

2025 Annual Report to the School Community

School Name: Oakleigh South Primary School (4823)



- 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 12:31 PM by Erik Albers (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 22 April 2026 at 09:25 AM by Nikki Virtuoso (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

Oakleigh South Primary School is located approximately 15 kilometres south of the central business district of Melbourne. It prides itself on offering all students a wide range of success-orientated opportunities and fosters a caring atmosphere with clearly defined expectations, where students can develop in a supportive and safe learning environment. Oakleigh South Primary School values and encourages high academic achievement, with a strong focus on English and Mathematics.

The school's vision is for each child to become a happy and confident person, well equipped for the challenges of lifelong learning, contributing to the society in which they live, and able to achieve their full academic, creative and social potential. At the heart of the school's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.

Oakleigh South Primary School's community works collaboratively and shares common goals, values and beliefs about the best way to support children and families on their educational path. We encourage respectful, collaborative relationships between children, families, the school and educators, with our common focus being the child. We value an inclusive, supportive and caring environment where children, families and educators come together as a community of learners. Our excellent facilities enable us to host many after-school activities and weekend sporting events to create and support healthy and active communities.

The school provides support to each child to promote their health and wellbeing through a spirit of warmth and respect, underpinned by a commitment to social justice. We respect and celebrate the culture and diversity within our community and beyond. We support the individual needs of our children to develop the view that learning is fun, exploratory and exciting. Our school philosophy includes a firm commitment to ensuring child safety and wellbeing, and to providing a high-quality, safe and caring school environment.

Oakleigh South Primary School's values are Respect, Excellence, Integrity, Resilience and Working Together. Implementing and promoting these values underpins the culture of our school. We encourage our students to be persistent, trustworthy, tolerant and actively involved in their school.

Our students from Prep to Year 6 are provided with a broad, rich and differentiated curriculum designed to cater for a diverse range of learning styles and student abilities, with opportunities for support or enrichment at all levels. The school leadership and staff are intentional and purposeful in pursuing optimal learning experiences for every student and, as such, seek to provide all children with instruction that is personalised, evidence-based and technologically rich. The school's highly successful sporting, arts, sustainability, wellbeing and Science, Technology, Engineering and Mathematics (STEM) programs allow for the development of the whole child and assist in building self-esteem, confidence and resilience.

Our student enrolment in 2025 was 1,038 students and was derived from diverse cultural backgrounds, many with English as an Additional Language (EAL). EAL enrolments accounted for approximately 52% of students. The school's Student Family Occupation and Education Index (SFOE) was rated as low (high socio-economic status).

The 2025 staffing profile consisted of 64 full-time equivalent (FTE) teaching staff and 11 FTE support staff. We have a dedicated team consisting of principal class leaders, learning specialists, classroom teachers and education support staff. We also have specialists in Physical Education, Performing Arts, Visual Arts, Japanese, Digital Technologies and Science.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Oakleigh South Primary School, our commitment to enhancing teaching practices and meeting the individual learning needs of every student remained a priority throughout 2025. Guided by our School Strategic Plan goal to maximise learning growth for all students, the school focused on strengthening teacher capability in differentiating learning effectively, building staff knowledge and understanding of the Victorian Curriculum 2.0, and promoting the effective use of data to inform teaching, supporting improved student outcomes across all year levels.

Student performance in English and Mathematics continued to be outstanding. The school's 2025 NAPLAN data demonstrated sustained high achievement across Years 3 and 5. In Year 3, students showed notable growth in Writing (42%, up from 26% in 2024) and Spelling (50%, up from 42%), while Reading (51%) and Numeracy (46%) also improved slightly. Grammar and Punctuation saw a small decline to 48% (from 51% in 2024). In Year 5, Reading increased to 66% (up from 63%) and Numeracy to 60% (up from 54%), with Writing improving to 46%. Spelling (56%) and Grammar and Punctuation (64%) showed minor decreases, but overall achievement remained well above State and Similar School averages, reflecting the school's strong focus on teaching and learning and its commitment to academic excellence.

A team of selected staff participated in the five-day Data Wise Course, facilitated by the Victorian Teaching and Learning Academy in partnership with Harvard University. In consultation with the Data Wise Coach, the team identified the introduction of synthetic phonics in Prep to Year 2 as a focus for 2025. This initiative aligned with the implementation of Victorian Curriculum English 2.0 and reinforced the school's commitment to evidence-based approaches in teaching and learning of early reading.

Professional Learning Communities (PLCs) continued to be a key focus of school improvement. All year-level teams engaged in focused inquiry cycles in English and Mathematics, targeting specific areas of need identified through data analysis. These inquiries involved small-group instruction, explicit teaching strategies, and ongoing assessment, resulting in measurable improvements in student learning and confidence. A whole-school PLC inquiry also focused on strengthening student behaviour during transitions, leading to smoother movement around the school and a more respectful learning environment. Overall, the PLC process reinforced collaborative teaching practices and the impact of targeted, data-informed instruction on both learning and wellbeing outcomes.

Targeted intervention programs further supported student growth across all year levels. In the early years, Prep to Year 2 students benefited from dedicated literacy and numeracy support, including the MiniLit program for Year 1, which provides an evidence-based approach to foundational reading skills. Year 3 and 4 students participated in the MacqLit program, a structured literacy intervention focused on decoding, fluency, and comprehension, resulting in improvement in student learning outcomes.

High-ability students were also supported through a range of extension opportunities. Years 5 and 6 students participated in the Victorian High Ability Program in English and Mathematics, further developing literacy, numeracy, and higher-order thinking skills. Year 4 and 5 students additionally attended extension mathematics classes facilitated by a teacher from South Oakleigh College, providing further opportunities to strengthen problem-solving and reasoning abilities.

Teachers continued to implement the Victorian Curriculum Mathematics 2.0 and English 2.0, ensuring planning and teaching aligned with updated learning progressions. Through professional learning, collaborative team meetings, and a dedicated curriculum day, staff deepened their understanding of curriculum changes, refined termly overviews and teaching and learning plans, and enhanced assessment and reporting practices.

Wellbeing

At Oakleigh South Primary School, wellbeing and mental health continued to be a priority in 2025, with particular attention given to supporting our most vulnerable students. Throughout the year, the school remained committed to enhancing the health and wellbeing of students through a wide range of initiatives, with the wellbeing of students, staff, and families at the heart of the school's mission.

Our 2025 Attitudes to School Survey data reflected consistently high results, similar to 2024. Key strengths included Sense of Connectedness (90%), Sense of Inclusion (93%), Advocate at School (93%), Managing Bullying (89%), Respect for Diversity (85%), Not Experiencing Bullying (92%), Attitudes to Attendance (92%), and Self-Regulation and Goal Setting (88%). Across all domains, the school performed above both State and Similar School means.

Inclusive practices were further strengthened through the effective implementation of the Department of Education's Disability Inclusion (DI) Reforms. Professional learning and targeted support enhanced staff capability, and student support structures across the school. Teachers participated in Inclusive Education training, and professional learning sessions, and the school continued to refine its processes.

Throughout the year, the school continued to embed The Resilience Project (TRP) across all year levels, integrating weekly lessons into classroom planning to develop emotional literacy, resilience, self-regulation, and student reflection. Staff professional learning, including the TRP session, "Looking Out for Each Other", Respectful Relationships training, and attendance at the TRP Teacher Seminar, strengthened teacher capacity to support both students and colleagues.

Support for staff and students was further enhanced through the employment of an Occupational Therapist (OT) four days per week. The OT provided targeted classroom strategies for teachers and collaborated with the Wellbeing and Inclusion team to support the Disability Inclusion Profile process, enabling more targeted interventions and greater alignment between classroom practice and student needs.

The school progressed its reconciliation journey with the establishment of a Reconciliation Action Plan (RAP) Professional Learning Team. The team developed the school's RAP using the Narragunnawali platform, completed a Reflection Survey to identify strengths and growth areas, and created the school's Vision for Reconciliation statement, emphasising cultural safety and a shared commitment to meaningful reconciliation. Building on this foundation, the RAP Working Group developed 14 actions aligned with the pillars of Relationships, Respect, and Opportunities, encompassing classroom learning, school-wide

practices, and community engagement, ensuring students gain a deep appreciation of First Nations peoples and perspectives.

The school also introduced the whole-school 'Wellbeing Wagon' initiative to support students experiencing challenges during lunchtime. This program has proven highly effective in helping students self-regulate, reset, and re-engage positively and confidently within the school environment.

Engagement

The school continued to progress towards its strategic goal of embedding student agency by building on established practices of Design Thinking. The school's engagement with the Oakleigh Education Precinct, particularly through participation in the STEM/Design Thinking Community of Practice, provided valuable tools and structure to support this work. Professional learning facilitated by Monash Tech offered meaningful insights into both primary and secondary Design Thinking practices, highlighting how student agency, creativity, and critical thinking can be fostered through authentic learning experiences. Staff participated in classroom observations and feedback cycles, showcasing Design Thinking lessons that were refined with support from a Monash Tech representative. This collaborative approach has strengthened teacher practice and confidence in the delivery of lessons.

Throughout 2025, Design Thinking pedagogy has been delivered across all year levels through classroom units and STEM specialist sessions. The inaugural Design Thinking Week was a highlight of the year, engaging all students in differentiated problem-solving activities that raised the profile of innovation and agency across the school. The initiative extended beyond our community, with activities shared across the Oakleigh Education Precinct.

The school continued to promote student engagement and connectedness through a diverse range of extra-curricular opportunities designed to inspire and support all students. A variety of lunchtime, before-and after school programs were offered, including established and new initiatives such as the Debate Club and the Wellbeing Wagon. Students had the opportunity to participate in a broad selection of clubs and activities, including the Oakleigh South Primary School Band, Swim Training, Running Club, Black Belt Club, Writing Club, Maths Club, Animal Club, Robo Club, and Junior and Senior Choir, as well as events such as the State Schools Spectacular, Whole School Productions, and the Year 5 transition and leadership programs. These opportunities provided students with meaningful ways to connect, build confidence, and develop their interests, contributing positively to their wellbeing and engagement at school.

The school actively monitored student attendance through the school's management platform, Compass with staff regularly following up on student absences. Student absences had decreased from an average across the school of 18.6 absence days in 2024 to 17.1 average absence days in 2025, resulting in an overall attendance rate of 91.3%. School attendance rates varied from 14 - 20 absence days across all year levels with student illness and family holidays, the main reason for non-attendance.

The school's approach to attendance remained a key focus in 2025, with daily monitoring, timely follow-up of unexplained absences, and proactive communication with students and families. The school consistently reinforced the importance of regular attendance through classroom discussions, school assemblies, and written communications.

The 2025 Attitudes to School Survey data reflected strong positive endorsement across all domains related to Engagement. The Key strengths of the school included Attitudes to Attendance (92%), and Sense of

Confidence (87%). Even though there was a decrease in positive endorsement of the factor, Student Voice and Agency from 85% in 2024 to 76% in 2025, it was still higher than similar schools (68%).

Other highlights from the school year

In 2025, Oakleigh South Primary School celebrated outstanding success in sport, winning the District Swimming, Cross Country, and Athletics shields, as well District Champions in Boys softball, soccer and tennis. These achievements reflect the strong commitment, talent, and perseverance of our students, with many progressing to Division, Regional, State, and even National levels of competition. These successes were made possible through the dedication of staff who generously supported students through training sessions before school and during recess and lunchtime. Their commitment enabled students to develop their skills, build confidence, and strive for excellence, ensuring they were well prepared to reach their full potential.

Throughout 2025, the school's RoboClub program, was an outstanding reflection of our school's commitment to STEM learning and in particular, Robotics. It began with more than 50 enthusiastic Year 4, 5 and 6 students proudly representing Oakleigh South Primary School at the Outer Eastern Regional event, followed by approximately 40 students participating in the State Finals. From this strong foundation, 17 Year 6 students went on to compete at the RoboCup National Championships in Canberra, where their hard work paid off with impressive results including multiple teams reaching finals and a national title in Simple Simon Soccer. These achievements were built on through months of dedication, from weekly lunchtime sessions and early morning practices to the teamwork and persistence shown across all divisions. Our student's achievements at every stage were strengthened by the unwavering support of staff, whose guidance, coaching and behind the scenes organisation ensured students were prepared, encouraged and able to thrive. The school was also fortunate to receive \$10,000 through the Sponsorship Grants for Student Science Engagement, which helped fund the national trip and ensured students could fully experience this incredible opportunity. In reflection, it was a remarkable year that showcased student passion in STEM and the vital role of staff in making such memorable experiences possible.

Financial performance

The School Strategic Plan, along with the 2025 Annual Implementation Plan, continued to provide the framework for School Council involvement in the allocation of funds to support school programs and the educational outcomes of all students.

At the end of the 2025, Oakleigh South Primary School was in a solid financial position and carried forward a surplus of \$205,769 into 2026 to support planned projects. Significant time and energy were invested into the school's Financial Management to ensure expenditure did not exceed budgeted estimates. The school's Parent Payment contributions were close to 82% of our school population. Parents donated an incredible \$27,431 to the school's Library Fund to make sure our school library was well resourced.

The school raised \$90,000.00 through the school's Annual Fete.

Through the school's contract with the Melbourne International School of Japanese (MISJ), and its use of its school buildings on Saturdays, the school received an additional income of approximately \$96,000.

In 2025 we had some major areas of expenditure which included the following:

- * Upgrading the Friendship Square - \$10,590
- * Replacement of evaporative cooling and duct work - \$11,796
- * Upgrading and replacing iPads - \$26,785
- * External stair replacements (Year 1 Wing) - \$6,334
- * New roofing anchor points (stage 1) - \$20,497
- * New Junior Bike Shed - \$18,700
- * Irrigation work and maintenance - \$7,645

**For more detailed information regarding our school please visit our website at
<https://oakleighsouthps.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 1,037 students were enrolled at this school in 2025, 486 female and 550 male. 53% 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	85.9%	
	Similar schools	83.8%	
	State	82.0%	

School Staff Survey

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

2025			
% positive endorsement School Climate (School Staff Survey)	School	78.7%	
	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	98.0%	
	Similar schools	94.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	96.6%	
	Similar schools	93.1%	
	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	92.0%		93.7%
	Similar schools	86.3%		86.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	93.5%		94.7%
	Similar schools	89.6%		89.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	90.1%		90.9%
	Similar schools	84.1%		84.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	96.8%		96.2%
	Similar schools	89.6%		88.5%
	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	89.8%	
	Similar schools	82.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	95.3%	
	Similar schools	85.1%	
	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	90.4%		90.0%
	Similar schools	81.0%		81.4%
	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	89.4%		89.0%
	Similar schools	77.3%		77.4%
	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	17.1	18.1
	Similar schools	17.0	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	
Prep	School	92.3%	
Year 1	School	93.0%	
Year 2	School	90.8%	
Year 3	School	91.1%	
Year 4	School	90.1%	
Year 5	School	91.9%	
Year 6	School	90.4%	

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	\$9,983,739
Government Provided DET Grants	\$953,544
Government Grants Commonwealth	\$123,879
Government Grants State	\$0
Revenue Other	\$131,932
Locally Raised Funds	\$1,185,058
Capital Grants	\$0
Total Operating Revenue	\$12,378,152

Equity	Actual
Equity (Social Disadvantage)	\$37,096
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$37,096

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

Expenditure	Actual
Student Resource Package ¹	\$9,757,831
Adjustments	\$0
Books & Publications	\$8,695
Camps/Excursions/Activities	\$406,181
Communication Costs	\$8,898
Consumables	\$346,981
Miscellaneous Expenses ²	\$20,302
Agency Staff	\$198,143
Professional Development	\$9,892
Equipment/Maintenance/Hire	\$166,335
Property Services	\$180,316
Salaries & Allowances ³	\$428,186

Expenditure	Actual
Support Services	\$111,481
Trading & Fundraising	\$122,889
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$83
Utilities	\$132,466
Total Operating Expenditure	\$11,898,681
Net Operating Surplus/-Deficit	\$479,471
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	\$1,489,733
Official Account	\$51,728
Other Accounts	\$12,816
Total Funds Available	\$1,554,278

Financial Commitments	Actual
Operating Reserve	\$356,808
Other Recurrent Expenditure	\$7,706
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$550,000
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	\$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	\$914,515

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.