

2025 Annual Report to the School Community

School Name: Grayling Primary School (5385)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 11 February 2026 at 12:25 PM by Luke Abdallah (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 24 February 2026 at 11:31 AM by Luke Abdallah (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

Grayling Primary School first opened its doors in 2020, catering to students from Prep to Year 6. Situated in the growing suburb of Clyde North within the Berwick Waters Estate, the school provides a dynamic and supportive learning environment.

Vision and Values- At Grayling Primary School, our vision is for all students to be proud and connected, achieving success both academically and socially. We aim to engage and motivate students, encouraging them to set high expectations for themselves while fostering curiosity and a passion for learning. Collaboration between students, staff, and the broader community ensures that all students develop into resilient, confident, and respectful global citizens.

Our school motto, "Proud and Connected," is reflected in our core values, represented by the acronym PROUD: Performance– Striving for my personal best - Respect – Respecting myself, others, and the school environment - Open-minded – Willing to consider ideas and opinions that are new or different - United – Being part of a team to achieve a common goal - Daring – Being brave and willing to take risks to challenge myself.

School Facilities- Grayling Primary School features seven permanent buildings, including: - An administration building housing office spaces, staff facilities, and a sick bay - Two buildings with four flexible learning communities - 6 portable classrooms - 2 double storey portable classrooms - A purpose-built specialist facility - A gymnasium with a full-sized basketball court and additional learning spaces

Outdoor facilities include designated play areas for different year levels, all with shade sails, a large sandpit, junior school cubbies, a gaga pit, two outdoor basketball courts, and 2 soccer pitches.

Enrolment and Staffing- At the beginning of the 2025 school year, Grayling Primary School had 691 students enrolled, growing to 712 students by the end of the year.

The school's staffing profile includes: Leadership team: 1 principal, 2 assistant principals, 2 learning specialists - Teaching staff: 34 equivalent full-time (EFT) teachers, 8 part-time teachers - Education Support (ES) staff: 21 EFT (6 administration staff, 14 classroom support staff, and 1 maintenance staff member)

All teaching staff hold registration with the Victorian Institute of Teaching (VIT), while Education Support staff possess the required Working with Children Checks (WWCC) and other qualifications as mandated by the Department of Education and Training.

Learning Structure and Specialist Programs - In 2025, the school operated with seven Learning Communities, consisting of: - 5 Prep classes - 6 Year 1 classes - 5 Year 2 classes - 5 Year 3 classes - 4 Year 4 classes - 4 Year 5 classes - 3 Year 6 classes.

Students participated in weekly specialist subjects, which included: - Physical Education (PE) - Art - STEM (Science, Technology, Engineering, and Mathematics) - Performing Arts - Spanish. Grayling Primary School also provided additional opportunities for students interested in sports, robotics, coding, and art. The gymnasium served as a venue for before and after school care and was used as a training facility for a local basketball team. Music lessons were available for students interested in learning keyboard, drums, guitar, and vocals.

Community and Student Engagement - With an SFOE index of 0.3005, Grayling Primary School remains committed to fostering an inclusive and supportive school community. By encouraging academic excellence, personal growth, and social responsibility, the school ensures that students are well-prepared for future challenges.

Grayling Primary School continues to grow, providing a nurturing and stimulating learning environment where students can develop the skills, confidence, and resilience needed for lifelong success.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student Learning Outcomes Analysis

Current Practices

Grayling Primary has established strong foundations in teaching and learning. Staff make consistent use of data through Teacher Judgement, NAPLAN, and growth reports to identify students requiring both targeted support and extension. Collaborative planning and moderation structures ensure reliable teacher judgements and a consistent curriculum approach across year levels. Tiered interventions, including small group instruction and literacy/numeracy support programs, are used effectively to reduce the proportion of students working below expected level.

Teacher Judgement Learning Data (2024–2025 Trends)

Reading

- Semester 2, 2024: 19% above, 63% at, 18% below.
- Semester 2, 2025: 27% above, 63% at, 10% below.
- **Trend:** Significant improvement with more students working at or above expected and a reduction of 8 percentage points in those below expected.

Writing

- Semester 2, 2024: 12% above, 62% at, 26% below.
- Semester 2, 2025: 16% above, 69% at, 15% below.
- **Trend:** Clear improvement with more students working at or above expected and a reduction of 11 percentage points in those below expected.

Numeracy

- Semester 2, 2024: 12% above, 68% at, 19% below.
- Semester 2, 2025: 14% above, 73% at, 14% below.
- **Trend:** Pleasing improvement with more students working at or above expected and a reduction of 5 percentage points in those below expected.

Reading Growth (Years 3–5 NAPLAN relative growth)

- In 2025, 76% of students demonstrated medium or high growth, matching similar schools (76%), slightly below network (77%), and above the state (75%).
- Growth categories 2023–2025:
 - High growth: fluctuated (33% in 2023 → 27% in 2024 → 29% in 2025).
 - Medium growth: increased (45% in 2023 → 38% in 2024 → 47% in 2025).
 - Low growth: reduced from 35% (2024) to 24% (2025).
- **Relative growth:** Students remaining at Grayling consistently perform better (54% medium, 29% high in 2025) than those transferring from other schools (33% medium, 29% high).

Numeracy Growth (Years 3–5, NAPLAN Relative Growth)

- In 2025, 75% of students achieved medium or high growth, slightly below similar schools (77%), but equal to the network (75%), and the state (75%).
- Growth categories 2023–2025:
 - High growth: 24% (2023) → 23% (2024) → 31% (2025).
 - Medium growth: 53% (2023) → 46% (2024) → 44% (2025).
 - Low growth: 31% (2024) → 25% (2025).
- Continuity students again showed stronger outcomes compared with those transferring into Grayling mid-cycle.

NAPLAN School Comparison (Year 5, 2025 vs 2023)

- **Reading:** 489 (+86), just below state mean 503.
- **Writing:** 505 (+69), above state mean 494.
- **Spelling:** 506 (+88), above state mean 494.
- **Grammar & Punctuation:** 514 (+105), above state mean 507.
- **Numeracy:** 481 (+73), below state mean 503.

Trend: Grayling demonstrates outstanding gains in Writing, Spelling, and Grammar, all exceeding state outcomes. Reading is strong and close to state benchmarks. Numeracy, while improved, remains an area requiring additional focus to reach parity with literacy.

Key Implications

1. Equity strategies are working, with significant reductions in the number of students below expected across Reading, Writing, and Numeracy.
2. Extension is the next challenge, particularly increasing students in “above expected” and “high growth” categories.
3. Writing, Spelling, and Grammar are clear strengths, reflecting the impact of explicit instruction and consistent moderation.
4. Numeracy lags behind literacy, requiring focused strategies to lift achievement and extension.

Wellbeing

Our Attitudes to School Survey data demonstrates a long-standing culture of excellence in both learning and wellbeing. Results across all domains are consistently strong, sitting significantly above similar schools, network, and state averages. Students report feeling safe, supported, and connected, with particularly high endorsements in advocacy at school (95%) and self-regulation and goal setting (95%). The data reflects the success of our embedded Multi-Tiered System of Supports and our whole-school approach to wellbeing, which emphasise proactive intervention, inclusivity, and high expectations.

Consistent PLT Inquiry Cycles have further strengthened these outcomes, with teachers frequently engaging in structured conversations to identify Tier 2 supports for vulnerable and disadvantaged students. This collaborative process ensures that insights directly feed into intentional planning, enabling staff to provide targeted supports that positively impact student wellbeing and learning engagement. These results confirm that our students experience a safe, engaging, and supportive learning environment where they are empowered to succeed.

Maintained consistently high results across all domains of the AToSS for multiple years, demonstrating the strength of our whole-school approach to wellbeing and engagement. Achieved exceptionally high student perceptions of safety and connectedness, with 95% of students reporting advocacy at school and 91% managing bullying, well above state and network benchmarks. Built a culture of high expectations and success, with 98% of students recognising strong teacher expectations placing the school among the highest-performing in the state. Embedded a strong focus on self-regulation and goal setting, reflected in a 95% positive endorsement, indicating students feel supported to manage their learning and behaviour.

Our school has embedded a range of targeted practices to ensure students with disabilities are provided with the support they need to thrive. Differentiation is systematically planned through enabling activities within teacher planners, ensuring curriculum access and personalised pathways. A suite of Tier 2 support programs, including Lego Club, Secret Agent Society, and the STAR program in partnership with Versa Learn, provides evidence-based interventions to address social, communication, and regulatory needs. Education Support staff engage in regular professional learning, building capacity to apply strategies from the Berry Street Education Model such as Ready to Learn Plans, brain breaks, predictable routines, and the promotion of self-regulatory learners. These practices have had a direct and positive impact on student outcomes, with students demonstrating increased engagement, improved social-emotional regulation, stronger peer relationships, and greater confidence in their learning.

- **Lego Club** to strengthen social communication and collaborative skills.
- **Secret Agent Society (SAS)** to support students with Autism Spectrum Disorder (ASD) in developing social-emotional regulation and problem-solving strategies.
- **STAR program** in partnership with Versa Learn Speech Pathology, enhancing communication and social participation.
- Lunch Clubs - Garden Club, Art Therapy

Built the capability of Education Support (ES) staff through regular professional learning, with a strong focus on practical application in classrooms. T2L online PL suit has been utilised for students with ADHD, Autism and Defiance.

Adopted the **Berry Street Education Model (BSEM)** strategies to create predictable, safe, and supportive environments, including:

- Use of Ready to Learn Plans to support personalised regulation strategies.
- Regular use of brain breaks and movement-based activities to sustain engagement.
- Establishing predictable classroom routines that reduce anxiety and increase readiness for learning through daily Circle time, Transitions (entry and exit) and DO Now activities.
- Supporting students to become self-regulatory learners with independence in managing emotions and behaviours. This is reinforced through Ready to Learn scales and the Zones of Regulation.

Engagement

Fostering a Holistic Approach to Engagement

Our school is dedicated to a holistic approach to student engagement and wellbeing, underpinned by our core values: Performance, Respect, Open-Minded, United, and Daring. These values shape our positive school culture, ensuring a supportive and inclusive environment for all students. Through our personal and social capabilities curriculum, students engage in our social skills program, which integrates zones of regulation and circle time to nurture positive relationships, coping mechanisms, and effective communication skills.

Student Voice, Agency, and Leadership

In 2025, we have provided multiple opportunities for student voice, agency, and leadership. Our students, through school leaders, the Student Representative Council (SRC), and the Student Voice and Agency Leading Teacher, have actively participated in shaping our school community. Their involvement in decision-making processes has led to meaningful contributions, including the selection of charities to support, lunchtime clubs, and the planning of special events and curriculum enhancements.

Empowering Students through the SRC

The Grayling Student Representative Council plays a crucial role in ensuring student voices are heard. Elected by their peers, our SRC representatives advocate for their classmates and contribute positively to school-wide initiatives. Their leadership has influenced curriculum developments such as SWPBS (School-Wide Positive Behaviour Support) and led to student-driven events like career dress-up day and sushi special lunch day. These leadership experiences have enabled students to develop essential skills in public speaking, teamwork, decision-making, and problem-solving.

Community Engagement and Whole-School Events

We maintain strong connections with local kindergartens, particularly Manna Gum Kindergarten, to facilitate smooth prep transitions. Our commitment to community engagement was further evident through the hosting of numerous whole-school events, including:

- ? **Harmony Day**
- ? **NAIDOC Week Celebrations**
- ? **Book Character Parade**
- ? **School Disco**
- ? **Mother's Day and Father's Day Stalls and BBQ**
- ? **STEAM Show**
- ? **Christmas Concert**

These events were enthusiastically supported by our community, and we look forward to building on their success in 2026.

Commitment to Student Attendance

Recognising the importance of attendance in student success, we have implemented strict processes and monitoring systems involving classroom teachers, administration staff, and the principal class team. The effective use of COMPASS has been integral in tracking attendance, sending automated morning texts for unexplained absences, and ensuring timely follow-ups with families. Attendance guidelines have been developed to assist staff in identifying and addressing concerns promptly. Moving forward, we will continue promoting attendance through our fortnightly newsletter, newsfeed reminders, and parent engagement events. Grayling Primary School demonstrates a commendable commitment to student wellbeing through its strong attendance performance. As one of the key wellbeing measures in the 2025 School Performance Report, the school has achieved a high performance level in the wellbeing domain, which includes student attendance.

The overall trend for attendance at Grayling performs well above many similar schools, positioning itself in the top performance tier for wellbeing. This high level of attendance reflects a positive school culture where students feel safe, connected, and motivated to engage in daily learning activities.

This strength in attendance is particularly noteworthy given the challenges schools have faced in maintaining consistent student engagement in recent years. The school's ability to maintain high levels of attendance underscores effective student support strategies, strong community engagement, and a nurturing learning environment that values consistency and presence. Continued focus on attendance as part of the broader wellbeing strategy will ensure Grayling Primary remains a leader in student engagement and support, setting a strong foundation for both academic success and lifelong learning habits.

Encouraging Student Participation in Sports, Capms and Activities

Throughout 2025, we have provided numerous sporting opportunities for our students. Visits from various sporting organisations enabled students to participate in clinics covering sports such as AFL, volleyball, and more. These initiatives promote an active lifestyle, teamwork, and a sense of school spirit. We also ran multi day school camps from Year 3 all the way to Year 6. These camps were well attended and provided value rich skills for our students.

Enhancing Student Engagement through Behaviour Support Initiatives

Our annual focus on student engagement has been shaped by insights from the Attitudes to School survey, identifying areas for growth, including bullying prevention. To address this, we have implemented targeted efforts, such as:

? **Professional development sessions** for staff on recognising and responding to major and minor behaviours.

? **Restorative conversations** to encourage accountability and reflection among students.

? **Domain meetings** to identify behaviours impacting learning and adjust our SWPBS approach accordingly.

? **Clear behaviour recording protocols**, including tracking minor and positive behaviours to identify trends and inform intervention strategies.

? **School-wide behaviour flowcharts** displayed throughout the school to ensure consistency in behavioural expectations and responses.

Looking Ahead

Our commitment to student wellbeing, engagement, and leadership will continue to strengthen in 2026. With a foundation built on collaboration, community involvement, and continuous improvement, we are dedicated to fostering a supportive and thriving school environment where every student has the opportunity to succeed.

Financial performance

Grayling Primary School is in a strong and healthy financial position, allowing us to confidently plan for the future and embark on several exciting projects. As we approach 2026, we are pleased to report a surplus in our credit budget, which will support the implementation of key programs and initiatives to benefit our students and school community.

One of our major investments again has been in enhancing teaching and learning programs, with over \$50,000 dedicated to implementing, training, and resourcing literacy and numeracy initiatives. This commitment aligns with our Annual Implementation Plan (AIP) goals, reinforcing the school's focus on fostering excellence in these fundamental areas.

In addition, we have allocated over \$200,000 to upgrading our outdoor and play spaces. These enhancements ensure that our students have access to engaging, safe, and well-equipped areas during their break times, contributing to their overall well-being and school experience.

Technology remains a priority at Grayling Primary School, and we have continued to invest in resources that support both our staff and students. This includes the lease of Promethean Interactive Boards, as well as an increase in IT devices within classrooms to further enhance learning opportunities.

Furthermore, our Physical Education Department actively seeks external funding to expand sports programs. Through grants provided by the Australian Sports Commission, we continue to enhance our offerings, providing students with diverse opportunities to participate in physical activities and develop their skills.

We are excited about the future and remain committed to providing the best possible educational experience for our students. With a solid financial foundation, we look forward to implementing new projects and initiatives that will enrich the learning environment at Grayling Primary School.

For more detailed information regarding our school please visit our website at
<https://www.graylingps.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 686 students were enrolled at this school in 2025, 350 female and 336 male. 59% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - 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	100.0%	
	Similar schools	82.1%	
	State	82.0%	

School Staff Survey

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

2025			
% positive endorsement School Climate (School Staff Survey)	School	79.5%	
	Similar schools	74.8%	
	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	89.6%	
	Similar schools	84.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.4%	
	Similar schools	80.9%	
	State	84.2%	

NAPLAN

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

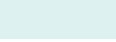
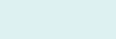
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	65.0%		70.0%
	Similar schools	64.4%		65.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	72.7%		73.3%
	Similar schools	71.8%		72.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	65.1%		64.9%
	Similar schools	59.0%		60.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	62.2%		63.0%
	Similar schools	65.5%		66.0%
	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	76.3%	
	Similar schools	75.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.3%	
	Similar schools	77.0%	
	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	91.0%		90.5%
	Similar schools	77.6%		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	91.3%		91.8%
	Similar schools	74.8%		74.0%
	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	22.9	24.2
	Similar schools	23.2	23.7
	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	88.5%	
Year 1	School	89.4%	
Year 2	School	88.1%	
Year 3	School	89.1%	
Year 4	School	88.2%	
Year 5	School	87.9%	
Year 6	School	87.0%	

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	\$6,942,698
Government Provided DET Grants	\$1,166,707
Government Grants Commonwealth	\$7,300
Government Grants State	\$0
Revenue Other	\$45,730
Locally Raised Funds	\$402,090
Capital Grants	\$0
Total Operating Revenue	\$8,564,525

Equity	Actual
Equity (Social Disadvantage)	\$106,725
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$106,725

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

Expenditure	Actual
Student Resource Package ¹	\$6,522,224
Adjustments	\$0
Books & Publications	\$6,049
Camps/Excursions/Activities	\$170,340
Communication Costs	\$7,370
Consumables	\$189,970
Miscellaneous Expenses ²	\$17,151
Agency Staff	\$216,661
Professional Development	\$44,994
Equipment/Maintenance/Hire	\$150,703
Property Services	\$203,052
Salaries & Allowances ³	\$49,688
Support Services	\$62,064

Expenditure	Actual
Trading & Fundraising	\$17,705
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$87,166
Total Operating Expenditure	\$7,745,138
Net Operating Surplus/-Deficit	\$819,387
Asset Acquisitions	\$131,282

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	\$768,799
Official Account	\$35,624
Other Accounts	\$0
Total Funds Available	\$804,423

Financial Commitments	Actual
Operating Reserve	\$203,819
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$203,819

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.