

# 2025 Annual Report to the School Community

School Name: Boneo Primary School (1184)



- 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 17 March 2026 at 04:51 PM by Marija Pandza (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 18 March 2026 at 08:56 AM by Marija Pandza (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

Boneo Primary School is a vibrant Foundation to Year 6 school located on the Mornington Peninsula and part of the Victorian Government school system. Our vision is to grow every learner through excellence in learning, wellbeing and belonging. Guided by our values of Respect, Empathy and Determination we strive to create a safe, inclusive environment where every student feels valued, supported and connected to their school community.

**Respect** – In everything we do, we recognise the worth, quality and importance of others, regardless of differences.

**Empathy** – In everything we do, we seek to understand another person's situation, feelings and motivations.

**Determination** – In everything we do, we understand that achieving personal goals requires persistence, effort and resilience.

Through these values we aim to nurture confident, capable and compassionate learners. Our programs focus on developing curiosity, encouraging collaboration and supporting students to challenge their thinking as they develop a lifelong love of learning. Our vision statement, 'At Boneo Primary School, we grow every learner through excellence in learning, wellbeing and belonging', and our mission statement, 'Through evidence-informed teaching and strong relationships, we create a safe, inclusive environment where every learner is challenged, supported and able to thrive,' work together to create a positive learning environment for all students.

Through evidence-informed teaching and strong relationships, we provide engaging and relevant learning experiences that build students' knowledge, skills and confidence to thrive in an ever-changing world. Our programs encourage curiosity, collaboration and critical thinking while supporting students to develop resilience and a lifelong love of learning.

Strong partnerships between staff, students and families are central to our work, recognising that collaborative relationships support positive learning and wellbeing outcomes for all students. A total of 344 students were enrolled in 2025. The Student Family Occupation Education (SFOE) index of 0.312 indicates a low-medium number of children come from disadvantaged backgrounds. In 2025, the school had a newly appointed Principal and Assistant Principal, 1 Learning Specialist, 19 classroom teachers, 4 specialist teachers: Art, P.E, Music and S.T.E.M., 1 intervention teacher and 11 education support staff who cover administration and classroom programs.

The 2025 School Review highlighted many strengths within the school. These included a positive and orderly learning environment supported by consistent routines, the implementation of a whole-school instructional model and strong collaborative planning practices that support consistent curriculum delivery. Student achievement in the early years was identified as a key strength. In Year 3 NAPLAN, the proportion of students achieving strong or exceeding proficiency in reading, writing and numeracy remained above the state mean. School data acknowledged the impact of targeted professional learning and the implementation of a systematic synthetic phonics program in Foundation to Year 2, which has strengthened early literacy outcomes.

The review also identified opportunities for continued improvement, particularly in literacy and numeracy outcomes in the upper years (Years 4–6), as well as strengthening student engagement and attendance. Boneo offers a broad range of learning and extracurricular opportunities and supports student voice and strategies through Student Leadership opportunities. Students at Boneo Primary School benefit from a wide range of opportunities beyond the classroom, including camps, sporting teams, lunchtime clubs, arts and performance opportunities, instrumental music and the Human Powered Vehicle (HPV) program. Student leadership is also an important aspect of school life, with student leaders and the School Representative Council contributing to school initiatives and supporting student voice.

Student wellbeing remains a key priority. The school continues to implement approaches that support social and emotional development, including strategies from the Berry Street Education Model, Respectful Relationships, restorative practices and targeted wellbeing programs designed to build resilience and connectedness.

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

### Learning

At Boneo Primary School, improving student learning outcomes remained a central focus throughout 2025. Guided by the School Strategic Plan and the Annual Implementation Plan, the school continued to strengthen teaching practice, curriculum planning and the use of student data to support every learner's growth.

A key priority in 2025 was the continued implementation of the school's Instructional Model to ensure consistency in teaching and learning across classrooms alongside the introduction of the Department of Education's Victorian Teaching and Learning Model (VTLM 2.0). The model supports consistent planning, explicit teaching, assessment and feedback; enabling teachers to respond effectively to individual student needs. By embedding VTLM 2.0 in daily practice, staff provide structured, engaging learning experiences that challenge students, monitor progress and promote continuous improvement in outcomes. This work will continue to be a priority moving forward.

Through Professional Learning Communities (PLCs), teachers collaborated in year-level teams to analyse student data, plan targeted instruction and monitor the impact of their teaching. This collaborative approach supported greater consistency in curriculum delivery and strengthened teachers' ability to respond to student learning needs. Alongside this, teachers participated in 'Teacher Sprints' to focus on their improvement in practice. By working in short, focused cycles, teachers collaboratively identify a specific instructional goal, trial targeted strategies in the classroom and reflect on the impact using student evidence. This process promotes a culture of continuous improvement, professional dialogue, and shared accountability for student progress. As a result, teachers are able to respond more quickly to student needs and refine their practice in ways that support consistent, high-quality instruction across the school.

Strengthening literacy outcomes remained a major focus. The school continued the implementation of a systematic synthetic phonics program in Foundation to Year 2, supporting

students to develop strong early reading skills. The school also purchased a wide range of decodable texts both for school and as home reading material. Year 3 NAPLAN results showed the percentage of students achieving in the strong or exceeding proficiency levels in reading, writing and numeracy remained above the state average. In the middle and upper years, teachers focused on strengthening reading comprehension and writing through explicit instruction and the continued implementation of the 6+1 Writing Traits approach. Across the year, a number of students participated in the Victorian High Ability Program. Students are selected based on their achievements through the curriculum and NAPLAN assessments. Data shows a decrease in the number of students below the expected level of achievement from Prep to 6 compared to 2024.

In 2025, staff participated in triads with neighbouring schools, collaboratively focusing on improvement strategies and sharing best practice to enhance teaching and learning outcomes. The focus was on strengthening explicit teaching practices across the school. Working in small groups provided opportunities for teachers to observe classroom practice, reflect together, and engage in professional dialogue about what effective explicit instruction looks like in different learning contexts. The learning walks created a supportive environment for staff to share strategies, build collective understanding and develop greater consistency in teaching approaches. This process also reinforced a culture of collaboration and continuous improvement, with teachers gaining practical insights that could be applied directly to their own classrooms.

Through a strong focus on collaborative practice, evidence-informed teaching and targeted professional learning, Boneo Primary School continued to build staff capability and strengthen learning outcomes for students throughout 2025.

## Wellbeing

In 2025, Boneo Primary School continued to prioritise student wellbeing as a foundation for successful learning. Guided by the School Strategic Plan and Annual Implementation Plan, the school focused on strengthening consistent wellbeing practices, improving student engagement and supporting positive relationships across the school community.

A key focus in 2025 was the continued implementation of the Berry Street Education Model and Respectful Relationships program. These approaches supported the development of consistent routines, emotional regulation strategies and positive classroom environments. Staff continued to embed proactive wellbeing practices to support students' sense of safety, connection and readiness to learn. Based on student feedback through the Attitudes to School Survey, the school introduced The Resilience Project from Foundation to 6. The program focuses on developing gratitude, empathy and mindfulness, helping students build resilience and positive mental health. Through classroom lessons and whole-school practices, students developed strategies to strengthen their wellbeing and manage challenges both at school and in everyday life. A parent session was offered to support families and encourage greater understanding of the program. This was well received by the community.

Student voice and engagement were also strengthened through leadership opportunities and the work of the Junior School Council with two branches: teaching and learning, and wellbeing. Students contributed to school initiatives and provided feedback about their learning and wellbeing experiences, supporting a culture where student perspectives are valued.

Data from the Attitudes to School Survey highlighted several positive outcomes. 93% of students reported that the school has high expectation for success and 86% believe there is a sense of

inclusion and that they have an advocate at school. Managing bullying and effective classroom behaviour were both areas students highlighted as requiring improvement. As such, the school introduced the Positive Classroom Management Strategies to begin this improvement work.

Attendance remained an important area of focus throughout 2025. The school participated in the Department of Education's trial into the 'Attendance Fidelity Tool' to gather data around attendance processes. Attendance continues to be closely monitored, with staff working collaboratively with families to address barriers and support regular school attendance. Individualised support plans, check-ins with key staff and strong home-school communication have helped ensure that students who require additional support remain engaged in their learning. Our leadership team has also worked alongside teachers to identify emerging needs early and put targeted supports in place.

A refined, tiered approach to wellbeing ensures that students receive the level of support they need, with every student having an individualised 'Ready to Learn' plan to support their engagement at school. Individual student profiles and wellbeing tracking processes enable staff to respond quickly and appropriately to emerging needs. Staff have also participated in professional learning to strengthen their ability to recognise, respond to and refer students requiring additional support, working in partnership with Department of Education specialists, paraprofessionals and external agencies such as The Orange Door and OzChild. The Respectful Relationships program continues to be embedded across all year levels from Prep to Year 6, supporting the development of empathy, positive relationships and inclusive behaviours. Students also participate in the 'Talking the Talk' program, which provides age-appropriate education about relationships, consent and personal wellbeing.

Students also benefited from a range of programs and opportunities that support wellbeing and engagement, including camps, sporting programs, lunchtime clubs and extracurricular activities. These experiences help students build friendships, develop confidence and strengthen their connection to school.

Through consistent wellbeing practices, strong relationships and a continued focus on student voice and engagement, Boneo Primary School maintained a positive and supportive environment where students feel safe, connected and ready to learn.

## Engagement

Improving student engagement remained a strong focus for Boneo Primary School throughout 2025, building on the foundations established in previous years. Our continued development of the Learner Map has strengthened the way we recognise and report on learner dispositions, including students' attitudes, values and learning attributes. These elements are embedded in student reports and support students to reflect on themselves as learners. Learning Tasks continued to provide families with timely feedback on student achievement across each term, while weekly learning previews shared through Compass helped families understand what their children were learning and how they could support them at home.

Strong partnerships with families remain central to student engagement. Events such as Student Led Conferences provided authentic opportunities for students to share their learning progress with parents and carers, strengthening the connection between home and school and reinforcing student ownership of learning. The school also continued to analyse attendance data to identify

patterns and inform targeted strategies that support students to remain connected and engaged in their learning.

A number of key initiatives aligned with the Department of Education's Framework for Improving Student Outcomes (FISO) 2.0 and the Victorian Teaching and Learning Model (VTLM 2.0), have supported improved engagement across the school. These included proactive monitoring of student attendance and early intervention where concerns arise, alongside a continued focus on student voice and agency. Student leadership opportunities were expanded, with our Year 6 School Leaders taking an active role in continuing to lead weekly whole-school assemblies and contributing to decision-making within the school community.

Engagement has also been strengthened through a broad range of extracurricular and enrichment opportunities. Senior students participate in elective-style workshops known as TREC, which include activities such as Cooking, Human Powered Vehicle projects and robotics. These opportunities allow students to pursue areas of interest, develop practical skills and connect their learning to real-world contexts. Student leadership continues to be an important feature of school life, with roles including School Captains, House Captains, Environmental Leaders, Art and Music Captains, Student Wellbeing Leaders and Junior School Council representatives from each Year 1 to Year 6 class.

Inquiry learning remains a key pedagogical approach at Boneo Primary School, encouraging students to explore ideas through curiosity, critical thinking and problem solving. Through this structured approach, students are supported to develop strong research, collaboration and analytical skills while taking greater ownership of their learning. The school's positive culture, strong community partnerships and high expectations for learning continue to contribute to strong engagement outcomes, reflected in positive results from the Attitudes to School Survey. These results indicate that students feel connected to their school, supported in their learning and motivated to actively participate in school life.

Boneo Primary School is now entering the next phase of its School Strategic Plan (2026–2029). Key priorities include strengthening teacher instructional practice, deepening collaborative planning, improving the use of student data to inform teaching, implementing targeted interventions and maintaining consistent approaches to wellbeing, engagement and attendance. These priorities will guide the school's work as we continue to improve outcomes for all students.

## Other highlights from the school year

In 2025, Boneo Primary School continued to provide a wide range of experiences that enriched student learning and strengthened our strong sense of community.

A highlight of the year were several whole-school events that brought families together and celebrated student achievement. Our Family Food and Fun Night was a wonderful success, raising valuable funds for the school while providing an opportunity for families, staff and students to connect in a relaxed and positive environment. Events such as our end-of-year celebrations and whole-school assemblies also provided opportunities to recognise student learning and leadership.

Students across the school benefited from a range of camps and excursions, which supported the curriculum while helping students develop independence, resilience and strong peer relationships. A particular highlight of the year was the Year 6 production, which showcased the creativity,

confidence and teamwork of our senior students. The performance was the culmination of many weeks of rehearsal and preparation, with students embracing roles both on stage and behind the scenes. It was wonderful to see students develop their confidence in performing arts while working collaboratively to bring the production to life. The event was well supported by families and the wider school community and was a proud moment for our Year 6 students as they celebrated their final year of primary school. These experiences remain an important part of our commitment to providing authentic and engaging learning opportunities beyond the classroom.

Sport continued to be an important part of school life, with many students proudly representing the school at district and regional events. Participation in network sports supported students to develop teamwork, perseverance and school pride.

Throughout the year, the school also maintained strong connections with the local community through partnerships, community events and fundraising initiatives, all of which contributed to the vibrant and supportive culture that makes Boneo Primary School such a special place to learn and grow.

## Financial performance

In 2025, Boneo Primary School maintained a stable and responsible financial position. School funds were carefully managed to ensure resources were directed towards improving teaching and learning, supporting student wellbeing and maintaining the school's facilities and grounds. Strategic financial planning enabled the school to invest in priority areas aligned with the Annual Implementation Plan, while also supporting programs, classroom resources and professional learning for staff. The school's major fundraisers – Family, Food and Fun Night, Oaks Day and The Boneo Community Market – continue to provide the school with much-needed funds. A steep decline in voluntary contributions has seen an increased need for fundraising and strategic financial management. The school remains committed to transparent financial practices and ensuring that all funding is used to maximise positive outcomes for students.

In 2025, Boneo Primary School received the following grants:

- Disability Inclusion Tier 2 \$18,999
- Equity \$18,713
- Swimming in Schools \$16,512
- Early Years Koorie Lit/Num \$5,100
- Extended Koorie Lit/Num \$14,500
- Student Excellence \$9,400
- Schools Mental Health Fund \$13,647
- Literacy Transition Funding \$3,702
- Respectful Relationships \$2,200

Fundraising:

- Family Food & Fun Night \$10,913

- Oaks Day \$7,725
- Fun Run & Misc Stalls \$13,363
- Market Stall \$ 3,624
- Trivia Night \$1,339

Donations:

- Market Committee \$17,000
- Misc \$ 2,208
- Christmas raffle \$605 profit
- Sushi Lunch T4 - \$467, T3 - \$558, T2 \$580 - Total \$1605
- Hot dog lunch T1 - \$811

At the end of 2025, the Net Operating Deficit was \$12,863

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

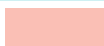

A total of 344 students were enrolled at this school in 2025, 168 female and 176 male. NDP had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

### 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	65.5%	
	Similar schools	81.4%	
	State	82.0%	

### School Staff Survey


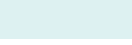


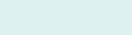

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	66.6%	
	Similar schools	79.7%	
	State	77.4%	

## LEARNING





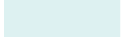




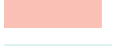


### Teacher Judgement of student achievement against the Victorian Curriculum

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>86.9%</b>	
	Similar schools	88.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>86.2%</b>	
	Similar schools	86.9%	
	State	84.2%	

## NAPLAN

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


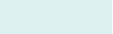


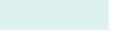

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>83.7%</b>		<b>77.5%</b>
	Similar schools	72.2%		72.6%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.3%</b>		<b>70.1%</b>
	Similar schools	76.4%		77.0%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.8%</b>		<b>78.6%</b>
	Similar schools	69.1%		69.3%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>63.4%</b>		<b>62.2%</b>
	Similar schools	70.9%		70.5%
	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'.


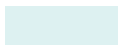

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>74.4%</b>	
	Similar schools	72.5%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>68.4%</b>	
	Similar schools	70.6%	
	State	74.0%	

## WELLBEING


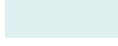

### Student Attitudes to School – Sense of Connectedness

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>63.8%</b>		<b>78.6%</b>
	Similar schools	75.5%		75.9%
	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>56.0%</b>		<b>77.8%</b>
	Similar schools	77.3%		77.2%
	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
<b>Prep - 6</b>	<b>School</b>	<b>22.8</b>	<b>22.0</b>
	Similar schools	21.0	21.3
	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	
<b>Prep</b>	<b>School</b>	<b>90.7%</b>	
<b>Year 1</b>	<b>School</b>	<b>88.6%</b>	
<b>Year 2</b>	<b>School</b>	<b>89.7%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.4%</b>	
<b>Year 4</b>	<b>School</b>	<b>87.9%</b>	
<b>Year 5</b>	<b>School</b>	<b>88.1%</b>	
<b>Year 6</b>	<b>School</b>	<b>86.3%</b>	

## 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	\$3,841,035
Government Provided DET Grants	\$373,416
Government Grants Commonwealth	\$0
Government Grants State	\$6,550
Revenue Other	\$13,937
Locally Raised Funds	\$295,806
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,530,744</b>

Equity	Actual
Equity (Social Disadvantage)	\$38,180
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$38,180</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>	\$3,871,273
Adjustments	\$0
Books & Publications	\$1,149
Camps/Excursions/Activities	\$130,047
Communication Costs	\$7,491
Consumables	\$65,112
Miscellaneous Expenses <sup>2</sup>	\$22,317
Agency Staff	\$33,720
Professional Development	\$3,546
Equipment/Maintenance/Hire	\$31,982
Property Services	\$94,143
Salaries & Allowances <sup>3</sup>	\$140,867
Support Services	\$128,427

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$40,878
Motor Vehicle Expenses	\$2,736
Travel & Subsistence	\$0
Utilities	\$33,853
<b>Total Operating Expenditure</b>	<b>\$4,607,542</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$76,798)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$79,450
Official Account	\$38,916
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$118,366</b>

Financial Commitments	Actual
Operating Reserve	\$122,711
Other Recurrent Expenditure	\$11,603
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	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$194,315</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.*