

2025 Annual Report to the School Community

School Name: Glenroy Central Primary School (5542)



- 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 06 March 2026 at 09:55 AM by Joanne Money (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 30 March 2026 at 01:05 PM by Joanne Money (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

Glenroy Central Primary School is located on the northern edge of the City of Merri-bek (formerly Moreland) in the North West Victoria Region. The school is located in Logan St Glenroy and opened on the current site in April 2012. The school consists of six buildings: an Administration building, Junior and Senior Learning Communities, a Visual Arts facility, a full-sized Gymnasium/ Performing Arts facility and both a three year old and four year old kindergarten room. Our school vision is to provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens. Our school values are Curiosity, Collaboration, Character, Citizenship and Caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate, and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three-person collaborative team each year. There is a documented instructional model and a clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry, we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.

In 2025, the enrolment was about 265 students. We had 23 EFT teaching staff with a mixture of full-time and part time staff. There was also staff in the kindergarten that operate a four-year-old program on a rotational basis and a three-year-old group receiving 15 hours. The kinder is managed by Northern Schools Early Years. We had 13 Education Support Staff, a mixture of full and part time, who worked in a variety of capacities including office staff, integration aides, a library technician, IT support, a Primary Welfare Officer and a mental health practitioner. An Out of Hours program was run in conjunction with the nearby catholic school Corpus Christi through MACSEYE and provided both before and after school care on the Corpus Christi school site. The school is in a disadvantaged community with a high number of EAL students with **168** students speaking a language other than English at home. This is **64.12%** of the student body. **109** of these students were born in Australia, but speak a language other than English at home. They represent **41.6%** of the student body. We have a multicultural community with our main cultural groups being from Pakistan, Nepal, India, Lebanon and Iran. We have about 62% of our families who are on Health Care cards. Our school works in Learning Communities and is therefore very team-focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There are two Learning Specialists allocated one to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams and to provide exemplary practice for observing and coaching purposes. These two Learning Specialists are also members of the Leadership Team of the school - The School Improvement Team. At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student wellbeing.

Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Toolbox and Problem Solving and cover all strands of the Maths curriculum - number, algebra, measurement, space, statistics and probability. The afternoon sessions consist of curiosity-based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar, Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our spelling program. The Tutor Learning Initiative continued this year in a limited capacity for those students who had fallen behind and those identified as Needs Additional Support on NAPLAN. Our specialist programs consist of Physical Education, Performing Arts, Visual Arts, STEM and our LOTE is Auslan. Each Learning Community has four hours on one day per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together. Auslan sessions are conducted within the Learning Communities utilising Auslan Education Services. Well-being is an integral part of our everyday programs and students are supported by a range of strategies and staff, including a Mental Health and Wellbeing Leader. We are certified to take international students who are provided with appropriate year-level programs and EAL support if deemed necessary.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school continued to focus on Reading and Numeracy across the school by deepening the capability of all teaching staff to draw on research to inform their practice utilising the VTLM 2.0 as a starting point. We focussed particularly on the elements of learning: Attention, Focus and Regulation, Knowledge and Memory as well as Retention and Recall. The Learning Specialists attended network run professional learning sessions and then presented the information to the staff as a whole. These sessions involved much discussion regarding the need for active engagement of students, building a supportive and responsive learning environment, short and long term memory and the consideration of cognitive load when planning and implementing lessons. The focus, as always, was to teach and support each student at their point of need and in line with the current Framework for Improving Student Outcomes (FISO 2.0). As always our PLC structures supported teacher collaboration, data-driven differentiation and reflection on teaching practice with a priority on curriculum 'essentials' in reading, writing and number. These were led by the two Learning Specialists. Leaders supported all teaching staff to build assessment, differentiation and inclusive practices through consistent clear processes and a school wide professional learning schedule.

The school Leadership Team continued to work in a Community of Practice focused on Numeracy teaching with the Leadership team of a nearby school. This focused on implementing a whole school professional learning program in evidence-based approaches to maths teaching practices and blended well with our VTLM work. The leadership teams from both schools worked together

to support mathematics teaching staff to plan specific units of learning identified through student outcomes data.

With the rollout of the Department of Education's phonics based approach to reading we also reviewed our reading program in the junior Learning Community and adjusted programs to ensure the daily phonics practice was included in the program. Our comprehensive multi-faceted reading program resulted in a very impressive 84% of our students working at or above the expected level in the new Year 1 Phonics check as compared to similar schools at 47%, network at 51% and the state at 58%.

In 2025, Glenroy Central was ranked as high performing in NAPLAN results which reflects the continuous hard work of staff and students. We utilised a number of strategies and assessments to ascertain our progress towards the set targets. Our results show we are above both similar schools and state in NAPLAN Reading and Numeracy for those students achieving strong and exceeding.

Year 3 Reading 74.8% which is above similar schools at 56.4% and state at 70.7%.

Year 3 Numeracy 69.9% which is above similar schools at 48.9% and state at 67.7%.

Year 5 Reading 73.8% which is above similar schools at 61.8% but below state at 76.1%.

Year 5 Numeracy 72.8% which is above similar schools at 54% and state at 69.5%

The teacher judgement data across Foundation to Year 6 indicates 92.8% of our students are working at or above expected level in English compared to 77.7% in similar schools and 86.5% across the state. The teacher judgement data across Foundation to Year 6 indicates 92% of our students are working at or above expected level in Mathematics compared to 73.4% in similar schools and 84.4% across the state. Students know the next steps to progress their learning in Numeracy and Reading through the development of individual learning goals. In Foundation to Year 2, the teachers have provided the goals based on assessment and explaining to the student. The 3-6 students utilised the 'I can' statements on the Learning Pathways in Maths to assist them to identify an appropriate goal. In reading, comprehension strategies were used as the basis for establishing goals through the use of a rubric. The 3-4 students were guided with their selection of goals.

Wellbeing

Our wellbeing data from a range of sources shows that students clearly feel safe and supported at Glenroy Central Primary School. On the Attitudes to School Survey, positive endorsement for the students' factor 'teacher concern' increased to 94%, which is clearly maintained above our target of 88%. Additionally, positive endorsement for the students' factor 'perseverance' was increased to 92% which meets our target of maintaining above 90%.

Teachers have continued to utilise a shared language around personal and social development from a range of resources including Resilience, Rights and Respectful Relationships, We Thinkers, Zones of Regulation and URSTRONG Friendology. Teachers have planned targeted personal development sessions according to individual student goals aligned with the Personal and Social Capabilities of the Victorian Curriculum. The average percentage of students in Years F-6 working above age-appropriate level for Personal and Social Capabilities of the Victorian Curriculum increased to 22% in Semester 1 and 24% in Semester 2, surpassing our target of 19%. Students have continued to utilise a daily check-in system to inform teachers about their emotional wellbeing upon entering the Learning Community. This valuable data has allowed teachers to notice patterns about student wellbeing and check in with those who identified themselves as 'not

ready to learn' for a range of reasons. Most times, teachers from the Learning Community can assist these students, and students who require further assistance are referred to engage with our Mental Health Practitioner or wellbeing team. Our Mental Health Practitioner has continued to work with families to support students needing Tier 3 intervention. The Mental Health and Wellbeing leader has continued to work with teachers to develop professional knowledge and resources to support Tier 1 and Tier 2 needs of students across the school.

Engagement

At Glenroy Central Primary, we are committed to fostering a learning environment where students feel connected and empowered in their education. In 2025 we continued to have excellent rates of attendance with all year level cohorts' attendance percentage above 92.7%. We are passionate about all students attending school every day and continued our comprehensive processes and strategies to enhance student engagement, strengthen partnerships with families and improve attendance outcomes. Foremost in this is daily parent contact to discuss reasons for absences. We understand there is a range of reasons that a student's attendance may be low and work to support students and families to minimise absences. The Attendance Committee—comprising the Principal Class Officers, Mental Health and Wellbeing Leader, and a representative from each Learning Community Team—met regularly to monitor student attendance data and address patterns of lateness and absence. The number of unapproved and unexplained absences has continued to drop across every year level due to a rigorous system of follow-up and support. The average number of absence days per student remains low, with the average number of days per student in 2025 at 13.1 This is significantly better than the similar schools' 2025 average of 22.4 and the state average of 21.5 absence days per student. 56% of our students had a 95% or more attendance rate, compared to 31% in similar schools and 27% across the state. 41 of our students, or 14%, never missed a day of school!

Each term, individual wrist bands are also given out in recognition of students with excellent attendance, and the yearly Attendance Cup continues to be a big motivator for students with weekly updates given at assembly. Termly House Spirit activities create opportunities for teachers to get to know a broader range of students and students to work in mixed aged groups and add to students' sense of belonging. Parent Opinion Survey results had a 91.3% positive endorsement in overall parent satisfaction above the state average at 82%, whilst School Staff Survey results had School Climate at 92.2% positive endorsement above the state average of 77.4%.

Other highlights from the school year

The year featured several significant highlights, notably, our work to engage fathers and father figures through our partnership with The Fathering Project. The purpose of this work was to increase the number of dads and male role models onsite and provide opportunities for families to engage with their children at school, increasing student wellbeing. We held 4 events in 2025 – Bouquets and Breakfast (Mother's Day), Pizza and Paper Planes (fathers and kids event), Bricks and Breakfast (Father's Day) and Hotdogs and Handball (fathers and kids event). We saw a total

of 223 families attending across the 4 events, with a range of dads, grandfathers, uncles, brothers and cousins attending to join in a range of hands-on activities. Student voice has continued to be at the centre of what we do and in 2025 there were many opportunities for students to develop their leadership skills. Our 5/6 Learning Community participated in a range of workshops such as Climb Your Own Mountain with Lorin Nicholson and another workshop with Project Rockit. Our Student Voice Ambassadors have planned, promoted and hosted a range of special events such as Blue Day and Genes for Jeans Day. Our School and House Captains planned three House Spirit Days which were enjoyed by all students and teachers. Our School and Vice Captains attended the Merri-Bek Children's Forum with the theme "Children as Change Makers." They networked with other young leaders and had opportunities to have their voices heard through a range of workshops.

Harmony Day once again attracted strong participation, celebrating the rich diversity of cultures and backgrounds within our school community. Book Week was another highlight, with an impressive range of creative costumes showcased during the Book Parade. Students embraced the opportunity to dress as their favourite characters while sharing and celebrating their most valued books and stories.

Our already hands-on and engaging Learning Community programs were enriched by extra curricula activities such as our Design and Tech Expo, Glenroy Central's Got Talent, excursions, incursions, inter-school sports, camps and swimming.

2025 was a year of major school improvement projects with significant funds spent on new grandstands in house colours, a bank of new computers, top of the line bike shed, air conditioning across the school and the 3/4 playground – unveiled to much delight in October.

Financial performance

At the end of 2025 the school had a net operating surplus of \$588,920. Our equity money was used to provide two extra teachers - one in the 5/6 Learning Community and one in the 3/4 Learning Community to keep ratios low across the school as well as extra time for the two Learning specialists to provide more weekly planning time for collaborative teaching teams and time for coaching and mentoring for all teachers.

It was also used to: provide local ICT support for 2 days a week; ICT equipment and resources; recruiting additional wellbeing and mental health staff to support at-risk students; provide support to refugee families and health care card recipients to ensure they have equitable access to all curriculum areas and special activities; review and resource the Reading Program and Library resources with input from students regarding reading material to enrich the program and engage students more successfully in daily reading practice; and build current curriculum program resources including Student Voice, Assessment, Inquiry Learning, English and Maths resources and EAL supports.

We received a grant of \$30,000 for the construction of a new bike shed with the school contributing another \$30,000 to cover the costs of the build. We also completed our grandstand project on the school oval with three more grandstands installed in school house colours to add to the one we already had. Both the Learning Communities were repainted on the inside as part of the cyclic maintenance and upkeep of the school and air conditioning was installed in both Learning Communities and the gymnasium to ensure the learning spaces are always optimal for learning. Finally the 3/4 playground was installed to replace the original one installed with the

school build. These projects all contributed to the asset acquisitions and mean most large school improvement projects have now been completed. Outdoor lighting improvements and shutters for the gym windows are next on our school improvement list for the coming year.

**For more detailed information regarding our school please visit our website at
<https://www.glenroycentralps.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 263 students were enrolled at this school in 2025, 134 female and 129 male. 63% 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 **Medium**.


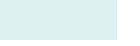

Parent Satisfaction Summary

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	91.3%	
	Similar schools	88.9%	
	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	92.2%	
	Similar schools	75.7%	
	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	
English Prep - 6 % of students at or above age expected standards	School	92.8%	
	Similar schools	77.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.0%	
	Similar schools	73.4%	
	State	84.2%	

NAPLAN

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


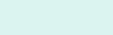


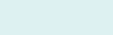

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	75.0%	74.8%
	Similar schools	57.9%	56.4%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	78.4%	73.8%
	Similar schools	61.1%	61.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	79.5%	69.9%
	Similar schools	50.0%	48.9%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	75.7%	72.8%
	Similar schools	53.9%	54.0%
	State	69.1%	68.1%

NAPLAN relative growth

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

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


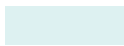

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	74.2%	
	Similar schools	74.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	74.2%	
	Similar schools	76.1%	
	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	94.5%		92.4%
	Similar schools	79.8%		79.3%
	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	96.3%		94.8%
	Similar schools	80.6%		78.2%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	13.1	12.7
	Similar schools	22.4	22.5
	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	93.8%	
Year 1	School	93.8%	
Year 2	School	95.1%	
Year 3	School	93.2%	
Year 4	School	92.3%	
Year 5	School	93.1%	
Year 6	School	92.7%	

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	\$3,411,329
Government Provided DET Grants	\$696,050
Government Grants Commonwealth	\$9,571
Government Grants State	\$0
Revenue Other	\$38,186
Locally Raised Funds	\$396,841
Capital Grants	\$0
Total Operating Revenue	\$4,551,977

Equity	Actual
Equity (Social Disadvantage)	\$351,782
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$351,782

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

Expenditure	Actual
Student Resource Package ¹	\$3,350,965
Adjustments	\$0
Books & Publications	\$5,433
Camps/Excursions/Activities	\$78,607
Communication Costs	\$5,422
Consumables	\$100,158
Miscellaneous Expenses ²	\$11,922
Agency Staff	\$66,653
Professional Development	\$5,898
Equipment/Maintenance/Hire	\$68,901
Property Services	\$115,924
Salaries & Allowances ³	\$3,916
Support Services	\$94,842

Expenditure	Actual
Trading & Fundraising	\$6,184
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,649
Total Operating Expenditure	\$3,950,474
Net Operating Surplus/-Deficit	\$601,502
Asset Acquisitions	\$344,846

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	\$733,277
Official Account	\$10,000
Other Accounts	\$0
Total Funds Available	\$743,277

Financial Commitments	Actual
Operating Reserve	\$99,918
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$691
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$179,719
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$380,328

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.