

# 2025 Annual Report to the School Community

School Name: Tallygaroopna Primary School (3067)



- 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 February 2026 at 03:15 PM by David Brodie (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 30 April 2026 at 03:50 PM by David Brodie (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

Tallygaroopna Primary School with an enrolment of 59 students, is situated 17kms north of Shepparton. Our schools overall Socio- Economic Profile is in the Low - Medium range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was .3827 (SFOE Index - .3557). Our Teaching FTE for 2025 was 6.0 (which includes the Principal), while our Support Staff FTE was 2.6. In 2025, the school was able to maintain 4 classroom teacher, but the workforce of the school changed significantly at the beginning of the school year. However, more stability was evident in this year while having smaller class sizes in some rooms played an influential role in working towards improving student outcomes. Going forward, some of our relatively new staff will have leadership opportunities with Literacy and Numeracy and they will be supported by the Principal and with time. Some workforce changes are again predicted before the beginning of the 2026 school year.

2025 was at times a difficult one as we constantly had to address absences with students throughout the year in regard to a variety of illnesses. However, despite these difficulties we were able to have normal learning taking place with a number of extra curricula programs being made available. The Parent Satisfaction percent endorsement increased slightly from 47% in 2024 to 56% in 2025 and the School Staff Survey (School Climate) percentage endorsement decreased slightly from 80% to 73% (State Average - 77.4%). All staff were supported by the Principal of the school along with Specialist teachers and MACC & MARC teaching staff and any Education Support staff and volunteers in the school who assisted classroom teachers.

The school grounds at TPS consist of a grassed playing field, a basketball court (fully upgraded in 2025), two separate sets of playing equipment and well shaded and passive recreation areas (ie: shade sails and outdoor learning space). The school buildings consist of a large BER building which has 3 classrooms and a Project Space along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration area, junior classroom, GEM Space (Welfare and Sensory Room) and a large Multi-Purpose Room which has a community school kitchen. Maintenance funding has been received in the past to upgrade some of the existing buildings and we anticipate more work will be carried out in future years. Information Technology devices have been upgraded on a regular basis and the school has 4 interactive panels which were purchased in 2021. The school has a number of netbooks and iPads to support student learning across the school. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 2:1 students. The school is proud of the amount of parental and community involvement which occurs and we promote and encourage this as much as possible. Families are encouraged to participate in both formal and informal activities throughout the year and our small, but active Parent's Club provided special events on a regular basis. Our school community promotes an active and healthy lifestyle for all. Our school day begins at 8.45am and we start the day with activities such as morning walks around the oval and reading. The schools core values are based on Respect, Inclusion and Honesty. In 2025, we were still able to provide our OSH Care service to our families for 5 days a week and it was wonderful to see student numbers blossom after a couple of difficult years. A new OSH Care Coordinator joined our workforce early in the year and the school continues to make a major investment financially to this service to assist working families. We hope that the school will continue to benefit from this service into the future - OSH Care has been implemented at Tallygaroopna Primary School since

2014. Our school continues to have the support of a School Chaplain who is at our school for a day and a half each week, supporting our staff, students and families as needed.

In 2025, we were able to update the schools Scope & Sequence document in regard to the Mathematics and English Version 2.0 Curriculum and we implementation has started with the new Phonics approach for students in Grades F to 2. We are utilising Phonics plus for this. The Workshop Model with Literacy and Numeracy continues to be a focus for our work together as this allows children to be creative and responsible in their own learning and become active and engaged in their work and development of understanding. We will transition soon to the Victorian Teaching & Learning Model in due course. Essential Assessment continues to be a major tool in the school with Pre and Post testing while focusing on specific areas of strength and weakness for students. Staff at the school are always investigating new ways to be inventive and be better as professional educators and we are using Google Drive to document and share our work across the school frequently. Our Literacy focus continues to be based on an Evidence Based approach with reading with decodable readers (Little Learners Love Literacy) and students were assessed on a regular basis. Decodable books align with the letter-sound sequence being taught and they enable students to consolidate the phonics skills they are learning in class. Heggerty is also utilised daily in the junior classrooms to support students' phonemic awareness skills and we continue to use some elements of the VCOP (Big Write) and SMART Spelling Programs, but prefer to have some flexibility which allows for creativity and continued exploration. In 2025, we continued to implement our Respectful Relationships program and aligned this to work with the Resilience Project as well. All students in the school benefit from these learnings which is funded from Mental Health Funding. In 2025, we were able to continue to employ a Mental Health in Primary Schools Leader who had a designated day to focus on these specific areas of Health & Wellbeing. Mental Health Funding services continued in 2025 and some children had regular support with Occupational Therapy (whole school focus), Speech Therapy and participated in sessions with Lego Therapy. This support will continue in 2026 with some minor alterations.

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

### Learning

Our 2025 Annual Implementation Plan Learning Key Improvement Strategy was to improve learning outcomes in literacy and numeracy for all students: Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum through professional learning and the PLC process

Specific actions were to establish / embed / maintain PLC structures to support teacher collaboration and strengthen teaching practice

During 2025, our students continued to have some stability in their learning and additional support with an aide some classes. Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are in line with those of all Victorian government primary schools. English at the school level is 89.5% compared to the State - 86.5% whereas Mathematics at the school level is 87.7% compared to the State - 84.4%. This relates to the percentage of students in Years Foundation to 6 who are working at or above age expected standards in English and

Mathematics. NAPLAN results in all 5 areas for Grade 3 students were below all Victorian government schools in 2025. This is for the percentage of students at our school who were considered Strong or Exceeding: Reading (36.4% / 70.9%), Writing (11% / 79%), Spelling (27% / 63%), Grammar & Punctuation (36% / 57%) and Numeracy (45.5% / 67.6%).

In comparison, NAPLAN results for Grade 5 students in Reading, Spelling and Numeracy are both in line with all Victorian government primary schools in 2025. The percentage of students at our school who were considered Strong or Exceeding were the following: Writing (71% / 72%), Spelling (71% / 68%) and Numeracy (71.4% / 70.6%). Results in regard to Reading (42.9% / 75.4%) and Grammar & Punctuation (57% / 64%) were below all Victorian government schools in 2025.

NAPLAN relative growth (Year 3 to Year 5) in the High and Medium relative growth categories was for 57.1% for Reading compared to the State with 74.7%. Numeracy was more in line with State Benchmarks with the school being 71.4% compared to 74% for the State.

Throughout 2025, we were able to complete normal school assessments in line with our school assessment schedule and this data has been shared with families as part of Semester Reporting. We continued with our new Evidence Based Reading Approach with decodable readers and we believe that this will positively impact our reading data across the school and help some children who have gaps in their learning. Specific focus has been on the junior school and we look forward to seeing our children flourish and develop their reading in years to come. We also believe that our implementation of the Workshop Model has the potential to make a big impact with more students reaching strong and exceeding levels. We are continuing to formalising the use of Essential Assessment across the school for explicit teaching and this has the potential to influence our children's knowledge of Literacy & Numeracy as well. As always, we will continue to dedicate some of our professional learning to the areas of Literacy and Numeracy and look forward to continuing to refine and develop these approaches and curriculum plans into the future. Key Improvement strategies tend to focus on a variety of literacy and numeracy strategies and personalising learning. Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve. We look forward to these goals continuing to be ongoing in 2026 and providing formalised feedback to our families and students.

Generally any learning is shared with the staff in professional learning teams. This team approach means that all teachers are sharing skills and are responsible for all students' learning and well being. Classroom observations drive teaching and learning and aim to improve student achievement - we will be aiming to make these more regular in the new year. A big focus was on differentiation to support specific needs and we were able to support a number of students throughout the year with a Tutor who implemented our TLI program and our PLC approach also allowed us to focus on specific students and discuss explicit teaching strategies to support their learning. Our PLC approach is a big focus from our School Review and we look forward to dedicating time to this again in 2026. During 2025, PLC's focused on wellbeing moods of our students, extending sentences and moderation of writing on a termly basis. We also trialled moderation of Numeracy for the first time and this was adapted during the second semester after some good collaboration and adjustment.

## Wellbeing

Our 2025 Annual Implementation Plan Wellbeing Key Improvement Strategy was to improve health and wellbeing across the school and to increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes

Specific actions were to strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported.

The results of the Student Attitudes to School Survey for 2025 were generally positive in some areas although slightly at or below Similar Schools and the State. The area of Sense of Connectedness had a percentage endorsement improvement from 59.4% to 71.3%, although still slightly below the State Average of 77.1% and Similar Schools at 80.1%. The schools 4 year average of 72% is just below other comparable figures (ie; State / Similar Schools). The area of Management of Bullying had a percentage endorsement improvement from 73.7% to 82.1% which was above the State Average of 76.4%, but just below Similar Schools at 82.3%. The schools 4 year average of 76.5% is just below Similar Schools and above the State Average of 75.8% which is pleasing. With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values of Respect, Honesty and Inclusion. Our general rule of "considering the feelings of others at all times" is constantly reinforced as well. The SEP is reinforced via Skool Loop and the school newsletter at school and at home. In 2025, we continued implementation of the Respectful Relationships curriculum along with the Resilience Project and lessons are explicitly taught by our MHiPS Leader while providing opportunities for students to practice the skills needed to seek support. We also allow children to share experiences in a balanced and comfortable environment if needed and supporting others was reinforced constantly through various themes such as problem solving and help seeking. Tallygaroopna PS is an ESmart school and we frequently focus on cyber safety formally and informally at school.

Our Welfare Worker (Chaplain) also has a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community is catered for with informal and formal discussions. We were very fortunate to again have 3 Education Support staff in 2025 along with a great classroom volunteer and our main focus was to ensure that our children remained happy, safe and engaged

at school. All of our children were supported with individual goals each semester while other children were on Individual Learning Plans throughout the year as per DET guidelines (ie: TLI students, PSD and Koorie students). The school always promotes and maintains a strong sense of family involvement and it was great to see families reconnect more regularly with the school again in 2025. Our families are a key stakeholder behind the success and make up of a small school. It was pleasing that some outdoor extra curricula activities were able to be held (ie: camps to Canberra and 15 Mile Creek). We also had a Whole School School Production, School Disco and we ended the year in a positive way with a Graduation Ceremony and Christmas Concert. Tallygaroopna Primary School continues to pride itself on being a positive and happy place to learn and play. Throughout the year, we were able to utilise financial resources from the Mental Health Fund with services for vulnerable children. This included regular support with Speech Therapy, Occupational Therapy and some students participated in group work and individual Lego sessions also. This funding will be utilised again in 2026 and we intend to continue to expand on these services with further implementation of "The Resilience Project". This will ensure that all of the students benefit from some of this funding which is available to all schools. Finally, peer and

group learning activities were enhanced with continued implementation of "Committees" in Term 4. This involved the Grade 5/6 students taking a lead role for end of year events in small groups which focused on the End of Year Yearbook, a Virtual School Tour, Graduation Night and a Christmas Concert. This allowed these students to have a sense of connectedness to the school which was terrific.

## Engagement

Tallygaroopna Primary School's data for student absences in 2025 (21.5 days) continues to be higher than normal and we attribute this to a variety of illnesses again. However, it was pleasing to see that this has been reduced from 23.3 days in 2022 and hopefully this decline in absences will continue for future years. Pre COVID, our average number of absence days for our students was only 10.9 in 2019. Cohorts with the most positive attendance in 2025 were our Prep, Grade 2, Grade 3 and Grade 5 students with attendance rates of 90.4%, 92%, 91.5% and 90% respectively. The highest attendance rate was for our Grade 2 students.

We value student attendance and students with attendance above 95% each term, semester and year receive awards. We fully understand that high absenteeism can have a negative impact on a child's educational development and being at school ensures that all students are maximising their learning with social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance through informal discussions with staff, items put in the weekly newsletter and unexplained absences being followed up. In 2025, we continued to have a large emphasis on Student Engagement again with the implementation of fun and engaging learning opportunities for our children along with a comprehensive Specialist program. Specific focus was on providing a positive school community and we continued to implement a celebration wall and a project titled "Every Face has a Place". Students are frequently involved in buddy activities with a mentoring approach being embedded into our school culture from F-6. Children in the senior grades have numerous leadership opportunities at our school as well – School Captains, JSC...etc. Each classroom integrates technology in learning activities and students have access to a combination of laptops and ipads creating a technology rich learning environment. This was obviously more evident during Remote & Flexible learning and skills and knowledge has been developed by key stakeholders which will allow us to use technology as a teaching tool if the need arises again in the future. We complemented classroom activities by utilising a number of ICT programs in 2025 such as Epic, Prodigy and Essential Assessment and promote a positive atmosphere in our classes. In 2025, we continued to implement the BYOD program for the Grade 5/6 students and also utilised Dropbox with the senior class to enable easy access to classroom tasks when needed. We continue to utilise our Interactive Panels which were bought in 2021 and these resources allow our teachers to provide engaging and interactive teaching strategies on a daily basis at school. Our school provided our children with many learning opportunities in 2025 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 5 specific learning areas - Respectful Relationships / Resilience Project, Physical Education, Library, Art and Music. Our school continues to promote a warm, caring and friendly learning environment. The school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and various interactions. Our Grade 5/6 students were able to attend a camp at Canberra again also - this was one of the highlights of the year and it was well attended by the majority of students. To see our students engaged out of the normal school environment was rewarding and we also had most of our students attend the End of Year Excursion at some local

venues in Shepparton (ie; Village Cinemas, Mooroopna Pool). To see some smiles on some faces again was wonderful.

## Other highlights from the school year

School Production

Upgrade of Basketball Court Area

Canberra Camp

## Financial performance

Tallygaroopna Primary School was fortunate to have a Net Operating Deficit of just \$480 because of positive forward planning. The school made a large financial investment in the upgrade of our Court Area and we hope this will be a valuable asset for many years to come. For many years our school hovered around 50 students consistently, but since 2015 we have had regular enrolment increases which has benefited our school financially. Enrolments have plateaued of late, so there may be some financial repercussions going forward. Our school received funding from the National Chaplaincy Program to focus on Student Welfare again in 2025 and we look forward to supporting our students with this funding over the next few years. Any extra funding received through the Student Resource Package is generally used to provide human resources (Education Support Staff) who support students and teachers. Disability Inclusion Funding and the DIP process may assist our school going forward and enable us to continually support students in need. Our schools' investment in solar panels in 2019 has allowed our school to be able to move forward in generally a strong financial position. There are obviously strong links to teaching and learning with this school initiative. Equity Funding in 2025 was only \$16,130.

**For more detailed information regarding our school please visit our website at  
<https://www.tally-ps-3067.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 66 students were enrolled at this school in 2025, 31 female and 35 male. NDP had English as an additional language and 9% 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 - 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	55.6%	
	Similar schools	85.7%	
	State	82.0%	

### School Staff Survey


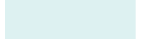


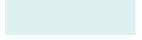

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	73.0%	
	Similar schools	83.5%	
	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>89.5%</b>	
	Similar schools	84.7%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>87.7%</b>	
	Similar schools	85.5%	
	State	84.2%	

## NAPLAN

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


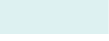


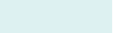

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>36.4%</b>	<b>41.9%</b>
	Similar schools	66.5%	63.6%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>42.9%</b>	<b>51.6%</b>
	Similar schools	70.2%	72.8%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>45.5%</b>	<b>54.8%</b>
	Similar schools	68.9%	66.3%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>71.4%</b>	<b>56.2%</b>
	Similar schools	68.0%	66.0%
	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'.


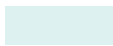

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>57.1%</b>	
	Similar schools	71.3%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>71.4%</b>	
	Similar schools	72.9%	
	State	74.0%	

## WELLBEING


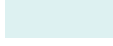

### Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>71.3%</b>		<b>72.0%</b>
	Similar schools	80.8%		79.9%
	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>82.1%</b>		<b>76.5%</b>
	Similar schools	82.6%		82.4%
	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	21.5	21.2
	Similar schools	22.8	23.2
	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	90.4%	
Year 1	School	87.0%	
Year 2	School	92.0%	
Year 3	School	91.5%	
Year 4	School	88.9%	
Year 5	School	90.0%	
Year 6	School	86.5%	

## 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	\$937,189
Government Provided DET Grants	\$171,074
Government Grants Commonwealth	\$21,973
Government Grants State	\$0
Revenue Other	\$24,440
Locally Raised Funds	\$67,301
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,221,978</b>

Equity	Actual
Equity (Social Disadvantage)	\$16,130
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,130</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$987,158
Adjustments	\$0
Books & Publications	\$499
Camps/Excursions/Activities	\$20,328
Communication Costs	\$1,497
Consumables	\$16,904
Miscellaneous Expenses <sup>2</sup>	\$11,098
Agency Staff	\$0
Professional Development	\$3,291
Equipment/Maintenance/Hire	\$20,853
Property Services	\$36,882
Salaries & Allowances <sup>3</sup>	\$61,534
Support Services	\$29,972

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$25,164
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,278
<b>Total Operating Expenditure</b>	<b>\$1,222,458</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$480)</b>
<b>Asset Acquisitions</b>	<b>\$61,150</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$204,734
Official Account	\$11,802
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$216,536</b>

Financial Commitments	Actual
Operating Reserve	\$39,217
Other Recurrent Expenditure	\$2,164
Provision Accounts	\$332
Funds Received in Advance	\$39,514
School Based Programs	\$14,668
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,925
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$25,000
<b>Total Financial Commitments</b>	<b>\$155,819</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.*