2025 Annual Report to the School Community

School Name: Gisborne Secondary College (7857)

- 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 21 May 2026 at 08:18 AM by Suzie Harrison (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 21 May 2026 at 08:19 AM by Suzie Harrison (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

Gisborne Secondary College is a large, single-campus Year 7–12 school located in the Macedon Ranges, approximately 50 kilometres north-west of Melbourne. Our vision is to serve our local community by providing the widest possible range of positive personal and academic experiences for all students. We value each student as an individual, encourage the development of interests both inside and outside the classroom, and provide a safe, secure and supportive environment for learning.

Our values are Respect, Achievement, Innovation and Diversity.

The College employs 95 equivalent full-time staff, including three Principal Class officers, 79 equivalent full-time teachers and 32 education support staff. The majority of students continue to university or TAFE following Year 12, while almost all others move into apprenticeships or meaningful employment pathways.

In 2025, the College enrolled 974 students, comprising 455 female and 519 male students. Of these, 2% had English as an Additional Language and 4% identified as Aboriginal or Torres Strait Islander.

Throughout 2025, the College continued working towards the goals outlined in the School Strategic Plan:

- improving student learning growth across the curriculum, particularly in literacy, numeracy and VCE study scores
- strengthening students' social, emotional and academic engagement
- building a collaborative and accountable learning culture.

A continued focus on quality teaching and learning was supported through the implementation of our instructional model, LEARN, and the integration of High Impact Teaching Strategies to ensure consistent, high-quality instruction in every classroom. Staff capability was strengthened through Professional Learning Communities (PLCs), with teams using assessment data and PLC inquiry cycles to support collaboration and professional growth.

Our Teaching and Learning Leader supports faculty leaders in developing a guaranteed and viable curriculum with a strong focus on student engagement. In 2025, the College also continued implementing the School-Wide Positive Behaviour Support (SWPBS) framework, with an emphasis on explicitly teaching expected behaviours and strengthening recognition and reward systems.

The College operates through Junior (Years 7–9) and Senior (Years 10–12) sub-schools, each overseen by an Assistant Principal and supported by Leading Teachers for student engagement and wellbeing, and curriculum and programs. A dedicated Wellbeing Leader oversees a comprehensive wellbeing team, including a full-time Mental Health Practitioner.

Our Inclusion Team, led by a Leading Teacher, supports students through a tiered intervention model and works to build teacher capacity to provide differentiated instruction within the classroom.

The school's socio-economic profile, based on the Student Family Occupation and Education (SFOE) index, is classified as Low–Medium.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the College implemented a Key Improvement Strategy focused on strengthening evidence-based teaching and learning practices. Staff capability was enhanced through professional learning, collaboration and the implementation of targeted school-wide improvement strategies.

Teacher judgement of student achievement in English across Years 7–10 was slightly below the state average at 66.9%. The percentage of Year 7 students achieving at the Exceeding or Strong level improved slightly from 2024 to 61.6%.

At Year 9, 56.8% of students achieved Exceeding or Strong proficiency in Reading, compared to the state average of 62.7%.

In Numeracy, 60.4% of Year 7 students achieved Exceeding or Strong proficiency, below the state average of 65.6%. Year 9 Numeracy results were also slightly below the state average, with 60.3% compared to 61.9%.

These results highlighted the need to maintain a strong focus on Numeracy in 2026. Significant staffing challenges in 2025 prevented continuation of the LEAP program; however, modifications to the STEPS program ensured students continued to receive support at their point of need within Mathematics classes.

The College exceeded both state and similar-school averages for Year 12 VCE (including Vocational Major) completion, achieving a completion rate of 98.6%, compared to 97.2% statewide and 97.1% for similar schools. Of the 180 VCE students, 27 completed the VCE Vocational Major. The mean VCE study score also increased slightly to 26.6.

Conversely, the VET unit of competency completion rate declined from 61% in 2024 to 49% in 2025. In response, the College is strengthening course counselling and VET enrolment processes to better align student program choices with future pathways.

Throughout 2025, staff continued implementing PLC Inquiry Cycles, focusing on analysing learning data, trialling evidence-based teaching strategies and measuring student growth. The Teaching and Learning team also commenced alignment work with the Victorian Teaching and Learning Model (VTLM 2.0), with an initial focus on reducing cognitive load for learners through PLC cycles.

The introduction of Compass in 2025, in response to community feedback, improved communication and strengthened partnerships between the College, students and families regarding student learning growth.

Wellbeing

In 2025, the College focused on strengthening student, parent and community connectedness. Data from the Attitudes to School Survey (AToSS) identified Sense of Connectedness as an area for improvement, with Gisborne recording 33.1% compared to 45.8% for similar schools and 49.8% statewide.

To address this, the College continued implementing School-Wide Positive Behaviour Support (SWPBS), achieving Bronze certification. The SWPBS Team led a PLC cycle focused on High Impact Wellbeing Strategies, with a strong emphasis on strengthening teacher-student and peer relationships.

A significant system change in 2025 was the transition to Compass, improving communication between the College and families and enhancing staff access to wellbeing and engagement data.

The Family Cooking Program was highly successful, with all sessions fully booked throughout the year. The initiative supported positive parent-student engagement and has expanded in 2026 to include additional activities such as clay-making workshops.

Analysis of internal wellbeing, attendance and behaviour data identified Year 10 students, particularly female students, as a priority cohort. In response, the College secured external funding to implement targeted programs, including the Tomorrow Man/Tomorrow Woman initiative, focusing on confidence, empowerment, interpersonal skills and problem-solving.

The “Empower Her” program supported disengaged female students by strengthening confidence, relationships and engagement in learning. Due to its success, the program expanded further in 2026.

The College maintained a strong commitment to bullying prevention through the “Bully Stoppers” framework, including explicit teaching in Connect classes, restorative practices and early intervention approaches.

Additional targeted programs included:

- Equine Therapy for disengaged junior students and new students
- a gym-based wellbeing program delivered in partnership with Macedon Ranges Health and Proactive Policing Officer Wade Andrews
- continued support for vulnerable student groups through Pride Crew activities and inclusion events such as IDAHOBIT Day and Wear It Purple Day
- enhanced transition supports for at-risk Year 7 students
- the Choices Program supporting students with ADHD and behavioural challenges.

The College also strengthened relationships with First Nations families through activities including Bush Tucker sessions with Uncle Joe, mentoring with Uncle Ron, Indigenous Footy programs and NAIDOC Week celebrations. The College’s Indigenous uniform continued to be embraced by students and staff.

Additional Tier 3 support programs included Paddock to Plate, Gardening Program and I-CAN, all designed to increase social connectedness and student engagement.

Engagement

In 2025, we maintained a clear focus on professional development within our leadership team to strengthen shared expectations across the College and align practice with the School-Wide Positive Behaviour Support (SWPBS) framework. The leadership structure was refined to include a Learning Specialist position (SWPBS Coach), specifically appointed to lead this whole-school improvement initiative. This has resulted in significant progress in aligning practices and processes related to student engagement and behaviour.

Throughout 2025, we also reviewed our existing SWPBS expected behaviour matrix, introducing a streamlined set of 10 expected behaviours to promote clarity and consistency across the school.

The College introduced Compass as a key communication tool to reinforce the importance of school attendance with students and families. This was complemented by a range of targeted wellbeing initiatives designed to strengthen student and family attitudes toward attendance.

A whole-school focus on improving student engagement and connectedness was also prioritised. This included professional learning for all teachers to enhance student engagement and wellbeing within the classroom, alongside a broad range of extracurricular opportunities such as inter-school sport, student clubs, and activities.

We continued to strengthen our careers education program across all year levels, emphasising the importance of positive pathways and successful transitions. Our Careers Practitioner contacts all students at their point of exit and again six months later to track destinations and provide ongoing advice and support where required.

We were pleased with our student retention rate, with the percentage of students retained from Year 7 to Year 10 at 76.5%, on par with similar schools and well above the state average (68.8%). As a regional school, we prioritise strategies that build connection and engagement across our community. These include our comprehensive Year 6–7 transition program, which supports students to make a positive start to secondary school.

In addition, our Connect program (Years 7, 8, and 10–12) and Year 9 RAID program are grounded in our school values of respect, achievement, innovation and diversity. These programs provide opportunities for community engagement and cross-curricular learning. Careers and pathways programs in Years 10–12 further support students to make informed decisions about their futures.

We are proud of our continued success in retaining students through to VCE, where we can support them to plan effectively for their post-school pathways.

Other highlights from the school year

There was much to be proud of for all members of the Gisborne Secondary College Community in 2025. The below is a record of highlights from our school year—a testament to the dedication and achievements of our students, staff, and families. Each year brings fresh opportunities for learning, growth, and connection, and 2025 was no exception. This list is not exhaustive.

The values of respect, achievement, innovation, and diversity form the foundation of our school community. Respect is demonstrated in our daily interactions, in the way students support one

another, and in our recognition of the diversity of backgrounds within our college. This respect was evident during events such as Wear It Purple Day, and the visit from Uncle Ron Murray, where we reflected on the history and voices of our First Nations communities.? Our College Captains represented themselves and our school community with pride through their involvement in the Mt Macedon ANZAC Dawn Service, as did our College Vice Captains at the Gisborne ANZAC Day Service. Additionally, our Textiles club students transformed fabric remnants into meaningful handmade poppies for a wreath that was laid at the Gisborne Service.

Achievement has many forms and 2025 saw outstanding participation in academic competitions such as the National History, Geography, and Maths Competitions, as well as visual arts exhibitions, sporting successes at athletics, swimming and many sports including badminton, soccer, AFL, rugby, tennis and volleyball, Yr 9 RAID Program incursions and excursions, and student-led projects such as Year 10 Marketplace Day. Our VCE-VM students undertaking the Personal Development subject, participated in a healthy schools' program and made suggestions for heathier alternatives in the canteen which were trialled. They also ran a downball tournament for Yr 7 students which included a BBQ with corn on the cob and pedal powered smoothie bikes. Other notable highlights include the Year 12 Camp in Portsea, Environmental Science Whitsundays Camp, the Roses Gap and Summit and RAID camps in our Junior School, and our amazing performing arts program—culminating in the spectacular school production of Into the Woods.?

Innovation continues to enrich our classrooms and programs. In 2025, we officially opened our new Admin Building and Wellbeing Centre, introduced creative initiatives in curriculum such as the VCE-VM podcast challenge and Junior Men's Shed program, and celebrated hands-on learning in technology, science, music, and drama. Our VET Music students participated in the two-day SongMakers intensive workshop that unites aspiring songwriters, producers, and artists with industry professionals to collaboratively compose and record original music within a school setting. The 16 students wrote, recorded and produced four songs! Events like Careers Expo, Airshow excursion, Trade and Fit Expo, and Women in Trades empowered students to explore future pathways and new opportunities.? Other initiatives of note were the Careers, Work Readiness Skills sessions where local business representatives attended to provide the opportunity for students to engage directly with business owners and managers, gaining invaluable insights from their experiences as both employers and employees. Our Family Kitchen Workshops were again a standout engagement initiative with our school community, seeing both dumpling and fresh pasta workshops taking place onsite at school for students to attend with their parent/carer.

Diversity is a strength woven throughout all college activities. From the folding of 1,000 paper cranes for Hiroshima and playing traditional Indonesian games, to welcoming exchange students and inclusive celebrations across many cultures, our students engaged actively in promoting understanding and connection. Programs such as Live4Life, Mental Health First Aid, and equine therapy further reinforced our commitment to wellbeing and inclusion for all.?

2025 was another year where the contributions of our students, families, staff and broader community made our college a vibrant, safe, and inspiring place for all.

Financial performance

From 2022 to 2025, the College has experienced a continued decline in student enrolments, resulting in a corresponding reduction in the Student Resource Package (SRP) received annually. In response, the College has maintained a strong focus on sustaining core operations while implementing targeted strategies to manage reduced funding. This has included a deliberate and disciplined approach to expenditure management, while ensuring the continuity of high-quality educational and support services.

The College has undertaken a reengineering of key business processes to improve operational efficiency and streamline administrative functions. In parallel, efforts have been made to secure external funding, with successful grant applications supporting programs and operational priorities. Fundraising initiatives have also been introduced to supplement school resources and contribute to key improvement areas. Additionally, the ongoing use of Performing Arts spaces and other facilities by local community groups has provided a supplementary revenue stream while enhancing site activation and security.

In 2025, our stage 2 capital works builders completed works on the new trade building, which will be operational from 2026. This facility is expected to enhance curriculum offerings and strengthen the College's appeal within the local community. Together with the previously established Wellbeing Centre, these purpose-built facilities provide distinctive points of difference, enhancing the College's position within the local secondary education landscape. These developments have generated growing interest and optimism within the community.

Through these combined initiatives, the College is actively working to stabilise enrolments, maintain financial sustainability, and strengthen its profile within the community.

For more detailed information regarding our school please visit our website at gisbornesc.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 974 students were enrolled at this school in 2025, 455 female and 519 male. 2% 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 **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**	**56.3%**
	Similar schools	66.7%
	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**	**37.5%**
	Similar schools	55.5%
	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**	**66.9%**
	Similar schools	78.0%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**72.5%**
	Similar schools	72.2%
	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**	**64.5%**	**65.6%**
	Similar schools	70.6%	70.3%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**56.8%**	**60.3%**
	Similar schools	65.5%	64.5%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**60.4%**	**61.6%**
	Similar schools	70.4%	67.2%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**60.3%**	**57.8%**
	Similar schools	65.1%	63.0%
	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**	**67.9%**
	Similar schools	71.5%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**65.1%**
	Similar schools	71.8%
	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**	**98.6%**	**98.6%**
	Similar schools	97.1%	97.1%
	State	97.2%	96.9%
Mean VCE study score	**School**	**26.6**	**NDA**
Total VCE VM students	**School**	**27**	**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**	**33.1%**	**31.2%**
	Similar schools	45.8%	43.2%
	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**	**34.4%**	**33.7%**
	Similar schools	48.9%	45.3%
	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**	**84.0%**	**86.0%**
	Similar schools	79.4%	78.6%
	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**	**76.5%**	**77.8%**
	Similar schools	76.5%	76.0%
	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
Prep - 6	State	21.5	21.7
Year 7 - 12	**School**	**32.5**	**29.5**
	Similar schools	30.7	30.2
	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
Year 7	**School**	**85.4%**
Year 8	**School**	**81.4%**
Year 9	**School**	**79.7%**
Year 10	**School**	**82.8%**
Year 11	**School**	**86.7%**

		2025	
Year 12	**School**	**87.4%**	

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	$12,645,956
Government Provided DET Grants	$1,265,945
Government Grants Commonwealth	$16,644
Government Grants State	$31,412
Revenue Other	$60,503
Locally Raised Funds	$758,863
Capital Grants	$338,118
Total Operating Revenue	**$15,117,440**

Equity	Actual
Equity (Social Disadvantage)	$139,264
Equity (Catch Up)	$80,965
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$220,229**

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

Expenditure	Actual
Student Resource Package[1]	$13,091,566
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$485,217
Communication Costs	$11,741
Consumables	$216,076
Miscellaneous Expenses[2]	$51,629
Agency Staff	$0
Professional Development	$16,106
Equipment/Maintenance/Hire	$175,214
Property Services	$397,577
Salaries & Allowances[3]	$609,533
Support Services	$418,976

Expenditure	Actual
Trading & Fundraising	$9,424
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$143,524
Total Operating Expenditure	**$15,626,584**
Net Operating Surplus/-Deficit	**($847,261)**
Asset Acquisitions	**$17,541**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$1,066,053
Official Account	$16,417
Other Accounts	$23,985
Total Funds Available	**$1,106,455**

Financial Commitments	Actual
Operating Reserve	$422,503
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$144,358
School Based Programs	$142,123
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$498,839
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,207,823**

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.