

2025 Annual Report to the School Community

School Name: Clayton North Primary School (0734)



- 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 25 March 2026 at 03:06 PM by Sue Simadri (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 01 April 2026 at 08:21 AM by Sue Simadri (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

Clayton North Primary School is located on Dandenong Road in the City of Monash and has a rich history of educational excellence, serving the community for nearly 160 years. We cater to children from Clayton and the surrounding suburbs of Oakleigh, Huntingdale, and Notting Hill. A growing enrolment of international students is supported by our strong English as an Additional Language program that caters for new arrivals. Our Vision/Mission is to create an inclusive community where individuals can confidently learn in a challenging and supportive environment to positively impact their future. The Clayton North Primary School Values of Respect, Responsibility and Resilience are referenced and demonstrated in all aspects of the school.

The staffing profile is made up of 2 Principal Class Officers (1 Principal and 1 Assistant Principal), 1 Learning Specialist, 16 teachers (14.8 EFT), and 7 Education Support Staff (4.8 EFT). The School Family Occupation (SFO) density has remained relatively consistent, indicating little change in the socioeconomic status (SES) of the school community compared to other schools in the state. More than 90% of students have a Language Background Other Than English (LBOTE) in a school population of 220. In 2025, we had two classes in Foundation, three classes at 1/2, three at 3/4, and two at 5/6, making a total of ten classes.

Clayton North 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. We work closely with a range of community partners to cater for our families and students in new and innovative ways.

Our school is well-resourced, with a Bring Your Own Device (BYOD) program in place for year 5/6 students, which has enabled the provision of 1:1 notebooks in 3/4 classrooms, and a generous number of notebooks and iPads in F-2 classrooms. Supporting students to develop computer skills is a major priority to prepare them for online assessments, such as NAPLAN. A challenging comprehensive curriculum is provided based on the Victorian Curriculum 2.0. Students enjoy a vibrant, safe and stimulating learning environment that allows every student the opportunity to develop to their full potential.

Clayton North Primary achieves high academic standards, and a strong emphasis is placed on Literacy and Numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross-referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Physical Education, Language other than English (Japanese), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by various Outdoor Education camps and excursion initiatives.

The school has developed a structured approach to curriculum planning that ensures comprehensive documentation and a 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, such as EOI, MOI, student conferences, PAT, NAPLAN, and an analysis of school performance data, including student, staff and parent surveys.

2025 was the first year of the Strategic Plan period 2025-2028. The strong sense of community is evidenced by the pleasing levels of parent participation across a wide range of areas. In 2025, all families were provided access to complete the Parent/Carer Opinion Survey. Fifty families responded with an overall level of 90% endorsement. Strong levels of positive endorsement were gained across all survey factors, with 90% or more positive responses to questions relating to student connectedness, school communication, respect for diversity and high expectations for success.

I congratulate and acknowledge the school council for their governance and support during 2025.

Progress towards strategic goals, student outcomes and student engagement

Learning

Clayton North Primary School continued to provide an inclusive, content-rich curriculum. Each student was supported through the provision of comprehensive and engaging content that enabled the next steps in their learning.

In 2025, the school's AIP focused on the implementation of Key Improvement Strategies to support student learning in literacy and numeracy to achieve improvement in student learning and engagement, and to improve the health and wellbeing of all students. Actions to meet these goals are related to the FISO dimensions of Teaching and Learning, Assessment, Leadership, and Engagement. The goal was to build staff capacity to provide teaching and learning at the point of individual student needs. Professional Learning Communities (PLCs) supported consistency in the implementation of the CNPS whole school instructional model and enhanced use of data to inform teaching.

A series of professional learning sessions served to upskill all staff and build their confidence in using programs and strategies and establish consistent approaches across the school. This is evidenced in the development of a planning template aligned with the CNPS instructional model for all staff to use across the school. Professional learning also focussed on upskilling staff with the VTLM2.0. A 1.0 Learning Specialist and a 1.0 EAL teacher worked on establishing the EAL Centre and developing an EAL program to support students with literacy and language needs and a Reception Program to assist newly arrived children.

Student achievements against the Victorian Curriculum were a credit to the dedicated staff. The number of students in Years Prep to 6 who achieved at level or above in English and Mathematics in 2025 was well above similar schools and the state average.

NAPLAN Year 3: With an achievement of 65%, the percentage of students in Strong or Exceeding for Reading was above similar schools and slightly below the state average of 69%. The 2025 results in Reading were improved in comparison to the 2024 data. Although the percentage of students in Exceeding decreased slightly, there was a significant increase in the percentage of students in the Strong category, reducing the proportion of Developing by 21%. In Writing, the percentage of students in Needs Additional Support was halved in comparison to the 2024 data,

lifting them into the Developing category. The Numeracy results, although improved in comparison to 2024, continue to track well below the state average and slightly below similar schools. The 2025 data across all other categories improved in comparison to the 2024 results, tracking above state and similar schools.

NAPLAN Year 5: The percentage of students in Strong or Exceeding for Numeracy at 72% was significantly higher than similar schools at 57% and the state average of 69%. The percentage of students in Strong or Exceeding for Reading was higher than similar schools and below the state average, with an achievement of 75%. Like the Year 3, the 2025 Year 5 Reading data improved significantly in comparison to 2024, with just 3% of students in Needs Additional Support. In Writing, 77% in Strong or Exceeding was above the state and significantly above similar schools at 68%. In comparing performance between 2024 and 2025, we have made significant improvements in the Year 5 data, reducing the proportion of Needs Additional Support in all categories.

A range of actions in working to address the aligned key improvement strategies in the 2025 AIP saw focused provision and support in the learning and wellbeing areas, which included:

- implementation of evidence-based teaching practices, such as, checking for understanding and non-volunteer questioning
- professional learning and specific action to ensure consistency in aligning planning with the CNPS instructional model
- developing teachers' understanding of how learning occurs and cognitive load theory to enable planning for learning (VTLM2.0)
- developing teachers' knowledge of the disability inclusion framework and confidence in making adjustments to support students with learning needs

Wellbeing

Clayton North Primary is a school that caters well for student welfare and well-being. Our small student/teacher ratios, whole school approach, Education Support Staff and committed teachers facilitate this work. Throughout 2025, we continued to build strong relationships and active partnerships with our local community and support services and have used these resources well. Our DE Student Support Services Psychologist and Speech Pathologist regularly connect with CNPS to provide support for students and families, as well as teaching staff and the community. This includes formal assessments of students and helping to develop individual programs to support students with special needs. Outside agencies are utilised to help us closely understand the needs of our students and how best to cater for them. Our transition from the Program for Students with Disabilities to the Disability Inclusion framework in 2025, saw the wellbeing team undertake the application process for funding, resulting in positive outcomes, not only in that we received funding, but in upskilling staff in DIP requirements. Anecdotal conversations with parents validated the school to be 'supportive, inclusive, and a safe multi-cultural place to be'.

Practical guidance and resources are used to support staff and students to respond to inappropriate behaviour 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. The new 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 and punctuality is addressed regularly in parent forums, such as the newsletter, weekly assemblies, parent reports and parent-teacher interviews. Staff and leadership utilised the "Seesaw" app across the school to regularly communicate with parents and to share student learning and achievements.

Social-emotional Learning continues to be explicit in our curriculum, and all classes follow our Respectful Relationships Program scope and sequence and the School Wide Positive Behaviour Framework. The Kid's Hope Mentoring Program provided support and mentoring for a group of students from various year levels, who were experiencing vulnerability during the year. This one-to-one model positively impacted children identified with emotional and social development needs. Classroom teachers used a daily monitoring and check-in tool to identify students experiencing social or academic challenges. A focus was on ensuring students' mental health and wellbeing to support their learning. Our students strongly endorsed well-being support in their responses to the 2025 Attitudes to School Survey. Highlights include: 90% positive endorsement for both the Sense of Connectedness and the Management of Bullying factors, which are significantly higher than similar schools and the state average, and reflect our strategies to manage this area; 90% positive endorsement of Attitudes to Attendance; 89% positive endorsement of Advocate at School. This is a significant achievement and an indication of our overall school culture, which is one of high care and support that is well-balanced with high school and teacher expectations.

Engagement

Relationships are key to a thriving school, and at Clayton North, the promotion of positive relationships amongst students, between students and staff, and between 'the school' and all our families is seen as paramount. At the beginning of each year, Clayton North Primary School staff engage their children in a range of activities to develop connections and build positive student-teacher relationships. Every class revisit our expectations to ensure an agreed-upon understanding of school values and the responsibilities that students and families have to uphold the culture of caring and support for one another. All behavioural instances are followed up, where practical, and we have zero tolerance towards bullying and harassment. The CNPS 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.

Clayton North Primary School provides a range of extracurricular activities for children to participate in. These include lunchtime clubs - Chess, Coding, Japanese, and Art - and various sporting options. Student Leadership opportunities provide students with voice and agency and support the development of their leadership skills, fostering confidence and problem-solving abilities.

In 2025, our Prep-6 student attendance rate of 89% was on par with similar schools (88%) and the state (89%). The importance of regular attendance and the impact on learning of extended absences is regularly emphasised to students, parents and the wider community. Student absences are carefully monitored, followed up and included in student written reports, with absence letters sent home to families twice each term.

Attitudes to School Survey data from 2025 show high levels of student endorsement of effective classroom behaviour (85%), effective teaching (87%), and differentiated learning challenge (84%) all on par with similar schools and state data. Learner dispositions, including Perseverance (79%), Motivation and Interest (85%) and Sense of Confidence (77%) are also strong results. All results are on par or above similar schools and state data, demonstrating a healthy learning culture. The

Parent Opinion Survey aligns with student attitudes and variables for student cognitive engagement; High Expectations for Success (90%) and Stimulating Learning Environment (80%) are excellent endorsements of teaching at Clayton North Primary School. Our highly engaging specialist programs in 2025: Visual Art, Performing Arts, Physical Education and Japanese language offered high-quality learning opportunities for all students. These programs continued to provide depth and breadth to the learning experiences for children. Extra-curricular opportunities enhance learning at school, and in 2025, our students enjoyed a range of excursions and incursions. A group of Year 5/6 students participated in the Victorian State Schools Spectacular, and all children had the opportunity to experience Melbourne Symphony Orchestra performances. Senior School staff organised a 2-night camp at Iluka Retreat in Red Hill, providing students with exciting adventure and outdoor activities to engage in, leading to memorable experiences.

Other highlights from the school year

Clayton North Primary School provides unique opportunities for all of its students.

Upon enrolment, each child is allocated to a House. House teams acknowledge four significant people in history - Dunlop, Namatjira, Freeman and Wood - these renowned people model the behaviours we want our students to strive for. The House System aims to promote a sense of belonging and pride in our students, and connectedness to our school. Students stand for the position and are voted in as House Captains by their peers and staff. Our House Captains are reliable and responsible leaders of the school community, contributing to the tone of the school and promoting our school's values.

With representation from over 40 different nationalities, Harmony Day is a highlight in the Clayton North Primary School calendar as it offers the opportunity to showcase the inclusive and respectful culture, we are so very proud of. As part of the celebrations, students are encouraged to wear their traditional cultural clothes or to dress in orange on the day. The community is treated to a spectacular presentation of cultural performances from parents and students, culminating with a shared meal of enticing flavours from around the world.

17 Year 5/6 students accepted the invitation to participate in the 2025 Victorian State Schools Spectacular, a musical extravaganza bringing students together from across Victoria. As entries into the mass dance, our students attended numerous rehearsals, at school and external venues, culminating with two grand performances at the John Cain Arena. Having experienced mass choir at the VSSS 2024, they were well-equipped to participate in this high-profile statewide event, applauded and celebrated by the school community.

Financial performance

Clayton North Primary School maintained a sound financial position throughout 2025.

The school's expenditure was closely aligned to the school's goals and priorities. Budgets and financial reports were monitored by the School Council and the Business Manager, reviewing and adjusting regularly. Revenue received through the SRP term grants was supplemented by 68% of families paying an essential items charge. A small Student Resource Package (SRP) surplus from

2024 was carried into 2025 and enabled the school to confidently undertake our workforce plan. We used some of these financial resources to employ staff into leadership roles and extra ES staff to support students with additional needs. The school had 18 international full-fee-paying students during the year. This money was used to enrich the student programs and went towards the upkeep of the school buildings and surroundings. During 2025, student enrolments stabilized, and we were able to budget appropriately for our classes and specialist areas. Careful financial management and a continuing focus on productivity and efficiency have ensured that our school continues to utilise our resources to provide high standards of learning for students.

The Student Resource Package budget was in credit at the end of 2025.

**For more detailed information regarding our school please visit our website at
<https://www.claytonnorthps.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 224 students were enrolled at this school in 2025, 108 female and 116 male. 71% 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**.


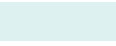

Parent Satisfaction Summary

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	86.0%	
	Similar schools	87.0%	
	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	65.6%	
	Similar schools	75.5%	
	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	81.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.4%	
	Similar schools	77.9%	
	State	84.2%	

NAPLAN

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


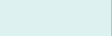




		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	64.9%		53.8%
	Similar schools	59.6%		58.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.7%		64.6%
	Similar schools	63.0%		63.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	45.9%		52.2%
	Similar schools	51.2%		51.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.4%		66.7%
	Similar schools	56.6%		56.6%
	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'.


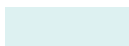

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	88.2%	
	Similar schools	73.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	70.6%	
	Similar schools	76.4%	
	State	74.0%	

WELLBEING


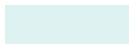

Student Attitudes to School – Sense of Connectedness

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	90.2%		88.2%
	Similar schools	82.1%		81.3%
	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	90.3%		86.3%
	Similar schools	82.6%		80.5%
	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	22.3	19.5
	Similar schools	23.8	23.4
	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	89.6%	
Year 1	School	87.5%	
Year 2	School	83.1%	
Year 3	School	90.0%	
Year 4	School	89.1%	
Year 5	School	91.9%	
Year 6	School	88.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,583,105
Government Provided DET Grants	\$651,874
Government Grants Commonwealth	\$0
Government Grants State	\$5,500
Revenue Other	\$40,333
Locally Raised Funds	\$107,637
Capital Grants	\$0
Total Operating Revenue	\$3,388,448

Equity	Actual
Equity (Social Disadvantage)	\$53,924
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$53,924

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

Expenditure	Actual
Student Resource Package ¹	\$2,433,969
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$52,982
Communication Costs	\$4,090
Consumables	\$60,288
Miscellaneous Expenses ²	\$10,960
Agency Staff	\$64,675
Professional Development	\$4,156
Equipment/Maintenance/Hire	\$46,063
Property Services	\$189,414
Salaries & Allowances ³	\$28,414
Support Services	\$58,852

Expenditure	Actual
Trading & Fundraising	\$2,085
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$985
Utilities	\$30,444
Total Operating Expenditure	\$2,987,380
Net Operating Surplus/-Deficit	\$401,069
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$710,583
Official Account	\$113,516
Other Accounts	\$0
Total Funds Available	\$824,099

Financial Commitments	Actual
Operating Reserve	\$92,235
Other Recurrent Expenditure	\$1,435
Provision Accounts	\$0
Funds Received in Advance	\$26,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$27,000
Capital - Buildings/Grounds < 12 months	\$590,000
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$856,670

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.