

# 2025 Annual Report to the School Community

School Name: Williamstown Primary School (1183)



- 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 06 March 2026 at 12:10 PM by Mathew Montebello (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 22 April 2026 at 02:12 PM by Mathew Montebello (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

Williamstown Primary School is located in the historic bayside suburb of Williamstown, on the land of the Bunurong people, within the Hobsons Bay local government area. The school has strong ties to its community, celebrating its history while fostering a positive learning culture built on strong partnerships between the school and families. Its mission is to equip all students with the knowledge, skills and dispositions required to thrive in a complex and ever-changing world. The school's vision focuses on developing students who are responsible, happy, resilient and socially capable learners.

In 2025, Williamstown Primary School operated with 19 classes, serving students from Foundation (Prep) to Year 6. The school had a total enrolment of 460 students. While enrolments have declined over the past four years, numbers have now started to stabilise, reflecting a broader demographic trend across the Williamstown and Newport communities where there are fewer school-aged children residing locally.

Approximately 5.0% of students speak English as an Additional Language, and 2% identify as Aboriginal or Torres Strait Islander. The school's Student Family Occupation and Education (SFOE) Index is 0.1281, indicating a relatively low level of socio-educational disadvantage within the school community.

The school's staffing structure included 2.0 Principal class members, 1.0 Leading Teacher and 2.0 Learning Specialists. The school employed 4.0 specialist teachers (across five staff) and the equivalent of 25.6 full time teaching staff (Excluding Principal Class) across a range of time fractions to support teaching and learning programs. Of those teaching staff 0.8 was allocated to the Tutor Learning Support program during the year, along with up to 12 non-teaching staff, including Education Support staff (integration aides) and Educational Support Officers (administration), who play an important role in supporting student learning and school operations.

2025 marked the 2nd year of the school's Strategic Plan, with a continued emphasis on strengthening academic growth in literacy and numeracy while embedding consistent whole-school wellbeing practices. The school's Annual Implementation Plan (AIP) was framed through the theme ENGAGE, with a staff focus on deeply engaging in the work we undertake, and an annual motto of "Every Minute Counts". This work outlined the school's aspirations for teaching and learning and identified the professional learning, structures and resources required to support ongoing improvement.

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

### Learning

#### **Curriculum Planning and Implementation**

This essential curriculum guide ensures consistency in teaching practices throughout the school, equipping our staff with the tools and guidance needed to engage our students, affectionately known as “Willy Kids.” The Willy Way is rooted in research and best practices, serving as the school’s educational manual. Throughout the year the booklet was further enhanced with additional resources and updates that linked directly to the new VTLM 2.0.

#### **Teacher Professional Development**

The school’s annual Professional Development program continued to be supported through the school’s Professional Learning Pathways program for teaching staff, as well as continued active participation in Professional Learning Communities (PLCs) inquiries.

The Little Learners Love Literacy program continued to be the foundation of our P-2 literacy program, with new staff. All staff of those year levels receiving training in the program.

Tuesday Staff Professional Learning sessions had the staff deep dive into the school’s teaching and Learning Booklet in term 1. Revisit the 6+1 writing traits in terms 2 & 3 and commence work on the new VTLM 2.0 implementation in term 4. All of which are key items of the school’s strategic and annual implementation plan.

#### **Academic Achievement**

2025 saw the school take further steps to strengthening its academic performance, with the Department’s performance report rating the school at its highest level of HIGH for Learning performance, in addition to an overall performance rating of HIGH as well.

This continued improvement we believe is due to the body of work around curriculum planning and implementation which has been supported by our two curriculum leaders.

(Note: Similar schools refer to schools with comparable characteristics, such as student enrolments and socio-economic levels. These schools typically have a similar Student Family Occupation Education (SFOE) index, which measures the relative disadvantage of the school community.)

#### Year 3 NAPLAN Performance:

- Reading: 82% (WPS) – 83% (Similar Schools) – 69% (State)
- Writing: 86% (WPS) – 89% (Similar Schools) – 79% (State)
- Numeracy: 84% (WPS) – 82% (Similar Schools) – 66% (State)
- Spelling: 81% (WPS) – 71% (Similar Schools) – 63% (State)
- Grammar & Punctuation: 74% (WPS) – 71% (Similar Schools) – 57% (State)

#### Year 5 NAPLAN Performance:

- Reading: 90% (WPS) – 88% (Similar Schools) – 74% (State)
- Writing: 91% (WPS) – 83% (Similar Schools) – 72% (State)
- Numeracy: 81% (WPS) – 83% (Similar Schools) – 69% (State)
- Spelling: 81% (WPS) – 76% (Similar Schools) – 68% (State)
- Grammar & Punctuation: 85% (WPS) – 80% (Similar Schools) – 64% (State)

## Wellbeing

Student wellbeing remains a central priority at Williamstown Primary School, with a continued focus on strengthening student voice, agency, and support structures to ensure every student feels safe, connected and supported at school.

In 2025 the school further strengthened its wellbeing framework through the implementation of the Stand Up Project, a student-led initiative designed to empower students to actively support each other and promote a culture of respect, inclusion and courage. The Stand Up Project encourages students to recognise situations where others may need support and to take positive action. Through structured lessons, leadership opportunities and whole-school messaging, the program reinforces our expectation that all *Willy Kids* play a role in creating a safe and supportive school environment.

To further enhance the school's capacity to support student wellbeing, an additional day was allocated to the Mental Health and Wellbeing Leader, increasing the role to four days per week. This additional time enabled a stronger whole-school focus on proactive wellbeing support, increased collaboration with teaching teams, and the expansion of targeted student programs.

A key outcome of this increased capacity was the implementation of the Seasons for Growth program, a small-group program designed to support students experiencing change, loss or significant life events. The program provides students with strategies to understand and manage emotions, build resilience and strengthen connections with peers and trusted adults.

The introduction of these initiatives in 2025 complemented the school's already well-established wellbeing supports and resources. Programs such as our lunchtime clubs continue to provide students with structured opportunities to connect with peers through shared interests, helping foster a strong sense of belonging across the school. In addition, the Bluestone Lounge, our dedicated sensory space, provides students with a calm and supportive environment when they require regulation or a quiet break from the busy school day. This is supported by the school's Wellbeing Hub, which acts as a central space where students can access support from wellbeing staff when needed.

Together, the implementation of the Stand Up Project and Seasons for Growth, alongside our existing wellbeing structures, has strengthened both proactive and responsive support for students. These initiatives continue to enhance student agency while ensuring that students requiring additional emotional support are identified early and supported appropriately, reinforcing Williamstown Primary School's commitment to ensuring all *Willy Kids* feel safe, valued and connected.

## Engagement

At Williamstown Primary, we are dedicated to providing a wide array of engagement opportunities for our students. Within the curriculum, teachers have planned and delivered inquiry-based lessons designed to engage students beyond traditional learning.

The school also has active student leaders through the Junior School Council (JSC) program which amplifies student voice. Through scheduled roundtable discussions, students are empowered to review and provide input on school improvement initiatives, both in the physical space and within the learning program. The senior JSC also analyzed the 2024 Student Attitude to School Survey data, gaining valuable insights to better understand the survey responses and shape future initiatives.

### Attendance

While overall student attendance at Williamstown Primary has been slightly lower than the state average, much of this is due to extended family holidays. We continue to emphasise the importance of consistent attendance and encourage families to report absences promptly via Compass to ensure students remain engaged in their learning.

#### 2025 Attendance Data:

- Students with 95% or higher attendance:  
26% (WPS) – 28% (Similar Schools) – 27% (State)
- 20 or more absent days:  
35% (WPS) – 33% (Similar Schools) – 38% (State)

#### Overall Attendance Rate:

- 90.4%

### Attitudes to School Survey

The Attitudes to School Survey, conducted with students in Years 4-6, provided valuable insights into students' sense of connection, learning engagement, and emotional wellbeing. While some challenges remain, the data continues to inform our strategies to improve the student experience and outcomes.

#### Key Survey Insights:

##### Sense of Connectedness:

- 2025 - 80% +5% Improvement
- 2024 - 75%

##### Stimulated Learning:

- 2025 76% +8% Improvement
- 2024 68%

##### Managing Bullying:

- 2025 79% +2% Improvement
- 2024 77%

#### Student Voice and Agency:

- 2025 - 64% +7 Improvement
- 2024 - 57%

#### Emotional Awareness and Regulation:

- 2025 - 81% +6 Improvement
- 2024 - 75% (WPS)

Through these insights, we remain committed to enhancing student wellbeing, engagement, and overall experience at Williamstown Primary.

### Other highlights from the school year

- **Launch of *The Willy Way Teaching and Learning Handbook***

A major whole-school milestone in 2025 was the development and launch of *The Willy Way*. This teaching and learning handbook clearly outlines the school's agreed instructional practices, learning routines, and curriculum expectations. Aligned with the Victorian Teaching and Learning Model (VTLM 2.0), it provides staff with a shared framework for lesson structure, planning, and classroom practice. The document ensures consistency across classrooms and strengthens the school's commitment to high-quality, evidence-based teaching.

2025 Principal Reflection

- **Professional Learning in the 6+1 Writing Traits**

Across Terms 2 and 3, all teaching staff participated in an extensive professional learning program centred on the 6+1 Writing Traits framework. Through workshops, collaborative planning, and reflection cycles, teachers refined their approach to writing instruction. This work strengthened staff understanding of effective writing pedagogy and improved consistency in expectations, assessment, and explicit teaching of writing skills across all year levels.

2025 Principal Reflection

- **Early Implementation of the Victorian Teaching and Learning Model (VTLM 2.0)**

Staff began the early stages of implementing VTLM 2.0, focusing on clearer lesson structure, the consistent use of learning intentions and success criteria, and strengthening classroom routines. This work will continue in coming years as the school deepens its implementation of the updated pedagogical model.

2025 Principal Reflection

- **Stand Up Project – Strengthening Student Wellbeing**

The Stand Up Project continued to build a culture of kindness, inclusion, and respect. Through targeted lessons and student-led activities, students developed practical strategies to respond to bullying and support their peers. The program has strengthened student voice, empathy, and confidence in addressing concerns within the school community.

#### 2025 Principal Reflection

- **Seasons for Growth Wellbeing Program**

The school's Mental Health and Wellbeing Leader introduced the Seasons for Growth program, supporting students to build resilience and navigate change, loss, and personal challenges. Through guided group sessions, students developed emotional literacy and coping strategies, further strengthening the school's wellbeing supports.

#### 2025 Principal Reflection

- **Seaside Fair – Celebrating Community Connection**

The 2025 Seaside Fair was a standout community event, bringing together students, families, staff, and the broader Williamstown community. Supported by an extraordinary team of volunteers and sponsors, the fair celebrated the strong partnerships that underpin the school while raising funds to support future programs and initiatives.

#### 2025 Principal Reflection

- **Major Facilities and Building Improvements**

Significant works were undertaken through the school's Planned Maintenance Program, including major roof restoration on the historic bluestone and redbrick buildings. In addition, a long-awaited refurbishment of the junior toilet block was completed through a Minor Capital Works Grant, improving facilities for students and enhancing the learning environment.

#### 2025 Principal Reflection

- **Strong Student Leadership and Voice**

The Junior School Council played an active role in school life and the wider community. Student leaders participated in assemblies, presented to School Council, supported community projects such as the Jawbone Reserve clean-up, and led school tours for prospective families. These opportunities strengthened leadership, civic responsibility, and student voice across the school.

#### 2025 Principal Reflection

Together, these initiatives reflect a year of significant progress across teaching and learning, wellbeing, facilities, and community engagement at Williamstown Primary School.

## Financial performance

Williamstown Primary School maintained a healthy financial position throughout the 2025 school year, effectively managing its budget and meeting all financial requirements. Despite facing a decline in voluntary payments for curriculum consumables, which created some budgetary pressure, the school's financial health remained strong, thanks in part to generous donations.

Donations to the ICT, Building, and General Improvement Funds were especially appreciated and played a pivotal role in enhancing school resources and supporting key projects. These contributions allowed the school to provide additional experiences and opportunities for students, such as themed events and celebrations, as well as access to essential learning tools, including digital devices.

Below is a breakdown of the contributions the school received from families in 2024:

#### Curriculum Contributions

- \$94,835 received from a possible \$137,700 (shortfall of -\$42,865) While this is a cash short fall the school still managed budget on this line item.

#### ICT

- \$10,295.

#### Building Fund

- \$14,595

#### General Improvement

- \$11,975

Additionally, the school received \$31,607 in equity funding and \$61,637 in tutor learning funding. To further enhance access to the tutor program, the school contributed additional funds, which were well received by families. However, this additional funding will not be continuing in 2026.

The school's Student Resource Package (SRP) ended the year with an annual surplus carryover of \$13,861 and a carry forward from 2024 of \$134,662. Resulting a total carry over into 2026 of \$148,523.

#### Bank Account Balances at Year-End

- Official Account: \$34,272
- Building Fund: \$65,764
- High Yield Account: \$223,706 + (\$25,002 School Saving Bonus)

#### Fundraising Efforts

The Friends of Willy raised a total of \$22,257 through various events including the Easter Raffle, Second hand uniform and Mother's Day Lunch,. Additionally, the Mother's and Father's Day Stalls raised a combined total of \$6460. And the Seaside fair raised \$72,223

In total \$100,940 was raised through school fundraising events coordinated by the school and Friends of Willy.

#### Major Expenditure in 2024

Key projects and expenditures included:

- Indigenous Resources \$7,064
- 3D Printers \$4,395
- Dell Server \$8,002
- Furniture \$7,633
- Carpeting \$6,772
- Stand Up Project \$7,500
- Solar Panels \$5781
- Casual Relief Teachers \$264,359 (\$96,174 over budget)

Through careful budgeting, strong community support, and strategic investments in school infrastructure, the financial position of Williamstown Primary remains robust, ensuring that the school can continue to provide enriching experiences for all students.

CRTs continue to be one of the school's major financial challenges as we look to prioritise replacing teachers over splitting of classes.

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


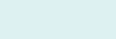

A total of 462 students were enrolled at this school in 2025, 214 female and 248 male. 5% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

### 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	91.8%	
	Similar schools	77.9%	
	State	82.0%	

### School Staff Survey

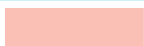
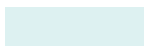


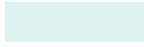

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.9%	
	Similar schools	77.5%	
	State	77.4%	

## LEARNING


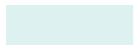


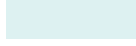


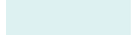




### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>89.7%</b>	
	Similar schools	93.5%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>90.2%</b>	
	Similar schools	93.6%	
	State	84.2%	

## NAPLAN

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


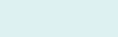


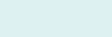

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>82.4%</b>		<b>81.8%</b>
	Similar schools	82.8%		82.0%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.1%</b>		<b>87.2%</b>
	Similar schools	87.7%		87.2%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>84.1%</b>		<b>79.1%</b>
	Similar schools	81.6%		80.8%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>80.6%</b>		<b>80.0%</b>
	Similar schools	82.8%		81.1%
	State	69.1%		68.1%

## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


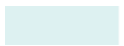

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>66.7%</b>	
	Similar schools	77.5%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.6%</b>	
	Similar schools	73.2%	
	State	74.0%	

## WELLBEING


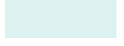

### Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>79.8%</b>		<b>75.4%</b>
	Similar schools	73.7%		74.5%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

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

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>78.7%</b>		<b>77.1%</b>
	Similar schools	72.6%		72.9%
	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	18.9	18.6
	Similar schools	18.4	18.7
	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	90.2%	
Year 3	School	90.4%	
Year 4	School	89.1%	
Year 5	School	90.0%	
Year 6	School	89.3%	

## 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	\$4,778,503
Government Provided DET Grants	\$426,720
Government Grants Commonwealth	\$10,022
Government Grants State	\$7,000
Revenue Other	\$43,501
Locally Raised Funds	\$630,622
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,896,369</b>

Equity	Actual
Equity (Social Disadvantage)	\$43,657
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$43,657</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,767,254
Adjustments	\$0
Books & Publications	\$11,100
Camps/Excursions/Activities	\$222,860
Communication Costs	\$4,673
Consumables	\$79,402
Miscellaneous Expenses <sup>2</sup>	\$62,012
Agency Staff	\$161,472
Professional Development	\$24,527
Equipment/Maintenance/Hire	\$53,109
Property Services	\$131,479
Salaries & Allowances <sup>3</sup>	\$159,122
Support Services	\$37,645

Expenditure	Actual
Trading & Fundraising	\$85,784
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,945
<b>Total Operating Expenditure</b>	<b>\$5,833,384</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$62,984</b>
<b>Asset Acquisitions</b>	<b>\$12,729</b>

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

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

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$223,707
Official Account	\$34,273
Other Accounts	\$65,765
<b>Total Funds Available</b>	<b>\$323,745</b>

Financial Commitments	Actual
Operating Reserve	\$177,688
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$91,397
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$2,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$174,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$451,085</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*