

2025 Annual Report to the School Community

School Name: Big Hill Primary School (1551)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 March 2026 at 12:41 PM by Matthew Pearce (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 25 March 2026 at 10:44 AM by Matthew Pearce (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

Big Hill Primary School is situated on the Calder Highway on the southern fringe of Bendigo. The school has attractive and spacious surrounds (including an adjoining flora and fauna reserve) and purpose-built play areas; synthetic sports field, a variety of undercover areas (including installed shade sails and soft turf spaces), junior playground (Years Prep and One only), a large adventure playground and a rope climbing spire. Big Hill enjoys working with many Koorie families, cultural backgrounds and diverse family structures – all of whom add to a very supportive and inclusive culture at the school. Our overall SOCIO-ECONOMIC PROFILE is currently MEDIUM, which has been consistent over the last few years. Our community has a real mix of families with different socio-economic backgrounds, including many students funded as “disadvantaged” and attracting equity funding as a result. Our school has continued to support students through Disability Inclusion Tier 2 and Tier 3, as well as several students with additional needs not currently funded. To support staff with provision of learning for all students with additional needs, work on identifying a student’s emotional health through THE CHILDREN’S WELLBEING CONTINUUM occurred with implementation across most classes. In addition to this, the school has also funded additional staff to ensure children were included and all learning and play spaces remained positive and safe. With continued Disability Inclusion Tier 2 Funding implementation, the school was able to continue to fund children with severe behaviours/diverse needs through this funding line. Our community is based around our school and enjoyed another relatively settled year of programs and events. Big Hill, whilst being a suburb of Bendigo, does not have a general store, post office, sporting club, community hall etc. In addition to this, the school draws from a large area, with several families travelling up to school from Ravenswood (10km to the South), rural areas of Big Hill (eg. Belvoir Park Road) and from multiple housing developments in Big Hill and Kangaroo Flat South. Due to enrolment protocols and the use of Find My School zoning across Greater Bendigo, the enrolment of the school continued to drop, moving from around 230 students to 220. As Big Hill is not an area of rapid housing development, our trend is set to continue to decline in the next few years and settle around 215 students. Due the nature of our geographical area outlined, the school is the hub of the community, so engaging families with detailed newsletters, active Facebook Page, use of *Compass*, community events and weekly assemblies (with award presentations for displaying school values) are important community engagement opportunities. We believe we do this well, and strive to continually improve and build stronger links. In 2025 we successfully ran a Year 2 Sleepover (Discovery Centre), a 3/4 Camp (a return to Upper Plenty), a 5/6 camp (Anglesea), major excursions, sports days, incursions, Education Week Celebrations, End of Year breaks ups and Christmas/Summer BBQ and Carols and many more! Our Performing Arts teacher also successfully rescheduled our two performances of BIG HILL’S GOT TALENT, showcased as a P/1/2 and then 3/4/5/6 showcase over several sittings. These performances were very well received by the community. As the year progressed, we found that community engagement and participation at events was growing, with very large numbers seen throughout the year at various events. At Big Hill, our school’s vision is: *Together we support a collaborative learning community that encourages honesty, leadership, teamwork, creativity and kindness.* As part of our school culture, all students work within our 3 core school values: *Be Respectful, Be Responsible and Be Safe.* At the end of the year we surveyed staff, families and students and retired our Value of BE SAFE, introducing BE RESILIENT due to noticing a rise in students

finding difficult times hard to bounce back from. This will be officially launched at the start of the 2026 school year. At Big Hill, we want not only academically skilled individuals, but well-balanced, resilient and social students ready for any challenge life presents them. Whilst our focus on the Values has been persistent, work continued on social skills and mental health due to need. *The Resilience Project* continued to be our curriculum focus for all students on gratitude, empathy and mindfulness, with students benefiting from weekly lessons in class. 2025 was also the first year our school received MENTAL HEALTH IN PRIMARY SCHOOLS funding, enabling us to employ a 0.5 MENTAL HEALTH and WELLBEING LEADER who worked on TIER 1 approaches school wide. This included linking to BE YOU and making better use of our existing WELLBEING programs such as THE RESILIENCE PROJECT, LIFE SKILLS and running SOCIAL EMOTIONAL LEARNING (SEL) sessions using Lego with particular students. As with all years, our priority focuses also included in-depth work on English and Mathematics across the school with continued focus on the VICTORIAN CURRICULUM 2.0 and the development of yearly overviews. The same occurred with other curriculum areas, including THE ARTS and LANGUAGES, to create yearly overviews linked to the new curriculum. In addition to Mathematics and English, our focus on learning Chinese, exploring The Arts (Music and Visual) and the importance of Physical Education were delivered weekly. Big Hill is proud of its rich Arts program, delivering both performing and visual arts separately to all students P-6 weekly and taught by two exceptionally skilled teachers of the arts. The Arts continue to present unexpected outcomes too throughout the year - NAIDOC Week Aboriginal Art (which became a published book by Landsell Square), Melbourne Cup Art Show, Christmas Carols and an Education Week Performance Launch, among others. Big Hill is also a School Wide Positive Behaviour Support (SWPBS) school, where our values are well-known and referred to daily, whilst all children, staff and parents are aware of our behavioural expectations – positively stated in our Expectations Matrix. Positive behaviour is rewarded with Big Rewards, whilst inappropriate behaviour is managed with our Behaviour Management Flow Chart. This, generally, ensures support for our management of behaviours and is affirmed by our children rating our management of bullying favourably. Towards the end of the year we linked to the SWPBS coach who will lead us through a full review of SWPBS, including our MATRIX during 2026. 2025 was the third year of our new Strategic Plan too, so our School Improvement Team (SIT) met regularly and worked closely to track actions and activities. As our data had improved significantly, we had little support from our SEIL (Senior Education Improvement Leader) or EIL (Education Improvement Leader) as it was not required. SIT ran productively throughout the year to support implementation of new curriculum, embed PLC approaches, refine wellbeing programs such as THE RESILIENCE PROJECT, MENTAL HEALTH IN PRIMARY SCHOOLS, THE VICTORIAN TEACHING AND LEARNING MODEL 2.0 and DISABILITY INCLUSION. We ran our lunchtime clubs as a super-club housed in our library each day and introduced a RESET SPACE to help dysregulated children calm and return to class/playground. This has been a great addition to the school, with many children utilising the space to reset using weighted blankets, fidgets, soft furniture, helpful books and much more!

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 our focus was solely on the goals of our Strategic Plan, honing in on Learning through work on the VICTORIAN CURRICULUM 2.0 and early adoption of THE VICTORIAN TEACHING AND LEARNING MODEL 2.0 This saw our work focus on improving student outcomes in literacy and numeracy through structured work around ensuring the VIC CURRIC 2.0 is covered through our overviews and yearly planners, whilst also modifying our planning documents to reflect elements of the new VTLM 2.0. Major actions of our work in learning focused around continued implementation of reading intervention to catch-up those children who had deficits in phonics/reading with MiniLit Sage and MacLit. Continued robust work continued on Professional Learning Communities (PLCs) also with this time used to work through the curriculum and plan for the new teachign model. Our specialist team also worked effectively in PLC time with their own focus each term enabling them to plan with the new curriculum also. When unpacking the learning data for 2025, Teacher Judgement against the Victorian Curriculum showed students 88% or above the age expected standard in English and Mathematics. In the area of NAPLAN, percentages of children Strong or Exceeding were solid/high, with Year 5 Reading and Numeracy *above* similar and the state, which was very pleasing. In Year 3 Numeracy, percentages of children Strong or Exceeding were above similar and *but just below* the state, whereas Year 5s were *substantially-above* similar and the state - an excellent result! Year 3 Reading in NAPLAN was, however, below similar schools and the State. Whilst lower, the result of Year 3 Reading was understood as the cohort has generally been well-below expected standards leading back to school entry data in Foundation and signs show a growth in skill sets over time, which is of course very encouraging. NAPLAN Relative Growth Data (from Grade 3 to 5) in Reading saw our Year 5s attain *above average growth* to similar schools but lower than the state. NAPLAN Relative Growth Data (from Grade 3 to 5) in Numeracy saw our Year 5s attain *above average growth* to similar schools and the state, by almost 10%! This is an excellent result.! During 2025, all children in DISABILITY INCLUSION program (Tier 2 and 3) were supported with Individual Learning Improvement Plans, additional assistance from Education Support Staff and Student Support Groups (SSGs) to ensure they were working to their full potential. Further to this, staff updated their training on Mental Health approaches and the use of THE CHILDREN'S WELLBEING CONTINUUM to support children with additional needs whilst at school to engage with their learning. Students with an Aboriginal/Torres Strait Islander background were also supported with Individual Learning Plans and had their attendance closely monitored.

Wellbeing

In 2025, the Attitudes to School Survey (AToSS) was implemented across Years 4, 5 and 6. Our Sense of Connectedness (76%) was *above* similiar schools (73.1%) but below the State (71.1%). It is pleasing to note that our overall positive endorsement had risen by over 10% in a calendar year. Management of Bullying was also favourably scored (80.8%), with Big Hill *above* both SIMILAR Schools (75.2%) and the STATE (76.4%). As part of our MENTAL HEALTH IN PRIMARY SCHOOLS WORK, our MHWL did a lot of work with our staff and children from F-6 to

help address areas of wellbeing, resulting in overall improvement in both data sets. In 2025, the staff continued to work hard to ensure classes were engaging, children were supported around their wellbeing needs (helped by the introduction of THE CHILDREN'S WELLBEING CONTINUUM and weekly lessons from THE RESILIENCE PROJECT) and provision of exciting camps, excursions and incursions occurred to provide a well-rounded school experience. Our extensive wellbeing programs continued to be implemented including the beginning of overhauling our SWPBS approach and a introduction of a new value RESILIENCE, Classroom teaching of The Resilience Project, Life Skills, Lunchtime Clubs, Student Representative Council, Peer Mediation, daily Breakfast Club, SOCIAL EMOTION LEARNING (SEL) programs like Lego Club, Student Monitors and introduction of a wonderful RESET SPACE for children to visit when feeling dysregulated. It is worth noting too that this year was the first year our school had MENTAL HEALTH IN PRIMARY SCHOOLS funding that enabled us to release a Lead 0.5. This time was paramount for helping form a strong wellbeing team comprising the DISABILITY INCLUSION LEAD, CHAPLAIN, PRINCIPAL and MHWL. For the great majority of the year this team functioned effectively and ensured strong wellbeing approaches and programs were in operation.

Engagement

Overall student attendance is *higher* than that of similar schools and the state, which is pleasing, with all year levels averaging 86% attendance rate or above. Our Year 2, 3 and 5 students *equalled or exceeded* 90%, which is an excellent achievement, especially considering there was still a lot of illness during the year, including continued COVID infections, gastro and colds/flu. Continued work also occurred on challenging attitudes of families who had kept children home in the past with mild symptoms, whilst also addressing those taking family holidays or struggling with transport/housing/mental health. This work will continue into the future. Attendance of Aboriginal and Torres Strait Islander students was also carefully tracked and followed up, with the majority of students achieving high rates of attendance. Highlights in this area include the careful tracking of chronic- absences and subsequent work done with families to improve attendance through phone calls, emails, meetings and in rare-cases, support getting to school AND the use of COMPASS to collate and share data on engagement with children and their families throughout the year. In special circumstances the Wellbeing Team also supported engagement through use of Attendance Plans to encourage more regular attendance patterns.

Other highlights from the school year

There were many highlights for Big Hill Primary School in 2025 with 4 terms unfolding with relatively few major interruptions. Great examples of some of our many highlights include: a Year Two Sleepover at the Discovery Centre, Three/Four Camp to Upper Plenty with the flying fox a standout and a Five/Six Camp to Anglesea with kayaking and boogie boarding a highlight. Other highlights included our week-long swimming (P-6) and gym programs (P-6) - both being popular activities for many children, School Leaders on Phoenix FM radio, participation in 5/6 team sports in the area (including some wins) and student representation within the community at the local and Melbourne ANZAC services. Major milestones were our two major performances with F/1/2

and then 3/4/5/6 presenting “Big Hill’s Got Talent” – where children sang, acted, danced, did stand-up comedy and even submitted videos from home doing some of their talents! A matinee and evening performance were staged for both age groups, ensuring all the community could come along and enjoy the fun. Other community focused performances included our EDUCATION WEEK LAUNCH and END OF YEAR CHRISTMAS CAROLS. Another obvious highlight was the school’s continued work unpacking Curriculum Changes because of VICTORIAN CURRICULUM 2.0 through formation of yearly overviews and beginning to explore the VICTORIAN TEACHING AND LEARNING MODEL 2.0. with a lot of work done at the PLC and Curriculum Meeting level to support. Successful implementation of wellbeing programs to support children using mental health funds and wellbeing supports were also a highlight and included The Resilience Project (Foundation - 6), Life Skills, buddies (P/1 and 5/6), provision of lunchtime clubs and counselling/pastoral care in the form of the school’s Chaplain, daily breakfast club (nb. a move from 1 morning a week to five) and formation of a RESET SPACE for children who are dysregulated. Community events such as our Education Week performance, grandparents/special visitors morning tea, Melbourne Cup Family Fun Day (rained out and rescheduled) and end of year picnic tea, Christmas carols and market were also hits and highlights with all members of the community. Ongoing support and engagement from our parents through Parents and Friends (Fundraising, special days like Mother’s and Father’s Day etc.), School Excursion Volunteers, Canteen Volunteers, Classroom/Reading Volunteers and School Council is also not just a highlight, but a support that the community values and relies upon! Finally - continued work in the grounds included ensuring our facilities were meeting BAR ratings for Bushfire Safety, upgrading and checking the safety of our play equipment, formation of our first CUBBYLAND AREA and installation of new basketball backboards. Finally the Visual Arts shone once again in 2025 with students published in a NAIDOC book, gorgeous displays adorning the school walls on the daily, a new mural completed to set-off our RESET SPACE and our first ever MELBOURNE CUP ART SHOW that was a massive hit and featured multiple pieces of themed art per child.

Financial performance

The Financial Performance and Position Statement for 2025 shows that the cash budget was healthy at the end of the year with the school bank accounts sitting at \$205,630.56. At 31/12/2025 the SRP was in deficit of \$86,581, which was a managed deficit and cash has been earmarked to pay that back in Term 3 of 2026. The cost of Casual staff wages has decreased but still high, this is due to staff being unwell. At the end of the year, we had \$110,457 above our operating reserve – made up of funds held for P&F fundraising, funds held for bushfire prevention and maintenance and rolled over CSEF funds and School Savings Bonus (SSB) funds. In 2025 we continued to receive funding for the Bushfire Preparedness Program, Chaplaincy program, Active School Sports funds, and locally raised funds through the hard-working efforts of our School Parents and Friends fundraising committee and Student School Council.

**For more detailed information regarding our school please visit our website at
<https://www.bighillps.vic.edu.au>**

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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

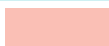


A total of 220 students were enrolled at this school in 2025, 90 female and 130 male. NDP had English as an additional language and 10% were Aboriginal or Torres Strait Islander.

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	69.2%	
	Similar schools	80.7%	
	State	82.0%	

School Staff Survey


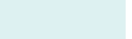


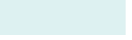

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	64.6%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING




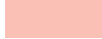
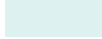


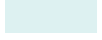


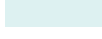

Teacher Judgement of student achievement against the Victorian Curriculum

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	88.1%	
	Similar schools	81.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	89.5%	
	Similar schools	81.5%	
	State	84.2%	

NAPLAN

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


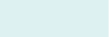


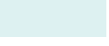

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	54.8%		61.0%
	Similar schools	62.4%		63.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	76.5%		77.2%
	Similar schools	70.5%		69.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	64.5%		64.4%
	Similar schools	60.8%		61.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	79.4%		73.7%
	Similar schools	64.2%		60.3%
	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.


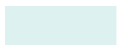

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.4%	
	Similar schools	71.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	84.4%	
	Similar schools	69.5%	
	State	74.0%	

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WELLBEING


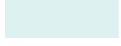

Student Attitudes to School – Sense of Connectedness

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
Years 4 to 6 % positive endorsement	School	76.0%		74.6%
	Similar schools	73.1%		74.6%
	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	80.8%		79.9%
	Similar schools	75.2%		75.3%
	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	20.9	20.1
	Similar schools	22.9	23.1
	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	89.0%	
Year 1	School	86.4%	
Year 2	School	91.0%	
Year 3	School	90.7%	
Year 4	School	88.2%	
Year 5	School	90.6%	
Year 6	School	89.3%	

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	\$2,318,134
Government Provided DET Grants	\$417,189
Government Grants Commonwealth	\$6,666
Government Grants State	\$0
Revenue Other	\$15,065
Locally Raised Funds	\$193,899
Capital Grants	\$0
Total Operating Revenue	\$2,950,953

Equity	Actual
Equity (Social Disadvantage)	\$137,082
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$137,082

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

Expenditure	Actual
Student Resource Package ¹	\$2,404,781
Adjustments	\$0
Books & Publications	\$1,050
Camps/Excursions/Activities	\$80,151
Communication Costs	\$2,409
Consumables	\$65,873
Miscellaneous Expenses ²	\$11,726
Agency Staff	\$0
Professional Development	\$9,098
Equipment/Maintenance/Hire	\$29,833
Property Services	\$148,629
Salaries & Allowances ³	\$148,666
Support Services	\$36,689

Expenditure	Actual
Trading & Fundraising	\$31,449
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,497
Total Operating Expenditure	\$3,002,853
Net Operating Surplus/-Deficit	(\$51,900)
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.

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FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$190,782
Official Account	\$14,846
Other Accounts	\$0
Total Funds Available	\$205,628

Financial Commitments	Actual
Operating Reserve	\$99,679
Other Recurrent Expenditure	\$4,496
Provision Accounts	\$0
Funds Received in Advance	\$25,461
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,500
Repayable to the Department	\$40,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$210,136

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.