrive, catering to the diverse interests of students. The annual end-of-year concert and Art Show showcased student talent and both whole school events were warmly embraced by the community.

Maintaining strong attendance remained a priority, with an average rate of 90.9% across all year levels. Proactive monitoring processes were implemented throughout the year, supported by our Attendance Officer and the Compass communication system to ensure timely follow-up of unexplained absences. The message “Every Day Counts” was consistently reinforced through newsletters and assemblies, while school leadership actively encouraged punctuality by welcoming students each morning.

In 2025, students approached their learning with optimism, resilience, and a strong sense of engagement. The collective efforts of students, staff, and families continued to foster a school environment where every child is supported to achieve their full potential.

Financial performance

In 2025, Strathmore North Primary School maintained a stable financial position, ensuring resources were allocated effectively to support student learning and key school priorities. Financial decisions were aligned with the School Strategic Plan and Annual Implementation Plan, with the School Council Finance Sub-Committee meeting prior to each School Council session to review financial reports and ensure transparency and accountability.

The school received family support, with voluntary parent contributions reaching 53.30%. These contributions played a role in funding key programs, student book packs, and enhancements to facilities, furniture, and learning resources. Fundraising efforts throughout the year directly supported the completion of a student playground and yard upgrades, highlighting the community’s ongoing commitment to improving the school environment. Increasing enrolment numbers further demonstrated confidence in the school’s direction and values.

In 2025, Equity Funding of $31,251.20 was primarily directed towards additional staffing, strengthening intervention programs that support student learning. Ongoing partnerships with Bendigo Bank provided valuable funding for initiatives such as the Year 6 Excellence Awards and School Community Hardship Support, helping ensure all students could access enriching educational opportunities.

While the year concluded with a surplus, a substantial portion of these funds has been allocated for expenditure in 2026. The Funds in Advance of $318,015.20 include government School Saving Bonus allocations, as well as CSEF funding and parent credits.

For more detailed information regarding our school please visit our website at https://www.snps.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 623 students were enrolled at this school in 2025, 298 female and 325 male. 34% had English as an additional language and NDA 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**	**86.0%**
	Similar schools	80.0%
	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**	**89.4%**
	Similar schools	79.1%
	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**	**95.1%**
	Similar schools	93.8%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**90.5%**
	Similar schools	92.7%
	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**	**84.2%**	**83.8%**
	Similar schools	84.7%	84.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**90.0%**	**91.0%**
	Similar schools	88.7%	88.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**80.6%**	**83.3%**
	Similar schools	83.2%	83.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**96.6%**	**91.2%**
	Similar schools	87.7%	86.2%
	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**	**83.7%**
	Similar schools	80.7%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**92.7%**
	Similar schools	82.8%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**93.7%**		**93.3%**
	Similar schools	79.8%		79.3%
	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**	**95.8%**		**95.1%**
	Similar schools	77.8%		76.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**17.9**	**17.6**
	Similar schools	17.6	18.4
	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**	**94.0%**	
Year 1	**School**	**91.7%**	
Year 2	**School**	**92.0%**	
Year 3	**School**	**89.6%**	
Year 4	**School**	**91.9%**	
Year 5	**School**	**89.1%**	
Year 6	**School**	**88.8%**	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$6,430,285
Government Provided DET Grants	$702,339
Government Grants Commonwealth	$8,818
Government Grants State	$0
Revenue Other	$25,648
Locally Raised Funds	$587,669
Capital Grants	$0
Total Operating Revenue	**$7,754,759**

Equity	Actual
Equity (Social Disadvantage)	$31,251
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$31,251**

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

Expenditure	Actual
Student Resource Package[1]	$6,540,866
Adjustments	$0
Books & Publications	$6,744
Camps/Excursions/Activities	$197,239
Communication Costs	$5,388
Consumables	$218,924
Miscellaneous Expenses[2]	$22,119
Agency Staff	$372,013
Professional Development	$24,710
Equipment/Maintenance/Hire	$60,725
Property Services	$203,332
Salaries & Allowances[3]	$361
Support Services	$27,699

Expenditure	Actual
Trading & Fundraising	$16,632
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$68,871
Total Operating Expenditure	**$7,765,625**
Net Operating Surplus/-Deficit	**($10,866)**
Asset Acquisitions	**$27,240**

[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	$510,051
Official Account	$35,186
Other Accounts	$0
Total Funds Available	**$545,236**

Financial Commitments	Actual
Operating Reserve	$204,127
Other Recurrent Expenditure	$5,772
Provision Accounts	$0
Funds Received in Advance	$93,424
School Based Programs	$34,127
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$15,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$185,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$537,449**

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.