

# 2025 Annual Report to the School Community

School Name: Kurnai College (8716)



- 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 22 April 2026 at 09:31 AM by Anthony Rodaughan (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 23 April 2026 at 08:32 AM by Anthony Rodaughan (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

Kurnai College is a multi-campus secondary college located in the Latrobe Valley within the Inner Gippsland network of the Department's South Eastern Region. The College comprises two Years 7–10 campuses situated in Morwell and Churchill, a senior campus located on the grounds of Federation University in Churchill, and a Flexible Learning campus in Morwell, which also hosts the Kurnai Young Parents Program (KYPP).

In 2025, the College recorded an enrolment of 1,410.2 students at census, with a Student Family Occupation and Education (SFOE) index of 0.6096, reflecting a slight increase from 2024. Kurnai College identifies itself as a learning community where learning is central, and where all members accept responsibility for both their own learning and the learning of others. The College is committed to developing students as capable learners and well-rounded individuals, equipping them with strong foundational skills to support their individual learning pathways.

A key priority is fostering resilience and character development through the College's pillars of Engagement, Work Ethic, Relationships, and Excellence. These values underpin efforts to support students in becoming confident, contributing members of both the College and the broader community. The College also seeks to provide diverse learning and growth opportunities that enhance cultural understanding and promote a global perspective.

The College's stated purpose is: *"To build a learning community where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement."* To support this vision, Kurnai College offers a broad range of programs, including Advanced Learning, Mentoring, English as an Additional Language (EAL), International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways, and Music.

Collaboration and teamwork are central to the College's improvement strategy. Year-level teams operate across Years 7 to 10, while combined curriculum teams support teaching and learning in Years 11 and 12. The College continues to prioritise Koorie inclusivity and intercultural learning. Significant investment has been made in targeted professional learning for staff, particularly in implementing the Kurnai Learning Architecture. Whole-school approaches such as School-Wide Positive Behaviour Support (SWPBS) and the Berry Street Education Model underpin efforts to strengthen teaching practice and student engagement. Instructional leadership remains a key focus, with Learning Specialists playing a pivotal role in driving pedagogical improvement.

In 2025, the College workforce comprised 209.51 equivalent full-time staff, including 123.21 teaching staff and 86.3 education support staff. The International Student Program has experienced a significant decline since the COVID-19 pandemic and ongoing geopolitical challenges, particularly affecting enrolments from China. Currently, 16 international students are enrolled, primarily from China and Vietnam; however, there are encouraging signs of recovery, with enquiries and pre-enrolment applications increasing.

The College continues to face several challenges. Student attendance remains a significant concern, with entrenched community attitudes contributing to high levels of absence. In response to broader mental health needs, the College has employed two mental health practitioners who provide vital support to students. All staff have been trained in trauma-informed practice through

the Berry Street Education Model, and this remains an ongoing focus to better support students affected by trauma and disruption.

Improving literacy and numeracy outcomes is another key priority, with fewer than 30% of incoming Year 7 students meeting expected benchmarks. Building staff capacity and confidence in the Kurnai Learning Architecture continues to be a long-term improvement strategy, requiring sustained focus, particularly in the context of competing professional learning demands.

The College leadership team is also working to strengthen coherence and clarity across the organisation, leveraging the capability of a strong middle leadership cohort. The Kurnai Leadership Team (KLT) has emerged as a central driver of school improvement. Following the College review in 2023, a new Strategic Plan has been implemented, with KLT playing a critical role in delivering its priorities through the Annual Implementation Plans

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

### Learning

In 2025 we consolidated our practices for Teacher judgement ensuring time was privileged for staff to moderate assessments and student work. This improved consistency in marking across the teachers of English and Mathematics. In 2025 we had 79.6% of students in Year 7 working at or above the expected standard in English and 79.6 % in Mathematics. Teaching staff have collaborated not only across the junior campuses for Years 7-10 but work has also begun to bring staff together across years 7-12. This will allow staff to have a better understanding of the curriculum requirements across all year levels. Together with our Learning Behaviour Updates, Continuous online Reporting provides regular feedback to students and families on students' achievement and steps to improve.

Our student's proficiency levels in the NAPLAN showed 54% of our Year 7 students in the Strong or Exceeding category for Reading. For Year 9 the percentage of students in the Strong or Exceeding category for Reading increased from 39 % to 46.7%. In Numeracy we had 53.2% of Year 7 students in the Strong or Exceeding category and in Year 9, 39% of students were in the Strong or Exceeding category. An important measure of student achievement is their relative growth which tracks student's growth from Year 7 to Year 9 relative to the results of all 'similar' Victorian students. 70.1% of students showed High or Medium relative growth in Reading and 65.9% of students showed High or Medium relative growth in Numeracy.

The college has introduced its own Intervention Program for students who are currently in Year 10 who 'need additional support' as determined by NAPLAN. In addition, our Learning Specialists work closely with the tutors to provide Literacy, Numeracy and Social Skills support.

The completion rates for the Victorian Senior Secondary Certificate includes Victorian Certificate of Education (VCE) and Victorian Certificate of Education Vocational Major students (VCE VM) were 88% compared to 95% of students in similar schools and 97% across the State. The mean study score increased from 24.8 in 2024 to 25.9 in 2025. Of the 39 students who applied for an

Australian Tertiary Admissions Rank (ATAR), 29 students received a first or second round university offer.

## Wellbeing

Throughout 2025, Kurnai College has maintained a strong and deliberate focus on student engagement, wellbeing, and connectedness across all campuses. The introduction of a dedicated Assistant Principal for Engagement and Wellbeing at each campus has significantly strengthened our strategic approach in this area, enabling clearer coordination of student support, stronger parent and community engagement, and a more cohesive implementation of engagement initiatives across the college.

A key development this year has been the implementation of our redesigned timetable, which now includes a structured pastoral care program for students in Years 7–10. This program embeds evidence-informed practices drawn from The Resilience Project, alongside key principles of the Berry Street Education Model and the Respectful Relationships curriculum. Throughout 2025, this work has continued to evolve, with planning undertaken to introduce targeted relationships and social skills intervention groups in 2026. In addition, significant preparation has been completed to extend the Respectful Relationships curriculum into Years 11–12 and the LVFLO campus, ensuring a consistent and developmentally appropriate approach to student wellbeing across the college.

Our student wellbeing provision has also been strengthened through increased resourcing and targeted support. In 2025, the college expanded its student-facing wellbeing capacity by 0.6 EFT, enabling more responsive and accessible support for students across all campuses. This has been complemented by the introduction of 0.4 EFT Youth Insearch mentoring, providing additional targeted support for students requiring more intensive engagement and wellbeing interventions.

Student voice and feedback remain central to our improvement work. The 2025 Attitudes to School Survey results highlight the strength of our engagement and wellbeing approach, with Kurnai College outperforming state, network, and similar school benchmarks across all measures of student social engagement and sense of connectedness as well as many others. These outcomes reflect the sustained efforts of staff to create inclusive, supportive, and engaging learning environments where students feel safe, valued, and ready to learn.

Kurnai College remains committed to further strengthening its engagement framework through targeted wellbeing supports, strong partnerships with families and external agencies, and a continued focus on building a culture where every student is known, supported, and empowered to succeed.

## Engagement

Kurnai College – Churchill Campus continues to strengthen student engagement, retention, and post-school pathways.

In 2024, 79.4% of exiting students transitioned into further education or full-time employment, performing above similar schools (74.3%) and reflecting the impact of targeted pathway support

and careers education. While slightly below the state average (81.5%), this result remains consistent with the school's four-year average of 71.9%, demonstrating sustained improvement over time.

Student retention remains a key strength. In 2025, 77.7% of students who commenced in Year 7 remained through to Year 10, significantly exceeding similar schools (72.8%) and the state (68.8%). This reflects the effectiveness of transition programs, strong student support structures, and an increasing sense of belonging across the campus.

Attendance remains an ongoing focus. The average absence was 43.3 days per student, above similar schools (40.0) and the state (30.2). Attendance rates across year levels were 79.8% (Year 7), 79.3% (Year 8), 76.8% (Year 9), 75.1% (Year 10), and 77.2% (Year 11), highlighting a decline through the middle years.

This work builds on strategies implemented in 2024, including strengthened communication with families, partnership with Schools Focused Youth Services, and the implementation of the Berry Street Education Model and Kurnai Positive Acknowledgement strategies. In 2025, this has been further strengthened through the introduction of the Relationships and Resilience pastoral care program, targeted social skills intervention groups, and expanded student leadership opportunities. The FLO campus has continued to enhance its capacity to support students who have not experienced success in mainstream settings.

Overall, the college remains focused on improving attendance and engagement while sustaining strong outcomes in retention and post-school pathways.

## Other highlights from the school year

A highlight of the period covered by this report is the maintenance of our staffing profile despite the statewide shortages. The college has recruited more than 20 international teachers and supported them to gain Australian work visas and apply for permanent residency. Despite the additional cost and administrative burden and the cultural adjustment and induction needs, these teachers have proven welcome additions to our Learning Community and have grown in their confidence and contributions to our college.

## Financial performance

At the conclusion of 2025, the College's SRP reported a surplus of \$1,771,902, largely attributable to challenges experienced in recruiting teaching staff throughout the year. In response, the College undertook targeted international recruitment initiatives to address workforce shortages.

Significant infrastructure projects were progressed, including upgrades to the College's IT systems and the continuation of the laptop replacement program. Additional investment was directed towards maintenance, with a particular emphasis on refurbishment works at the Churchill and LV FLO campuses to ensure the ongoing quality and sustainability of school facilities.

The College also committed substantial resources to the implementation of the Relationships and Resilience pastoral care program. Further investment supported the development of the College

Wellbeing Model, alongside the provision of professional learning opportunities for staff across all campuses.

In 2025, new leadership and operational roles were established as part of the College's organisational design initiatives, including the introduction of Campus Assistant Principals and Campus Operations Coordinators at each campus.

Additional funding was allocated to student wellbeing, enabling the employment of additional staff to strengthen support services. Equity funding continued to play a critical role in advancing key priorities within the Annual Implementation Plan (AIP), particularly in enhancing academic outcomes and student wellbeing programs.

**For more detailed information regarding our school please visit our website at  
[www.kurnai.co](http://www.kurnai.co)**

## 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


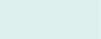

A total of 1,363 students were enrolled at this school in 2025, 687 female and 663 male. 4% had English as an additional language and 11% were Aboriginal or Torres Strait Islander.

### 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**.


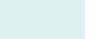

### Parent Satisfaction Summary

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          | 67.9% |  |
|   | Similar schools | 65.8% |  |
|   | 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          | 64.2% |  |
|   | Similar schools | 54.9% |  |
|   | 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         |   |
|---|-----------------|--------------|---|
| <b>English Year 7 - 10 % of students at or above age expected standards</b>     | <b>School</b>   | <b>79.6%</b> |  |
|   | Similar schools | 60.4%        |  |
|   | State           | 74.9%        |  |
| <b>Mathematics Year 7 - 10 % of students at or above age expected standards</b> | <b>School</b>   | <b>79.6%</b> |  |
|   | Similar schools | 57.2%        |  |
|   | State           | 70.5%        |  |

## NAPLAN

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





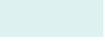

|   |                 | 2025         | 3-year average |
|---|-----------------|--------------|----------------|
| <b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>54.0%</b> | <b>50.4%</b>   |
|   | Similar schools | 53.9%        | 54.1%          |
|   | State           | 65.9%        | 65.7%          |
| <b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>46.7%</b> | <b>47.5%</b>   |
|   | Similar schools | 51.0%        | 47.9%          |
|   | State           | 62.7%        | 61.0%          |
| <b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>53.2%</b> | <b>46.0%</b>   |
|   | Similar schools | 51.3%        | 49.2%          |
|   | State           | 65.6%        | 63.5%          |
| <b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>39.0%</b> | <b>38.2%</b>   |
|   | Similar schools | 47.7%        | 44.1%          |
|   | 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         |   |
|--|-----------------|--------------|---|
| <b>Reading Year 7 to 9 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>70.1%</b> |  |
|  | Similar schools | 68.8%        |  |
|  | State           | 74.1%        |  |
| <b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b> | <b>School</b>   | <b>65.9%</b> |  |
|  | Similar schools | 68.2%        |  |
|  | 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 |
|-----------------------------------|-----------------|--------------|----------------|
| <b>VCE/VCE VM completion rate</b> | <b>School</b>   | <b>88.1%</b> | <b>93.2%</b>   |
|                                   | Similar schools | 94.9%        | 94.8%          |
|                                   | State           | 97.2%        | 96.9%          |
| <b>Mean VCE study score</b>       | <b>School</b>   | <b>26.0</b>  | <b>NDA</b>     |
| <b>Total VCE VM students</b>      | <b>School</b>   | <b>36</b>    | <b>NDA</b>     |
| <b>Total VPC students</b>         | <b>School</b>   | <b>15</b>    | <b>NDA</b>     |

## 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 7 to 12 % positive endorsement</b> | <b>School</b>   | <b>57.0%</b> |  | <b>56.1%</b>   |
|   | Similar schools | 43.0%        |  | 40.5%          |
|   | 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 |
|---|-----------------|--------------|---|----------------|
| <b>Years 7 to 12 % positive endorsement</b> | <b>School</b>   | <b>66.2%</b> |  | <b>63.4%</b>   |
|   | Similar schools | 45.8%        |  | 42.6%          |
|   | State           | 50.8%        |  | 48.6%          |

## ENGAGEMENT


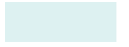

### Students exiting to further studies or full-time employment

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

|   |                 | 2024         |   | 4-year average |
|---|-----------------|--------------|---|----------------|
| <b>% of students exiting to further studies or full-time employment</b> | <b>School</b>   | <b>79.4%</b> |  | <b>71.9%</b>   |
|   | Similar schools | 74.3%        |  | 75.8%          |
|   | 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 |
|----------------------------|-----------------|--------------|---|----------------|
| <b>Real retention rate</b> | <b>School</b>   | <b>77.7%</b> |    | <b>75.9%</b>   |
|                            | Similar schools | 72.8%        |   | 73.3%          |
|                            | 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 |
|--------------------|-----------------|-------------|--|----------------|
| <b>Year 7 - 12</b> | <b>School</b>   | <b>43.3</b> |  | <b>40.7</b>    |
|                    | Similar schools | 40.0        |  | 38.2           |
|                    | 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         |   |
|----------------|---------------|--------------|---|
| <b>Year 7</b>  | <b>School</b> | <b>79.8%</b> |  |
| <b>Year 8</b>  | <b>School</b> | <b>79.3%</b> |  |
| <b>Year 9</b>  | <b>School</b> | <b>76.8%</b> |  |
| <b>Year 10</b> | <b>School</b> | <b>75.1%</b> |  |
| <b>Year 11</b> | <b>School</b> | <b>77.2%</b> |  |
| <b>Year 12</b> | <b>School</b> | <b>82.4%</b> |  |



## 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       | \$25,184,105        |
| Government Provided DET Grants | \$5,114,562         |
| Government Grants Commonwealth | \$15,383            |
| Government Grants State        | \$0                 |
| Revenue Other                  | \$185,617           |
| Locally Raised Funds           | \$636,700           |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$31,136,366</b> |

| Equity  | Actual             |
|---|--------------------|
| Equity (Social Disadvantage)                        | \$2,626,157        |
| Equity (Catch Up)                                   | \$317,361          |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0                |
| <b>Equity Total</b>                                 | <b>\$2,943,518</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> | \$23,778,526 |
| Adjustments                           | \$0          |
| Books & Publications                  | \$35,952     |
| Camps/Excursions/Activities           | \$576,540    |
| Communication Costs                   | \$50,631     |
| Consumables                           | \$745,458    |
| Miscellaneous Expenses <sup>2</sup>   | \$155,217    |
| Agency Staff                          | \$34,198     |
| Professional Development              | \$163,056    |
| Equipment/Maintenance/Hire            | \$429,588    |
| Property Services                     | \$1,063,187  |
| Salaries & Allowances <sup>3</sup>    | \$917,796    |
| Support Services                      | \$824,344    |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Trading & Fundraising                 | \$205,798           |
| Motor Vehicle Expenses                | \$37,769            |
| Travel & Subsistence                  | \$58,196            |
| Utilities                             | \$288,207           |
| <b>Total Operating Expenditure</b>    | <b>\$29,364,464</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$1,771,902</b>  |
| <b>Asset Acquisitions</b>             | <b>\$151,762</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 | \$2,827,432        |
| Official Account              | \$141,089          |
| Other Accounts                | \$38,055           |
| <b>Total Funds Available</b>  | <b>\$3,006,575</b> |

| Financial Commitments                       | Actual             |
|---|--------------------|
| Operating Reserve                           | \$930,990          |
| Other Recurrent Expenditure                 | \$19,200           |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$690,000          |
| School Based Programs                       | \$368,397          |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$0                |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$180,000          |
| Capital - Buildings/Grounds < 12 months     | \$100,000          |
| Maintenance - Buildings/Grounds < 12 months | \$150,000          |
| Asset/Equipment Replacement > 12 months     | \$600,000          |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$37,500           |
| <b>Total Financial Commitments</b>          | <b>\$3,076,087</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.*