

2025 Annual Report to the School Community

School Name: Narre Warren North Primary School (1901)



- 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 05 March 2026 at 02:33 PM by Connie Vandervoort (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 12 March 2026 at 10:53 AM by Connie Vandervoort (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

A total of 337 students were enrolled at this school in 2025, 161 female and 176 male. The school was organised into 14 classrooms. 11% had English as an additional language and less than 10 students were Aboriginal or Torres Strait Islander.

The school operates as a supportive learning community where students are encouraged to take responsibility for their learning and are motivated and challenged to achieve their personal best. Guided by the school motto, *'We Can'*, Narre Warren North Primary School is committed to ensuring every child reaches their full potential. The school values of Honesty, Persistence, Resilience, Respect and Responsibility underpin all aspects of school life. Our vision remains focused on preparing students to be active, engaged and responsible citizens who are equipped to thrive in a dynamic 21st-century world where creativity, adaptability, collaboration and connectedness are essential.

In 2025, Narre Warren North Primary School continued to provide high-quality educational opportunities for all students through a broad range of learning experiences, community events and whole-school programs. Our annual key events, including Show Day and Special Person celebrations for mothers, fathers, grandparents and other key carers, remained highlights of the school calendar. In 2025, these events were extended beyond the junior school to include students across all year levels, further strengthening whole-school connections and community engagement. Additional whole-school events included the School Production and a comprehensive sporting program encompassing House Athletics, Cross Country and the Swimming Program. These events provided students with opportunities to develop confidence, teamwork and school pride while celebrating individual strengths and achievements.

Literacy and Numeracy continued to be key priorities across all year levels. Phonics instruction remained a core component of the literacy program from Prep to Grade 3, supporting strong foundations in early reading. Inquiry Learning continued to be highly valued, with a consultant engaged in 2025 to further support and strengthen whole-school understanding and implementation of high-quality inquiry practices. This work supported consistency of approach and enhanced teacher capacity to design engaging, purposeful learning experiences.

Digital technologies continued to support teaching and learning across the school. The BYOD Chromebook program remained embedded in the upper years, with 1:1 device access maintained for students in Grades 2 to 6. Prep and Grade 1 students continued to access iPads and Chromebooks to support early learning and engagement. Specialist programs were offered in Visual Arts, Physical Education, Science, STEM, Performing Arts and Languages Other Than English (Auslan). Narre Warren North Primary School continued to prioritise inclusive education, catering for all students, including Tier 2 and Tier 3 students with additional needs. Literacy intervention programs, including MiniLit and MacqLit, supported students at risk, while tutoring initiatives continued to provide targeted support. Integration aides and wellbeing support staff assisted funded students and those requiring additional support. To further strengthen wellbeing and inclusion practices, a 0.2 Acting Assistant Principal role was introduced to support Disability Inclusion processes, including the development and implementation of Disability Inclusion Profiles. This role also supported staff to refine high-quality Individual Education Plans, ensuring

personalised learning goals and adjustments were clearly documented and consistently implemented. Students working above expected levels were extended through the Victorian High-Ability Program, Gateways and internal enrichment opportunities. Student engagement remained a strong focus in 2025, with targeted strategies implemented to address key priorities identified through the PCMS. These strategies supported positive attendance, engagement and learning behaviours, contributing to improved student outcomes and wellbeing. Student wellbeing continued to be recognised as essential for effective learning. A comprehensive Social and Emotional Learning program aligned with the school values supported students' social, emotional and behavioural development. The whole-school Behaviour Management approach provided consistent expectations and a positive learning environment across all classrooms. Mindfulness and Ready to Learn practices remained embedded throughout the school day. Student leadership programs, including School Captains, House Captains and the Junior School Council, continued to provide opportunities for student voice, responsibility and leadership.

In 2025, Narre Warren North Primary School undertook a Strategic Review, in partnership with members of the school community and challenge partners from Chalcot Lodge Primary School and Berwick Primary School. The outcomes of this review informed the work undertaken during Semester 2 and played a key role in shaping priorities and actions within the 2026 Annual Implementation Plan.

The Pathways to Prep program continued to support preschool children and families in transitioning to school. In 2025, the program was enhanced through the introduction of two 'Meet and Greet' sessions and two additional transition sessions, strengthening early connections with students and families and supporting a smooth and positive start to school.

Narre Warren North Primary School was supported by 20 equivalent full-time staff, including 3 Principal Class staff, 21 teachers and 12 Education Support staff. Staff continued to work collaboratively to support student learning, wellbeing and engagement across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Narre Warren North Primary School, a strong culture of evidence-informed practice underpins teaching and learning. Teachers work collaboratively within our Professional Learning Community (PLC) structures to systematically collect, analyse and reflect on a wide range of assessment data. This ongoing cycle of monitoring student progress enables staff to make precise instructional decisions, ensuring teaching is responsive and targeted. Data is examined at the whole-school, cohort and individual level, allowing teachers to differentiate learning experiences and provide timely support or extension for students based on their specific needs. Driven by a shared commitment to high expectations and continuous improvement, staff use data to identify learning priorities, set clear goals, track progress and evaluate the impact of their practice, ensuring every student is supported to achieve their full potential.

At Narre Warren North Primary School, student achievement outcomes continue to reflect strong and consistent performance. School-based data shows that students made positive learning

growth across key areas, while also providing valuable insights to inform targeted improvement priorities for teaching and learning in 2026. Teacher judgements indicate that student achievement in both English and Mathematics exceeded that of similar schools and remained above the State average. These results highlight the effectiveness of current instructional practices, while reinforcing the school's commitment to using evidence to drive ongoing improvement and maximise student learning outcomes.

TEACHER JUDGEMENTS

Our data indicates in both Grades 3 and 5, our teacher judgements are higher than state and similar schools, with more than 95% of students achieving at or above expected results in Literacy and Numeracy.

NAPLAN

Grade 3 NAPLAN results of students indicate that as a school we are above the state but below similar schools for Literacy and Numeracy. The Grade 5 NAPLAN results of student indicate that as a school we about the state and similar schools in both Literacy and Numeracy. Our relative growth in Reading Grade 3 to Grade 5 is below both state and similar schools in Reading, however is above both state and similar schools in Numeracy. This data alongside that collected from other avenues throughout the year have enabled us to highlight key areas for success and those that would benefit from review and refinement.

The 2025 Annual Implementation Plan focused on:

In 2025, our school maintained a strong focus on improving student outcomes in Literacy and Numeracy. Staff worked collaboratively in Professional Learning Communities (PLCs) to analyse student data, plan differentiated learning and ensure teaching was responsive to individual student needs. We strengthened our Writing approach through continued implementation of The Writing Revolution and the Gradual Release of Responsibility model, while refining our phonics program in Prep–Year 3 to align with the Victorian Curriculum 2.0 and Science of Learning approaches. The Assistant Principal and Learning Specialist trained in the Orton-Gillingham approach to further support Phonics learning in the junior school. In Mathematics, teachers worked with external expertise to design engaging, differentiated lessons and began developing consistent Common Assessment Tasks to better track student progress. Intervention programs such as MiniLit Sage, MacqLit, Bond Blocks and targeted TLI groups supported students at their point of need, while extension opportunities ensured challenge for high-achieving learners. Through coaching, Teaching Sprints, classroom observations and responsive teaching strategies, we continued to build teacher capacity and ensure every student understands what they are learning and what their next steps are. Information Communication Technologies (ICT) was integrated across all areas of the curriculum.

In 2026 the Student Learning focus will be further supported by:

- The development of scope and sequences in Literacy and Mathematics within the Victorian Curriculum 2.0.
- The Implementation of Orton-Gillingham approach in Phonics instruction in Grades Prep to 3 and refinement of Spelling Mastery in Grades 3 to 6.
- Refine documentation of Learning Instructional Model in Literacy and Mathematics
- Reviewing, updating and implementing an effective assessment schedule.

- Continuing to build the capacity of staff to implement the VTLM 2.0 and HITs.
- Conducting professional learning on Practices 6, 7 and 8 of the PCMS to support the planning and delivery of targeted learning tasks.

Wellbeing

At Narre Warren North Primary School, student wellbeing remains a central priority and is supported through a comprehensive range of programs designed to foster connection, engagement and positive mental health. The presence of a 0.2 Assistant Principal for Wellbeing alongside the Mental Health and Wellbeing leader ensures a coordinated and strategic approach to student wellbeing, with clear protocols and targeted supports in place to meet the diverse needs of students. Strong, respectful relationships between teachers and students are actively nurtured, forming the foundation of a proactive, whole-school approach to wellbeing. The school also works collaboratively with external agencies to ensure timely access to additional services when required.

Students are empowered to take responsibility for their social interactions through explicit teaching and consistent practices across the school. In 2025, a strong focus was placed on developing social and emotional competencies, with programs such as Circle Time, Ready to Learn, Respectful Relationships, positive mindset strategies and Bonus Play embedded into classroom practice. A consistent, whole-school approach to behaviour management continued to be refined and implemented, supporting a safe, inclusive and supportive learning environment for all students.

The 2025 Annual Implementation Plan focused on:

Improving student resilience and wellbeing within an inclusive learning environment remained a key priority in 2025. We strengthened our whole-school approach by embedding Social and Emotional Learning through Respectful Relationships, Bounce Back, Play is the Way and targeted mental health programs. Our Mental Health and Wellbeing Leader provided professional learning for staff and direct support for students, while small group and individual interventions were introduced for students identified as at risk. Positive Classroom Management Strategies were implemented across the school to promote calm, orderly learning environments. We strengthened our Disability Inclusion Profile (DIP) processes, Individual Education Plans (IEPs) and Student Support Group (SSG) procedures to ensure adjustments and supports are clearly documented and consistently implemented. Narre Warren North PS engaged in the Psychs in School program during Semester 2 with 10 students benefitting from attending regular sessions. Feedback from families was highly positive and supported the school's decision to continue the partnership into 2026. Attendance continues to be closely monitored, and data from the Attitudes to School Survey is used to inform ongoing improvement. We have continued to follow the school's refined Attendance policy to ensure absences are followed up and monitored. Through these initiatives, we continue to build a culture where students feel supported, included and connected. This is reflected in our AToS results in Managing Bullying being above the state and similar schools and Sense of Connectedness being closer aligned to state and similar schools in 2025 compared to the previous year's trends.

In 2026 student wellbeing will be further supported by:

- The implementation of the Berry Street Educational Model (BSEM).

- Reviewing and refining current wellbeing programs and school routines.
- Refining processes surrounding community communication around wellbeing.
- Conducting professional learning to support staff to implement Practices 1 to 5 of the PCMS.
- Building teacher capacity to understand the multi-tiered systems of support used at NWNPS.
- Building teacher capacity to understand strategies and processes to support inclusion and the Disability Inclusion Process.

Engagement

Student engagement was strengthened through a continued focus on inquiry-based learning and student voice. With the support of an Inquiry consultant, staff deepened their understanding of how to design authentic, real-life learning tasks that promote curiosity, collaboration and agency. Students are increasingly involved in decision-making about their learning and are supported to articulate their progress using engagement continuums and feedback processes. Teaching Sprints and Responsive Teaching strategies such as “Spot the Mistake” and “Say It Again Better” have enhanced classroom interaction and active participation. Student voice is further amplified through regular student focus groups (SPAG), providing valuable feedback on learning, wellbeing and school improvement initiatives. We also increased communication with families about learning programs, assessment practices and wellbeing supports to strengthen the partnership between school and home.

Our Student Leadership Program continues to provide rich and authentic leadership opportunities for our students. Students in Grades 5 and 6 are invited to apply for more than 30 formal leadership positions, enabling them to develop responsibility, initiative and service to the school community. Students in Grades 3 to 6 have the opportunity to serve as Junior School Council representatives, fostering student voice and active participation in school decision-making. Throughout the year, our student leaders have successfully led a wide range of whole-school and year level initiatives. Many of these activities and events are thoughtfully designed and championed by the students themselves, with guidance and support from staff. The lunchtime, student-run activities are consistently well attended by students across all age groups, reflecting strong engagement and school spirit. Our leaders also represent the school with pride and professionalism at external events, serving as outstanding ambassadors for our community.

NWNPS has continued to implement the Engagement Model as a key framework to strengthen student voice and ownership of learning. The model provides a shared language for discussing engagement and supports students to reflect on, and contribute to, their own levels of cognitive and behaviour engagement in the classroom. Staff regularly reference the model with students to build their understanding of what meaningful engagement looks like and how they can actively influence their learning experiences. In 2026, the school will further refine and embed this work, with a continued focus on deepening student self-awareness and strengthening consistent implementation across all year levels.

Narre Warren North Primary School maintained a strong student attendance record throughout 2025, with data reflecting similar levels to the state and slightly higher rates than comparable schools. All absences were consistently followed up by classroom teachers and members of the leadership team, in line with our documented procedures. Parents were contacted by teachers

regarding any unexplained absences, while the Wellbeing Leader or Assistant Principal reached out to families of students who were absent for three consecutive days. Targeted support plans were developed to assist students experiencing anxiety in attending school, and there was a noticeable decrease in lateness across the year. Most absences were attributed to extended family holidays and illness.

Financial performance

The cash balance to be carried forward into 2026 comprises funds allocated to key capital works and program priorities, including the oval space upgrade, the basketball roof project and the oval/sensory garden project. It also includes accumulated balances in the Building and Library Funds, together with residual Student Resource Package (SRP) allocations for Swimming and Student Excellence programs.

Department grants received during the year included the Cash Grant, Camp, Sport and Excursion Fund (CSEF) and the School Saving Bonus (SSB). Credit to Cash transfers were processed for accumulated balances and surplus funds, which have been allocated to priority initiatives. Commonwealth grants received comprised Sporting Schools funding and Pre-Service Teaching Placement support. Locally raised funds continue to be generated through curriculum contributions, camps, excursions and fundraising activities such as the school production.

Revenue is also generated through the canteen licence with Bellbrook Catering and the OSHC agreement with Camp Australia, with commission income received from the school photography agreement with Advance Life and the uniform supply agreement with Beleza. Expenditure commitments include the lease of the school oval and a photocopier lease agreement with Toshiba.

**For more detailed information regarding our school please visit our website at
www.narrewarrennorthps.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 337 students were enrolled at this school in 2025, 161 female and 176 male. 11% 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	75.5%	
	Similar schools	80.7%	
	State	82.0%	

School Staff Survey


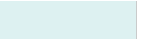




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.0%	
	Similar schools	78.4%	
	State	77.4%	

LEARNING


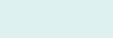


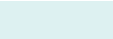







Teacher Judgement of student achievement against the Victorian Curriculum

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	95.3%	
	Similar schools	89.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	96.7%	
	Similar schools	89.0%	
	State	84.2%	

NAPLAN

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


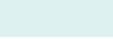


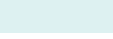

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	72.0%		75.6%
	Similar schools	74.8%		75.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	92.3%		87.0%
	Similar schools	79.7%		80.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	69.4%		74.2%
	Similar schools	73.4%		72.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	78.4%		77.2%
	Similar schools	76.5%		74.9%
	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	72.5%	
	Similar schools	74.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.0%	
	Similar schools	74.5%	
	State	74.0%	

WELLBEING

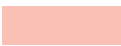


Student Attitudes to School – Sense of Connectedness

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	77.2%		72.3%
	Similar schools	77.7%		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	83.4%		71.8%
	Similar schools	77.8%		76.4%
	State	76.4%		75.8%

ENGAGEMENT



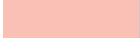




Average absence days per student

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	21.9	20.2
	Similar schools	19.8	20.1
	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	90.1%	
Year 1	School	88.8%	
Year 2	School	88.7%	
Year 3	School	89.3%	
Year 4	School	87.9%	
Year 5	School	90.6%	
Year 6	School	86.6%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$3,094,812
Government Provided DET Grants	\$939,867
Government Grants Commonwealth	\$8,268
Government Grants State	\$0
Revenue Other	\$62,135
Locally Raised Funds	\$221,067
Capital Grants	\$0
Total Operating Revenue	\$4,326,150

Equity	Actual
Equity (Social Disadvantage)	\$22,160
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$22,160

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

Expenditure	Actual
Student Resource Package ¹	\$3,281,115
Adjustments	\$0
Books & Publications	\$401
Camps/Excursions/Activities	\$116,026
Communication Costs	\$3,084
Consumables	\$57,994
Miscellaneous Expenses ²	\$12,557
Agency Staff	\$64,974
Professional Development	\$22,238
Equipment/Maintenance/Hire	\$32,952
Property Services	\$94,066

Expenditure	Actual
Salaries & Allowances ³	\$120,015
Support Services	\$27,108
Trading & Fundraising	\$15,346
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,091
Total Operating Expenditure	\$3,871,967
Net Operating Surplus/-Deficit	\$454,183
Asset Acquisitions	\$160,908

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	\$1,623,269
Official Account	\$59,160
Other Accounts	\$26,867
Total Funds Available	\$1,709,295

Financial Commitments	Actual
Operating Reserve	\$98,475
Other Recurrent Expenditure	\$18,546
Provision Accounts	\$0
Funds Received in Advance	\$26,867
School Based Programs	\$8,050
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,286,551
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,438,490

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.