

2025 Annual Report to the School Community

School Name: Yarram Primary School (0693)



- 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 16 March 2026 at 12:00 PM by Karen Langdon (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 25 March 2026 at 01:19 PM by Karen Langdon (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

Yarram Primary School offers a comprehensive educational experience designed to develop responsible, socially-minded individuals who are well-prepared to adapt to the ever-changing world. Our vision is to empower each student to reach their full potential - academically, emotionally and physically. Situated in the township of Yarram, 220 km southeast of Melbourne in the Wellington Shire, Yarram Primary School (YPS) No. 693 has been serving the community since 1861.

At Yarram Primary School, we are STARs.

Our values are:

S - Strive (We set goals and work towards them. We embrace challenges. We keep trying when things get tough.)

T - Together (We collaborate and connect with others in our school and community. We value diverse perspectives, embracing the strength of our differences. We support and encourage others to succeed.)

A - Achieve (We set high standards for ourselves and our learning. We can all succeed. We take pride when we do well.)

R - Respect (We use kind words and actions towards ourselves and others. We take care of our environment and property. We follow expectations.)

The development of our values involved consultation with students, staff and families. Our values and value statements reflect clear, succinct, and meaningful beliefs that include the voices of stakeholders in our school community. All students are taught developmentally appropriate lessons relating to each value statement to ensure that students have a true understanding of what the values and value statements mean.

Yarram Primary School has a modern facility with beautifully designed learning spaces. Our facilities are carefully maintained, ensuring that students learn and play in environments that are conducive to positive growth and development.

In 2025 our enrolment was 126 students. Students have choice, both academically and socially, while we maintain the many benefits of a close-knit small school community. 45% of students travel to school by bus. YPS had 15.07 equivalent full-time staff: 2 Principal class, 12 classroom teachers, 4 specialist teachers, 1 tutor, 1 office administration staff and 10 Education Support Staff. We have a dynamic mix of experience amongst our staff. A highly experienced and capable Education Support team work alongside our teachers to deliver timely and targeted interventions. Students study core academic subjects as well as four specialist areas, which include physical education, visual arts, performing arts and STEM (Science, Technology, Engineering and Maths). Auslan is taught in all classrooms. Yarram Early Learning operate a before and after school care and vacation care program on the school premises.

Progress towards strategic goals, student outcomes and student engagement

Learning

We had an incredible year of growth and progress in 2025. We were able to provide all staff with deep professional learning related to explicit instruction. Across the year we welcomed highly sought after experts in the field of explicit instruction to our school to deliver bespoke professional learning sessions for our staff. These sessions included work with Brendan Lee on the instructional hierarchy, study with David Morkunas of explicit mathematics instruction and engagement norms, and learning with Dr. Nathaniel Swain about explicit writing instruction. Teachers received one to one coaching from David Morkunas related to their delivery of Daily Reviews, and all teachers observed Martin Ravindran model expert delivery of shared resources through in-classroom observations.

Our teaching staff travelled to a school where explicit instruction is already firmly embedded. We were able to observe classes in action, ask questions, and then debrief as a school team to discuss our next steps.

Our Professional Learning Communities leader attended instructional coaching training through the Steplab program. He applied this learning and used the Steplab platform to coach teachers within our school for the rest of the year.

Our School Improvement Team participated in a mini course with Bronwyn Ryrie Jones called the Playbook Project. We built a map outlining the explicit instruction philosophy at Yarram Primary School and then clearly articulating the techniques we will use at our school to deliver it. This was then collaboratively revised by all teachers to ensure that we have consistency of practice.

The year brought a wide range of capability building experiences for our staff, which had immediate positive impact on learning outcomes for students.

Last year (2025) is the first year that all teachers implemented a structured literacy approach at Yarram Primary School. We utilised the PAT Reading assessment as a large-scale measure to track progress in literacy, and we chose our Grade 3 cohort (2025) to target for data tracking purposes. Our baseline data showed that 40% of students in Grade 2 in 2024 met or exceeded their year level mean score on PAT Reading. At the end of 2025, 50% of students in Grade 3 in 2025 (the same cohort) met or exceeded their year level mean score on PAT Reading. At the end of the year, 50% of Grade 3 students were meeting or exceeding the end of year Grade 3 norm. With an average score of 112.05, our Grade 3 (2025) students are still performing below the Australian mean for Grade 3 students (113), but only slightly. Our sample size reduced throughout the year due to student transience. We also had some students make significant growth from Semester 1 to Semester 2.

On a broader scale, it is useful to look at our school Learning targets on our annual implementation plan. The first target was to increase the percentage of Year 5 students at strong and exceeding proficiency levels for NAPLAN using a four-year average to 67% in reading, 58% in writing and 60% in numeracy. In looking just at 2025 data, 78% of Year 5 students achieved strong or exceeding proficiency levels in reading, 67% in writing and 78% in numeracy, which are certainly achievements to celebrate. When looking at Year 5 scores across a three-year average (which is as much data as we have available within the new NAPLAN marking system), 70% of

Year 5 students met these targets in reading, 59% in writing and 66% in numeracy. This data indicates that we have met, and in fact exceeded, the goals in all three areas. Our Year 5 NAPLAN achievement measures were higher than those of similar schools and the state. Scores were not as strong with our Year 3 cohort, indicating a need for further intervention for students in the junior part of the school. Upon seeing these results mid-2025, we expanded our literacy intervention program to serve more students, more frequently, during the second half of the year. We hope that this investment, coupled with strong daily classroom explicit instruction, will support a lift in these students' scores in the future.

When looking at Relative Growth on NAPLAN from Year 3 to Year 5, our students showed higher percentages of high or medium relative growth than similar schools and the state.

By investing in building teachers' capabilities and confidence with explicit instruction and supporting students through high quality classroom instruction and intervention programs, we are able to celebrate strong learning data.

Wellbeing

At Yarram Primary School we believe that student learning and student wellbeing have reciprocal relationships. Success in learning leads to student wellbeing; students learn better when they are well. We have fully embedded the Berry Street Education Model, and all staff are implementing strengths based, trauma-informed practices. All classrooms begin each day with ready to learn time and a positive circle time. Brain breaks, consistent, positive routines and restorative conversations are now consistently implemented practices.

Despite these whole school practices, our 2025 wellbeing data is concerning. Students in Years 4-6 reported a low sense of connectedness to school and a lack of confidence in the management of bullying. This data led to discussions with students about their lives in and out of school. We developed some theories as a result of these discussions. Students that reported a lack of connectedness to school generally also reported low resilience, few outside of school activities, and low likelihood that they would talk to adults either at school or at home about their challenges. It seems that many of our students were struggling emotionally, both in and out of school. This speaks to a need for greater social connection globally and support networks across the board.

We also noted that we had introduced a great deal of change to students in 2025. These changes are in students' best interests, based on the best evidence available regarding instructional practices. Regardless, classrooms and routines operated in a very different manner in 2025. Our senior students, who are also the students who responded to the Attitudes to School Survey (Grades 4-6) arguably experienced the most change, as their experience of primary school shifted considerably. When interviewed, students articulated that they did not like all the changes. We explained the science behind cognitive load theory, the simple model of memory, and the forgetting curve, hoping to help students understand why we are teaching in a different way. While this did improve their anecdotal experiences, change remains difficult. Many students simultaneously showed improved academic results and frustration with new school practices. This is understandable; however, we believe the changes made have been for student good, and we hope and expect to see rising results in coming years in terms of student wellbeing data. Our school target for sense of connectedness was 55% positive endorsement, from 46% in 2024. In

2025, 54% of students in Grades 4-6 responded positively in this domain, with the target nearly met.

Pleasingly, data from the Parent Opinion Survey in 2025 was positive. Our work related to our school values and value statements was reinforced, as 80% of parents/carers reported that they feel Yarram Primary School has a consistent approach to promoting positive behaviour.

In 2025 Yarram Primary School worked with several providers to support wellbeing and positive mental health for students. We were once again supported by the Schools Focussed Youth program, and in 2025 we were able to expand student participation in Peaceful Kids, providing this mindfulness and meditation program for all students in Grades 5 and 6. We welcomed the School of Play team, who ran workshops for all students and staff on two occasions across the year. These were focused on building wellbeing through gratitude, empathy, connection and movement. We employed a school counsellor who worked one day each week with students that needed one on one support and worked with an external counsellor through Relationships Australia to support more students. By combining positive and consistent whole school approaches with focused teaching and targeted intervention, we worked to meet the needs of our diverse student population.

Engagement

Student engagement at Yarram Primary school involves both student wellbeing and student cognitive engagement. Cognitive engagement happens when students are clearly taught information that is at an appropriate level of challenge, they are supported to be successful with that content, and they are then given opportunities to apply the information. Our work in improving explicit instruction, coupled with ongoing reviews of material previously taught, has helped us to create a framework where students have less confusion or frustration, as they achieve fluency with their learning.

Yarram Primary School dedicated a great deal of time and energy in 2025 to better meet the needs of diverse learners. We launched an extension program for students that were achieving more than 12 months ahead on PAT assessments. These students enjoyed weekly sessions designed to stretch and challenge them. Each term we had several students participate in the Victorian High Abilities program. Staff deepened their knowledge and skills around collaboratively writing strong Individual Education Plans for students requiring extra support or extension. Staff learning focused on looking at ways that adults can provide adjustments to help learners to achieve. We maintained structures at school to ensure all students with IEPs had an opportunity to share their goals, interests, and suggestions. Student Support Group meetings were held termly during the school day, which allowed for teachers, families, students (where appropriate), Education Support Staff, and leadership staff to come together to discuss the student's goals and strategies to support them in reaching these goals.

In 2025 YPS expanded intervention programs for students in need of extra support. We offered both the Minilit Sage and Macqlit intervention programs and increased the weekly sessions students had access to. This, coupled with intentionally very small class sizes, allowed us to provide high levels of individualised support in both literacy and numeracy. Student leadership programs at YPS included House and Vice Captains, Junior School Councillors and the Cultural Ambassador Team. House and Vice Captains sat on the Student School Improvement Team, where they participated in regular meetings with the school leadership team. They voiced their ideas, reflected against school data, and had a meaningful platform to contribute to school

decisions. Ongoing use of surveys in classrooms gave us the opportunity to hear all student voices and reflect upon their concerns and what was working well.

Additional programs in 2025 promoted student engagement and school connectedness. We once again sent students to participate in the Hoop City Tournament basketball competition, and we maintained our commitment to participation in community events and traditions. Students were involved in the Yarram Eisteddfod, the Yarram Show, the Yarram Tarra Festival, local sporting competitions, school camps and camping programs for all year levels, and Friday activity clubs that provided connections within the school and with community volunteers.

Student average attendance in 2025 was 90% across the school. At our school, families are supported to value attendance. Student attendance was at its highest in Prep in 2025, with a 93.5% attendance rate, and then declined in higher year levels. Our two most common reasons for student absences included illness and extended family holidays. Teachers and school staff contact families each day when a student has an unexplained absence in order to maintain contact with students and families and encourage school attendance. Further supports are implemented when we identify patterns of poor attendance, addressing the reasons behind it.

Other highlights from the school year

Yarram Primary School continued to provide an enriching calendar of special events, extracurricular activities and community engagements. We were very proud to host several family day experiences at school. As part of Education Week we hosted a journey around the world, with students and their families participating in a wide array of culturally diverse activities. Our Junior students held a Special Person's Day, inviting grandparents, special people, and other family members to enjoy games and activities at school. Our whole school STAR day was a major event, where families joined students in celebrating our school values through activities focused on Strive, Together, Achieve and Respect. Families enjoyed our annual welcome carnival, and we hosted a Fashions on the Field parade and a Book Fair.

In 2025 we continued production of Yarram Primary School's news broadcast, the Pelicam. The Pelicam includes video clips and photos of learning, special events, and important information. Students read the voice overs for all of the components of the broadcast and were acknowledged in the credits.

Our hugely popular Friday activity clubs continued, with many being offered by parents and community volunteers. Options included: science experiments, craft, friendship bracelets, horses, swimming, baking, Lego, cricket, beyblades, Tarra Festival float building, plasticine creations, origami, basketball, visiting the local library, footy, netball, visiting the local kinder, board games, gymnastics, a role playing strategy game set in feudal Japan, a role playing game set in Ancient Greece, cycling, gardening, drawing, T-ball, quilling, skateboarding and scrapbooking. It was particularly wonderful to have club offerings that connected students to our local community. By visiting our local library and kinder our students built meaningful connections with others in our area.

We continued participation in athletics, cross country, swimming and winter sports events and hosted specialist coaches at our school to support students in learning gymnastics. Our PE teacher ran specialised programs in golf, tennis and badminton. Our school camping program involved our P-2 staged camping experience as well as trips to Melbourne and Coonawarra Camp. We participated in Do It For Dolly Day, Bike Education and a Bike Ed Challenge, hosted

a Bollywood dancing performance and sent young authors to participate in the Gippsland Writers Festival. Thanks to our dedicated Parents and Friends Club we hosted a glow disco in 2025, a stall at the Yarram Tarra Festival and the Yarram Show. Students all performed in items as part of the Yarram Eisteddfod, with many students also performing in the school choir and in solos, duets and trios. We once again showed an incredible array of artwork at the Yarram Show. We maintain a strong relationship with the Wulgunggo Ngalu Learning Place and worked with them in 2025 during NAIDOC Week to celebrate Aboriginal and Torres Strait Islander culture.

Our last week of school in 2025 we spent each day engaging in whole school activities that connected students to one another and the community. Students enjoyed a full day out in the Yarram wetlands; they participated in an Amazing Race at YPS, completing challenges and solving a giant puzzle; they rocked it out at a daytime disco; they solved a school wide mystery as part of a giant Cluedo game; they wrapped up the year with a water fun splash party. We were very proud to continue to provide enriching programming for students until the very last moment of the year.

Financial performance

The YPS annual financial performance produced a net operating surplus of \$30,813. We were very fortunate to receive four grants through the Flexible Work for Classroom Teachers Initiative as well as a further grant through the Flexible Work for School Leaders Initiative. This allowed us to support teachers in their wishes for part time work while maintaining high levels of staff collaboration through grant funded cross over days. We were also able to expand our leadership team at the school, adding a part time Assistant Principal through the grant funding. With one first year graduate teacher on staff, we were supported by the Career Start program with funding to support early career mentorship and training opportunities.

Total funds available at the end of the year were \$96,339, with financial commitments totalling \$119,467. This gap between available funds and committed funds speaks to the diminishing cash funds our school receives. The impact of the statewide change to parent payment arrangements has continued to have a significant impact on our cash budget. In addition, increasing costs of contractors and contract cleaning impact our cash flow. Careful management of funds in collaboration with the finance subcommittee of the School Council saw us able to manage the reduced cash flow and maintain high quality programs.

Equity funding enabled the school to continue to progress its strategic goals and helped to fund our Minilit Sage and Macqlit reading intervention programs and additional in-classroom support for students. Funding through the Tutor Learning Initiative allowed us to provide very small class sizes for students, allowing for extra individualised and small group instruction for students identified as needing extra support. Maintenance projects were completed, including electrical work and re-planting of our front garden play space. Some fundraising money was put towards playground upgrades, while a portion has been allocated to a future project of installing CCTV at the school. Further grants received during the year included Sporting Schools Grants that allowed us to bring gymnastics coaches to the school and fund an off-site golf program. We were recipients of a Schools Plus Multi Year Partnership grant, which will last for three years. This funded our professional learning activities in 2025 and allowed us to purchase materials and resources needed to support our explicit instruction model, including class novels and document cameras. We utilised funding through the Mental Health Menu to employ a school counsellor. Tier

2 Disability Inclusion funding was spent on providing additional in-classroom support for students across the school and employing an Inclusion Leader one day per week. Eligible families were entitled to CSEF which was held for students to access sports and camping programs, and all families accessed the School Savings Bonus to assist with uniform and camp costs.

**For more detailed information regarding our school please visit our website at
<https://www.yarram-ps.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 126 students were enrolled at this school in 2025, 60 female and 66 male. NDP had English as an additional language and 6% 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 **Medium**.


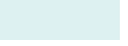

Parent Satisfaction Summary

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	80.6%	
	Similar schools	84.9%	
	State	82.0%	

School Staff Survey


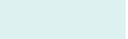


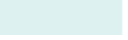

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.4%	
	Similar schools	77.9%	
	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	81.6%	
	Similar schools	81.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.9%	
	Similar schools	79.5%	
	State	84.2%	

NAPLAN

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


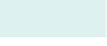




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	55.6%	51.7%
	Similar schools	63.3%	60.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	77.8%	67.7%
	Similar schools	65.6%	66.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%	46.4%
	Similar schools	62.2%	58.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	77.8%	62.9%
	Similar schools	58.5%	58.1%
	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'.


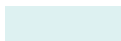

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.8%	
	Similar schools	69.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.8%	
	Similar schools	71.3%	
	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	53.9%		55.6%
	Similar schools	78.3%		77.5%
	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
Years 4 to 6 % positive endorsement	School	52.0%		59.5%
	Similar schools	78.2%		78.5%
	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	20.3	23.7
	Similar schools	21.6	22.7
	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	93.5%	
Year 1	School	90.8%	
Year 2	School	87.3%	
Year 3	School	91.2%	
Year 4	School	89.6%	
Year 5	School	90.1%	
Year 6	School	88.1%	

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	\$1,924,875
Government Provided DET Grants	\$308,086
Government Grants Commonwealth	\$5,683
Government Grants State	\$30,000
Revenue Other	\$6,806
Locally Raised Funds	\$48,006
Capital Grants	\$0
Total Operating Revenue	\$2,323,457

Equity	Actual
Equity (Social Disadvantage)	\$127,548
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$127,548

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

Expenditure	Actual
Student Resource Package ¹	\$1,866,334
Adjustments	\$0
Books & Publications	\$2,808
Camps/Excursions/Activities	\$37,841
Communication Costs	\$2,186
Consumables	\$32,918
Miscellaneous Expenses ²	\$9,164
Agency Staff	\$0
Professional Development	\$16,279
Equipment/Maintenance/Hire	\$39,943
Property Services	\$77,925
Salaries & Allowances ³	\$119,972
Support Services	\$57,944

Expenditure	Actual
Trading & Fundraising	\$5,246
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,083
Total Operating Expenditure	\$2,292,644
Net Operating Surplus/-Deficit	\$30,813
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	\$81,647
Official Account	\$14,692
Other Accounts	\$0
Total Funds Available	\$96,339

Financial Commitments	Actual
Operating Reserve	\$71,052
Other Recurrent Expenditure	\$69
Provision Accounts	\$0
Funds Received in Advance	\$25,451
School Based Programs	\$3,251
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,645
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$119,467

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.