

# 2025 Annual Report to the School Community

School Name: Broadmeadows Valley Primary School (5098)



**Broadmeadows  
Valley** PRIMARY SCHOOL

[www.bvps.vic.edu.au](http://www.bvps.vic.edu.au)

- 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 23 March 2026 at 11:13 AM by Belinda Karlsson (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 23 March 2026 at 11:13 AM by Belinda Karlsson (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

Broadmeadows Valley Primary School (BVPS) is located in the City of Hume, in the northern suburbs of Melbourne. The school is situated in the educational precinct of Broadmeadows, sharing a site with Hume Central Secondary College Year 7-9 Dimboola Road Campus, Broadmeadows Valley Gowrie Early Learning, Broadmeadows Special Development School and the Collingwood English Language School. Our school comprises of Learning Neighbourhoods. Learning Neighbourhood 1 (F-2), Learning Neighbourhood 2 (Year 3 and Year 4) and Learning Neighbourhood 3 (Year 5 and Year 6).

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. Broadmeadows Valley Primary School provides a safe and secure learning environment that embraces the teaching and learning of our values.

The 2025 enrolment of 207 students had a Student Family Occupation (SFO) Index of 0.7894 and SFOE Index of 0.6005. The staffing profile of the school included: a Principal, an Assistant Principal, Leading Teacher and a Learning Specialist, 11 classroom teachers and specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.0 office staff. Our students and our community are supported by our Wellbeing Team, including a full time Student Counsellor, a Disability Inclusion Co-ordinator and a Mental Health in Schools Co-ordinator.

Collaborative planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning. All curriculum programs are based on the Victorian Curriculum 2.0.

The daily timetable is arranged around 5 teaching sessions of 60 minutes each. Students have one 60-minute session each week in the following specialist subjects: Visual Arts, STEM and Physical Education.

Broadmeadows Valley Primary School has a diverse population. The school caters for the EAL and Koorie students through classroom programs and targeted teaching where necessary. The school has regular care team meetings and student support group meetings. Individual education plans and progress is monitored.

Our school also operates a Community Hub. Our Community Hub provides a range of activities and programs for all members of the community. Broadmeadows Valley Primary School is a positive, inclusive learning community that cares for the learning needs of the entire community.

Our school embraces evidence-based approaches to education and teachers work collaboratively to develop their practice in neighbourhood professional learning communities that are dedicated to achieving optimal learning results for all our children. We believe that when teachers work together in effective teams and utilise rigorous processes for establishing, building and reflecting on exemplary practice and content knowledge, student learning and well-being will improve. Broadmeadows Valley Primary School provides a safe and secure learning environment that embraces the teaching and learning of our school values.

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

### Learning

In 2025, Broadmeadows Valley Primary School continued to have a major focus on Literacy, Numeracy and Wellbeing. Teacher judgement data showed a great improvement in comparison to previous years. 70.6% of students (Years Prep-Year 6) assessed against the English curriculum were working at or above age expected level. 76.4% of students (Years Prep-Year 6) assessed against the Mathematics curriculum were working at or above the expected level compared to Similar School average of 70.1%.

41.9% of Year 3 students achieved exceeding or strong proficiency levels in NAPLAN Reading and 60.5% of Year 5 students achieved exceeding or strong proficiency levels in NAPLAN Reading. In 2025, 33.3% of Year 3 students achieved exceeding or strong proficiency levels in NAPLAN Numeracy and 47.4% of Year 5 students achieved exceeding or strong proficiency levels in NAPLAN Numeracy.

Our NAPLAN relative growth data for 2025 was quite impressive. The relative growth for Reading - Year 3 to Year 5 (86.2%) was well above similar schools at 75.6% and state at 74.7%. The relative growth for Numeracy- Year 3 to Year 5 (83.3%) was also well above similar schools at 76.7% and state at 74.0%.

In 2025, the school continued to focus on Literacy and Numeracy by building staff capacity in assessment and teacher responsiveness in order to identify and meet students' individual learning needs. 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).

A consistent process around Collaborative Planning was established for both Literacy and Numeracy to ensure teams collaborated with fidelity and rigour using ongoing assessment data to inform the development of quality sequences of learning. This cycle of planning ensures that formative assessment data is used regularly to plan quality sequences of learning for the areas of Maths, Reading and Writing throughout the year.

Leaders supported all teaching staff to build assessment, differentiation and inclusive practices through consistent clear processes and a school wide professional learning schedule

In 2025, the leadership team and the middle leaders participated in professional learning on the Victorian Teaching and Learning Model 2.0 (VTLM2.0) focusing on evidence-based, high-impact teaching strategies to improve student outcomes. The VTLM 2.0 professional learning sessions supported teachers to create structured and supportive learning environments that promote student self-regulation, minimise distractions, and ensure students are able to direct their attention to the learning at hand.

A key strategy to improve student learning outcomes in 2025 was the continuation of the Tutor Learning Initiative. Experienced tutors worked with identified students to provide targeted learning support. Tutors worked in collaboration with classroom teachers to plan specific learning tasks to meet the individual learning needs of students. Ongoing assessment practices were

used to determine student goals at the point of need. Our tutors also supported the Koorie Literacy and Numeracy program by working with our Koorie students across the school.

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 building the capacity of teachers to explore and identify the learning sequences that assist to ensure all students know their next step and that teaching is targeted explicitly to student needs.

## Wellbeing

The Attitudes to School Survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides us with valuable data on students' views of their wellbeing, teaching, learning and school life in general. The results in the 2025 Attitudes to School Survey for students in Years 4 to 6 showed great results in all aspects of the survey.

Year 4-6 data for the Attitudes to School Survey for Sense of Connectedness was 84.1% higher than Similar Schools at 80.5% and higher than the State at 77.1% The Year 4-6 data for the Attitudes to School Survey for 'Managing Bullying' was 79.8%. Higher than the state at 76.4%.

We achieved our targets in the 2025 Annual Implementation Plan (AIP) with the percentage of positive endorsement for the student Attitudes to School Survey factor, Student Voice and Agency from 70% (2024) to 74% (2025). 'Advocate at School' data was 93.0% and 'High Expectations for Success' data was 95.0%. Both pleasing results.

In 2025, we continued our focus on School Wide Positive Behaviour Supports (SWPBS) with a focus on increasing positive and appropriate behaviours at our school. Both students and staff continue to use common language to promote expected behaviours.

Throughout the year, staff were provided with intensive professional learning regarding SWPBS. Professional Learning was focusing on the Expected Behaviours for all teaching and ES staff and Positive Classroom Systems to strengthen proactive classroom management. Student Engagement and Rewards was also a focus throughout the year. The 'Broady Bucks' reward system was restructured by incorporating staff and student feedback to refine shop offerings. The reward system has also allowed for experiential rewards. We also introduced a 'Value of the Week' initiative, announced at assemblies to target areas of growth, increase engagement, and celebrate improvements through weekly follow-ups. We also developed a Points Tracker to help staff monitor and support students who may need additional recognition.

At Broadmeadows Valley Primary School, our hope is that all students and families feel connected and welcome. In 2025, we continued to make Koorie culture more visible in our classrooms, with the help of our Koorie students. Together, we added Indigenous symbols, stories, and cultural elements to our learning spaces. This has allowed everyone to learn more about Aboriginal and Torres Strait Islander history and has given our Koorie students a chance to share and celebrate their culture.

As a school we continue to prioritise the Health and Wellbeing supports for our staff, students and their families' experiencing difficulties. Broadmeadows Valley Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students.

To support student's mental health and wellbeing, we have an experienced wellbeing team. Our wellbeing team work incredibly hard to support students social and emotional wellbeing through a range of different strategies such as individual counselling, group work, classroom support, and

lunchtime groups. We are very fortunate to be engaged with a variety of external agencies which support the wellbeing needs of our school community. These agencies include: Breakthru, Foodbank, One Box, Eat Up, VACCA, Dallas Neighbourhood House, Berry St, Vincent Care, Brotherhood of St Laurence and Community Hubs Australia.

In 2026, Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

## Engagement

Student attendance, a major indicator of student engagement has continued to be a priority. The Wellbeing Team in partnership with the Leadership team frequently met to work on ways to promote Attendance and Punctuality and to monitor attendance. In 2025, the school average number of absence days (Years Prep to Year 6) was 30.6%. Foundation students' attendance rate in 2025 was 81.2% and the highest attendance rate was recorded by the Year 2 cohort at 86.7%.

Attendance is an area which we continue to monitor and track. A range of different strategies have been trialled to improve the attendance data. Care team meetings are held regularly, we modify programs to cater for the needs of our students, and we frequently liaise with Department of Education (DE) such as the KESO seeking recommendations and advice. Staff have also attended the 'Drop in Attendance' sessions offered by DE to gain strategies and recommendations regarding student attendance concerns. An Attendance flowchart was designed, a step-by-step guide to assist teachers in following up on absent concerns. The main work has been changing the mindset of all stakeholders regarding attendance as attendance is a collective responsibility involving all members of the community. Parents and caregivers are regularly kept up to date regarding the importance of attendance by newsletter articles which clearly outlines the importance of attendance and the impact of absences on student learning outcomes. The Attendance Committee comprising of both Principal Class Officers and a representative from each Learning Neighbourhood, met regularly in 2025 to review whole school, cohort and individual attendance. Unexplained absences are followed up at a classroom level, wellbeing level and at a leadership level.

Each week at our whole school assembly, students are told the cohort attendance percentages for the week and the cohort with the highest percentage receives the Attendance Cup. Students know the importance of attendance and students are aware that coming to school each day has a direct impact on improving student learning outcomes. We continue to collaborate with the Department of Education (DE) to work on solutions on how we can best improve our attendance data.

At Broadmeadows Valley Primary School, student voice and agency is at the centre of our core work. We strive to give students the power to direct and take responsibility for their learning and create independent and self-regulating learners. We have been upskilling both teachers and students to enable them to co-develop learning goals to build the capabilities of students to be independent and self-directed learners. Through professional learning, we are expanding teacher's capacity to further develop their understanding of setting high expectations and goal setting for students.

By utilising Department of Education resources, we have been working on building teacher's knowledge and skills of providing students with feedback to ensure teachers provide feedback to students on tasks that challenge students to review, reflect and refine their understandings at various points in a learning sequence.

At Broadmeadows Valley Primary School, we are committed to embracing and promoting the learning needs of all members of our school community, which is why our Community Hub is so vital to all members of our community. The Community Hub recognises and welcomes diversity. In 2026, we will continue to work on building and strengthening our relationships with parents/carers and the wider school community.

## Other highlights from the school year

2025 was full of some big highlights! In 2025 our school was fortunate to commence a partnership with 100 Story Building. The partnership supported and enhanced our work in writing by increasing engagement and creativity. Story Hubs worked with us to develop a unique co-designed Story Hub - a wondrous and imaginative new space built within the school, providing an opportunity for students and teachers to step outside the boundaries of their classrooms. This creative space has allowed students to collaborate and take creative risks in their learning and allows teachers to use the space as a tool to transform their practice and support creativity.

The House Spirit activities led by our Student Leaders were a great success and hugely popular with students across the school. These activities built a sense of belonging and excitement with our four house teams.

Harmony Day had a huge turnout for the celebration of the amazing array of cultures and backgrounds that make up our school. Book Week was also a highlight with a great array of character outfits turning out for our Book Parade. The students enjoyed the opportunity to dress up as well as highlight their most treasured books and stories.

Throughout the year, our senior students were invited to participate in various events with Hume Central Secondary College. One of these events was Hume Central Secondary College performance of Shrek. Our students enjoyed the singing and were very happy to see former students from our school on the stage.

In 2025, we commenced a special student mentoring program with Broadmeadows Special Developmental School. Students from Years 3 and 4 were selected to support teachers in mentoring Foundation students to engage students with their learning activities and help build confidence and resilience at the school. This voluntary program provided students with meaningful opportunities to contribute to the wider community while developing their communication and social skills.

Our swimming program that was offered in 2025 for students in our junior and middle school, had 100% of students attending.

All students at Broadmeadows Valley Primary School are always strongly encouraged to be involved in a whole range of excursions and incursions that complement their learning at school in a range of curriculum areas.

## Financial performance

Broadmeadows Valley Primary School provides students with an extensive range of learning programs that support learning for the 21st century. Our school is resourced to provide educational experiences that support and enhance learning in the most effective manner. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and environment.

The 2025 Annual Implementation Plan, continued to provide the framework for school council. Equity funding was used to purchase a significant amount of resources for literacy and for numeracy. We also spent funds on upgrading ICT. Equity funding also contributed towards staffing. Equity money was also used to fund various Victorian Academy of Teaching and Learning courses to build the capacity of the leadership team and our middle leaders. The school currently has a managed deficit, ensuring that all money provided is used for the purpose for which it was intended and maximising teachers in front of students. Sufficient funds have been set aside to invest in school infrastructure and maintenance in order to ensure a safe and supportive learning environment.

The school was positioned financially at the end of 2025.

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


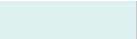
A total of 207 students were enrolled at this school in 2025, 101 female and 106 male. 52% had English as an additional language and 9% were Aboriginal or Torres Strait Islander.

### 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**.


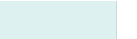

### Parent Satisfaction Summary

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	95.0%	
	Similar schools	89.2%	
	State	82.0%	

### School Staff Survey


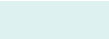




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.6%	
	Similar schools	76.4%	
	State	77.4%	

## LEARNING













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

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>70.6%</b>	
	Similar schools	77.0%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>76.4%</b>	
	Similar schools	70.1%	
	State	84.2%	

## NAPLAN

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


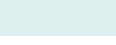


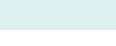

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>41.9%</b>		<b>43.2%</b>
	Similar schools	56.2%		54.4%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>60.5%</b>		<b>53.2%</b>
	Similar schools	60.6%		60.3%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>33.3%</b>		<b>38.3%</b>
	Similar schools	48.1%		47.5%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>47.4%</b>		<b>40.9%</b>
	Similar schools	50.5%		50.7%
	State	69.1%		68.1%

## NAPLAN relative growth

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

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

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

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>86.2%</b>	
	Similar schools	75.6%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>83.3%</b>	
	Similar schools	76.7%	
	State	74.0%	

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>84.1%</b>		<b>82.0%</b>
	Similar schools	81.0%		81.2%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>79.8%</b>		<b>79.4%</b>
	Similar schools	80.7%		79.1%
	State	76.4%		75.8%

## ENGAGEMENT






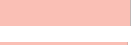

### Average absence days per student

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	30.6	28.2
	Similar schools	23.7	23.9
	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	81.2%	
Year 1	School	83.0%	
Year 2	School	86.7%	
Year 3	School	85.0%	
Year 4	School	86.4%	
Year 5	School	85.6%	
Year 6	School	83.8%	

## 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	\$3,390,118
Government Provided DET Grants	\$569,231
Government Grants Commonwealth	\$41,891
Government Grants State	\$0
Revenue Other	\$39,780
Locally Raised Funds	\$41,835
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,082,855</b>

Equity	Actual
Equity (Social Disadvantage)	\$598,749
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$598,749</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$3,471,172
Adjustments	\$0
Books & Publications	\$2,573
Camps/Excursions/Activities	\$62,294
Communication Costs	\$3,655
Consumables	\$45,758
Miscellaneous Expenses <sup>2</sup>	\$12,388
Agency Staff	\$280,724
Professional Development	\$27,228
Equipment/Maintenance/Hire	\$110,726
Property Services	\$62,420
Salaries & Allowances <sup>3</sup>	\$59,382
Support Services	\$110,997

Expenditure	Actual
Trading & Fundraising	\$10,616
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$63,709
<b>Total Operating Expenditure</b>	<b>\$4,323,643</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$240,788)</b>
<b>Asset Acquisitions</b>	<b>\$23,415</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$483,311
Official Account	\$14,350
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$497,661</b>

Financial Commitments	Actual
Operating Reserve	\$142,078
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$164,143
School Based Programs	\$25,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$150,000
Asset/Equipment Replacement < 12 months	\$47,500
Capital - Buildings/Grounds < 12 months	\$87,132
Maintenance - Buildings/Grounds < 12 months	\$28,229
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$646,082</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*