

2025 Annual Report to the School Community

School Name: Meadows Primary School (5524)



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

Attested on 28 April 2026 at 02:18 PM by Figen Mustafa (Principal)

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

Attested on 28 April 2026 at 02:19 PM by Figen Mustafa (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
 - 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

Meadows Primary School is committed to providing an environment for learning and personal development. We continue to nurture well-rounded individuals who can contribute positively to society whilst embedding our school vision throughout the community. Our vision reads: *We are an inclusive and safe learning community that empowers students to achieve their potential and live our values. We are responsible, respectful and resilient.* Meadows Primary School's values are Respect, Resilience and Responsibility. *We have Respect for ourselves and others. We are Resilient when faced with challenges. We are Responsible for our learning, our actions and our belongings.*

Meadows Primary School has a history rooted in the merger of Meadowbank Primary and Campmeadows Primary Schools in 2009. We are located in a well-established residential area of Broadmeadows in the Northwest Victorian Region (NWVR). Meadows Primary School boasts beautiful grounds, a Twenty First Century Learning Centre with 10 classrooms, modern facilities and a sensory room. We have a large spacious library, dedicated AUSLAN room and ART room that all interconnect with our years 3/4 building.

The parent's welcome area continues to be an inviting space to meet and connect. Overall, we had thirteen generalist classes consisting of two foundation classes, three-year 1/2 composite classes, four-year 3/4 composite classes and four-year 5/6 composite classes. The school ran four specialist classes being physical education, visual arts, AUSLAN, and STEM. Each classroom and meeting space has a TV screen; classroom sets of laptops are used in the year 3-6 cohorts while years Foundation-two students have class sets of iPads as digital devices.

The school grounds and gardens require significant attention, as many areas are overgrown and in need of maintenance. Shrubs have become excessively dense and require trimming, while weeds continue to grow through the oval turf, affecting both the appearance and safety of the grounds. In addition, soft fall material is needed to properly fill playground areas to ensure they meet safety standards. New and inclusive play equipment is required. Work to address these concerns began. Efforts have been made to clear and clean parts of the school buildings, including the removal and disposal of old, broken, and unsafe equipment. The gym was given a deep clean and the gym change rooms, which were not in use, were cleared of damaged items and thoroughly cleaned. Despite this progress, there are still several areas within the school buildings that require further cleaning, maintenance, and attention to ensure a safe and well-presented environment for students and staff.

The school prides itself in being a true school community with both a kindergarten and community hub onsite providing numerous benefits to our school community. Our Community Hub offers playgroups, access to services such as Maternal Health Care Nurse, community activities and runs our whole school free Breakfast Club three mornings a week from our fully equipped kitchen. Our kindergarten, which is run by Northern Schools Early Years Cluster; in response to community need shows the number of three- and four-year-old playgroups is increasing. The Community Hub and Kindergarten make Meadows Primary School a Birth to Year six school and provides positive opportunities for transition and connection to school.

In addition to three principal class employees (one Principal and two Assistant Principals), the school has one leading teacher and two learning specialists. There were eighteen full time

teachers, three part time teachers, fourteen Education Support Staff as classroom support. Four of the ES staff members were in administration consisting of one Business Manager, two office personnel and one buildings and grounds (maintenance) person. We also have two part time technicians. The school employed a school chaplain four days a week and two social workers (one full time and the other four days a week). They provided one to one counselling with students identified as requiring tier three supports. A Mental Health and Wellbeing Leader were employed as a learning Specialist, over three days but taught in a classroom for two of those days.

An enrolment of 263 students was recorded for 2025 on census day with the school experiencing a declining trend in numbers from previous years. 46% of students identified as male and 52% female. Meadows Primary School is proudly multicultural having 24 language backgrounds other than English with 77% of students (203 total) recognised as English as an Additional Language (EAL) learner. Students with a disability identified by the Nationally Consistent Collection of Data (NCCD) was 55% and fourteen of our students received funding through the Program for Students with a Disability. Last year 64% of our students were identified as being disadvantaged and the School Family Occupation and Education Index (SFOE) was at 0.5949, falling into the high range.

A referral pathway is followed and targeted one to one intervention in place for students identified in tier three, while students in tiers two and one were supported with small group, differentiated and universal support programs and strategies. The Disability Inclusion Model was rolled out in the Hume area. However, with staffing challenges, the school was unable to secure staff to lead this work, and the school could not complete any Disability Inclusion Profile meetings or secure funding for students with disability or additional needs. We continue to partner with Banksia Gardens and support new staff to receive training in the trauma informed approaches founded on the Berry Street Education Model (BSEM).

We continued to provide professional learning for staff in line with the school's strategic directions with the intent to build teacher capacity and improve student learning outcomes in literacy, numeracy and wellbeing aligned to the Victorian Teaching and Learning Model 2.0.

Meadows Primary School was identified to be part of the Schools in the Intensive School Support (ISS) initiative. We received greater assistance and prioritised support from the area and region, including from learning and wellbeing teams. As part of the initiative, our school received support from an ISS senior leader (an experienced executive principal based in the region) and leading teacher.

Our school also took part in an alignment review led by an independent school improvement specialist to assist in refining the school's Strategic Plan and Annual Implementation Plan (AIP). ISS alignment reviews were scheduled during term four of 2025.

The school engaged with the regional Disability Inclusion Educational Improvement Leader (DI EIL) who worked closely with the Executive Team to begin mapping out the work around understanding Positive Classroom Management Strategies and considerations for reviewing the whole school Behaviour Management Framework. The School Wide Positive Behaviour rewards system was reviewed and a revised point system with new rewards added to reengage positive behaviours in students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school implemented year four of its strategic plan with an increased focus on literacy and wellbeing. The focus was to improve student outcomes in reading by building teacher capability in implementing evidenced based systematic synthetic phonics, embedding consistency in planning and strengthening assessment practices to inform teaching and learning. The implementation of the VTML 2.0 in the Hume Merri-bek region, saw the Executive Team strengthening their understanding of the elements of learning and teaching in preparation for whole school professional learning and implementation in 2026. The teaching and learning team in 2025 comprised of an Assistant Principal, and two Learning Specialists. In Term Four this structure changed to include a Leading Teacher and reduced to a Learning Specialist.

The department ISS (Intensive School Support) worked with the Year Foundation to Year Two team to develop consistency and delivery of the LLLL (Little Learners Love Literacy) systematic synthetic program. It was found that staff who previously had access to professional development in using this program had since moved on or out of the early years classrooms. Developing consistency in this area will continue into 2026 ensuring consistency in the instructional delivery and planning documentation in the early years classrooms.

Strengthening assessment practices to inform teaching and learning began with an audit of the assessment and learning schedule, which was found to be inconsistent across the school. Current practices relied heavily on external programs with a lack of analyses of student work samples and teacher anecdotal notes. A revised schedule was developed, which will further inform the development of teaching and learning sequences in 2026.

Several barriers impacted the achievement of curriculum focused goals in the 2025 AIP including workforce constraints and movement and an inconsistent executive and middle leadership team.

Wellbeing

Throughout 2025, Meadows Primary School maintained a strong commitment to supporting student wellbeing, building on the foundations established in 2024. However, the year was marked by continued changes in wellbeing leadership, which impacted the consistency and momentum of some initiatives. The wellbeing team comprised an Assistant Principal (Wellbeing), a Mental Health and Wellbeing Leader (0.2), a social worker, and a chaplain. In Term 4, the structure expanded to include two Assistant Principals overseeing wellbeing and inclusion, reflecting an increased focus on these areas.

Weekly wellbeing meetings remained a key structure for coordinating support. These meetings focused on reviewing tiered intervention models, allocating referrals, and aligning actions with the school's wellbeing goals and priorities. While these processes were valuable, the ongoing staffing changes created challenges in sustaining continuity and fully embedding some aspects of this work.

Student Support Group (SSG) meetings continued to be a priority throughout the year. All students requiring an Individual Education Plan (IEP) participated in termly SSG meetings, ensuring that goals were regularly reviewed and updated in response to student progress and needs. This reflects a strong commitment to inclusive practice and ongoing monitoring.

Despite this, there are areas for further development. Professional learning is needed to strengthen staff capacity in developing high-quality SMART goals within IEPs, ensuring they are specific, measurable, achievable, relevant, and time bound. While leaders and teachers have completed the Disability Inclusion (DI) eLearning modules, there is limited evidence within collaborative planning documentation to demonstrate how student adjustments are being informed by data and consistently implemented.

Additionally, Education Support staff have not yet been provided with targeted professional learning on maintaining accurate and comprehensive documentation of student adjustments. Strengthening this area will be important to ensure consistency, accountability, and alignment with best practice in inclusive education.

Moving forward, a more stable leadership structure, alongside targeted professional learning and clearer documentation processes, will be essential to further enhance the effectiveness of the school's wellbeing and inclusion practices.

The AIP goal for wellbeing focused on strengthening whole-school practices to better support student learning outcomes. This was to be achieved by deepening our commitment to inclusive practices, particularly in supporting diverse learners who present with complex behavioural needs. A key strategy involved engaging staff in targeted professional learning to build their capacity to effectively select, document, and implement individualised adjustments that address both learning and wellbeing needs.

While some initial progress was made, this goal was not fully realised and will remain a priority for 2026. Several barriers impacted implementation, including workforce constraints and limited staff capacity, which affected the consistency and depth of engagement. Additionally, varying levels of staff readiness for change influenced the pace at which new practices could be embedded across the school. Moving forward, a more staged and supported approach to professional learning, alongside clear structures for collaboration and accountability, will be essential in achieving this goal.

Engagement

Engagement remained a key focus throughout the year, reflecting our ongoing commitment to fostering a connected, inclusive, and participatory school community. Across the year, a range of community events and initiatives were implemented to strengthen relationships between students, staff, and families, and to promote a sense of belonging across the whole school. Selected examples of these events are highlighted later in this report.

The Annual Implementation Plan (AIP) goal for engagement centred on enhancing student engagement through two key measures drawn from the Attitudes to School Survey (AToSS):

1. To increase Student Voice and Agency from 43% positive endorsement in 2024 to 53% in 2025.
2. To increase Stimulated Learning from 49% positive endorsement in 2024 to 55% in 2025.

In 2025, the school prioritised student voice and agency as a key improvement strategy, aligned with the Victorian Department of Education's Framework for Improving Student Outcomes (FISO 2.0), particularly within the core element of Empowerment and Agency. This focus aimed to provide students with greater opportunities to contribute to decision-making, express their perspectives, and take an active role in shaping their learning experiences.

Alongside this, the school continued to strengthen its approach to stimulated learning—an evidence-informed practice that promotes curiosity, inquiry, and meaningful real-world connections. This approach supports deeper engagement by encouraging students to take ownership of their learning and to see relevance in their educational experiences.

It is pleasing to report strong growth and improvement in both Student Voice and Agency and Stimulated Learning over the course of the year. Positive endorsement for both measures not only increased but exceeded the targets set in the Annual Implementation Plan, reflecting a significant shift in student perceptions of their learning experience.

These results indicate that more students feel empowered to contribute their ideas, participate in decision-making, and take greater ownership of their learning. At the same time, the improvement in Stimulated Learning suggests that classroom practices are increasingly engaging, with teachers being supported to embed the science of learning in line with the VTLM 2.0.

This progress can be attributed to a sustained focus on building teacher capacity, embedding inclusive and student-centred practices, and creating more opportunities for authentic student voice. The challenge moving forward will be to consolidate these gains and ensure consistency across all learning areas, so that high levels of engagement are experienced by every student.

Attendance

In 2025, the school maintained a strong and consistent focus on student attendance as a critical factor influencing engagement, wellbeing, and academic achievement. This work aligns with expectations set by the Victorian Department of Education and the priorities outlined in FISO 2.0, particularly within the elements of Engagement and Support and Resources. Strategies to support attendance included ongoing monitoring, early intervention, and strengthened communication with families.

The school's partnership with the Northern Centre of Excellence in School Engagement (NCESE) further strengthened this work. This partnership enabled staff to engage in targeted professional learning and provided pathways for student referrals to the Project REAL re-engagement program, supporting students at risk of disengagement to reconnect with learning in a structured and supportive environment.

The school engaged with the regional Disability Inclusion Educational Improvement Leader (DI EIL) who worked closely with the Executive Team to begin mapping out the work around understanding Positive Classroom Management Strategies and considerations for reviewing the whole school Behaviour Management Framework. The School Wide Positive Behaviour rewards

system was reviewed and a revised point system with new rewards added to reengage positive behaviours in students.

Other highlights from the school year

The 2025 school year was filled with vibrant celebrations, memorable experiences, and a strong sense of community that brought students, families, and staff together.

We began by celebrating Harmony Day and Eid, embracing the rich cultural diversity within our school. It was a meaningful opportunity for students and families to share traditions, stories, and strengthening the inclusive spirit that defines our community.

Our Year 1/2 students enjoyed a wonderful excursion to the Flower and Garden Show in Term One, where they explored colourful displays and engaged with the beauty of nature. The experience sparked curiosity and creativity, extending their learning beyond the classroom.

Our Year 5/6 students embarked on an exciting camp at Forest Coastal Lodge, where they immersed themselves in beach activities and scenic bush walks. The experience fostered independence, resilience, and positive friendships, leaving students with memories they will carry for years to come.

One of the most joyful milestones of the year was the celebration of 100 Days of Prep. Students and their families came together to mark this special achievement, reflecting on how far our youngest learners had come in such a short time.

Sport played a significant role throughout the year. The Cross Country and Footy Gala Day were standout events, with many of our students demonstrating determination and teamwork, progressing through to the divisional rounds. Our girls' soccer team also made their mark on the sporting field, showcasing skill, teamwork, and determination as they proudly represented the school.

Creativity and community spirit shone during our Writers and Art Festival. The event showcased student talent while a fundraising BBQ sausage sizzle added to the lively atmosphere, bringing families together in support of the school.

We also took time to honour the important people in our students' lives. The Mother's and Others Morning Tea for Mother's Day was a heartfelt celebration of the strong and inspiring women in our community. This was followed by a Father's and Father Figures Afternoon Tea to celebrate Father's Day, where families enjoyed a fun-filled afternoon, highlighted by friendly basketball and soccer matches.

Our whole-school Colour Fun Run was another highlight, drawing a fantastic turnout of families. The energy, laughter, and bursts of colour made it a truly unforgettable day. Similarly, Footy Colours Day united the school in a celebration of sport and team spirit where children raised funds for an out of uniform day supporting a children's cancer charity.

While our Year 3/4 camp plans changed due to limited interest in the overnight experience, the alternative "camp in the park" at Woodland Parkland proved to be a wonderful success. Students participated in a range of outdoor activities and enjoyed a sausage sizzle lunch, ensuring the spirit of camp was still very much alive.

Throughout the year, students from Foundation to Year 6 participated in the swimming program, building confidence, skills, and water safety awareness—an essential part of our curriculum.

In December, the school came alive with festive cheer during our Christmas Variety Party, held in the Exhibition Building at South Wharf, for Foundation to Year 6 students. The day was filled with a wide range of fun activities, laughter, and excitement, with students delighted by the amazing gifts they received. Families were also invited to join in, creating a joyful and inclusive celebration to close out the year.

We concluded the year with a truly special Year 6 Graduation. The gymnasium was filled to capacity with proud families and friends, all gathered to celebrate this important milestone. It was a fitting end to a year defined by growth, connection, and achievement.

We also successfully reactivated the school website, which was previously not functioning, and updated it with the latest information to ensure accuracy and accessibility.

Together, these moments capture the heart of our 2025 school year—a year of learning, celebration, and community.

Financial performance

Meadows Primary School was in a significant deficit position beginning 2025. As a result, the school's financial position was in dire straight. The school engaged in regional supports to help work through budgeting challenges. The school worked to become compliant in the Financial Audit for School Council actions with the support of region.

A considerable amount of the cash budgets previously used to fund education support staff who were working as casuals. The school employed two education staff on ongoing positions. This ensured our cash balance remained healthy as expended funds decreased. A large proportion of staff absenteeism was evident, including starting the school day late or leaving early. Teachers were covered internally by leadership and small class sizes were split among the team which supported the school financially but also because of difficulty in securing casual relief staff.

The school ran at a loss for some of our excursions and swimming program by covering some of the costs of buses and these events.

The school only received 9.5% of parents' voluntary contributions, with no donations made to the Building or Library Funds or Grounds and Maintenance. This places significant strain on the school, as it must cover essential expenses using its already limited funds, making it increasingly difficult to maintain resources and provide quality facilities for students.

The school engaged in its very first BBQ fundraiser and this proved to be a success with considerations for planning further fundraisers in 2026. The school did not submit any grants and identified this as a need for future planning.

Hire of the school facilities provided a minimal source of income. There is consideration of hiring out the school gym in the future to bring extra funds into the school to support capital works and purchasing of learning resources. Equity funding continued to be used for extra staffing support for those students needing additional assistance.

For more detailed information regarding our school please visit our website at
<https://meadowsps.vic.edu.au/our-school>

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 264 students were enrolled at this school in 2025, 142 female and 122 male. 78% had English as an additional language and 5% 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 **High**.

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	50.0%	
	Similar schools	90.9%	
	State	82.0%	

School Staff Survey

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

		2025	
% positive endorsement School Climate (School Staff Survey)	School	50.3%	
	Similar schools	75.5%	
	State	77.4%	

LEARNING

NAPLAN

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

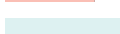
		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	19.2%		40.0%
	Similar schools	53.7%		53.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	35.0%		37.2%
	Similar schools	59.2%		59.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	19.4%		36.4%
	Similar schools	46.3%		46.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	24.4%		31.3%
	Similar schools	50.8%		51.2%
	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	53.6%	
	Similar schools	75.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	58.6%	
	Similar schools	76.5%	
	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	70.7%		59.8%
	Similar schools	81.3%		80.7%
	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	71.4%		55.9%
	Similar schools	81.0%		78.8%
	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	32.5	29.3
	Similar schools	22.9	23.3
	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	
Prep	School	86.0%	
Year 1	School	79.4%	
Year 2	School	86.1%	
Year 3	School	84.8%	
Year 4	School	86.5%	
Year 5	School	81.5%	
Year 6	School	82.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,190,434
Government Provided DET Grants	\$709,418
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$47,380
Locally Raised Funds	\$122,304
Capital Grants	\$0
Total Operating Revenue	\$5,069,536

Equity	Actual
Equity (Social Disadvantage)	\$786,692
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$786,692

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

Expenditure	Actual
Student Resource Package ¹	\$4,216,499
Adjustments	\$0
Books & Publications	\$97
Camps/Excursions/Activities	\$56,279
Communication Costs	\$6,946
Consumables	\$51,159
Miscellaneous Expenses ²	\$13,068
Agency Staff	\$0
Professional Development	\$18,459
Equipment/Maintenance/Hire	\$54,811
Property Services	\$85,165
Salaries & Allowances ³	\$31,118
Support Services	\$320,923

Expenditure	Actual
Trading & Fundraising	\$5,464
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,813
Total Operating Expenditure	\$4,904,802
Net Operating Surplus/-Deficit	\$164,734
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$339,470
Official Account	\$29,725
Other Accounts	\$0
Total Funds Available	\$369,196

Financial Commitments	Actual
Operating Reserve	\$114,717
Other Recurrent Expenditure	\$22,393
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$57,155
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	\$194,265

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.