

# 2025 Annual Report to the School Community

School Name: Doncaster Gardens Primary School (5454)



- 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 18 March 2026 at 10:22 AM by Susan McSweeney (Principal)

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

Attested on 18 March 2026 at 10:57 AM by Susan McSweeney (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

#### School context

#### **VISION**

At Doncaster Gardens Primary School, we create respectful and resilient problem solvers who think critically, strive for excellence and make a positive impact on the lives of others.

#### **VALUES**

Doncaster Gardens Primary School has established shared values and a common language that sets out expectations for each individual's involvement in the school.

Our values are:

- Compassion - displaying empathy for others and a desire to assist
- Curiosity - a desire to know and learn new things
- Creativity - the ability to use the imagination to develop new and original ideas or things
- Courage - the ability to face danger, difficulty, uncertainty or pain without being overcome by fear or being deflected from a chosen course of action.

Doncaster Gardens Primary School is a school in the Eastern suburbs of Melbourne, approximately 20 kilometres from the CBD. In 2025 the school had 49 equivalent full time staff, 3 Principal Class, 2 Leading Teachers, 2 Learning Specialists and 14 Education Support Staff. The School Family Occupation (SFO) 'Low' band represents a low level of socio-educational disadvantage. 95% of students in school have English as an additional language and NDA were Aboriginal or Torres Strait Islander in the school population of 783 students. In 2025 the 34 classes across the school were comprised of teams of teachers who worked together to provide the 'best lesson' to all students within the level. All classes were organised in traditional year level groupings with classes involving the same cohort positioned close to one another on the school site for ease of access to peers both in an educational and social space. Our staffing profile reflects the cultural diversity of our families and students.

We pride ourselves on being a school that meets the needs of all students. We have a strong focus on academic excellence; placing the child at the centre of all we do, whilst providing opportunities for success through a broad range of curriculum and extra curricula activities. The school offers a range of specialist programs including Visual Arts, Physical Education, LOTE (Mandarin), Music, ITC and Performing Arts. These programs are taught by teachers with expertise in their targeted field and across all levels. Our school accepts International students and provides both Language Support and Maths Extension opportunities across levels. In 2025, this support was complemented by Tutor program 'Boost'. Individual students, which were identified from their data as experiencing low growth in 2024, were included in these small group, targeted teaching sessions (up to three per week) to boost the student's skills and knowledge.

Doncaster Gardens Primary School proudly develops strong learning relationships with students, teachers and parents in our welcoming, multicultural community. We have an open, approachable atmosphere where everyone feels valued and welcome. We take pride in our students for their resilience, and their responsible and independent attitude to learning. Students with a disability are carefully planned for and supported to reach their full potential. The English as an Additional Language (EAL) program supports students with language and induction needs, including new arrivals to Australia. The school works closely with a range of community partners

to cater for our families and students in new and innovative ways.

The school has developed a structured approach to curriculum planning that ensures comprehensive documentation and common understanding of the whole-school curriculum by teachers and parents. Student data is analysed regularly by teachers in their curriculum planning. This includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

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

### Learning

At Doncaster Gardens Primary School we pride ourselves on having high expectations for learning. Our motto 'Being The Best We Can Be' is embedded in our school culture and students are well supported to extend themselves in all aspects of their schooling. We are extremely proud of our students' academic achievement. Our results on both external and internal assessments has placed the school as one of the top government primary schools in the state. In 2025 the school continued to implement strategies to increase the proportion of students achieving high learning growth and staff work with a focus on extending high performing students as well as supporting those who are experiencing challenges. Students were supported through various highly able program activities and students who are achieving below expected level have an Education Improvement Plan or are supported through our tutoring program. It is an expectation that all students will make at least 12 months learning growth each academic year, if deemed capable.

In NAPLAN Numeracy, 82.4.% of Year 3 students were in the Strong or Exceeding range which was to increase to 92.5% for Year 5 students.

In NAPLAN Reading, 89.1% of Year 3 students were in the Strong or Exceeding range and in Year 5 87.7% in the Strong or Exceeding range.

In Year 3 Reading and Year 5 Numeracy the school recorded results higher than similar schools and in all areas scored significantly higher than the state.

The percentage of students in the High and Medium Relative Growth categories was higher than similar schools and the state.

Doncaster Gardens achieved excellent results.

NAPLAN Reading Year 3 to Year 5 high or medium growth was 83.9 %

NAPLAN Numeracy Year 3 to Year 5 high or medium growth was 90.2%

98.5% of students in Foundation - 6 were at or above age expected standard in English and 97.6% of students in Foundation - 6 were at or above age expected standard in Mathematics.

This is significantly above both similar schools and state. These results reflecting the strong focus that the school places on educational achievement.

All Program for Disability Students showed progress as satisfactory or above in achieving their individual goals.

In addition, students at Doncaster Gardens performed extremely well on measures such as the ICAS tests, Australian Maths Competition and in the Maths Olympiad. The school also had a number of students receive major and minor awards in the Science Talent Quest.

Teachers are using data to pinpoint student needs and there is an understanding and inclusion of EAL indicators within planning and also within success criteria.

Students are assessed on their next steps in learning and teachers use the continuous reporting platform School Talk to create a Gap Analysis to identify where to target learning. Data meetings are held weekly within teams and this drives planning. A focus for 2025 was to ensure staff were differentiating tasks and tailoring instruction to meet diverse student needs, readiness levels, and learning styles to maximize growth for all learners.

All staff members are implementing the Professional Learning Communities cycles and reflect on the teaching and learning to further strengthen teaching practice.

Professional learning throughout the year provided opportunities to upskill all staff and to strengthen and improve consistent highly skilled teaching and learning experiences. Teachers were able to target their own learning in areas and peer observations and walkthroughs enabled staff to provide feedback and reflect on best practice.

## Wellbeing

Doncaster Gardens Primary School acknowledges that student wellbeing and student learning outcomes are inextricably linked. We continually emphasise the importance of social and emotional learning. Our whole school approach, Education Support Staff and the committed teachers facilitate this work. Throughout 2025, we continued to have strong ties to our local community and support services and have made use of these resources. Our DET Student Support Services including Psychologist and Speech Pathologist regularly connect with the school to provide support for students and families as well as assistance for teaching staff and the community. This includes the formal assessments of students and helping to develop individual programs to support students with special needs.

Our dedicated EAL staff provides assessment and support for newly arrived English as Additional Language students. Our Disabilities Inclusion Program is a credit to the school and our capable, caring Education Support Officers provide significant support to students and their families. Practical guidance and resources are used to support staff and students to respond to and prevent bullying and promote cyber safety and well-being. Staff work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly. As a community, we respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

As part of our commitment to students' social and emotional learning the school continued to implement the Respectful Relationships Program and the Resilience Project. The Resilient Youth Survey Toolkit and the Attitude to School Survey data was utilized by staff to unpack areas of concern and highlight students deemed 'at risk' of social or academic challenges. A focus was on making sure we look after our students' mental health and enable every student to get active and creative. Our Wellbeing ES Coordinator provided support and mentoring for students from a variety of levels of students experiencing vulnerability during the year. This one-to-one wellbeing support positively impacted children identified with emotional and social developmental needs. Small cohorts of students were supported by 'social skills' groups led by our Learning Specialist. Our Learning Specialist led the Bystander training for our Year 5 students and a whole school focus on preventing cyber bullying was implemented which involved workshops and online information sessions for parents. In 2025 the Wellbeing team implemented 'Wellbeing Webs'. Once a term this program splits the students and staff into groups of students from all levels. Each group has two trained 'wellbeing student leaders' who support the facilitation of the

tasks. Wellbeing Web sessions were designed and created to support student connection and support students to build a relationship with additional staff members in the school.

The Student Attitude to School Survey conducted in 2025 showed our students identified a strong sense of connectedness to school and our management of conflict. The results of 79.5% positive endorsement of sense of contentedness, 86% positive endorsement for sense of inclusion and the 71.8% positive endorsement of management of bullying reflects our strategies to manage this area.

## Engagement

In 2025, Doncaster Gardens had an attendance rate of over 91% for every year level. The average of 15.5 days for prep- 6 absences reflects the outstanding commitment DGPS has to attendance and reflects the support from the community. This percentage is well below similar schools and more than 6% lower than the state. The student management system, Compass, allows for automatic attendance alerts and any welfare concerns to be tracked and centrally managed. Direct contact with families is made to address non-attendance and the importance of attendance is regularly addressed in forums to parents such as the newsletter, parent reports and parent-teacher interviews. Attendance plans are developed for students who are absent for more than five consecutive days.

At the beginning of each year Doncaster Gardens Primary School staff set up programs that enable students and teachers to get to know each other and build positive relationships. Every level revisits expectations to ensure there is a common understanding of school rules and what responsibilities the students and families have to help build a culture of caring and support for each other. All behavioural instances are followed up, where practical, and we have a zero tolerance towards bullying and harassment. In line with Child Safety Standards, Doncaster Gardens actively prevent and responds to racism, and report incidents to the department. We aim to maintain a culturally safe and inclusive environment and respond to racism incidents in a timely, safe manner following inclusive processes.

The DGPS Student Engagement and Wellbeing Policy is reviewed and updated each year and this document outlines expected behaviours for students, staff and parents of our school. This document includes information on cyber safety.

Doncaster Gardens Primary School provides a range of extracurricular activities, which are available for children to choose. The Senior and Junior School Council and student leadership opportunities give the students the prospect to develop their leadership skills while working with the school and wider community. These programs enable the students to develop their voice and foster confidence and problem-solving abilities. The school also operated a number of extra curricula activities onsite including before and after school (some fee paying).

The wellbeing coordinator and staff facilitated social groups to assist with increased engagement, including transition support for newly arrived students. The school provides a number of Lunchtime activities for students including spaces being available for students to access including the Art room, ICT lab, Library, Chess classes, Dance classes, and lunchtime sport activities. The student trained 'Peer mediators' and 'Yard Buddies' are available during every break time to support students socially.

Doncaster Gardens has a comprehensive program of transition throughout the school so that students feel supported as they move to a different level of schooling. This is reflected in the score of 81% positive endorsement for school stage transitions in the Attitude to School Survey data.

## Other highlights from the school year

There were a number of other highlights from the 2025 school year. These included incursions, excursions, Year 5/6 production and concerts for Foundation, Year 1, Year 2, Year 3 and Year 4 held at various locations including two of our local secondary schools. Our student leadership groups including our Junior School Council and Senior School Council members led and participated in various events and raised much awareness in our school and the wider community of important initiatives they were working on and supporting. This included community service and visits to local nursing homes and kindergartens. The Student Representative Council ran fundraisers for The Royal Childrens Hospital and for the Indigenous Literacy Foundation. We continued to celebrate our fantastic student achievements at year level assemblies which included presentations from guest speakers and groups underlying community engagement. The annual Year 6 Community Market afternoon, with funds raised fully covering the cost of the Year 6 End of Year celebration day, Year 5/6 interschool sport, Year 5/6 Bike Education program, ANZAC Day commemorative service, Year 4/5/6 Community Leader Day, House Athletic Sports, Art show, World Expo, Night of Notables, Clean Up Australia Day and the variety of whole school events such as Book Week Celebrations, Harmony Day cultural awareness and commemorating RUOK Day all contributed to the students following their interest and taking a lead role in sharing their knowledge.

Doncaster Gardens Primary School offers an extensive VHAP (Very Highly Able Program) which includes Mathematics and English extension classes. The Student Excellence funding was used to run the Department of Education Victorian High Achievers Program (VHAP), and well as school led extension programs and activities across the arts (music and art), science, mathematics, sport and chess activities, involving a wide cohort of students. In 2025 this funding allowed for a variety of VHAP incursions and excursions to take place, providing new and engaging experiences for students.

Our Parent Opinion Survey indicates that overall satisfaction in our community is very high.

## Financial performance

The school continues to be in a sound financial position, with careful financial management by the school leadership, overseen by the School Council and Finance Sub Committee. Revenue is monitored throughout the year against budgeted amounts, and funds are expended based on plans and budgets, in line with Department of Education policies, and with required School Council approvals. At 31 December 2025 \$2,050,965 was held in the school bank accounts. This included \$83,440 of School Saving Bonus (SSB) funds and Camps Sports Excursion Fund (CSEF) funds held as credits in family accounts.

The following items are of note for the 2025 year:

- The main source of funding was the Student Resource Package (SRP), with the cash budget being supplemented by revenue from curriculum and other contributions, hire of the school facilities, and licence fees for outsourced OSHC and the canteen.
- The school continued to have strong support from the parent community for curriculum contributions, which has allowed the school to provide a variety of materials and digital resources, as well as a diverse range of resources in specialist areas, to enhance the delivery of the curriculum. In addition, other parent contributions received in 2025 contributed towards the parent portal, buildings and grounds maintenance, student wellbeing, first aid, library books and resources.
- Staffing costs are the main expenditure outlay, through both the credit and cash components of the SRP.
- The credit component of the SRP was carefully managed to ensure a suitable and appropriate staffing profile.
- CRT/Agency CRT costs included cover for staff sick leave and long service leave, as well as to cover staff attending professional learning, school activities and staff involved in school programs/initiatives. The school was reimbursed from the Department of Education for CRT costs relating to short term long service leave.

The Mental Health Fund funding was used to run programs and activities focusing on student wellbeing, Disability Tier 2 funding was used for whole school inclusion initiatives and to provide alternate furniture items to be used across the school, and Respectful Relationships funding was used to provide staff with professional learning as well as to deliver the Respectful Relationships program.

The Department of Education funding for swimming and water safety was used to provide all students in Year 6 with the Life Saving Victoria beach day program.

Numerous extra curricular student events and activities took place during the year, across all year levels, providing students with activities and experiences to enhance the curriculum. Many families were able to utilise School Saving Bonus funds to cover the cost of these extra curricular events.

The school undertook buildings and grounds maintenance, and was able to undertake capital expenditure projects, to maintain and enhance the school buildings and grounds. Capital works included removal of the sloped rock wall and replacement with a vertical sleeper wall in the area outside the SLU to provide more play space, installation of a new playground and soft fall in the senior play space, the installation of four bubbler drink taps, as well as two air conditioner units in classrooms.

Various maintenance works took place in accordance with the Department of Education maintenance requirements, as well as regular upkeep of the school grounds, using Department of Education funding.

The Victorian Schools Building Authority (VSBA) also undertook significant works including roofing, windows, gutters, eaves and asbestos removal.

The Parents and Friends held a Mothers Day Stall, a Fathers Day Stall, as well as second hand uniform sales. Funds raised by the P&F contributed to enhancements to outdoor play spaces.

For more detailed information regarding our school please visit our website at  
<https://www.dgps.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 767 students were enrolled at this school in 2025, 367 female and 400 male. 71% had English as an additional language and NDA 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	79.0%	
	Similar schools	86.1%	
	State	82.0%	

### School Staff Survey


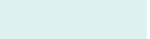


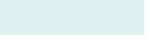

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.1%	
	Similar schools	79.3%	
	State	77.4%	

## LEARNING


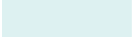


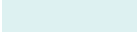


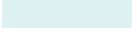




### Teacher Judgement of student achievement against the Victorian Curriculum

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>98.5%</b>	
	Similar schools	94.9%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>97.6%</b>	
	Similar schools	93.7%	
	State	84.2%	

## NAPLAN

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


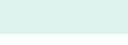


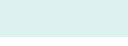

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>89.1%</b>		<b>88.1%</b>
	Similar schools	85.8%		86.3%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.7%</b>		<b>92.4%</b>
	Similar schools	89.3%		89.7%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>82.4%</b>		<b>87.5%</b>
	Similar schools	84.8%		85.2%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>92.5%</b>		<b>94.9%</b>
	Similar schools	89.7%		89.1%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>83.9%</b>	
	Similar schools	82.9%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>90.2%</b>	
	Similar schools	86.8%	
	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>79.5%</b>		<b>85.2%</b>
	Similar schools	81.4%		82.2%
	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>71.8%</b>		<b>80.3%</b>
	Similar schools	77.5%		77.7%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

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

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>15.5</b>	<b>17.1</b>
	Similar schools	17.0	17.8
	State	21.5	21.7

### Attendance rate

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

		2025	
<b>Prep</b>	<b>School</b>	<b>91.5%</b>	
<b>Year 1</b>	<b>School</b>	<b>91.4%</b>	
<b>Year 2</b>	<b>School</b>	<b>92.5%</b>	
<b>Year 3</b>	<b>School</b>	<b>92.1%</b>	
<b>Year 4</b>	<b>School</b>	<b>93.4%</b>	
<b>Year 5</b>	<b>School</b>	<b>91.6%</b>	
<b>Year 6</b>	<b>School</b>	<b>92.7%</b>	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$7,198,951
Government Provided DET Grants	\$861,087
Government Grants Commonwealth	\$5,222
Government Grants State	\$0
Revenue Other	\$91,902
Locally Raised Funds	\$657,609
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,814,772</b>

Equity	Actual
Equity (Social Disadvantage)	\$22,736
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$22,736</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>	\$7,166,548
Adjustments	\$0
Books & Publications	\$19,082
Camps/Excursions/Activities	\$142,896
Communication Costs	\$6,807
Consumables	\$222,037
Miscellaneous Expenses <sup>2</sup>	\$23,511
Agency Staff	\$102,701
Professional Development	\$23,575
Equipment/Maintenance/Hire	\$59,565
Property Services	\$106,544
Salaries & Allowances <sup>3</sup>	\$280,498
Support Services	\$18,557

Expenditure	Actual
Trading & Fundraising	\$16,197
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,758
<b>Total Operating Expenditure</b>	<b>\$8,240,275</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$574,497</b>
<b>Asset Acquisitions</b>	<b>\$259,559</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	\$1,888,035
Official Account	\$162,930
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,050,965</b>

Financial Commitments	Actual
Operating Reserve	\$178,954
Other Recurrent Expenditure	\$78,641
Provision Accounts	\$2,500
Funds Received in Advance	\$323,266
School Based Programs	\$351,002
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$104,500
Capital - Buildings/Grounds < 12 months	\$421,800
Maintenance - Buildings/Grounds < 12 months	\$254,520
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$170,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,885,184</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.*