2025 Annual Report to the School Community

School Name: Yarra Hills Secondary College (8815)

- 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 11 April 2026 at 07:12 AM by Cameron Woods (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 29 April 2026 at 02:32 PM by Cameron Woods (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)
  - Senior Secondary Completions and mean study score
- 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
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - 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

Yarra Hills Secondary College is a multi-campus college of around 520 students in the outer eastern suburbs of Melbourne, with campuses in Mooroolbark and Mt Evelyn. The school has 86 staff members, 53 Teaching, 31 Education Support, 5 Music Staff and a school nurse.

Changes in demographics in recent years contributed to a decline in overall enrolments across the college in 2025. Yarra Hills' students come from a wide range of backgrounds and geographical areas, this includes a significant Hakha-Chin (Burmese/Myanmar) community, with 25 students having a refugee background, as well as semi-rural students from the outer Yarra Valley. Yarra Hills is also inclusive of students with disability and neurodivergence, with a strong Support and Inclusion focus. The two campuses are set up so as to provide dedicated educational precincts and Year 7 - 12 options on both sites.

The Mt Evelyn Campus is an entrenched part of the Mt Evelyn community and services the areas from Mt Evelyn through the Yarra Valley and all the way to Warburton. This campus houses a Year 7 – Year 10 Junior precinct and a Year 11 -12 VCE-VM (Vocational Major) precinct. The Mooroolbark Campus is situated amidst the suburbs of Mooroolbark, Lilydale, Croydon and Kilsyth, serving these and surrounding areas.

The Mooroolbark Campus also has both Junior (Year 7 – Year 10) and Senior VCE & VCE-VM (Years 11 & 12) precincts on the one site, with each housed in separate areas and buildings.

Students from the Mount Evelyn Campus can progress to the Mooroolbark Campus to undertake their VCE Senior studies, with transport available to do so. Students from either campus can access the VCE-VM at both Mt Evelyn and Mooroolbark.

VISION: Yarra Hills Secondary College’s vision is to be the school of choice for the local community, providing the highest quality educational outcomes, extension and enrichment to all students in a supportive and inclusive environment

MISSION: Yarra Hills Secondary College's mission is to provide opportunities, experiences and pathways that enable all students to reach their full potential while reinforcing the importance of our College Values. Yarra Hills’ students should graduate from the school with a sense of pride, confidence and curiosity about the world around them, be respectful in their relationships, accepting of all others and aspire to be lifelong learners and positive contributors to society

VALUES: Yarra Hills Secondary College has the following core values: RESPECT, ENDEAVOUR, ACHIEVEMENT & PRIDE All students and staff should display and promote these values in their actions and interactions within and beyond the school community.

PROVISION AT YEARS 11 and 12: Yarra Hills has multiple pathways available for its students, including the VCE, VET in Schools, VCE-VM With this latter program, students can undertake School Based Apprenticeships and Traineeships (SBATs) and Structured Workplace Learning ((SWL). Yarra Hills is also widely recognised for its co-curricular programs, with students able to participate in a number of passion areas, such as the College Production, Yarra Hills Community Art Show, Instrumental Music Program, Sports, Outdoor Education and Camps. These programs create opportunities for all students and allow them to develop all of their talents, both within and outside of the core curriculum. We do not offer programs for overseas students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 the college underwent an ‘Alignment Review’ with the Department of Education - a thorough review of our teaching and learning programs, support and professional development for teachers, student learning outcomes, and related leadership and operational structures.

An outcome of this was a review and restructure of leadership roles. Features of this were:

- Alignment of the three Assistant Principal roles with the portfolios of Student Learning, Student Engagement, and Student Wellbeing.
- Alignment of middle leadership roles into ‘strike teams’ supporting these portfolios,
- Pairing the individual Learning Specialist roles for Literacy, Numeracy and STEAM with leadership of the English, Maths and Technology Key Leaning Areas respectively.
- Note also that the Student Engagement Learning Specialist role was discontinued at the end of its tenure in 2024.

This reform, along with the continuation of established models and leadership roles, such as Leading Teachers in Directors of Teaching and Learning roles, a Data Literacy Learning Specialist, and our Key Learning Area leaders model, provided the college with the opportunity to better undertake work towards the Annual Improvement Plan and School Strategic Plan. This work included:

- Professional learning for all teachers on the Victorian Teaching and Learning Model 2.0, on the Elements of Learning, and the Elements of Teaching, to support effective and impactful learning for our students.
- Curriculum documentation - having all units of work, and all lessons, fully planned for and resourced, to ensure a Guaranteed and Viable Curriculum at YHSC. Teachers engaged in professional learning and collaborative design to achieve this.
- An audit and review of our VCE program, and the development and implementation of a VCE Improvement Action Plan, to improve VCE outcomes for students.
- Initiating a Learning Walks program, which saw school leaders and teachers observing classes to collect and analyse data on teaching practices and students’ descriptions of their learning and its purpose and challenges, to support improvement in these areas.
- Continued development and use of the ‘Digital Data Wall’ (which captures individual students’ achievement, learning, engagement and attendance information). This common reference point allowed staff to readily access and analyse data to establish students’ ‘point of need’. Through the collection and analysis of data, we enhanced the goal of teachers knowing their students and teaching them well, and differentiating teaching and assessment to meet students’ needs.

- Data analysis was used to identify, and intervene with a year-long support program, Year 10 students tracking two or more years below the expected learning level for support with the Middle Years Literacy and Numeracy Support program.
- Initiating a NAPLAN Action Plan, for development and implementation in 2026, to improve students' learning growth
- Continuous feedback on assessment performance was provided to students and their families across Years 7-12 using Compass Learning Tasks.

Wellbeing

In 2025, Yarra Hills Secondary College continued to strengthen its whole-school approach to student wellbeing, with a clear focus on building student engagement, connection, and self-efficacy. We have worked to create a learning environment where students feel safe, supported, and empowered to succeed.

A key priority this year has been embedding consistent wellbeing practices across the college. Staff have engaged in ongoing professional learning to support the delivery of a high-impact approach to wellbeing, with a strong emphasis on building positive relationships, fostering inclusive classroom environments, and supporting students to develop resilience.

The continued implementation of structured Homegroup/Mentor program has provided a dedicated space for students to connect, reflect, and engage in explicit wellbeing learning.

We have also strengthened our proactive approach to student voice and engagement.

Student feedback, through surveys and focus groups, has informed decision-making and allowed us to refine our practices to better meet the needs of our learners. As a result, we have seen significant and pleasing improvement in students' perceptions of respect for diversity, confidence in how bullying is addressed, and for their overall physical and mental wellbeing. Our students' Attitude to School responses in 2025 showed:

- Students' positive endorsement for how bullying is managed at our school increased by over 40%, and tracked around 10% better than similar, local and state secondary schools.
- Students' positive endorsement for respect for diversity at our school increased by over 60%, and tracked between 15-20% better than similar, local and state secondary schools.
- Students' sense of confidence improved by over 30%, and is higher than similar and local schools, and comparable to the overall state result.

Targeted support programs have played an important role in enhancing student wellbeing. A range of small group interventions have been implemented across year levels, focusing on areas such as mentoring, emotional regulation, social skills, and resilience. These programs have supported students to build confidence, strengthen relationships, and develop strategies to navigate challenges both within and beyond the classroom.

Our lunchtime clubs have continued to provide valuable opportunities for connection and belonging. These informal spaces allowed students to engage with peers and staff in a supportive environment, further strengthening their connection to school.

These include:

- **Yarra Hills Day:** Our first full-day celebration brought the entire school community together, with Homegroups running stalls and a range of wellbeing-focused activities including mindfulness stations, art therapy, and student-led initiatives. The day fostered a strong sense of belonging and school pride.
- **Student Wellbeing Events**: Key events such as Wear It Purple Day and R U OK? Day promoted inclusion, kindness, and open conversations around mental health. These events were well supported by students and staff and reinforced our commitment to a safe and inclusive school culture.
- **Wellbeing Days program**: A dedicated day for each year level, sponsored by our Parents and Friends Association, focusing on connection, teamwork, and anti-bullying education from inspiring and relatable guest speakers. This provided students with meaningful opportunities to build relationships and develop a shared sense of responsibility for a positive school culture.

In addition, we recognised the importance of staff wellbeing through a dedicated Staff Wellbeing Week, acknowledging that a positive and supported staff culture is essential in fostering the best outcomes for students.

Overall, the work undertaken in 2025 reflects a strong and collective commitment to student wellbeing at Yarra Hills Secondary College. We are proud of the progress made and will continue to build on this foundation to ensure every student feels known, valued, and supported.

Engagement

In 2025, Yarra Hills Secondary College strengthened student engagement through a deliberate, evidence-based approach aligned with the Department of Education's Framework for Improving Student Outcomes (FISO 2.0) priorities.

A key element of this work was the effective implementation of the School-Wide Positive Behaviour Support (SWPBS) framework. This whole-school approach promotes consistent, safe and supportive learning environments, contributing to improved social, emotional, behavioural and academic outcomes. A committed SWPBS leadership team, supported by a SWPBS Coach, met weekly to embed and sustain effective practices across all school contexts, both in and beyond the classroom.

The college remained focused on ensuring students are happy, healthy and connected to their school community. Regular Home Group and Mentor sessions throughout the week provide structured opportunities for connection and support. These sessions incorporate resources from The Resilience Project to further strengthen a coordinated, whole-school approach to wellbeing and engagement.

Student leadership opportunities—including the Student Representative Council, Peer Support Leaders and Student Voice Leaders—enabled meaningful student participation in decision-making, fostering transparency, ownership and a strong sense of belonging.

A diverse range of programs and experiences further enhanced engagement, including:
• Year 7 Making Connections Day and Year 10 Transition Explorations Day
• Year 10 Careers Week and Work Experience Week
• The Year 9 City Experience Program

• Whole-school events such as Multicultural Day and Student Leadership Conferences
• Lunchtime fitness programs
• Writing and Art Extension programs

The College continued to respond to student feedback, including Attitudes to School Survey (AtoSS) data, with a clear focus on improving students' sense of connectedness to school, and engagement with learning. The 2025 results showed notable strong improvement across school stage transitions, sense of connectedness, and student voice and agency. From their AtoS responses, students' positive endorsement for:

- feeling connected to school improved by over 60%, and is higher than similar and local schools, and comparable to the overall state result.
- student voice and agency at our school increased by almost 70%, and tracked between 15-20% better than similar, local and state secondary schools.
- School transitions (Grade 6 to Year 7, Year 10 to senior pathways) increased by almost 70%, and exceeded results from similar and local schools, and from state secondary schools.

Attendance remained a priority, supported by a consistent and proactive approach to following up absences in partnership with families.

Our student attendance rates were very similar to those of 2024. While there wasn't improvement in attendance in 2025, our overall absence rates remained lower than those for similar and local secondary schools. Also to note for student attendance in 2025:

- Years 7, 8 and 10 students attending 95+% of school days was higher than similar and all schools, but higher than local secondary schools
- The percentage of Year 11 students attending 95+% was 30% higher than that for similar and local secondary schools, and 20% higher than for the state overall, and improved by 40% compared to 2024.
- The percentage of Year 12 students attending less than 70% improved by around 30%.

Other highlights from the school year

Instrumental Music program

We have a widely acclaimed Instrumental Music program, led by our Director of Instrumental Music, Mr Richard O'Toole. Mr O'Toole is also Director of the Australian Youth Band (AYB) and is regularly called upon to judge international instrumental music events. His passion, experience and knowledge provides an inspirational opportunity for development in this area for Yarra Hills students. In 2025 the College Concert Bands were able to undertake a 30-hour music marathon, a college concert, and the Community Carols event. For the college concert, to acknowledge Mr O'Toole's 25th year as Director, our college band was joined by over 40 alumni of the instrumental program - a fitting tribute to the impact the program has made in the lives of so many Yarra Hills students.

Yarra Hills Community Art Show

Each year, Yarra Hills Secondary College runs a 'Community Art Show' at the Mt Evelyn Campus, which involves recognition and celebration of the wonderful work completed within and beyond the Yarra Hills community. Local Primary School students are also able to showcase the work they have produced with the support of our secondary school specialist staff. The opening night for this event included the Member for Evelyn, Bridget Vallence MP, as well as other dignitaries.

Collaborative Indigenous Strategy

Yarra Hills Secondary College is a core member of the Lilydale District & Yarra Valley Education Plan Group, which has developed a shared 'Collaborative Indigenous Strategy' to better support those indigenous members of the college community. Recent highlights to this include the development on both campuses of significant 'indigenous gardens', an indigenous themed amphitheatre at the Mt Evelyn Campus, as well as supporting the indigenous students with Yarning Circles and events running through the Yarra Ranges Tech School - Lilydale.

Yarra Hills Car Show

In an effort to engage with our community and develop awareness of our Mooroolbark campus' location, in 2024 we held an inaugural Car Show. In 2025 we built on the success of this, hosting a huge event that included cars, market stalls and live music.

Financial performance

Yarra Hills Secondary College carried forward $303,756.00 into 2025. Additional funds were received: $3,000.00 in PFA funds, $51,000 for facility hire, and $80,000 for the following grants: Bushfire Preparation, Sporting and Active Schools. The school council entered into a new agreement for the canteens with new operators commencing January 2026. Our college band's international tour fund raised $12,000 through the music department's fundraising efforts. The college carried a deficit of $354,900 in 2025. The school savings bonus ended in 2025, but the CSEF will increase to $400 per student in 2026. $98,945.00 of our carry-forward amount is CSEF and SSB funds held in credit for our families. We had a surplus of $289,787 was carried forward into 2026.

For more detailed information regarding our school please visit our website at https://www.yarrahills.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 542 students were enrolled at this school in 2025, 250 female and 289 male. 11% had English as an additional language and 4% 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 **High**.

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**	**55.0%**
	Similar schools	70.1%
	State	74.1%

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**	**42.9%**
	Similar schools	55.2%
	State	59.3%

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 Year 7 - 10 % of students at or above age expected standards	**School**	**53.7%**
	Similar schools	67.9%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**49.7%**
	Similar schools	61.5%
	State	70.5%

NAPLAN

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

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**59.7%**	**56.2%**
	Similar schools	62.3%	61.6%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**45.0%**	**51.2%**
	Similar schools	57.3%	56.2%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**56.3%**	**47.7%**
	Similar schools	60.8%	58.0%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**44.2%**	**44.7%**
	Similar schools	55.5%	53.9%
	State	61.9%	60.2%

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 7 to 9 % of students High or Medium relative growth	**School**	**54.7%**
	Similar schools	69.7%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**57.5%**
	Similar schools	70.0%
	State	73.5%

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	**School**	**90.3%**	**91.4%**
	Similar schools	96.1%	95.4%
	State	97.2%	96.9%
Mean VCE study score	**School**	**24.6**	**NDA**
Total VCE VM students	**School**	**44**	**NDA**

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 7 to 12 % positive endorsement	**School**	**51.7%**	**38.3%**
	Similar schools	45.5%	42.3%
	State	49.8%	47.7%

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 7 to 12 % positive endorsement	**School**	**55.6%**	**44.1%**
	Similar schools	48.1%	44.5%
	State	50.8%	48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**77.7%**	**72.7%**
	Similar schools	78.1%	77.4%
	State	81.5%	81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025	4-year average
Real retention rate	**School**	**63.6%**	**69.8%**
	Similar schools	70.7%	70.9%
	State	68.8%	68.7%

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
Year 7 - 12	**School**	**34.8**	**32.2**
	Similar schools	35.5	33.9
	State	30.2	29.4

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Year 7	**School**	**84.6%**
Year 8	**School**	**79.8%**
Year 9	**School**	**77.2%**
Year 10	**School**	**79.9%**
Year 11	**School**	**85.5%**
Year 12	**School**	**88.4%**

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	**Actual**
Student Resource Package	$8,518,623
Government Provided DET Grants	$1,023,374
Government Grants Commonwealth	$19,758
Government Grants State	$0
Revenue Other	$47,912
Locally Raised Funds	$396,664
Capital Grants	$0
Total Operating Revenue	**$10,006,330**

Equity	**Actual**
Equity (Social Disadvantage)	$388,268
Equity (Catch Up)	$72,470
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$460,738**

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

Expenditure	**Actual**
Student Resource Package[1]	$9,179,176
Adjustments	$0
Books & Publications	$2,395
Camps/Excursions/Activities	$122,096
Communication Costs	$31,488
Consumables	$216,137
Miscellaneous Expenses[2]	$72,346
Agency Staff	$8,419
Professional Development	$50,079
Equipment/Maintenance/Hire	$60,266
Property Services	$210,691
Salaries & Allowances[3]	$148,856
Support Services	$452,228

Expenditure	Actual
Trading & Fundraising	$15,104
Motor Vehicle Expenses	$16,411
Travel & Subsistence	$0
Utilities	$128,099
Total Operating Expenditure	**$10,713,793**
Net Operating Surplus/-Deficit	**($707,462)**
Asset Acquisitions	**($2,737)**

[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	$287,767
Official Account	$15,990
Other Accounts	$0
Total Funds Available	**$303,756**

Financial Commitments	Actual
Operating Reserve	$255,769
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$100,794
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$19,268
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$1,500
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$377,331**

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.