

# 2025 Annual Report to the School Community

School Name: Preston West Primary School (3885)



- 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 12:49 PM by Cheryl Bondeson (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 12:49 PM by Cheryl Bondeson (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

Preston West Primary School is located on Murray Road Preston, in the City of Darebin. While located in a residential area, the school is in close proximity to the Preston Market and High Street shopping precinct. The main school building is a double storey brick building that was built in 1915. A gymnasium, built in 2010 also accommodates a music room and our Before and After School Care Service. The gymnasium has a surrounding landscaped garden and dry creek riverbed. A double storey building, accommodating four classrooms was completed in 2013 and five new buildings were erected in 2016 for students in Grades 4-6. Two galleries were constructed in 2017/18 to establish the Grade 4 and Grade 5 learning communities. Preston West Primary School has a rich history of educational excellence. Serving the community for over 110 years, the school motto coined in 1915, 'Duty First', is just as important in today's setting.

Our school encourages students to strive for excellence in all their endeavours. Our core purpose is to provide an inclusive and rigorous learning environment that challenges and engages children to grow as passionate learners and citizens. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. The school values are L.E.A.R.N. (Leadership, Excellence, Acceptance, Respect and Never Give Up).

Preston West Primary School is a high performing school, placing significant emphasis on academic outcomes. Our achievements are consistently exceeding state benchmarks in all areas. We are extremely proud of our reputation for providing a comprehensive and challenging curriculum, academic excellence, valuable friendships and catering for each individual. Preston West Primary School is committed to improving the achievements of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum 2.0 whilst reflecting worldwide best practice for 21st century learners. Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential - academically, socially and personally. We instil in students a lifelong love of learning. Our strong academic focus is supported by a multitude of extra-curricular activities and programs that provide a well-rounded education. Programs offered include Physical Education, Visual Arts, Music, Italian, STEAM, Tutoring and Intervention/Support.

Preston West Primary School is committed to embedding FISO 2.0, The Victorian Teaching and Learning Model and department initiatives into our everyday teaching and learning. Embedding these models underpin our focus and determination to improve teacher practice and in turn provide vital and successful learning opportunities for all our students. Teaching staff are highly focused, undertaking ongoing professional development to implement best practice. This leads to achieving improved outcomes for our students through explicit Literacy and Numeracy instructional teaching models, shared curriculum planning, coaching, Peer Observations, Professional Learning Communities (PLC) and SPA (Student Performance Analyser). Staff work collaboratively in their teams to document a challenging and differentiated curriculum.

Student enrolments overall have risen dramatically over the past decade, which accounts for the significant expansion of the school's facilities. However, we are now encountering a greater stabilisation of our student enrolments – 670 students in 2025. Our predicted enrolment for 2027 is 675 students. Currently the gender break down is 46.7% female and 53.3% boys. The proportion of students that have English as an additional language is 33%. Preston West Primary

School has an enrolment cap of 725 students. Based on the school's Student Family Occupation and Education Index (measure of social disadvantage of a school), the socio economic status of the student cohort is in the low range.

Our school has 41 equivalent full time teaching staff, 3 Principal Class and 14 non-teaching staff. The Management Team consists of the Principal, Assistant Principals, Leading Teacher and five Learning Specialists. A Health and Wellbeing Coordinator has been appointed since 2023. The School Improvement Leadership Team (SILT) comprises of members of the Management Team and year level coordinators. The Consultation Committee includes representation from each teaching team. The results generated from the Staff Opinion Survey 'School Climate' section over the past decade, show Preston West Primary School staff above the state median for overall satisfaction with 82.2% positive responses in 2025. Preston West Primary School is a strong advocate of the Child Safety Guidelines. Everyone working at our school is responsible for the care and protection of the children and reporting information as per Department of Education guidelines.

Straight grades have operated across the school since 2014. In 2025 we had 29 grades (5 Preps and 4 grades at all other year levels). In 2025, the 29 classroom teachers were supported by 14 specialist/support teachers. Our journey to ensure we are promoting the very best educational opportunities for all our students continues. Building on the rich history, we continue to work collaboratively with families, to create citizens that add great value to the Preston West community and beyond.

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

### Learning

The 2025 Teacher Assessment using the Victorian Curriculum, shows the school performing significantly above the state median. In 2025, 96.5% of students in English and 95.5% in Mathematics were at or above the age expected standards, which places Preston West Primary School above the median level of other schools after accounting for background characteristics known to make a difference to students' results.

Results for 2025 NAPLAN show our Year 3 and 5 students performing significantly above the state median in all areas. When compared with a similar range of Government Schools in 2025, given our student cohort, both the Year 3 and Year 5 students performed above the similar school's average in the majority (9 out of 10) of NAPLAN assessments. When comparing students who attained strong or exceeding in NAPLAN, our results exceeded both similar and state averages e.g. Year 3 Reading at PWPS 90.1%, similar schools 85.4% and state 70.9% and Year 5 Reading at PWPS 93.1%, similar schools 89.3% and state 75.4%. The NAPLAN Numeracy results, in regards to the percentage of students attaining strong or exceeding was above both similar school and the state in Year 3 (PWPS 92.1%, similar schools 84.9% and state 67.6%). In the NAPLAN Year 5 Numeracy 87.4% of students at P.W.P.S. achieved strong or exceeding (similar schools 88.7% and state 70.6%). From 2023-2025 NAPLAN, 85.1% of our students made high/medium relative growth in Reading and 86.8% in Numeracy. Our relative growth in both

Reading and Numeracy was above the medium when compared to both similar schools and the state.

In 2025, our school continued to progress, aligning curriculum, instructional practice and targeted intervention to improve student learning outcomes. Our school's improvement roadmap provided a clear sequence of professional learning and leadership actions, ensuring that curriculum implementation, assessment practices and explicit teaching were coherently embedded across the year.

The implementation of the **Victorian Curriculum 2.0** remained a central focus. Following the introduction of Mathematics 2.0 in 2024, teams consolidated planning and assessment practices in numeracy, supported by structured professional learning and collaborative planning processes. In preparation for the implementation of English 2.0 from Term 1 2025, staff engaged in team-based professional learning, strengthening curriculum knowledge and ensuring alignment of scope and sequence documents. Specialist programs updated their curriculum documentation, and the Integrated Scope and Sequence was aligned to the Victorian Curriculum 2.0 in readiness for 2026. This deliberate and staged approach ensured curriculum consistency and strengthened teacher clarity around progression of learning.

Our school's roadmap emphasised **Attention and Focus practices and Explicit Teaching**, with professional learning dedicated to building staff capability in implementing evidence-based strategies. Through Professional Learning Communities (PLCs), staff engaged in regular cycles of inquiry, using data sets to identify students requiring extension or targeted support. This work was reinforced by peer observation, coaching from Learning Specialists and a Leading Teacher, and annual refreshers of the school's instructional models in Mathematics, Reading, Writing and eLearning. Performance Summary data indicates continued growth in literacy and numeracy outcomes, with an increasing proportion of students achieving at or above age-expected standards and strong learning growth trends across most year levels.

Despite a significant reduction in tutoring funding, our school prioritised intervention by allocating internal resources to employ three teachers to run targeted literacy and numeracy groups from Foundation to Grade 6. Disability Inclusion funding further strengthened support for students with additional needs, enabling targeted adjustments, professional development for staff and enhanced resourcing. Performance data reflects the impact of this work, with improved growth for students identified for support and sustained progress for students with additional learning needs.

#### Learning Highlights:

- Successful consolidation of Mathematics 2.0 and readiness for English 2.0 implementation, ensuring curriculum alignment and teacher clarity across all learning areas.
- Strengthened data literacy through SPA and PLC inquiry cycles, contributing to improved literacy and numeracy growth as reflected in the Performance Summary.
- Sustained targeted intervention despite reduced tutoring funding, resulting in measurable learning growth for priority students.
- Expansion of coaching and instructional leadership capacity, embedding VTLM 2.0 elements and consistent pedagogical practice across the school.

Through a strong focus on the VTLM 2.0, high expectations and collaborative practice, the school has maintained positive learning growth trends and remains on track to achieve our ambitious targets.

## Wellbeing

In 2025 we continued to provide a safe and inclusive environment. We continue to embed Huddle across the school (a school 'Respectful Responsible Learners' approach to further promote our student wellbeing, engagement and academic focus in their learning environment). Huddle includes the documentation of class agreements and the reinforcement of our school vision, motto and mission. Our school values: Leadership, Excellence, Acceptance, Respect and Never Give Up (LEARN) are embedded across all domains of Preston West Primary School. The Respectful Relationships program was implemented at Preston West Primary School at the commencement of Term 2 2022 and our scope and sequence in this area was realigned to the updated curriculum in 2025. Student goal setting and agency is becoming embedded at P.W.P.S. and feedback will continue to be a key focus in 2026. External programs that were conducted in 2025 include Brainstorm Productions for students in Prep - Grade 4, The Cyber Safety Project for Grades 5 and 6 and Inter Relate for Grades 5 and 6. In 2026 we will engage with the program Backflips Against Bullying.

Embedding the Compass program and SeeSaw across the school has significantly promoted communications with our parent community. The Parent Opinion Survey was conducted in 2025 and generated 85.1% positive endorsement in Parent Satisfaction, which was above the state primary school average. In 2025 we will continue to investigate and evaluate strategies to further improve home/school communications, which promote understanding of the school's approach to teaching and learning and further explore ways to engage and communicate with parents. The School Climate result of 82.2% on the 2025 Staff Opinion Survey placed Preston West Primary above the state median of 77.4%.

In 2025 the school received additional funding from the Department of Education under the Health and Wellbeing initiative and Disability Inclusion. A Health and Wellbeing Coordinator was appointed and in 2023 and a Wellbeing Committee was established. We have documented a whole school Health and Wellbeing Framework and our work will continue in the wellbeing area to further promoting staff knowledge of the vast array of new department resources, reasonable adjustments and inclusive classrooms. In 2026 the school will have access to the Mental Health in Schools funding, which will further promote our expertise, knowledge and support of our community.

## Engagement

At Preston West Primary School the average number of student absence days in 2025 was 17.6, which is more positive than the state average of 21.5 and slightly higher than similar government schools at 17.4 days. The average attendance rate across Preston West Primary School in 2025 was 91.1%. Since 2022 the average number of annual days absent per student was 19.0 days, which was more positive than the state median (21.7 days) and slightly higher than that of similar government schools (18 days). Numerous strategies have been implemented from the 'It's Not Ok To Be Away' initiative to promote and track student attendance. Parents/carers are provided with attendance data via Compass, which can be accessed throughout the year.

The Attitudes to Schooling Survey was conducted in Years 4-6 at Preston West Primary School in 2025. In relation to the sense of connectiveness criteria on the Attitudes to Schooling survey, our

students overall positive response at 82.3% was above both the state median and similar government schools. Our four year average in connectedness at 85.7%, places us above the state median (77.3%) and above the results of similar government schools (80.7%). In relation to the management of bullying criteria on the Attitudes to Schooling survey, our students overall positive response at 81.5% was above both the state median (76.4%) and similar government schools (78.3%). Our four year average in the management of bullying at 83.6% is positively above both the state and similar schools.

The community revisited the school values and vision in 2024. Through consultation, it was decided to maintain and relaunch our school values in 2025. The school vision was updated - 'Preston West Primary School is committed to providing a learning environment and educational programs that will motivate, challenge and support students to become life long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity, wellbeing and the rights of all are highly valued and respected'. Last year the Junior School Council documented an Acknowledgement to Country specific to our school - *'PWPS acknowledges the Wurundjeri Woi-wurrung people who are the traditional owners of the land on which we work, learn, play and grow. We recognise their continuing connection to the land, waters and culture. We pay respect to Elders past, present and emerging and we celebrate the continuation of culture through the spiritual and educational practices of Aboriginal and Torres Strait Islander people'*. In 2025, PWPS worked collaboratively with our KESO (Koorie Educational Support Officer), to undertake a cultural audit and increase Aboriginal Perspectives across the school.

To strengthen student engagement in 2026, we will further develop opportunities to promote strong student voice/agency, goal setting, feedback and leadership in areas such as learning, curriculum delivery, extra-curricular activities and school improvement.

## Other highlights from the school year

Numerous special events took place at Preston West Primary School in 2025 including:

- School concert Grade 3-6 and Prep -2 Dance production.
- Grade 4 (Lake Dewar) and Grade 6 (Camp Wyuna) YMCA camps
- Multi-aged days e.g. NAIDOC Week, Multicultural Day and House Day
- Leadership programs, including school captains attendance at the Young Leaders Conference
- Extra Curricular activities e.g. Choir, Preston West Has Talent, Rock Band, Grade 4 Bike Education, House Sports days and Grade 2 Swimming Program
- Lunch Time Clubs program e.g. Taylor Swift, chess, lego and dance
- Junior School Council school improvements, special days and support of charities
- Community Disco and end of the year celebration evening
- Fresh Fruit Friday

## Financial performance

In 2025 numerous school based projects were undertaken including creating an outdoor inclusive learning space and enhancing our facilities e.g. Child Safe administration area, signage, furniture and redesigning our second Art Room Space. Significant funding was allocated in the 2025 global budget to support the strategic direction of Preston West Primary School. Funding will be allocated in 2026 to support our new Strategic Plan/Annual Implement Plan and to further promote our school facilities e.g. furniture and painting. The equity funding received from DET in 2025 was directed towards small group intervention, predominately in the Prep - Grade 2 area. Small group intervention targeted Oral Language, English as an Additional Language, Fine Motor Skills, Literacy and Numeracy. The Department of Education additional Tutoring funding in 2025 was targeted at small group intervention in Years Prep-5 in Reading, Writing, Spelling, Phonics and Numeracy. The Tutoring, Swimming, Disability Inclusion and Health & Wellbeing initiatives will continue to be supported by the Department of Education in 2025. At PWPS we will welcome an additional line of funding in 2026 under the Mental Health in School's initiative. Contracts have been documented to allow access for Creative Music and the Coburg Giants to utilise facilities in our school gymnasium. In the future, school council will investigate an external company to coordinate our Before and After School Care Service.

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

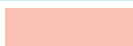


A total of 670 students were enrolled at this school in 2025, 312 female and 357 male. 34% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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




### Parent Satisfaction Summary

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

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	85.1%	
	Similar schools	79.7%	
	State	82.0%	

### School Staff Survey


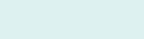


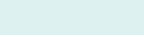

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.2%	
	Similar schools	79.5%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>96.5%</b>	
	Similar schools	94.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>95.5%</b>	
	Similar schools	93.4%	
	State	84.2%	

## NAPLAN

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

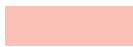



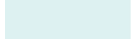

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>90.1%</b>	<b>90.7%</b>
	Similar schools	85.4%	85.5%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>93.1%</b>	<b>93.5%</b>
	Similar schools	89.3%	89.4%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>92.1%</b>	<b>90.9%</b>
	Similar schools	84.9%	84.9%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.4%</b>	<b>90.6%</b>
	Similar schools	88.7%	87.7%
	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.


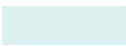

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>85.1%</b>	
	Similar schools	80.6%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>86.8%</b>	
	Similar schools	82.2%	
	State	74.0%	

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## WELLBEING


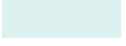

### Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>82.3%</b>		<b>85.7%</b>
	Similar schools	80.8%		80.9%
	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>81.5%</b>		<b>83.6%</b>
	Similar schools	78.7%		78.1%
	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
<b>Prep - 6</b>	<b>School</b>	<b>17.6</b>	<b>19.0</b>
	Similar schools	17.4	18.0
	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>93.4%</b>	
<b>Year 1</b>	<b>School</b>	<b>91.4%</b>	
<b>Year 2</b>	<b>School</b>	<b>91.4%</b>	
<b>Year 3</b>	<b>School</b>	<b>90.7%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.3%</b>	
<b>Year 5</b>	<b>School</b>	<b>90.6%</b>	
<b>Year 6</b>	<b>School</b>	<b>90.1%</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.

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$6,343,316
Government Provided DET Grants	\$587,625
Government Grants Commonwealth	\$421,635
Government Grants State	\$0
Revenue Other	\$76,226
Locally Raised Funds	\$780,218
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,209,021</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$25,332
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,332</b>

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

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$6,241,969
Adjustments	\$0
Books & Publications	\$924
Camps/Excursions/Activities	\$181,195
Communication Costs	\$28,620
Consumables	\$225,805
Miscellaneous Expenses <sup>2</sup>	\$11,719
Agency Staff	\$0
Professional Development	\$25,496
Equipment/Maintenance/Hire	\$141,137
Property Services	\$239,153
Salaries & Allowances <sup>3</sup>	\$628,980
Support Services	\$271,098

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$18,037
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,066
<b>Total Operating Expenditure</b>	<b>\$8,071,200</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$137,821</b>
<b>Asset Acquisitions</b>	<b>\$44,842</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.

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## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,557,414
Official Account	\$40,162
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,597,575</b>

Financial Commitments	Actual
Operating Reserve	\$304,872
Other Recurrent Expenditure	\$22,496
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$406,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$172,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$965,617</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.*