

# 2025 Annual Report to the School Community

School Name: Wattle Park Primary School (3841)



- 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 11 March 2026 at 05:09 PM by Steven Donohue (Principal)

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

Attested on 20 March 2026 at 04:17 PM by Steven Donohue (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

At Wattle Park Primary School, our vision and values guide every aspect of our learning community. Grounded in our Statement of Values and Philosophy, we embrace a forward-thinking approach inspired by the nine guiding beliefs and principles of futurist John B. Mahaffie. These principles recognise the rapidly changing nature of our world, the increasing role of technology, the importance of global citizenship and sustainability, and the need for adaptability in learning and work.

Our goal is to nurture students who embody our three core values:

- Responsibility
- Respect
- Resilience

Together, these values shape a culture of inclusion, wellbeing, and academic excellence across the school.

### School Structure and Programs

Wattle Park Primary School currently has 12 classes, including three Year 1/2 composite classes, a structure that reflects changing enrolment patterns in Melbourne's Inner East.

The school day is organised into six 50-minute learning sessions, with two breaks: a longer lunch break followed by a shorter snack break later in the day.

All students participate in a range of Specialist learning programs each week, including:

- Performing Arts
- LOTE – Chinese
- Visual Arts
- Physical Education
- Health.

Students in Years 3 and 4 also participate in the school's highly valued Kitchen Garden program, which includes:

- Garden sessions – where students grow and harvest fresh produce
- Kitchen sessions – where students prepare and share meals using the produce they have grown.

Wattle Park Primary also provides a number of extension and enrichment opportunities, including:

- Victorian High Ability Program (VHAP) for eligible Year 5 and 6 students
- Maths Olympiad, for students in Years 4–6 who demonstrate exceptional mathematical aptitude

- Art Club
- Coding club
- Instrumental Music - Music World
- Chess Club.

### **Student Demographics**

With 251 students enrolled, Wattle Park Primary School reflects a diverse and increasingly international community:

- 78 students are identified as EAL (English as an Additional Language) learners
- 70 students speak a language other than English at home
- Our community represents more than 10 countries, including China, India, Malaysia, the United Kingdom, and Afghanistan.

This diversity enriches the learning environment and supports the development of global perspectives among our students.

### **Location and Facilities**

Wattle Park Primary School is situated on 3.4 hectares of expansive green space on the edge of the Whitehorse City Council, within the North-Eastern Victoria Region. Our spacious grounds provide an environment that supports both learning and wellbeing.

The campus includes:

- Wide open grassed spaces, including a full oval
- Two playgrounds
- Two basketball courts
- Student-maintained gardens.

At Wattle Park Primary School, we are committed to fostering a dynamic, inclusive, and future-focused learning environment where every student is supported and empowered to thrive.

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

### **Learning**

In Term 2, 2025, Wattle Park Primary School undertook its four-year School Review, providing an opportunity to reflect on progress and identify priorities for future improvement. The review highlighted the school's well-structured Victorian Curriculum programs, strong collaborative planning practices, and calm, engaging classroom environments with consistent lesson structures. It also recognised the implementation of explicit instruction approaches, including Sounds Write, Spelling Mastery, and Mathematics 2.0. The panel identified the consistent implementation of the

instructional model, differentiation, and responsive teaching to ensure high expectations and strong learning growth for all students.

- **Strong NAPLAN Writing Achievement**

- Year 3 writing results (89%) achieved Strong or Exceeding proficiency in writing, which was consistent with similar schools (90%) and well above the state average (81%).
- Year 5 writing results (95%) were well above similar schools (86%) and above the state average (72%), demonstrating sustained strength in writing outcomes across the school.

- **Positive Growth in Reading Outcomes**

- Year 3 reading results showed 82% of students achieving Strong or Exceeding proficiency, which was above the state average (71%).
- Year 5 reading results were strong, with 83% of students achieving Strong or Exceeding proficiency, above the state average (78%)

- **Consistent Teacher Judgement Outcomes Across the School**

- Teacher Judgement data showed 89% of students from Foundation to Year 6 achieving at or above age expected level in reading and viewing, which is above the state average (79%).
- Writing outcomes (89%) were also above the state average (78%), reflecting a very strong literacy achievement across the school.

- **Strong NAPLAN Numeracy Achievement**

- In 2025, 81% of Year 3 students achieved Strong or Exceeding proficiency in numeracy, significantly above the state average of (66%)
- Year 5 numeracy results were strong, with 85% of students achieving Strong or Exceeding proficiency significantly above the state average (69%).

- **Positive Growth in Middle Years Numeracy**

- 84% of Year 5 students demonstrated high relative growth in numeracy, which was above similar schools (80%) reflecting the impact of targeted teaching and learning strategies.

- **Consistent Mathematics Achievement Across the School**

- Teacher Judgement data indicated that 83% of students from Foundation to Year 6 achieved at or above age expected level in Mathematics 2.0 in 2025.
- Teacher Judgement outcomes were closely aligned with NAPLAN numeracy results in Years 3 and 5, suggesting strong consistency between classroom assessment and external measures.

The school continues to focus on strengthening the use of student data and formative assessment to accelerate outcomes for all learners, including students requiring additional support and those capable of high achievement.

## Wellbeing

In 2025, Wattle Park Primary School also reflected on its wellbeing and engagement practices as part of the four-year School Review. The review highlighted the school's strong, positive culture, with respectful and supportive relationships evident between students, staff and families. The Respectful Relationships program is embedded within the school's Social and Emotional Learning (SEL) curriculum and taught weekly across all classes, supported by a two-week start-up program that reinforces the school's values and expectations at the beginning of each year. The panel also recognised the school's work towards implementing School-Wide Positive Behaviour Support (SWPBS) to further strengthen consistent expectations and positive behaviour across the school community.

### • Positive Student Experiences and Engagement

- Students reported strong levels of not experiencing bullying (84%) and ability to manage bullying (79%) in 2025, reflecting the school's consistent focus on respectful relationships, social-emotional learning, and proactive behaviour support programs.
- Sense of connectedness (81%) and student advocacy at school (86%) remain high, demonstrating that students feel supported, included, and able to participate actively in the school community.

### • Student Voice and Agency

- While student voice and agency decreased to 70% in 2025 from 82% in 2024, it remains a focus area, with initiatives such as differentiated learning, SEL programs, and classroom decision-making opportunities supporting increased participation and ownership of learning.

### • Respect and Inclusion

- Respect for diversity continues to be a key strength, with 78% of students reporting positive experiences in 2025, supported by SEL and inclusive practices embedded across the school.

### • Learning Environment and Emotional Wellbeing

- Although stimulated learning (78%) and emotional awareness and regulation (73%) showed slight decreases from 2024, the school continues to implement strategies to engage students meaningfully and support social-emotional development.
- These outcomes highlight the ongoing commitment to fostering safe, inclusive, and engaging learning environments where students can thrive academically and socially.

These results demonstrate the school's progress towards wellbeing goals outlined in the SSP, supporting student engagement, resilience, and a positive school culture while identifying areas for continued focus in student voice, emotional regulation, and stimulated learning.

## Engagement

In 2025, Wattle Park Primary School reflected on **student engagement** as a key focus of its four-year School Review. The analysis highlighted the school's strategies to strengthen **attendance, participation, and connection to learning**, recognising engagement as a critical enabler of both student learning and wellbeing. Students were supported to develop **voice and agency** through classroom decision-making, collaborative learning, and opportunities to contribute to school programs. Engagement was further enhanced through **extracurricular activities and school events**, fostering a sense of belonging and motivation. These initiatives demonstrate the school's commitment to creating a stimulating and inclusive environment where all students are actively involved and empowered to succeed.

- **Overall Attendance**

- In 2025, the majority of student absences were approved (95%), with only a small proportion of unapproved absences (86%), reflecting strong communication and monitoring processes between the school and families.
- Early 2026 data indicates continued improvement, with unapproved absences decreasing to 43% YTD, demonstrating the school's ongoing focus on maintaining consistent student attendance.

- **Low Rates of Refusal and Suspensions**

- Student refusal to attend school remained very low (1%), and there were no suspensions recorded in 2025, highlighting the school's positive and supportive learning environment.

- **Management of Unexplained Absences**

- Unexplained absences were minimal across 2025, with only 43% of absences initially unexplained, decreasing to 5% YTD for 2025, showing the school's effective processes for tracking and following up on student attendance.

- **Connection to Engagement Goals**

- These attendance outcomes align with the school's engagement strategies, supporting student learning and wellbeing by ensuring that students are present, connected, and able to participate fully in classroom learning, extracurricular activities, and social-emotional programs.

These data points illustrate the school's commitment to promoting regular attendance as a foundation for learning, while continuing to build supportive structures that enhance engagement and connection for all students. In recent years, Wattle Park Primary School has implemented a range of engagement-focused programs and community activities that have contributed positively to student connection and participation. The Buddy Program pairs Year 6 students with Foundation students to build relationships, leadership and peer support across year levels. The school has also hosted community events such as the 2025 Twilight Fete, fostering connection

between students, families and staff, and enhancing opportunities for students to be involved beyond the classroom. These initiatives have supported the school's ongoing focus on engagement, belonging and active participation in school life.

## Other highlights from the school year

In 2025, Wattle Park Primary School continued to prioritise student engagement, wellbeing, and community connection through a wide range of programs and events. Students benefited from hands-on learning in the Stephanie Alexander Kitchen Garden Program, leadership opportunities in the Buddy Program, and meaningful literacy experiences through the Year 1 Cameron Close reading visits, all of which helped them develop skills, confidence, and a strong sense of belonging. These programs and major events, most notably the 2025 Twilight Fete, were made possible through the incredible support of our school community and dedicated volunteers, whose commitment and energy ensured these experiences were enriching, successful, and celebrated by all.

### **2025 WPPS Twilight Fete**

The Twilight Fete, held on Saturday, 22 November 2025, was a major highlight of the school year. It brought together students, families, and the broader community for a celebration of learning, creativity, and school spirit. Students were actively involved in running stalls, performing, and leading activities, providing opportunities to develop teamwork, leadership, and communication skills. The event also raised funds to support school programs, directly benefiting students' learning environments. The school takes pride in how this community event showcased student engagement, talent, and a strong sense of belonging.

### **Stephanie Alexander Kitchen Garden Program**

The Kitchen Garden Program continued to be a standout feature of student learning in 2025. Students participated in hands-on gardening and cooking sessions, learning practical skills in growing, harvesting, and preparing fresh food. Beyond the curriculum, the program fostered resilience, responsibility, and collaboration, while promoting healthy eating habits. Students took pride in sharing the produce they grew with their peers and families, and the program strengthened connections between learning, wellbeing, and real-life experiences.

### **Buddy Program**

The school's Buddy Program paired Foundation and Year 6 students, with activities beginning at a Welcome BBQ early in the year. Older students developed leadership and mentoring skills, while younger students gained confidence and support transitioning into primary school. The program has a strong impact on social-emotional wellbeing, helping students build respectful relationships, feel included, and contribute positively to the school community.

### **Year 1 Cameron Close Reading Visits**

Through the Cameron Close reading visits, Year 1 students regularly visited local residents to read aloud and share stories. This program strengthened students' literacy, confidence, and empathy, while fostering meaningful intergenerational connections. Students took pride in contributing to the local community, building a sense of purpose, and understanding the impact of their learning beyond the classroom.

## Academic Enrichment and Community Learning

During Education Week, students engaged in exciting activities across all year levels, from Foundation teddy bear maths with Year 6 buddies to maths escape rooms and collaborative challenges. These activities highlighted problem-solving, creativity, and teamwork, reinforcing the practical application of classroom learning. Similarly, Kindergarten buddy visits encouraged early social development, communication skills, and positive transitions into school life. Both programs strengthened student engagement, confidence, and connections within the school community.

These initiatives collectively highlight Wattle Park Primary School's strong commitment to fostering learning, wellbeing, and community connection. Students have not only grown academically and socially but have also taken pride in actively contributing to school life and the wider community. None of these achievements would be possible without the generous support of our school community and the dedication of our volunteers, whose time, energy, and enthusiasm ensure that every program and event is successful, engaging, and meaningful for students.

## Financial performance

Wattle Park Primary School completed 2025 with a deficit of \$302,473.

The school's revenue for 2025 was \$743,822.00 which was a great outcome considering the Department of Education's Voluntary Parent Payment Policy.

A large proportion of this income came from parents' voluntary contributions and levies, fundraising, donations to Building and Library funds, contributions towards Grounds/maintenance, interest and trading operations and the hire of school facilities.

The hire of the gymnasium is a source of income which is used to maintain the facility in good condition for use by the school community. This generated the school an income of \$47,352.00

Hiring of the school to the Before/After School Care provider is an additional income stream for the school and provides a much-utilised service for the school community.

Expenditure totalled \$857,759.42. This was apportioned over camps, excursions, salaries (local employed staff), equipment and maintenance.

Equity funding continued to be used for extra teacher support for those students needing additional assistance.

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

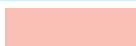
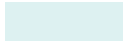

A total of 246 students were enrolled at this school in 2025, 122 female and 124 male. 28% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

### 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	86.5%	
	Similar schools	78.8%	
	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	90.2%	
	Similar schools	79.6%	
	State	77.4%	

## LEARNING


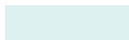










### Teacher Judgement of student achievement against the Victorian Curriculum

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>91.6%</b>	
	Similar schools	93.4%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>87.2%</b>	
	Similar schools	92.5%	
	State	84.2%	

## NAPLAN

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


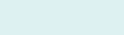

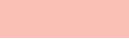
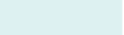

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.6%</b>		<b>78.5%</b>
	Similar schools	83.3%		83.1%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>82.9%</b>		<b>83.6%</b>
	Similar schools	86.5%		87.6%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.1%</b>		<b>83.3%</b>
	Similar schools	83.6%		83.1%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>85.0%</b>		<b>86.1%</b>
	Similar schools	86.4%		85.0%
	State	69.1%		68.1%

## NAPLAN relative growth

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

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




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

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>74.4%</b>	
	Similar schools	80.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>84.2%</b>	
	Similar schools	79.6%	
	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>80.7%</b>		<b>81.2%</b>
	Similar schools	79.9%		79.7%
	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>79.2%</b>		<b>79.6%</b>
	Similar schools	78.0%		77.3%
	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	21.3	19.5
	Similar schools	18.3	18.6
	State	21.5	21.7

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.2%	
Year 1	School	89.4%	
Year 2	School	89.6%	
Year 3	School	89.6%	
Year 4	School	88.8%	
Year 5	School	88.8%	
Year 6	School	88.2%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,441,500
Government Provided DET Grants	\$214,296
Government Grants Commonwealth	\$12,398
Government Grants State	\$0
Revenue Other	\$51,478
Locally Raised Funds	\$446,213
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,165,884</b>

Equity	Actual
Equity (Social Disadvantage)	\$16,957
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,957</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>	\$2,743,571
Adjustments	(\$5,800)
Books & Publications	\$294
Camps/Excursions/Activities	\$139,177
Communication Costs	\$4,189
Consumables	\$71,006
Miscellaneous Expenses <sup>2</sup>	\$183,898
Agency Staff	\$74,026
Professional Development	\$18,542
Equipment/Maintenance/Hire	\$21,504
Property Services	\$90,623
Salaries & Allowances <sup>3</sup>	\$254,727
Support Services	\$7,554

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$84,881
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,016
<b>Total Operating Expenditure</b>	<b>\$3,720,209</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$554,325)</b>
<b>Asset Acquisitions</b>	<b>\$20,463</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	\$289,475
Official Account	\$4,844
Other Accounts	\$230,833
<b>Total Funds Available</b>	<b>\$525,152</b>

Financial Commitments	Actual
Operating Reserve	\$163,740
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,233
Funds Received in Advance	\$0
School Based Programs	\$310,956
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$17,233
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$93,414
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$602,575</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.*