

2025 Annual Report to the School Community

School Name: Tulliallan Primary School (5553)



- 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 20 March 2026 at 09:23 AM by Kathryn Sharp (Principal)

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

Attested on 20 March 2026 at 09:24 AM by Kathryn Sharp (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

Tulliallan Primary School is a Public Private Partnership school developed under the Learning Communities Victoria Consortium situated in the high growth suburb of Cranbourne North. At the end of 2025, the school had been open for nine years for Prep to Year 6 students.

Tulliallan Primary School is a high performing school that embraces excellence, respect, community, and engagement. We have a collaborative team approach with students, staff and parents working together for the academic and social and emotional development of all students to prepare them for their future as global citizens. Teachers and students work collaboratively in year levels from Prep to Year 6 and Specialist Learning Communities to cater for the individual needs of all students via explicit and flexible learning options. We commit to having a shared responsibility for the success, wellbeing, and safety of all students.

Our school's vision is to develop happy, resilient, and responsible students who demonstrate positive social skills and empathy towards others. All students are provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

All of our school community are expected to follow our school values of Respect, Relationships, Responsibility and Resilience. Our School's SFOE – Family, Occupation and Education Index is 0.3078 in the low to medium category meaning that our demographic comes from a medium high socio-economic status.

In 2025 our school enrolment fluctuated between approximately 1479 at the beginning of the year to 1535 at the end of the year. We have students from rich and diverse backgrounds (60% of the student population has English as an additional language background). We had a staffing profile of staff consisting of 146 EFT comprising of 4 Principal class, 9 Leading Teacher/Learning Specialists, 85 Teaching Staff, 40 Educational Support staff, (Teacher Aides – various time fractions, Office Personnel, First Aid Officers). In 2026 we predict our enrolments to be approximately 1326 students. All teaching staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education for employment.

Our school was structured into Year Level Learning Communities with a Year Level Leader and Leadership staff member overseeing each year level. We had 60 Home Groups. By the end of the 2025 year, we had 151 students in Prep, 185 students in Year, 215 students in year 2, 220 students in Year 3, 225 students in Year 4, 230 in year 5 and 244 students in Year 6.

The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts and STEM. Students accessed these subjects once per week.

2025 was another exciting year where we not only engaged the students with the school but families within our community with the annual special events calling on parent helpers to support various programs. Students settled into routine with a focus on their academic achievement and wellbeing.

The 2025, 96 families completed the Parent/Caregiver Survey online and the Parent Satisfaction result which was 83% is gained through the general school satisfaction factor that sits in the School Ethos and Environment factor group which overall was 84% positive.

The following table outlines the 6 Factor Groups overall percentage score and their Factor elements for 2025.

Factor Group	Factors	OVERALL SCORE for Group
Connection and Progression	Positive Transitions	84%
	Student Connectedness	
Parent and Community engagement	Parent participation and engagement	81%
	School communication	
	Teacher communication	
Safety	Managing Bullying	83%
	Not experience bullying.	
	Promote positive behaviour.	
School Ethos and Environment	Respect for diversity	84%
	General school improvement	
	General School Satisfaction	
	Physical environment	
Student Cognitive Engagement	School Pride and Confidence	79%
	Effective Teaching	
	High Expectations for success	
	Stimulating Learning Environment	
Student development	Student Motivation and support	83%
	Confidence and resiliency skills	
	Student agency and voice	

The School Staff Survey for 2025 showed that the school climate factor had a positive endorsement of 84% was which was significantly higher than similar schools at 75%, Network Schools at 77% the state average of 77%. It is very pleasing that both staff and parents are satisfied with the manner that Tulliallan Primary School continued to provide a positive and connected environment for learning and wellbeing leading to our students' success.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 our Annual Implementation Plan goals were to:

1. Maximise student achievement in literacy and numeracy.
2. To strengthen student wellbeing outcomes.

Our key improvement strategies included expanding the teacher's knowledge of the Victorian Curriculum with a focus on leaders coaching and mentoring teachers and educational support staff to improve teaching and learning practice. We had a focus on our PLC – Professional Learning Communities to analyse and respond to data collected to refine our planning offering differentiation of learning to progress student achievement.

Looking at the results in the Annual Report Learning section, we are proud of the results we achieved in 2025 especially in the High and Medium Growth percentages where the percentage of Year 3 and 5 students in the High and Medium category for performance for NAPLAN in Reading and Numeracy achievement for our school were above the State Average of all Victorian Government Primary Schools and schools with a similar demographic, size and location as our own. Our results continue to show the consistency of high performance over time.

The commitment to professional learning to build teacher instructional practice in teaching and assessment of mathematics as well as an explicit approach to learning and teaching has supported better student achievement outcomes for our students. Students are a part of their learning based on our key improvement strategies and have a voice in articulating their understanding of what and why they learn and what they need to know next to improve their results.

The collaborative team approach to curriculum planning and assessment of students in each year level supports the consistency of teaching and learning as evidenced by the student achievement being above Victorian state average and similar schools. In 2025, our school focussed on the PLC inquiry approach to data collection and analysis ensuring that all students' achievements were tracked in English and Mathematics to appropriately meet their needs to further progress learning.

Individual Education plans for identified students ensured that student progress is recorded and reported on regularly across the year as they achieve their goals.

The Tutor Learning Initiative Program supported identified students who needed catch up in areas of Literacy and Numeracy and the continuation of the High Ability Student Program in its third year extended those students achievement through specialised lessons delivered by Virtual School Victoria.

In 2026, our challenge continues to be either maintaining or improving the percentage of students gaining high results in academic achievement. We will continue our focus on a consistent approach to the learning and teaching of our students. We will implement the VTLM 2.0 – Victorian Teaching and Learning Model alongside the updated Victorian Curriculum 2.0 to deliver explicit teaching within our Instructional Model, ensure staff consolidate teacher knowledge and

skills regarding the changes to the Victorian Curriculum 2.0 and associated assessment practices in all areas in particular English and Mathematics and continue to analyse student achievement data to support learning growth. Student engagement, voice and agency in how students learn for success will be consolidated.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the schools four values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school. Tulliallan PS has a Wellbeing Learning Specialist to lead the School's Wellbeing Curriculum team that has representatives from each year level and specialist team.

The personal and social capabilities curriculum is implemented as part of the school's social skills program where each week students work with a social skills approach using the values, circle time and Zones of Regulation to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others. We have a consistent approach to solving conflict for students to use independently and with staff. We use restorative practices to create empathetic understanding, building of trust and to strengthen positive student relationships.

In 2025 the wellbeing team continued undertaking regular professional development for the implementation of the Department of Education School Wide Positive Behaviour Support Model including Respectful Relationships to continue to be integrated into our school's wellbeing and social skills expected practices.

In addition, we partnered with the Cybersafety Project to conduct cyber safety sessions for students to support them as they were online socially, and we wanted them to know how to navigate on-line safely. We purchased and implemented the Cybersafety Project information and learning for students, staff, and parents.

We identified what good Tier 1 wellbeing practices and language looked like to ensure we continue with our whole school consistent approach to wellbeing fostering the strengths of our students acknowledging positive student effort in learning and behaviour towards others.

As seen in the Annual Report, Wellbeing results show that the Student Attitudes to School Survey Sense of Connectedness results from Years 4 to 6 students endorse that students feel very connected as part of our Learning Communities and feel safe at school. Our school's results were 81.9% strongly agree that they are connected to school. These results are significantly higher than the state average of all Victorian schools which is 77.1% and similar schools which is 77.1%.

The Student Attitudes to School Survey highlights 82.4% positive responses in the management of bullying indicating that students feel safe, they know where to get help and know any incidents are resolved fairly. This result is significantly higher than the State average of all Victorian schools which is 76.4% and similar schools which is 73.7%.

In 2025 we strengthened our Student Wellbeing Team to include a Leading Teacher in the role of Disability Inclusion, Learning Specialist in the role of Student Health and Wellbeing – Mental Health in Primary Schools, Learning Specialist in the role of Student Wellbeing and Engagement – School Wide Positive Behaviour Support and Respectful Relationships Curriculum and an

outsourced to obtain a Psychologist to support students and families. This team was able to give additional support to students, staff and families experiencing wellbeing concerns.

Our Annual Implementation Plan key improvement strategy was building a whole school understanding of practices and process to enable student voice and agency. We refined our whole school approach to identify where student agency is in everyday lessons to improve student motivation and responsibility for their learning. We integrated student voice in the Instructional Model, so students were more aware of their agency in their own learning. In the Attitudes to School Survey for students from Years 4 to 6 we saw the positive endorsement of the student voice and agency factor to be 77% in 2025.

Engagement

In 2025, we continued to engage our students with their learning, their peers and with the community. Term 1 is all about 'Team Tulliallan' and the focus on the Relationships value. Team Tulliallan is all about engaging students in how their Learning Community should operate with an agreed Code of Cooperation developed and sent home for parents to view. Respectful Relationships and personal capabilities - social skills curriculum are implemented to support and foster excellent expected behaviours in class and the yard as well as positive connections to peers and staff. Solutions and how to resolve relationship issues are explicitly taught to students. The input from the students in how learning, behaviour, work ethic, processes, setting up their learning goals and celebration pieces of work gives them a voice in how their Learning Community will be successful throughout the year.

Student, Staff, and parent connections are important, and this is initiated via the discussion at the "Meet The Teacher" session in Term 1 so that all can be in place for the success of the student. Our school analyses various summative and formative data to determine what each student knows and needs to know to accurately engage the student with learning in the zone of proximal development for that child. This then advises the planning of curriculum to be taught so that teachers can facilitate learning for student achievement growth.

We engage parents and carers in the students' school life by inviting them to view student work at Inquiry Expos, STEM Expo, Book Fair, Harmony Day, Education Week visit to the classroom, Sporting events, Colour Run, parent helpers, Read and Run, Newsletters with weekly information about student work in every year level and specialist domain, Student Led Conferences, Chess competitions, Meet The Teacher, Assembly and the School Production.

In addition, Progressive Reporting continued for its fourth year and engaged parents in their children's learning as they could see academic progressions as well as samples of work on COMPASS, our communication system throughout each term, in addition to the progressive reporting during each term, we send mid-year and end of year reports to parents.

School Support Group Meetings were held each term for identified students with Individual Education Plans with families, Leadership, Teachers, and Educational Support staff to monitor their progress and wellbeing.

We are always aiming for each student to have less than 20 days absent from school. In 2025 the school's average number of absence days for Prep to Year 6 was 21.6, % which was more than the state average of 21.5% and less than similar schools with 23.2%.

The positive attendance rate for each year level was sitting between 88.6% in year 2 to 89.8% in year 5

To address and reduce the percentage of students with absences we have a process to contact parents if students are absent for 2 days in a row without explanation. We publish the data outlining absences and lateness in the school newsletter weekly for community awareness. We SMS parents with a message when their child is not at school and write a letter to the family about the lateness and absence and how that impacts student learning and wellbeing. The school engages with the Department of Education Regional Wellbeing Team if there is chronic absence, and any welfare concerns due to absences were followed up by leadership with home visits and a return to school plan.

Other highlights from the school year

In 2025 we offered diverse opportunities for students to shine in their passions such as sport, Chess, Student Leadership, Music, Performing Arts, Band, Choir, Art competitions, STEM Expos, Science Teachers Association Science Talent Competition, Maths Olympiad, and VICSPELL Competition, ICAS, Victorian State School Spectacular. Just to name a few.

Parent helpers had training and induction to support whole school events and in classrooms. Regular English classes for Dari speaking parents and parent information sessions were initiated and introduced as parents wanted to know more about supporting their children at school.

Even with the large population of approximately 1400 + students, we were able to conduct our school and community events such as camps for years 3 to 6, School Production, various sporting events (Cross Country, Athletics, Gala Days, Interschool Sport, Swimming), excursions and incursions and student clubs at lunchtimes.

Leadership staff with significant responsibility who oversee whole school curriculum areas and lead year level and specialist teams were able to have tailored professional learning with Dr Ryan Dunn, VATL – Victorian Teaching and Learning Academy and through the Casey Central Principal Network and Department of Education SEVR training. This training supports the leadership staff to engage in up-to-date evidence based research to skill up the teaching and ES staff in their teams supporting a learning culture within our school. This in turn develops skilled practitioners that work directly with students for learning and wellbeing success.

Financial performance

The School Council, Principal and Finance Business Manager ensured that Tulliallan Primary School was in a healthy and financially viable position at the end of the eighth year of operation with a surplus. Due to the unpredictable increased growth and enrolment patterns in nine years of being open plus the unique nature of being a PPP school, the pattern of revenue and expenditure increased based on equipment needed to meet the demand. The exponential growth of numbers of students, increased number of staff and resourcing furniture and educational resources is quite challenging.

Money was spent on priorities of resourcing student learning in particular Reading, Mathematics, and access to technology. In 2025 we continued to provide parent access for their children to engage with online programs during and after school. We added new modules to our COMPASS Communication system to track students' absence and to provide progressive reporting to parents.

Specialist areas such as Science, Music, Art, and Physical Education required specific resourcing according to the nature of the subject area. Professional learning funds were used to further our Professional Learning Community work in 2025, continuing to build teacher excellence that impacts to improve student outcomes.

The Tutor Learning Initiative required human and physical resources to support the implementation of the program. Over the year, 286 students received tutor support. Students continued to be monitored for the entire year regardless of when they entered and exited the program. The results were positive with most students having success especially in their learning confidence, increased skill level, and engagement in learning.

High Ability Student Program continued at Years 5 and 6. A select group of High Ability learners in Year 6 were a part of the Masterminds school program and students were selected from this group to meet and collaborate with students from other schools within Casey Central Network.

The dedicated school funds such as MHiPS – Mental Health in Primary Schools and Tier 2 Inclusion allowed us to provide all student access to Brainstorm Productions Wellbeing Show and learning materials without incurring any cost to parents. The funds enabled us to employ a student psychologist, a Student Health and Wellbeing Co-ordinator and additional Educational Support Staff to support students and families.

With financial pressure on families, we subsidised programs, camps, swimming, and excursions to ensure students could access these vital programs.

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

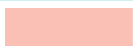


A total of 1,440 students were enrolled at this school in 2025, 676 female and 764 male. 59% had English as an additional language and 0% were Aboriginal or Torres Strait Islander.

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 - Medium**.

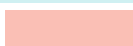
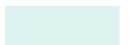

Parent Satisfaction Summary

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	82.7%	
	Similar schools	79.2%	
	State	82.0%	

School Staff Survey


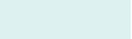


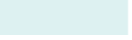

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	84.5%	
	Similar schools	75.1%	
	State	77.4%	

LEARNING


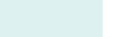


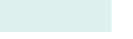


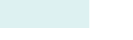




Teacher Judgement of student achievement against the Victorian Curriculum

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	85.7%	
	Similar schools	85.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.4%	
	Similar schools	82.7%	
	State	84.2%	

NAPLAN

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


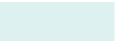


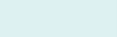

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	79.3%		73.2%
	Similar schools	66.7%		66.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	84.5%		83.9%
	Similar schools	73.2%		74.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	64.0%		64.1%
	Similar schools	59.6%		60.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	77.4%		77.8%
	Similar schools	68.1%		67.0%
	State	69.1%		68.1%

NAPLAN relative growth

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

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


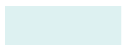

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	79.8%	
	Similar schools	75.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.6%	
	Similar schools	76.2%	
	State	74.0%	

WELLBEING


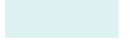

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	81.9%		86.0%
	Similar schools	77.1%		77.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.4%		84.3%
	Similar schools	73.7%		73.2%
	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	21.6	23.6
	Similar schools	23.2	23.8
	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	87.7%	
Year 1	School	88.8%	
Year 2	School	88.6%	
Year 3	School	89.5%	
Year 4	School	89.4%	
Year 5	School	89.8%	
Year 6	School	89.3%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$13,290,497
Government Provided DET Grants	\$2,631,998
Government Grants Commonwealth	\$38,757
Government Grants State	\$0
Revenue Other	\$174,525
Locally Raised Funds	\$717,436
Capital Grants	\$0
Total Operating Revenue	\$16,853,213

Equity	Actual
Equity (Social Disadvantage)	\$273,457
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$273,457

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

Expenditure	Actual
Student Resource Package ¹	\$13,848,983
Adjustments	\$0
Books & Publications	\$3,807
Camps/Excursions/Activities	\$441,735
Communication Costs	\$3,399
Consumables	\$487,361
Miscellaneous Expenses ²	\$47,253
Agency Staff	\$906,478
Professional Development	\$71,587
Equipment/Maintenance/Hire	\$424,145
Property Services	\$1,837
Salaries & Allowances ³	\$27,432
Support Services	\$180,211

Expenditure	Actual
Trading & Fundraising	\$29,687
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$168,947
Total Operating Expenditure	\$16,642,861
Net Operating Surplus/-Deficit	\$210,352
Asset Acquisitions	\$1,585,137

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	\$2,210,618
Official Account	\$75,474
Other Accounts	\$0
Total Funds Available	\$2,286,092

Financial Commitments	Actual
Operating Reserve	\$465,646
Other Recurrent Expenditure	\$4,493
Provision Accounts	\$0
Funds Received in Advance	\$11,251
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,550,000
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	\$2,036,391

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.