

2025 Annual Report to the School Community

School Name: Ripponlea Primary School (4087)



- 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 13 March 2026 at 01:05 PM by Natalie Rose (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 22 April 2026 at 11:38 AM by Natalie Rose (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

Ripponlea Primary School is a small, vibrant and inclusive government school located in East St Kilda, approximately 10 kilometres from Melbourne's CBD. Established in 1922, the school had a proud legacy of delivering high-quality education within a safe, welcoming and diverse community. In 2025, the school had an enrolment of approximately 267 students from Foundation to Year 6. Its relatively small size supported strong relationships, ensuring every child was known, nurtured and challenged to achieve their full potential.

The school community respectfully acknowledges the Traditional Owners of the land, the Boon Wurrung (Bunurong) people of the Kulin Nation. 2025 marked the first year of implementation of the school's Reconciliation Action Plan (RAP), with the school working alongside the Marrung Schools Champion and the school's network to strengthen cultural understanding, embed Aboriginal perspectives and support meaningful reconciliation practices.

Ripponlea Primary School is guided by a clear vision to grow global and creative thinkers who **care, create and connect**. This vision was underpinned by the school values of **Community, Creativity, Integrity, Open-mindedness, Resilience and Respect**, which were embedded across all aspects of school life. A strong culture of learning, safety, collaboration and trust exists, with students placed at the centre of all decisions and staff working collectively in an environment characterised by shared responsibility and mutual support.

The student population reflected a broad range of social, cultural and learning backgrounds, with families actively engaged through School Council, Ripper Families, community events, volunteering and sustainability initiatives. The broader community context included increasing awareness of mental health and wellbeing needs, reinforcing the school's focus on psychological safety, belonging and inclusive practice.

In 2025, Ripponlea Primary School undertook a School Review, engaging staff, students, families and external partners in a reflective and collaborative process. The review outcomes were positive and affirming, celebrating the school's strong culture, effective teaching practices and commitment to wellbeing and inclusion. The process informed the development of a new Strategic Plan, which focused on consolidating existing strengths while continuing to strengthen teaching, learning and wellbeing practices.

The school maintains a strong focus on English and Mathematics, delivering a carefully sequenced curriculum aligned to the Victorian Curriculum 2.0 and the Victorian Teaching and Learning Model (VTLM 2.0). Student wellbeing and inclusion were prioritised through Disability Inclusion reform and a multi-tiered system of support, providing universal, targeted and individualised interventions to meet diverse learner needs. School-Wide Positive Behaviour Support, social-emotional learning programs and a whole-school commitment to Child Safe Standards ensured students were supported to engage, learn and thrive.

Together, these elements ensured Ripponlea Primary School remained small in size, yet significant in impact for its students, staff and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Ripponlea Primary School continued to prioritise high-quality teaching and learning through a strong focus on instructional consistency, evidence-based practice and the effective use of data to inform teaching. The school's improvement work centred on strengthening literacy and numeracy outcomes while building staff capability through collaborative professional learning and the continued development of Professional Learning Communities (PLCs).

Through the PLC model, teachers engaged in structured inquiry cycles to identify student learning needs, plan targeted teaching strategies and monitor the impact of their practice. Teams analysed multiple sources of data including formative assessment, teacher judgement and system assessment data to ensure teaching was responsive and aligned with student learning needs. This collaborative approach strengthened shared accountability for student outcomes and supported greater consistency in instructional practice across year levels.

A significant focus in 2025 was strengthening the implementation of explicit teaching aligned with the Victorian Teaching and Learning Model 2.0, particularly the "I do" phase of the school's instructional model, where new learning is introduced. Staff focused on ensuring new knowledge is introduced through a structured and sequenced approach, where teachers clearly explain and model the thinking required for students to learn new concepts.

Teachers strengthened their practice by breaking learning into small, manageable steps, delivering clear explanations and using interactive questioning to check student understanding. Professional learning also focused on improving the consistency of teacher modelling, including the use of think-aloud strategies, worked examples and non-examples to clarify misconceptions and deepen conceptual understanding.

NAPLAN provides an important external measure of student achievement and learning progress. In 2025, in Reading, **82.1% of Year 3 students achieved Strong or Exceeding proficiency**, performing close to similar schools (83.2%) and well above the state average (69.5%). **In Year 5 Reading, 90.9% of students achieved Strong or Exceeding proficiency, exceeding both similar schools (89.1%) and the state (73.9%).**

In Numeracy, 66.7% of Year 3 students achieved Strong or Exceeding proficiency, aligning with the state average (66.2%) but below the similar school benchmark (80.3%). This data has informed the school's continued focus on strengthening early numeracy instruction and ensuring greater consistency in the explicit teaching and modelling of mathematical concepts in the junior years. Strong outcomes were evident in the upper primary years, with **93.2% of Year 5 students achieving Strong or Exceeding proficiency in Numeracy, significantly above both similar schools (84.0%) and the state average (69.1%).**

Student growth data further demonstrates the effectiveness of the school's instructional approach. From Year 3 to Year 5, 79.1% of students achieved High or Medium relative growth in Reading, comparable with similar schools (79.4%) and above the state average (74.7%). In Numeracy, 86.0% of students achieved High or Medium growth, significantly exceeding both similar schools

(74.8%) and the state average (74.0%). **These results indicate that the majority of students are making expected or above expected progress in their learning.**

Targeted differentiation and intervention remained an important component of the school's approach to supporting student learning. Teachers used diagnostic assessments and ongoing formative data to tailor instruction, provide small-group support and adjust teaching in response to student need. This enabled students requiring additional support, as well as those needing extension, to access learning at an appropriate level.

Looking ahead to 2026, Ripponlea Primary School will build on the instructional improvements implemented in 2025 by strengthening the consistent use of the Gradual Release of Responsibility model across all classrooms. While professional learning in 2025 focused on strengthening the "I do" phase of explicit teaching, school observations and PLC discussions identified the need to further strengthen the guided practice phase ("We do").

In 2026, the school will focus on strengthening how teachers scaffold learning between the "I do" and "You do" phases, ensuring students have structured opportunities to practise new knowledge with teacher guidance before working independently. Professional learning will support teachers to refine their use of guided practice, purposeful questioning and responsive feedback to support deeper understanding and increased student independence.

This work will continue to be supported through PLC inquiry cycles, where teachers collaboratively analyse student learning data, refine instructional strategies and monitor the impact of teaching practices on student progress.

Wellbeing

In 2025, Ripponlea Primary School maintained a strong focus on student wellbeing, recognising that positive relationships, a sense of belonging and safe learning environments are essential for student engagement and learning. The school continued to prioritise consistent Positive Behaviour Support (PBS), social and emotional learning and mental health supports across the school.

School-wide PBS practices were further embedded in both classroom and playground settings. Clear behavioural expectations were explicitly taught and consistently reinforced using shared language and positive acknowledgement of student effort. Staff worked collaboratively to ensure consistent responses to behaviour, contributing to calm and orderly learning environments that support student engagement.

Mental health and emotional regulation continued to be supported through the **Zones of Regulation** framework. Students were explicitly taught to identify emotions, understand regulation strategies and apply these strategies in both learning and social contexts. The consistent use of Zones language across classrooms supported students to develop self-awareness, resilience and the ability to seek support when required.

The school also continued to implement the **Respectful Relationships (RRRR) program** through a whole-school Social and Emotional Wellbeing scope and sequence. Through explicit lessons and classroom discussions, students developed skills in empathy, respectful relationships, emotional literacy and problem solving. These programs contributed to strengthening inclusive behaviours and positive peer relationships across the school.

Student Attitudes to School Survey data reflects the positive wellbeing culture at Ripponlea Primary School. In 2025, **79.7% of students in Years 4–6 reported a positive sense of connectedness to the school**, which is above both similar schools (75.5%) and the state average (77.1%). This indicates that students feel a strong sense of belonging and connection to their peers, teachers and the broader school community.

Similarly, **80.2% of students reported positive perceptions of how bullying is managed at the school**, exceeding both similar schools (74.6%) and the state average (76.4%). These results reflect the impact of the school's proactive approach to behaviour support, respectful relationships education and consistent staff responses.

Student voice and leadership opportunities also contributed to student wellbeing by fostering connection, inclusion and agency within the school community.

In 2025, Ripponlea Primary School also introduced additional initiatives to strengthen positive learning conditions. The **Ripper Class** was established to provide targeted support for students requiring additional regulation and learning support. The introduction of **Ripper Ready Routines** across classrooms helped establish clear expectations for learning behaviours, transitions and classroom organisation, supporting students to develop independence and readiness for learning.

These initiatives align with the **Victorian Teaching and Learning Model (VTLM 2.0)** and **Positive Classroom Management Strategies (PCMS)** by strengthening predictable routines, explicitly teaching behavioural expectations and creating safe, orderly and inclusive learning environments.

In 2026, the school will continue to strengthen its wellbeing approach through the ongoing implementation of PBS, Respectful Relationships and social and emotional learning programs. Further development of the Ripper Class and consistent use of Ripper Ready Routines will support positive learning conditions across the school, ensuring students feel safe, connected and ready to learn.

Engagement

In 2025, Ripponlea Primary School continued to prioritise student engagement as a key enabler of learning and wellbeing, aligned with the **Framework for Improving Student Outcomes (FISO) 2.0**. The school focused on strengthening student attendance, promoting positive relationships and increasing opportunities for student voice, leadership and participation in school life.

Student attendance remained a key focus. The school maintained regular monitoring processes and worked closely with families to support consistent attendance and address barriers when they arose. Early intervention and clear communication reinforced the importance of regular attendance for student learning, wellbeing and social connection.

In 2025, the average number of absence days per student was **18.7 days**, which was consistent with similar schools (18.5 days) and lower than the state average (21.5 days). Attendance rates across year levels ranged from **88.4% to 92.0%**, with Prep students recording **91.9% attendance** and Year 4 students the highest rate at **92.0%**. Ongoing monitoring continues to support improved attendance patterns across all year levels.

Student voice and leadership remained an important driver of engagement. Students participated in leadership roles including School Captains, House Captains, Student Representative Council

and peer leadership opportunities. These roles supported students to develop leadership capabilities, contribute to school decision-making and strengthen their sense of belonging within the school community.

Engagement was further supported through a range of curricular and co-curricular experiences including camps, excursions, sporting events and whole-school celebrations. These opportunities strengthened student relationships, connection to school and positive attitudes to learning. Strong partnerships with families also supported student engagement. School events, information sessions and regular communication strengthened connections between home and school and reinforced shared responsibility for student learning and wellbeing.

Overall, Ripponlea Primary School's continued focus on attendance, student voice and inclusive participation supported strong student engagement and positive school connection in 2025. In 2026, the school will continue to strengthen strategies that promote consistent attendance, student voice and active participation in school life, supporting students to remain connected, engaged and ready to learn.

Other highlights from the school year

2025 was a vibrant and memorable year at Ripponlea Primary School, shaped by shared experiences that strengthened community connections, enriched student learning and created a strong sense of belonging.

Experiences beyond the classroom were a defining feature of the year. School camps, excursions and overnight experiences such as sleepovers and the Big Night In provided students with valuable opportunities to build independence, resilience and social skills. These experiences supported student confidence and strengthened peer relationships, while offering meaningful moments of fun, challenge and connection outside the traditional classroom setting.

The school production was a standout highlight, bringing together students, staff and families in a celebration of creativity and collaboration. Students demonstrated commitment, confidence and teamwork through their involvement on stage and behind the scenes. The production provided an inclusive platform for students to express themselves, develop performance skills and contribute to a shared whole-school achievement that was proudly celebrated by the community.

Whole-school events and celebrations continued to play an important role in fostering community spirit. Special Person's Day was a particularly valued event, strengthening connections between students, families and the school, and reinforcing the importance of relationships and belonging within the Ripponlea community. Events such as the Welcome Picnic and school celebrations further enhanced these connections.

A major highlight of the year was the Rippers on the Run fundraising event, which showcased the generosity, enthusiasm and collective effort of students, families and staff. The event promoted physical activity, teamwork and school pride, while raising valuable funds to support student programs and resources.

Across the year, Ripponlea Primary School offered a rich range of experiences that extended learning beyond the classroom, strengthened wellbeing and created lasting memories for students and families. These highlights reflect the strong sense of community, opportunity and joy that defines the Ripponlea Primary School experience.

Financial performance

In 2025, Ripponlea Primary School maintained a sound and stable financial position through careful planning, responsible governance and regular oversight by School Council. Financial decisions were aligned to the school's strategic priorities, with a focus on supporting student learning, wellbeing, safety and inclusion.

The school recorded **total operating revenue of \$3,893,902** and **total operating expenditure of \$3,713,736**, resulting in a **net operating surplus of \$180,165**. This positive result reflects prudent budget management and close monitoring of expenditure throughout the year.

The school's primary source of funding was the **Student Resource Package of \$2,909,685**. Additional income included **Department of Education grants of \$283,994**, **Commonwealth grants of \$13,815**, **other revenue of \$139,824** and **locally raised funds of \$546,584**. This strong level of locally raised funds reflects the ongoing support of the school community through parent payments for events, activities, camps and curriculum contributions. The school also secured several licensing arrangements for school facilities and successful fundraising efforts of the school council which raised **\$45,000**. The school also received **equity funding of \$9,309** to assist students requiring additional support.

Expenditure across the year reflected the school's commitment to maintaining high-quality learning programs and safe, well-resourced facilities. Significant expenditure included **property services (\$220,174)**, **camps, excursions and activities (\$135,962)**, **support services (\$85,867)**, **consumables (\$61,354)**, **equipment, maintenance and hire (\$33,292)**, **utilities (\$30,905)** and **professional development (\$25,580)**.

As at 31 December 2025, the school held **total available funds of \$289,862**. Financial commitments totalled **\$321,452**, including the operating reserve and planned allocations for maintenance, capital works and asset replacement. These commitments demonstrate the school's careful forward planning and responsible use of resources.

Overall, the school's financial position at the end of 2025 reflects strong governance, sustainable planning and a clear commitment to ensuring resources are used effectively to support positive outcomes for all students.

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


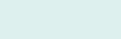

A total of 264 students were enrolled at this school in 2025, 126 female and 138 male. 6% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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




Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	68.5%	
	Similar schools	79.1%	
	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	80.8%	
	Similar schools	80.9%	
	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	91.5%	
	Similar schools	94.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	93.5%	
	Similar schools	93.3%	
	State	84.2%	

NAPLAN

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


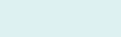


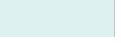

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	82.1%	86.0%
	Similar schools	83.2%	83.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	90.9%	91.7%
	Similar schools	89.1%	89.2%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%	80.5%
	Similar schools	80.3%	81.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	93.2%	90.7%
	Similar schools	84.0%	82.4%
	State	69.1%	68.1%

NAPLAN relative growth

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

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

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


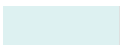

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	79.1%	
	Similar schools	79.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	86.0%	
	Similar schools	74.8%	
	State	74.0%	

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WELLBEING


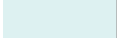

Student Attitudes to School – Sense of Connectedness

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	79.7%		77.4%
	Similar schools	75.5%		75.3%
	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	80.2%		78.4%
	Similar schools	74.6%		74.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	18.7	18.5
	Similar schools	18.5	18.9
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.9%	
Year 1	School	91.1%	
Year 2	School	91.0%	
Year 3	School	90.8%	
Year 4	School	92.0%	
Year 5	School	88.8%	
Year 6	School	88.4%	

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	\$2,909,685
Government Provided DET Grants	\$283,994
Government Grants Commonwealth	\$13,815
Government Grants State	\$0
Revenue Other	\$139,824
Locally Raised Funds	\$546,584
Capital Grants	\$0
Total Operating Revenue	\$3,893,902

Equity	Actual
Equity (Social Disadvantage)	\$9,309
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,309

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

Expenditure	Actual
Student Resource Package ¹	\$2,820,858
Adjustments	(\$60)
Books & Publications	\$8,749
Camps/Excursions/Activities	\$135,962
Communication Costs	\$4,643
Consumables	\$61,354
Miscellaneous Expenses ²	\$9,625
Agency Staff	\$0
Professional Development	\$25,580
Equipment/Maintenance/Hire	\$33,292
Property Services	\$220,174
Salaries & Allowances ³	\$249,144
Support Services	\$85,867

Expenditure	Actual
Trading & Fundraising	\$27,641
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,905
Total Operating Expenditure	\$3,713,736
Net Operating Surplus/-Deficit	\$180,165
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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$244,344
Official Account	\$45,518
Other Accounts	\$0
Total Funds Available	\$289,862

Financial Commitments	Actual
Operating Reserve	\$148,823
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$47,629
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	\$20,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$321,452

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.