2025 Annual Report to the School Community

School Name: Lalor North Primary School (5035)

- 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 February 2026 at 04:47 PM by Elizabeth Bryan (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 01 March 2026 at 04:54 PM by Elizabeth Bryan (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
    - student enrolment information
    - the school's 'Student Family Occupation and Education' category
    - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
    - school staff responses to the School Climate area of the School Staff Survey
- Learning
    - English and Mathematics for Teacher Judgements against the curriculum
    - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
    - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
    - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
    - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
    - average absence days per student
    - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Our Geographical Location

Lalor North Primary School is a Prep to Year 6 government school in the residential area of Lalor. The school was established in 1971 and is located in Melbourne's northern suburbs, approximately 20 km from Melbourne CBD. Lalor North Primary School is a member of the Whittlesea Network of schools.

Lalor North Primary School is a Designated Bilingual School with two successful bilingual programs which are highly valued within our local and global communities. In 2025, almost two thirds of our students were learning the Victorian Curriculum through the bilingual language of either Greek or Macedonian. We work closely with our families and value our parents as partners. We come together as a community often through formal and informal events.

Our Vision and Values

Lalor North Primary School's mission is to build a culture of high-expectations and ensure our students experience high levels of social, emotional and academic growth. Lalor North Primary School's values are Respect, Honesty, Unity, Success and Resilience. Our vision for all students is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future. Integral to our vision is a close working partnership with families to work together to create a safe and well-maintained environment that supports wellbeing, teaching and learning.

Our Social and Enrolment Characteristics

Our school community encompass a rich multicultural, linguistic and intergenerational heritage with a diverse population. In 2025, we had an enrolment of 330 students made up of 152 females and 178 males. We began and ended the year with fifteen classrooms, even though our enrolments continued to steadily increase by 10% throughout the year. Lalor North Primary School also welcomed six fee paying international students in 2025. The overall socio-economic profile of the school is in the high band with a Student Family Occupation and Education index of 0.49 for the 2025 school year.

Languages are a significant strength at Lalor North Primary School and are strongly reflected in our student population. Of our 330 students, 82% speak a language other than English. Our school community takes great pride in its rich linguistic, cultural and social diversity as we have 232 students (70%) that were born in Australia and speak a language other than English at home.

The learning programs are carefully built on this rich tapestry of languages, bilingual heritage and personal identity. The school is especially unique as students are enrolled in one of three curriculum programs;

- The Standard Curriculum Program,
- The Greek Bilingual Curriculum Program
- The Macedonian Bilingual Curriculum Program.

Lalor North Primary School leads Victoria in Bilingual Education. Our Greek Bilingual Program has been in operation since 1977 and is the oldest continually operating bilingual program in Victoria.

The Greek Bilingual Program is experiencing success and has doubled its enrolment in the last two years. Our Macedonian Bilingual Program commenced in 1984 and continues to operate at its highest ever enrolment of 133 students in 2025. Both of our bilingual programs enjoy tremendous support from local communities as well as being internationally recognised by the governments of Greece and North Macedonia respectively. In 2025, approximately 60% of our school population is enrolled in a bilingual program.

In 2025, the school's focus is aligned to the Annual Implementation Plan goals of maximising the learning growth of every student, maximising student agency to improve learning engagement, and maximising wellbeing outcomes for every student.

A key priority in 2025 is the development of a whole-school approach to Reading aligned to the Victorian Curriculum 2.0, including explicit phonics instruction and consistent curriculum scope and sequence documentation. This work is supported through systematic data collection, structured planning processes, and embedded moderation protocols to ensure consistency and impact across all classrooms.

In parallel, the school is building teacher capacity to promote student agency by increasing student motivation, self-regulation, agency and sense of connectedness. Our 2025, our focus also includes a strengthened, whole-school approach to wellbeing through the development of a tiered response to intervention, improved attendance and punctuality processes, and enhanced inclusion practices to ensure every student is supported to succeed academically and socially.

Collectively, these priorities ensure that teaching, assessment, engagement and wellbeing initiatives are tightly aligned to the AIP targets and are implemented through a consistent, evidence-informed and data-driven improvement cycle.

A key strength of Lalor North Primary School is our experienced, dedicated and stable staffing profile. There is a strong culture of trust and collaboration, with staff actively engaging in Professional Learning Communities (PLCs) to analyse data and plan curriculum.

In 2025, the school employed 44 staff, including 12 part-time employees. Our team comprised 1 Principal, 2 Assistant Principals, 1 Leading Teacher, 2 Learning Specialists, 27 classroom teachers, 12 part-time Education Support staff, 1 Business Manager and 3 Administrative staff. As a Designated Bilingual School, we are also supported by Greek seconded teachers sponsored by the Greek Government. Most classes operate as composite grades, with the Greek Bilingual program structured across three levels: Prep/Year 1, Years 2–4, and Years 5–6, reflecting the enrolment patterns.

Our specialist programs include Physical Education, Visual Arts and STEAM. Italian is delivered as the LOTE program from Prep to Year 6 within the standard curriculum. Classroom teachers also provide instruction in Digital Technologies and Library. Student voice is actively fostered through our Student Representative Council (SRC), leadership programs and a High Abilities Program that supports student extension and excellence.

In 2025, we further strengthened our music program through weekly choir sessions and a range of enrichment opportunities, including the LNPS Talent Show, music festivals, community performances and student recordings. Student musical achievements are regularly celebrated at school assemblies.

Facilities

Lalor North Primary School comprises three permanent buildings, one single portable and one double portable. The main building houses the administration area, library, staffroom, meeting rooms and eight general purpose classrooms. A second building includes nine general purpose classrooms and six breakout spaces designed to support flexible learning. The third building is a

specialist centre incorporating a gymnasium, fully equipped kitchen, STEAM room, Out of School Hours Care (OSHC) facility and specialist teaching spaces.

Our grounds feature adventure playgrounds, an inclusive playground, a custom-designed sand play area, a gaga pit, basketball courts, outdoor table tennis tables, an oval and additional areas identified for future development.

In 2025, we continued to invest in our outdoor environments, resulting in increased school pride among students, staff and the broader community. These enhancements have strengthened students' sense of belonging and expanded opportunities for active play and engagement. These developments have created contemporary and engaging learning environments with improvement in the overall presentation of the school as well as strengthening cultural safety for our Koorie students. Beyond the physical upgrades, there has been a renewed collective spirit and shared commitment across the school community, contributing to growing enrolments. Our proactive School Council, Student Representative Council and Student Leaders have strongly supported these developments, with overwhelmingly positive feedback from the community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Lalor North Primary School continues its improvement in the delivery of student focused learning, underpinned by best practice and research based instructional strategies. A quality and relevant curriculum program are implemented with a focus on differentiation in Mathematics and English. Our goal is to provide high quality teaching practice that extends the capabilities of each individual child in all three of our curriculum programs (Standard Curriculum Program, Greek Bilingual Program and Macedonian Bilingual Curriculum Program).

In 2025, Lalor North Primary School entered its second year of the School Strategic Plan (2024-2027). We continued our focus on maximising the learning growth for each student in Literacy and Numeracy and to strengthen student engagement, voice, agency and leadership in their learning.

Teacher judgement against the Victorian Curriculum achievement standards indicates strong achievement across the school. In English 84.5% of students from Prep to Year 6 are working at or above age expected level which is above similar schools (78.8%) and close to state averages (86.5%).

In Mathematics, 83% of students from Prep to Year 6 achieved at or above expected level, which is above similar schools (74.7%) and close to state averages (84.4%). These results indicate that our professional learning and focus on student data to drive our curriculum implementation has had an impact. All students on the program for Students with a Disability have shown solid progress towards achieving individual learning goals.

Our 2025, NAPLAN assessment of Year 3 shows that 56.1% of Year 3 students are performing in strong and exceeding in Reading compared with the similar school average of 60.3%. In Numeracy, 47.6% of Year 3 students are performing in the strong or exceeding range with similar schools averaging at 52.7%.

Our 2025, NAPLAN assessment of Year 5 shows that 63.2% of Year 5 students are performing in strong and exceeding in Reading compared with the similar school's average of 64.5%. In Numeracy, 43.6% of Year 5 students are performing in the strong or exceeding range with similar schools averaging at 57.4%.

In 2025, our students at Lalor North Primary School demonstrated strong academic growth between Year 3 and Year 5. In Reading, 81.8% of students achieved High or Medium relative growth, exceeding both similar schools (74.0%) and the state average (74.7%). This reflects the effectiveness of our teaching programs and the consistent progress of our learners.

In Numeracy, 73.5% of our students achieved High or Medium relative growth, closely aligning with the state average (74.0%) and comparable schools (75.7%). These results highlight our ongoing commitment to supporting each student's learning journey and building strong foundations in essential skills.

We look forward to tracking multi-year trends in the future as more data becomes available, enabling us to continue celebrating and further enhancing student growth.

In 2025, our Annual Implementation Plan maintained a strong focus on student learning, with deliberate development of whole-school curriculum scope and sequence documents in reading, writing and mathematics. Significant work was undertaken to design these core areas to ensure guaranteed and viable curriculum delivery at every year level. A key priority was the development of a comprehensive phonics scope and sequence and the implementation of the Phonics Initiative, embedding a consistent, evidence-based approach to early reading across the school.

Throughout the year, staff engaged in rigorous data analysis, triangulating multiple sources of assessment to inform responsive teaching and targeted intervention. This collective and focused work has strengthened curriculum coherence across the school and enhanced teachers' capacity to deliver explicit, evidence-based instruction that meets the diverse learning needs of all students.

Wellbeing

In 2025, Lalor North Primary School maintained a strong and deliberate focus on student wellbeing, strengthening inclusive practices and ensuring the resources and targeted supports were in place for every learner. We undertook a whole-school reset of our learning environments, establishing clear expectations, consistent routines and best practice approaches that create calm, orderly and purposeful settings for learning.

Through a continued commitment to inclusion, we prioritised differentiated supports, proactive wellbeing strategies and collaborative partnerships with external services to ensure all students feel safe, valued and connected. Our work has reinforced a culture where every child is supported to thrive physically, emotionally, socially and academically, within learning environments that promote engagement, regulation and high expectations for all.

In 2025, we also continued to work closely with our school community and engage with our families to promote and strengthen a sense of connectedness to support student wellbeing. Through regular special whole school events and activities, we have continuing to embed a culture of trust across the school so that we all come together under the value of UNITY.

In its eighth year of implementation, the School Wide Positive Behaviour Framework continues to be a part of the school culture when managing student behaviours. Combined with our school values and weekly Rights, Resilience and Respectful Relationship lessons, our school is making excellent progress in empowering students and developing resiliency.

In 2025, our focus was to implement with fidelity the Disability Inclusion funding model to be able to support students by increasing our targeted support for all students. We continued to have a Wellbeing and Inclusion Leader, and a Speech Pathologist to work directly with students and teachers, as well as employed additional Educational Support staff. Overall, strengthening the wellbeing team has improved our ability to respond to and support students as well as work with families to support the referral process.

As indicated in the Students Attitudes to School Survey data, 82.9% of students in Year 4 to 6 feel a sense of connectedness to school, this is higher than similar schools (80%) and State averages (77.1%). Our four-year average is above both state and similar school averages.

In relation to Management of Bullying, 78.7% of students in Years 4 to 6 feel that its managed well, compared to 80.5% of similar schools and 76.4% state means. Again, we are above the state averages and very close to similar school percentages.

Lalor North Primary School continues to have partnerships with; The Smith Family, Life Education, Repurpose IT, Food Bank, Good360, Playgroups Australia, State School Relief, Foundation House, Glasses for Kids, Stephanie Alexander Kitchen Garden, Bunnings, Smile Squad and TK Tuckshop.

Engagement

Lalor North Primary School recognises that creating and maintaining a positive and engaging school culture that values diversity and promotes positive behaviour is vital to school engagement. We have student engagement strategies across the school which include universal, targeted, and individual strategies as well as staged responses with appropriate supports.

We recognise that in addition to parent and community engagement and home background factors, teacher effectiveness has the largest impact on student learning outcomes. Improving the quality of teaching at our school has been a critical factor in moving students to the next level of learning. The school aims to ensure that all students have a smooth, planned, and logical progression through the stages of learning as well as being supported through our transition processes from year to year.

The engagement measure takes into consideration the attendance data of the school. In 2025, improving attendance continued to be a focus for our school and is closely monitored by the leadership team. The data informs us that the average number of student absence days was 27.4 days, which is higher than similar schools which sits at 23 days and much higher than the state average which is 21.5 days. In 2025, with a consistent approach of following up attendance and communicating daily with our families we managed to make some improvements. With many students in our community attending extended family holidays, we ensure all students have an absence learning plan with relevant learning activities for the duration of the absence.

The school will need to continue to build on the relationships developed with parents and carers to develop further understanding of the value of attending school, especially in the early years. Identifying authentic ways in which parents and carers can engage with the school and their

children's learning will assist in creating a sense of urgency and importance regarding attending school every day.

Other highlights from the school year

Lalor North Primary School experienced an exciting year of positive improvements and celebrated the following highlights throughout the school year.

Excellence in Teaching and Learning

A key achievement this year was the development and refinement of whole-school scope and sequence documents in reading, writing and mathematics, ensuring a guaranteed and viable curriculum across all year levels. The implementation of a comprehensive Phonics Scope and Sequence has established a consistent, evidence-based approach to early reading instruction across the school. Importantly, the Phonics Initiative was also extended with implementation in the Greek Bilingual Program and the Macedonian Bilingual Program, strengthening literacy development and affirming the linguistic strengths of our students. This work has supported consistency and impact in early years classrooms. We are very proud of this implementation.

Outdoor Inclusive Play Spaces

A significant milestone for our school community was the completion of our inclusive playground project, made possible through successful grant funding by the Department of Education. The new inclusive play space has really supported accessibility and provided equitable opportunities for all students to engage in active, social and imaginative play. The grand opening of this space was a proud moment for our community, symbolising our commitment to inclusion and belonging.

Our outdoor play and learning environments continue to be a valued strength of Lalor North Primary School. The development of further improvements made to our play spaces have also supported physical wellbeing, social connection and active engagement, contributing to a vibrant and stimulating school environment for our students.

Inclusive Practices and Learning Environment Reset

In 2025, we undertook a whole-school reset of our classroom learning environments to establish calm, orderly and high-expectation classrooms that optimise attention, engagement and regulation. This reset was reinforced with the addition of new furniture which was flexible and reflected best practice instructional norms.

Inclusive practices were also strengthened to ensure differentiated supports, early identification processes and responsive wellbeing strategies in everyday practice. Our processes now have more effectively support students with diverse learning and wellbeing needs, ensuring access, participation and achievement for all learners.

Growth in Student Enrolments

The launch of our promotional strategy, our website showcasing our academic emphasis and inclusive environment for learning, together with the improved newsletters have rebranded the school has strengthened our school profile resulting in a boost in enquiries and a 10% increase in enrolments. Our community speak highly of the school and feedback has been very positive.

Student Representative Council (SRC)

The work and progress of our Student Representative Council (SRC) and other student leaders was a strength for the 2025 school year. Students actively engaged in leadership roles and proactively supported many school led projects. The SRC also introduced the concept of recycling in classrooms and brought sustainability to a focus with impressive whole school change.

Collectively, 2025 has been a year of significant focus and system strengthening, laying firm foundations for continued improvement and ensuring every student at Lalor North Primary School is supported to achieve growth and success.

Financial performance

The school remains in a sound position with a small net operating surplus in 2025. A well-planned annual budget ensured the schools resources supported its educational priorities and goals. Financial commitments were met within expected timelines and finance reports to facilitate the monitoring of the school's expenditure each month were carefully managed with improvements and adjustments made along the way as required.

The school maximises all available financial, human and physical resources to have the greatest impact on student learning. The school is well positioned, completing the school year with a surplus of $36,648.

In 2025, the school received Equity funding totalling $216,199 for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable greater supports for student learning and wellbeing to address the learning needs of the students as well as to provide smaller class sizes. The school receives additional funding from the Department of Education for being accredited as a Bilingual School which is mostly used to employ languages staff.

In summation, all funds received from the Department of Education, or raised by the school, have been expended to support the social, emotional and academic achievement of educational outcomes and other operational needs of the school consistent with department policies and School Council approvals. Maintenance continues to be a focus of the school due to the size of the property and the age and design of the buildings.

For more detailed information regarding our school please visit our website at lalornorthps.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 326 students were enrolled at this school in 2025, 151 female and 174 male. 83% had English as an additional language and 2% 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 **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**	**77.2%**
	Similar schools	88.2%
	State	82.0%

School Staff Survey

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

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**85.2%**
	Similar schools	78.1%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**84.5%**
	Similar schools	78.8%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**83.0%**
	Similar schools	74.7%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**56.1%**	**52.6%**
	Similar schools	60.3%	58.9%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**63.2%**	**58.9%**
	Similar schools	64.5%	64.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**47.6%**	**41.5%**
	Similar schools	52.7%	51.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**43.6%**	**45.6%**
	Similar schools	57.4%	55.5%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**81.8%**
	Similar schools	74.0%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**73.5%**
	Similar schools	75.7%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**82.9%**		**80.3%**
	Similar schools	80.2%		78.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**78.7%**		**77.4%**
	Similar schools	80.5%		76.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**27.4**	**27.9**
	Similar schools	23.0	23.3
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**84.9%**
Year 1	**School**	**85.9%**
Year 2	**School**	**87.8%**
Year 3	**School**	**87.2%**
Year 4	**School**	**86.9%**
Year 5	**School**	**87.5%**
Year 6	**School**	**83.1%**

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$3,922,546
Government Provided DET Grants	$735,832
Government Grants Commonwealth	$2,400
Government Grants State	$0
Revenue Other	$24,442
Locally Raised Funds	$199,163
Capital Grants	$52,530
Total Operating Revenue	**$4,936,913**

Equity	Actual
Equity (Social Disadvantage)	$216,199
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$216,199**

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

Expenditure	Actual
Student Resource Package[1]	$3,916,123
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$76,174
Communication Costs	$3,093
Consumables	$78,940
Miscellaneous Expenses[2]	$35,636
Agency Staff	$60,593
Professional Development	$22,332
Equipment/Maintenance/Hire	$117,268
Property Services	$254,210
Salaries & Allowances[3]	$128,580
Support Services	$77,617

Expenditure	Actual
Trading & Fundraising	$38,852
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$38,317
Total Operating Expenditure	**$4,847,735**
Net Operating Surplus/-Deficit	**$36,648**
Asset Acquisitions	**$29,500**

[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	$236,099
Official Account	$7,088
Other Accounts	$0
Total Funds Available	**$243,187**

Financial Commitments	Actual
Operating Reserve	$155,227
Other Recurrent Expenditure	$25,141
Provision Accounts	$8,400
Funds Received in Advance	$47,830
School Based Programs	$28,548
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$265,145**

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.