

2025 Annual Report to the School Community

School Name: Queenscliff Primary School (1190)



- 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 13 April 2026 at 10:41 AM by Mathew McRae (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 13 April 2026 at 10:45 AM by Mathew McRae (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

Queenscliff Primary School is located in Queenscliff, a coastal regional community located on the Bellarine Peninsula, 34 kilometres from Geelong. Queenscliff Primary School has a current enrolment of 170 students in 2025. The school playground overlooks Swan Bay on the Bellarine Peninsula.

Queenscliff Primary School is dedicated to providing a stimulating, inclusive and safe learning environment where every student can thrive academically, socially and emotionally. We aim to equip students with the necessary skills, knowledge and character traits to be critical and creative thinkers, resilient and empathetic individuals and globally-minded citizens who want to make a positive difference to others, the environment and the world around them. Queenscliff Primary School aims to inspire curiosity, encourage independent thinking and instil a lifelong love of learning. Queenscliff Primary School's values of integrity, optimism, gratitude and empathy are embedded into learning and wellbeing programs to build resilience, compassion and understanding in all QPS graduates.

Queenscliff Primary School offers a comprehensive curriculum focused on developing and consolidating literacy and numeracy skills. Students engage in a diverse range of specialist subjects to nurture the discovery of their individual strengths, passions, talents and interests. Students engage in Physical Education, Visual Arts, Performing Arts, First Nations, Science on a weekly basis as part of the specialist curriculum programs and whole school events. Queenscliff Primary School firmly believes in the importance of developing well-rounded individuals who are not only academically proficient but also possess strong interpersonal skills, resilience, a care for their environment, respect for the First Nations People and a strong connection to the Queenscliff community. Staff are purposeful in delivering optimal learning experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset. Over the past five years, Queenscliff Primary School has grown significantly in student enrolments and has stabilised in the past year with 170 students. In 2025, Queenscliff Primary School had 8 classes from Prep to Year 6 with an average class size of 21.

High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education students receive at Queenscliff Primary School. Teacher quality is crucial for optimal student achievement, and as a result, staff engage in weekly professional development to improve their literacy and numeracy instructional approaches and evidence-based strategies to support student wellbeing. In 2025, staff engaged in comprehensive professional development focused on the concepts of Science of Learning and the Victorian Teaching and Learning Model 2.0 to improve the planning and delivery of effective teaching and learning programs. Staff engage in curriculum coaching with external stakeholders and internal learning specialists to optimise student outcomes, including lesson observations, team planning and data analysis/review workshops.

Our school currently has 23 staff employed in both a full time and part time capacity. We do not

currently have any overseas students enrolled. Queenscliff Primary School is committed to:

- building a culture of high expectations and inclusion.
- empowering all learners to achieve excellence and celebrate their success.
- developing a professional learning community that is focused on the continuous improvement.
- delivering a high quality and rigorous curriculum that meets the learning needs of all students.
- empowering learners to take ownership and be active participants in their learning.
- building resilience and supporting students to be happy, healthy and confident learners.
- engaging with parents, carers and the wider community as genuine partners in learning, striving to achieve the best possible outcomes for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

All targets have been met for Goal 1 of the SSP. The school achieved strong results in all areas in NAPLAN for both Year 3 and Year 5.

2025 NAPLAN Proficiency Results (Achievement in the Top 2 Bands)

Year 3

Reading - 95%

Writing - 100%

Spelling - 86%

Grammar and Punctuation - 77%

Numeracy - 77%

Year 5

Reading - 96%

Writing - 92%

Spelling - 91%

Grammar and Punctuation - 96%

Numeracy - 91%

School Staff Survey

- Academic Emphasis - 82% (2025 target 76%)

- Skills to Measure Impact - 91% (2025 target 80%)

- Understand how to Analyse Data - 91% (2025 target 80%)

To increase percentage of students above age expected levels in teacher judgements from Foundation to Year 6:

- Speaking and Listening - Judgements ranging from 10% to 18% from Prep to Year 6 (2025 target 15%)

- Mathematics 2.0 - 25% (2025 target 26%)

By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.

Teachers have engaged in peer observations in Term 3 and Term 4 focused on the Positive Classroom Management Strategies and the school's new Instructional Model that was aligned with the VTLM 2.0 in Term 1. Teachers actively engaged in peer observations and often undertook additional observations outside of the expectations of the school's leadership team. Engagement norms continue to be embedded and revisited to ensure consistency across the school. Feedback is provided to teachers following Walk Throughs or during PLC meetings. The Leadership Team have commenced planning a new coaching model to implement in 2026, whereby Middle Leaders will be provided the opportunity to coach classroom teachers in specific areas of the school's Instructional Model. A key barrier to progressing the coaching process, has been limited finances to fund professional learning for Middle Leaders as well as time with competing school priorities and events. The school leadership team will prioritise time within the timetable for Middle Leaders in 2026 to engage in implementing the coaching program. The School Leadership team will continue to engage with other Principals within the network to learn about effective coaching models they have implemented at their schools.

In Term 3 and Term 4, teachers worked collaboratively to develop a QPS Book Spine featuring high quality, rich texts that aligned with the knowledge-rich curriculum and integrated studies units of work. The school used examples of other schools within the network to gain ideas and insights, ensuring that our Book Spine provided students with an opportunity to be exposed to a range of texts. In Term 1, our school revised and updated our Instructional Model to align with the Victorian Teaching and Learning Model 2.0. Four Instructional Models were developed - Explicit Teaching, Prep to Year 2 English, Year 3 to 6 English and Mathematics. Staff engaged in extensive professional learning on fluency and daily review in Term 2 and Term 3 to embed consistent practices. Staff engaged in peer observations to further refine practice in these areas. Fluency Benchmarks were also developed by teachers during a PLC - This was developed to assist teachers with their curriculum planning, teacher judgements and to aim for consistency in practice across the school. The Fluency Benchmarks were developed using the Mathematics Curriculum 2.0.

High quality core formative assessment tasks have been developed by classroom teachers throughout 2025. Teachers follow a cycle that involves developing the assessment task (one-page) with their team focused on vocabulary, understanding, fluency, reasoning and problem solving using the new Mathematics 2.0 curriculum. Following this, teachers then plan units of Mathematics that align with the formative assessment task. The school no longer uses Essential Assessment as part of the formal Assessment Schedule. The formative assessment tasks developed are reviewed by the Numeracy Leader and feedback is provided before the assessment is provided to students. This process has enhanced teacher understanding of the new Mathematics 2.0 Curriculum and embedded a school-wide practice. The formative assessment results are analysed by teachers during a PLC meeting, adjustments are made to the assessment for the next year, and teachers use the results to inform their daily review content and revision week's content at the end of each term. Acadience has been successfully implemented from Year 2 to Year 6, with all teachers using it as a screener to determine needs of their students in the area of fluency. Adjustments have had to be made to the Acadience assessment itself to align with the Victorian Curriculum. Further work is required in 2026 to improve teacher capability in analysing student data to inform teaching and learning programs. The Literacy Leaders has engaged in extensive professional learning, by joining the Barwon Writing CoP, to enhance our school's process for Writing Moderation. This will continue to be refined and improved upon in 2026.

Wellbeing

Throughout 2025, our school has continued to strengthen school-wide practices to promote resilience, perseverance and student confidence. Teachers have actively engaged in professional learning embedding Doug Lemov's 'Show Call' practice aimed at promoting a culture of 'mistakes as learning opportunities' and a philosophy of students developing a growth mindset. 'Show Call' is being implemented in all classrooms, following the school purchasing more document cameras. Teachers have engaged in peer observations and a clear rubric/guideline for implementation was developed to ensure that there was consistency across the school in all classrooms. The school engaged an external family therapist and coach, Lisa Taylor, to deliver workshops with families focused on resilience, perseverance and school refusal strategies to support families. The school hosted four workshops in total throughout Term 1 to Term 3. A Wellbeing Team was developed following the School Review and the focus of the team was to explore innovative, evidence-based strategies to improve student confidence, resilience and perseverance. The team have developed a range of ideas and an action plan that will be drawn upon over the coming four years of the new SSP, with consideration to other school priorities, budget, staffing profile and student cohort needs.

Attendance Rates have improved over the course of 2025. The school has undertaken measures including dedicating PLC time for teachers to review their class attendance data termly, identifying students with high, medium and low attendance, then developing an action plan to increase attendance for those students identified as 'low'. Our school has decreased the overall absence rate of 20+ days from 49% (2024) to 39% (2025). In addition to this, new processes have been developed with the school's administration team and leadership team to follow up student absences and attendance, as well as promoting the importance of attendance through communication channels such as assemblies, newsletters and class rep meetings.

AtoSS 2025 Results

- Perseverance - 78% (2025 Target 77%)
- Sense of Confidence - 83% (2025 Target 77%)
- Teacher Concern - 80% (2025 Target 75%)
- Managing Bullying - 87% (2025 Target 78%)
- Low Resilience - 25% (2025 Target 28%)

Percentage of positive endorsement for the not experiencing bullying factor in the PCGOS

- Non-Experience of Bullying - 95% (2025 Target 65%)

Engagement

The Leadership Team have continued to meet with the Class Representatives termly throughout the year. This has been an effective strategy for Leadership Team in communicating key information and decision-making processes when the school has undergone changes throughout the year. In addition to this, it has provided the Leadership Team an opportunity to seek input and feedback from parents from Prep to Year 6. In Term 4, the school sent out a survey to all families seeking feedback on the Semester Student Reports and this was discussed further with Class Representatives and School Council. The feedback was positive, with families reporting that they felt the reports were clear, comprehensive and thorough. The 'Shrek Jr' Musical production and

Year 3-6 Nipper Program successfully ran in Term 4, providing a meaningful opportunity for our families and students to actively engage with the community, including Point Lonsdale Surf Life Saving Club. Both events required a high number of parent volunteers to assist with preparation, planning and the coordinating of the events. Throughout Term 2 and 3, our Year 5/6 students visited the local Arcare (retirement home) on a fortnightly basis developing strong, positive relationships with members within our community. Students engaged in performing for the residents, playing and learning games, and developing new skills such as knitting and painting. The new model of having termly House Meetings has been another successful program that has fostered new connections between students across year levels and aimed to encourage students and staff (other than the classroom teacher) to develop and strengthen relationships. Each term, two House Meetings occur whereby students will engage in a variety of activities focused on a concept (e.g. connection, persistence, empathy). House meetings are coordinated by teachers and Student House Leaders.

Other highlights from the school year

Queenscliff Primary School has celebrated a range of highlights in 2025 including:

- Queenscliff Primary School was ranked Number 1 for NAPLAN results in 2025 for the Geelong and Surf Coast area - reflecting the strong academic results achieved by students and staff.
- Shrek Jnr Musical Production for students in Year 3-6. Performances included a Matinee, and two evening performances. Shrek Jnr was a highlight of the school year, with the event bringing students, staff, parents and community members together to celebrate the arts.
- Students in Prep to Year 2 performed at the Geelong Schools Showcase. Each class performed on stage incorporating singing, dancing and acting.
- Year 5/6 Students creating a mural inspired by the local environmental landscape on the shipping container near the bike storage area.
- Prep-Year 2 Students performed at the Geelong Schools Showcase at the Geelong Arts Centre
- Year 3/4 Camp to Sovereign Hill in Term 3
- Year 5/6 Camp to Melbourne in Term 4
- The implementation of the QPS Nipper Program for all students in Year 3-6, in conjunction with Point Lonsdale Surf Life Saving Club
- Students in Year 3-6 participated in the Borough of Queenscliff Literary Festival. This involved engaging in writer's workshops, musical events, poetry readings and song writing with students from St Aloysious and Point Lonsdale Primary School.
- Celebrated special days to promote our School Values, diversity and inclusion - including Harmony Day, IDAHOBIT Day, Clean Up Australia Day, World Oceans Day, Reconciliation Week and NAIDOC Week.

Financial performance

Queenscliff Primary School maintained a strong and stable financial position throughout 2025. Following the careful and considered allocation of funds to deliver a high-quality educational program and ensure the ongoing maintenance of school facilities, the school concluded the year with a deficit. This was a result of changes in Disability Inclusion Funding throughout the year, with students who are DI funded exiting the school. In addition to this, the school underwent an In Excess Staffing process, due to the reduction in enrolments for 2026 to align with the school's capacity. Financial resources continued to be strategically directed towards high-impact teaching and learning programs, staff professional development, wellbeing initiatives, and our ongoing commitment to improving student learning outcomes.

In 2025, the school tendered OSHC services to a variety of licensees. This process was led by the School Council. In Term 3, TheirCare were appointed successful candidates and took over the OSHC service at Queenscliff Primary School. The change in provider, has had a significant impact on the financial revenue the school gains from hosting the service.

Queenscliff Primary School was fortunate to receive generous community support, including a significant donation from the Queenscliff Market and student bursaries from the Lions Club, Men's Shed and Ocean Grove Rotary Club.

The 2025 Musical Production of 'Shrek Jr' was another key fundraising event. Revenue from ticket sales, merchandise, food and beverages and photography supported grounds and gardens improvements, new PA system upgrades, and the purchasing of additional resources to enhance the Performing Arts program in 2026.

To ensure the school's continued financial sustainability, considerable work has been undertaken to develop a long-term financial plan that supports future projects and upgrades, with a particular focus on improving the school's grounds and gardens. Students, staff and the wider community take great pride in our well-resourced learning environments, and the school remains a valued and vibrant part of the Queenscliff community.

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

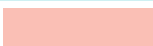


A total of 170 students were enrolled at this school in 2025, 92 female and 78 male. NDP had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| | | 2025 | |
|---|-----------------|--------|---|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School | 100.0% |  |
| | Similar schools | 80.1% |  |
| | State | 82.0% |  |

School Staff Survey

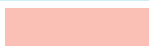
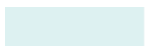


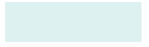

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 89.2% |  |
| | Similar schools | 81.0% |  |
| | 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 | 93.6% |  |
| | Similar schools | 91.1% |  |
| | State | 86.3% |  |
| Mathematics Prep - 6 % of students at or above age expected standards | School | 94.0% |  |
| | Similar schools | 88.7% |  |
| | State | 84.2% |  |

NAPLAN

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


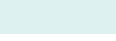


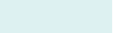

| | | 2025 | 3-year average |
|---|-----------------|--------------|----------------|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 95.5% | 91.2% |
| | Similar schools | 77.1% | 77.3% |
| | State | 69.5% | 69.3% |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 95.7% | 89.6% |
| | Similar schools | 85.0% | 84.8% |
| | State | 73.9% | 74.6% |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 77.3% | 82.5% |
| | Similar schools | 76.6% | 76.4% |
| | State | 66.2% | 66.4% |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 91.3% | 75.8% |
| | Similar schools | 77.8% | 75.3% |
| | 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'.


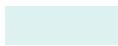

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 82.6% |  |
| | Similar schools | 77.0% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 65.2% |  |
| | Similar schools | 73.1% |  |
| | 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 | 86.9% |  | 84.2% |
| | Similar schools | 74.6% |  | 74.4% |
| | 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 | 87.3% |  | 82.8% |
| | Similar schools | 74.8% |  | 74.2% |
| | 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 | 21.0 | 24.3 |
| | Similar schools | 20.8 | 21.2 |
| | State | 21.5 | 21.7 |

Attendance rate

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

| | | 2025 | |
|--------|--------|-------|---|
| Prep | School | 92.5% |  |
| Year 1 | School | 91.6% |  |
| Year 2 | School | 89.9% |  |
| Year 3 | School | 90.1% |  |
| Year 4 | School | 88.4% |  |
| Year 5 | School | 86.2% |  |
| Year 6 | School | 88.5% |  |

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 | \$1,982,997 |
| Government Provided DET Grants | \$254,906 |
| Government Grants Commonwealth | \$7,250 |
| Government Grants State | (\$0) |
| Revenue Other | \$6,709 |
| Locally Raised Funds | \$239,337 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,491,200 |

| Equity | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$7,870 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$7,870 |

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

| Expenditure | Actual |
|---------------------------------------|-------------|
| Student Resource Package ¹ | \$2,087,443 |
| Adjustments | \$0 |
| Books & Publications | \$569 |
| Camps/Excursions/Activities | \$83,497 |
| Communication Costs | \$651 |
| Consumables | \$37,035 |
| Miscellaneous Expenses ² | \$12,624 |
| Agency Staff | \$16,136 |
| Professional Development | \$16,113 |
| Equipment/Maintenance/Hire | \$22,026 |
| Property Services | \$62,745 |
| Salaries & Allowances ³ | \$111,478 |
| Support Services | \$9,521 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$20,093 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$16,244 |
| Total Operating Expenditure | \$2,496,175 |
| Net Operating Surplus/-Deficit | (\$4,975) |
| Asset Acquisitions | \$0 |

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$147,447 |
| Official Account | \$47,733 |
| Other Accounts | \$0 |
| Total Funds Available | \$195,179 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$68,122 |
| Other Recurrent Expenditure | \$1,667 |
| Provision Accounts | \$705 |
| Funds Received in Advance | \$77,391 |
| School Based Programs | \$0 |
| 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 | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$13,195 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$161,080 |

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.