

# 2025 Annual Report to the School Community

School Name: Albert Park Primary School (1181)



- 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 28 April 2026 at 07:57 AM by Katrina Mildner (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 28 April 2026 at 07:57 AM by Katrina Mildner (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

Albert Park Primary School is a sought after, popular inner city-bayside school located in the City of Port Phillip with an enrolment of 429 students. We see ourselves as a unique village community, becoming life-long learners with high expectations. The school sits on a footprint of 0.9 hectare of land and has two heritage listed main school buildings built in 1873 and 1889. The school sits in the heart of the village.

At APPS, we believe in developing the whole child, providing a wide range of learning experiences across the curriculum including social and emotional well-being. Students are proud of the work they do. Character strengths are explicitly taught and developed; some of these include love of learning, curiosity, kindness, social intelligence, teamwork, leadership, self-regulation, gratitude, honesty, courage and perseverance. Critical and creative thinking capabilities have been developed throughout the year through our development of engaging and challenging cross curriculum knowledge-based units of work - the children enjoy discovering new knowledge, ways of thinking about the world, problem solving and working collaboratively. On leaving Albert Park Primary School, approximately 5-10% of students move to independent schools and a large majority attend the well respected and popular Albert Park College.

The school is well-resourced with an Art, PE and French specialist. In any given year, students are given the opportunity to participate in a wide range of sporting and cultural activities making the most of access to some of Melbourne's best sporting venues, museums and art galleries. Children have opportunities to take part in events with local schools ranging from sporting gala days to Port Phillip Mayor leadership program. Camps for G4, 5 and 6 are offered and taken up by almost all students to develop their social and emotional resilience as well as provide opportunities to develop teamwork skills and growing independence.

Student voice and agency is an important part of the APPS way. Students lead by example with our Grade 6 student leaders providing excellent role models for our younger students through our leadership program. The students are encouraged to do their best at all times. We are a happy, friendly and welcoming school community with students who want to come to school to learn each day.

Our parent community are highly engaged and supportive of the children and their learning. It is expected that as a community we show respect and great kindness towards each other.

Our staff is made up of 20 equivalent classroom teachers, 4 specialists, 1 part-time learning support teacher, 2 principal Class Officers, Wellbeing & Inclusion leader, 10 educational support staff and 6 administrative staff (inclusive of school nurse/ library technician). Of the teaching staff we have 2 Leading Teachers to support the development of teaching and learning across the school. The teaching staff currently have a good balance of experienced and newly qualified teachers.

The City of Port Phillip and DET have worked together to close part of a local street and create a small community park which the school uses exclusively during school times to provide more playing space for students. This community park is currently being refurbished to enhance both the local community and school community access to areas of outdoor gardens and play areas.

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

### Learning

School Intent - to maximise the learning growth of every student in English, Mathematics and Science; to make learning visible in every classroom and the use of consistent planning and data collection processes; to have the school's agreed teaching and learning model embedded in every classroom so that consistently high quality teaching will occur and every student will demonstrate the targeted learning progress.

In 2025 term 3, Albert Park Primary School (APPS) completed our 4 yearly school review to inform development of the next School Strategic Plan (SSP). The review was facilitated by an independent, external school reviewer with input from the school's senior education improvement leader and 2 challenge partners. The principal, school leadership team and school council president were also part of the school review panel.

The panel found that student literacy and numeracy outcomes were improving, particularly mathematics, with a high proportion of students achieving above expected levels. Students needing additional support were accessing tutoring support and improving towards expected levels. There was opportunity to further extend students in their learning, particularly those performing well above expected levels in mathematics.

School highlights noted by the review panel included:

- The community sees APPS as their village school with shared values, high expectations and students at the centre of all decision making
- high academic achievement. Adults and students displayed energy and excitement about their learning
- supportive and contextualised wellbeing approaches that fostered strong relationships and adjustments to ensure inclusion.
- involvement of parents in school activities and events particularly the annual fete, clubs, gala days and community service.

Staff have completed SOLAR (Science of Language and Reading - Latrobe University) training and professional learning in Responsive Teaching, which has led to a change in pedagogical approaches in both Literacy and Numeracy. The leadership team has strategically guided teacher professional learning and classroom observations to ensure high quality, research-based teaching approaches have been implemented in the classroom. This has significantly improved students engaging with the learning and teachers aiming for 100% participation of students engaged in learning. Teachers have developed and refined their skills in developing a learning sequence, checking for understanding and giving feedback in real time. Observations have shown evidence of introduced structured literacy approaches, engagement norms, checking for understanding and high levels of student participation in learning.

- Strategic Initiatives:
  - Leadership team have supported staff in building knowledge of the Cognitive load theory; Structured literacy approach - focussing first on systematic phonological

and vocabulary development; reading; followed by writing. This has included research and evidenced based theory and practice; visiting local schools where practice is embedded; sourcing planning resources to support teachers' subject knowledge and structured teaching approach. Instructional model being developed based on VTLM 2.0 and Explicit instruction model.

- Leadership team in consultation with staff are currently developing a Playbook of Whole school approach to instruction to support Victorian Teaching & Learning Model 2.0; Explicit instructional model; and embedding routines for readiness to learn.
- Foundation–Year 2 Literacy team lead key actions- structured literacy program. Implementation of synthetic phonics and spelling program using PhOrMeS to deliver F-2 reading. Staff received training with the F-2 Strengthening literacy program for Prep-G2.
- Strengthening of Professional Learning Communities (PLCs) - annual review of PLC cycle of inquiry; these learning communities focussed on targeted areas of learning such as fluency in reading, using data and implementing effective strategies to improve student outcomes.
- Focused work in Disability and Inclusion - implementation of reforms 2021-2025; moving towards Disability Inclusion tiered funding model; updating IEPs and process of involving stakeholders; monitoring and evaluating; strengths-based approach; strengthening staff capability to meet needs of a range of students in the classroom; resourcing a disability & inclusion leader.

These efforts are all geared toward embedding a shared and consistent approach to teaching and learning, ultimately improving student engagement, achievement, and wellbeing.

As a result of the work undertaken in developing our reading instructional model from 2023-2025, the school had a significant impact in developing the phonological knowledge of our students as part of their development of their reading skills. In 2025, a one-on-one assessment checking Year 1 students decoding ability was completed. As a result, the state assessment showed that Albert Park Primary School achieved success at a very high level:

Victorian Department of Education Year 1 Phonics Check:

At or above expected level students in 2025 (%)

APPS	Similar Schools	State
94%	73%	58%

The 2025 Grade 5 NAPLAN results for Albert Park Primary School show a very strong performance across all assessment areas. Compared with both our network schools and similar schools, our students achieved higher levels of proficiency in every learning area. All areas of learning results were excellent with +90%! Strong results reflect the continued impact of our evidence-based teaching practices and the hard work of our staff.

Grade 5 NAPLAN 2025			
Percentage of Students in the Strong & Exceeding Proficiency			
NAPLAN LEARNING AREAS	Similar Schools	Albert Park Primary	Difference
Reading	90%	97%	7%
Writing	87%	94%	7%
Spelling	79%	92%	13%
Numeracy	85%	95%	10%

## Wellbeing

The Albert Park Way (APW) is our values framework that underpins how our school community interacts positively with one another. We use this framework to recognise and reward students, reflect on behaviour, and guide restorative and reflective conversations. The APW remains central to how we care for and treat each other at our school. We are a kind, caring and strong community that supports one another. There is a whole-school understanding of the APW, with displays across the school, and our students are knowledgeable about the values, confidently explaining them in a variety of contexts. The Albert Park Way continues to play a key role in building and maintaining a positive school culture.

Through the Grade 4–6 Student Attitudes to School Survey, we know that 91% of students feel a sense of inclusion, and 95% report that their teachers have high expectations for their success.

In line with our Annual Implementation Plan (AIP), the leadership team strategically provided professional learning and classroom observations focused on the Department of Education’s Positive Classroom Management Strategies. This included a focus on classroom procedures and routines, encouraging expected behaviours, and active supervision.

With our whole-school improvement focus on responsive teaching, student learning is checked throughout lessons, with expectations for active engagement and opportunities for students to share their thinking with the teacher, a peer, or through their work. Strategies to support teachers in regularly checking for understanding were observed across all classrooms and will continue to be developed in 2026. Clear routines and expectations aligned with whole-school agreed practices are evident, contributing to calm and supportive learning environments.

Staff have also participated in training for Visible Wellbeing, a whole-school, evidence-based wellbeing framework. We have appointed a Wellbeing Curriculum Leader who plans professional learning and participates in coaching. This strengths-based approach allows our school to focus on a strength each week, with students recognised for demonstrating these strengths.

Our Resilience, Rights and Respectful Relationships program, which includes consent education, is complemented by our Visible Wellbeing and Cyber Safety curriculum. These programs have been mapped to ensure comprehensive coverage and to build on students’ prior learning.

We also implement a Cyber Safety curriculum delivered through the Cyber Safety Project, supported by an annual student incursion and parent webinars throughout the year. This ensures our students are equipped with the knowledge and skills to stay safe online.

## Engagement

Albert Park Primary School is an inclusive school where we actively support students with a wide range of learning and wellbeing needs. As a high-performing school, our focus on responsive teaching strategies ensures all staff engage every student in their learning journey. Higher-achieving students report that they are generally challenged in their learning, with teachers providing extension opportunities and experiences to further develop their academic, sporting and creative talents. Staff hold high expectations for success, and students in the Grade 4–6 survey reported high levels of differentiated learning (86%) and stimulating learning experiences (75%), supported by the introduction of new units of work in Prep - Grade 6. In addition, the student survey indicates that 91% believe the school is inclusive and that 93% believe that community connections are strong.

Teachers are knowledgeable in supporting students with diverse needs and abilities. They work effectively in partnership with parents and allied health professionals to create classroom environments and learning experiences that meet the needs of students requiring additional support. Teachers and education support staff are well supported by the Inclusion and Disability Leader and the leadership team.

Whole-school attendance in 2025 was 90.9%, with 66% of students achieving 90–100% attendance. This is broadly in line with similar schools and state %'s. This is largely due to a persistent trend of families taking extended leave during the school term to visit overseas relatives or take longer holidays. The parent opinion survey was randomly distributed to 20% of the parent population. Only 9 surveys were completed. Parent focus groups during the review were overwhelmingly positive about the school with supportive suggestions for improvement.

Both Albert Park Primary School and the Department of Education are focused on improving attendance through the development of a whole-school policy, in consultation with staff and parents, aligned with Department guidelines. This will be supported by ongoing communication with the school community emphasising the importance of attendance — that "every day counts" — for both student success and wellbeing.

## Other highlights from the school year

Being an inner-city school, Albert Park Primary School has wonderful access to exceptional facilities and resources on our doorstep. The school actively engages with the NGV, just a short tram ride away, to participate in many of their outstanding programs. Our art teacher works in partnership with NGV education staff to trial new initiatives, providing great benefits for APPS students. Our specialist music and art teachers also run weekly art clubs and choirs to promote and enhance student opportunities in the creative arts. In 2025, our choirs performed at the annual school fete, whole-school assemblies and the school Christmas concert. In addition, our Grade 6 students performed an outstanding production of *Shrek JR*.

Our Grade 6 student leaders demonstrated strong agency in their roles throughout 2025. They proposed projects to leadership and, with support, ran a variety of lunchtime clubs and initiatives for the whole school including Games Club for Prep–2, chess, art club, junior choir, a writing competition, Junior School Council fundraising events, an art competition and peer mediation

supporting younger students in the playground. The Albert Park Community Awards were a highlight, with Grade 6 volunteers contributing community hours to a Grade 1 buddy reading club, making toys for rescue cats and giving up their lunchtimes to be peer mediators. A number of Grade 6 students contributed many community hours to achieve Bronze, Silver and Gold Awards.

Enhancing the curriculum at APPS were a wide range of organised excursions and incursions for students from Prep to Grade 6. These included the fun overnight stay at Grade 4 camp on the Mornington Peninsula, an adventure camp for Grade 5 in South Gippsland, and a democratic and cultural trip to Canberra for Grade 6. Students also had opportunities to participate in a range of Gala Days with local schools from Grades 4–6. Additionally, all Prep–Grade 6 students attended swimming lessons.

In partnership with Albert Park College (APC), APPS offered high-quality instrumental music lessons in 2025 for over 100 students. This was a highly successful program, highlighted by two wonderful concerts throughout the year, with students performing for parents and families. Thank you to APC and their talented music teachers for enabling and supporting this fabulous program.

The highlight of the year for the community was the APPS School Fete. This much-loved event showcased the very best of our school community. Thank you to our dedicated School Council fundraising committee for driving the organisation and successfully bringing the community together. Our amazing staff and parent volunteers contributed many hours to bring the event to life. The children talked about it for weeks — a great day out for all our families.

Funds raised through the fete and other community events, including Mother's Day and Father's Day stalls, enabled the school to refurbish our school library. Our strong community spirit continues to make a meaningful difference for our students.

## Financial performance

Albert Park Primary School operated within the designated expenditure budget for 2025, fully funding all school programs and priorities as planned, along with the upgrading of classroom furniture and IT equipment. The 2021–2024 School Strategic Plan, together with the 2025 Annual Implementation Plan, continued to provide the framework for School Council funding allocations. The school remains committed to providing high-quality teaching and learning experiences for our students, with funds directed to support key programs and priorities. The Financial Performance and Position Report show an end-of-year deficit of \$148,617.

The deficit was due to a number of factors, including increased staffing costs (CRT), additional professional learning and training for staff, updating classroom devices, purchasing new class sets of reading books, upgrading classroom technology with new teaching screens, and investing in new classroom furniture and equipment.

Once again, our wonderful and supportive School Council fundraising team organised a range of successful events that brought the community together and raised significant funds. These funds contributed to the refurbishment of our library, including extending the existing space, installing new shelving and display signage to promote a love of reading, and supporting the annual rolling upgrade of IT equipment across classrooms.



## 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 442 students were enrolled at this school in 2025, 226 female and 216 male. 6% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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




### Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	66.7%	
	Similar schools	76.3%	
	State	82.0%	

### School Staff Survey

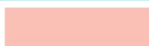





The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	81.6%	
	Similar schools	78.7%	
	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>97.1%</b>	
	Similar schools	94.7%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>96.0%</b>	
	Similar schools	94.5%	
	State	84.2%	

## NAPLAN

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





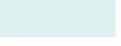

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>79.4%</b>	<b>78.4%</b>
	Similar schools	85.9%	84.9%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>96.8%</b>	<b>90.2%</b>
	Similar schools	90.0%	90.1%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>79.4%</b>	<b>81.6%</b>
	Similar schools	83.6%	83.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>95.2%</b>	<b>87.3%</b>
	Similar schools	85.0%	84.1%
	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.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>86.0%</b>	
	Similar schools	79.0%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>87.7%</b>	
	Similar schools	75.7%	
	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>64.8%</b>		<b>70.0%</b>
	Similar schools	75.0%		75.8%
	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>73.0%</b>		<b>72.8%</b>
	Similar schools	74.6%		74.5%
	State	76.4%		75.8%

## ENGAGEMENT





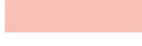


### Average absence days per student

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	18.1	19.3
	Similar schools	18.0	18.5
	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	91.9%	
Year 1	School	91.7%	
Year 2	School	91.5%	
Year 3	School	90.8%	
Year 4	School	90.5%	
Year 5	School	90.8%	
Year 6	School	88.7%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,204,236
Government Provided DET Grants	\$414,428
Government Grants Commonwealth	\$5,796
Government Grants State	\$0
Revenue Other	\$78,046
Locally Raised Funds	\$777,104
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,479,610</b>

Equity	Actual
Equity (Social Disadvantage)	\$20,493
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$20,493</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,491,754
Adjustments	\$0
Books & Publications	\$12,502
Camps/Excursions/Activities	\$225,383
Communication Costs	\$4,993
Consumables	\$107,692
Miscellaneous Expenses <sup>2</sup>	\$191,495
Agency Staff	\$175,262
Professional Development	\$24,955
Equipment/Maintenance/Hire	\$14,953
Property Services	\$126,801
Salaries & Allowances <sup>3</sup>	\$108,519
Support Services	\$17,486

Expenditure	Actual
Trading & Fundraising	\$58,038
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,812
<b>Total Operating Expenditure</b>	<b>\$5,598,643</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$119,033)</b>
<b>Asset Acquisitions</b>	<b>\$148,617</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	\$657,677
Official Account	\$71,823
Other Accounts	\$111,576
<b>Total Funds Available</b>	<b>\$841,076</b>

Financial Commitments	Actual
Operating Reserve	\$184,482
Other Recurrent Expenditure	\$6,371
Provision Accounts	\$0
Funds Received in Advance	\$139,909
School Based Programs	\$78,048
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$129,908
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$708,717</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.*