2025 Annual Report to the School Community

School Name: Casterton Secondary College (7695)

- 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 30 March 2026 at 03:16 PM by Meridith Walker (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 28 April 2026 at 01:49 PM by Meridith Walker (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

Casterton is 353km West of Melbourne and is approximately 70 km from Hamilton and Mount Gambier.

The College currently has 12.5 teaching staff: 3 principal class, 9.5 teachers, 10.7 support staff; a Mental Health Parctitioner and a school doctor.

Casterton Secondary College offers each of its 100 students educational and careers-based opportunities in a small school setting. Primary School enrolments suggest future enrolments will fluctuate.

High expectations-no excuses, persistence, respect, accountability and a supportive challenging environment are the constructs that lead to positive outcomes for students while growing and maintaining positive partnerships between the school and the wider community.

Our moral purpose is to achieve the best academic and personal outcomes for all students through the acquisition of the skills, knowledge and personal qualities required to be successful, confident and optimistic members of society. This is achieved through a rich and challenging curriculum at all year levels supported by purposeful teaching, informed assessment processes and self-regulation. Students participate in a range of academic and extra-curricular activities, develop computer literacy, and an awareness of the importance of vocational pathway planning and preparation.

All students are supported to develop social skills, and positive personal attitudes and values through mutual respect and positive behaviour which underpins our commitment to provide every student with the “tools” that lead to successful outcomes. We actively encourage students to become life-long learners and support their transition through school and beyond.

The Trade Training Centre, Applied Science Centre and 16-hectare school farm supports students in practical and technology subjects and form part of the wide range of curricula offered by the College. Cross-curricula applied learning provides students with opportunities to engage in activities that develop an understanding of the link between their learning, the world in which they live and employment pathways.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Attitudes to School Survey (AtoSS) data representing “Learner Characteristics and Disposition” demonstrates students at Casterton Secondary College are motivated and interested (66%), confident learners (67%) who persevere (64%) with and self-regulate (71%) their learning

to achieve positive outcomes. The percentage positive endorsement is well above similar, network and state schools.

Students develop learning goals in all classes and regularly review their progress against achieving them. This motivates students and increases their confidence to become active participants in their learning and acquire independent critical thinking skills.

NAPLAN Data showed no improvement in the proportion of students in the “Strong or Exceeding” proficiency level in Year 9 Numeracy (50%), Reading (50%) and Writing (50%), which was below both similar schools and State schools in 2025. However, the school’s 3-year average in Reading (63%) and Numeracy (66%) was above both similar and state schools.

Teacher judgements of student achievement, at or above age expected standards, in years 7-10 were 68% in Mathematics which was above similar schools, whilst in English (53%) they were below both similar and state schools.

Literacy and Numeracy are high priorities for 2026, with a particular focus on reading/comprehension, writing and mathematics. Teachers will use data to identify students’ point of learning and inform planning which will meet the learning needs of all students. Teachers will use explicit teaching strategies to optimise student learning and understanding through clear explanations, demonstrations and modelling (I do, we do, you do) and giving students opportunities to ask questions, demonstrate understanding and reflect on feedback.

Strategies to support students in Years 7-10 improve literacy and numeracy skills and understanding include: daily reading and writing programs, weekly numeracy and literacy blocks, and timetabled in-class support for identified students in every Maths and English class in Years 7-10. Small group literacy support will also be provided to targeted Year 7 and 8 students.

The 2025 VCE mean study score was 28.5. Strategies in place to assist students in VCE included: skills workshops, seminars, in-school study sessions, Edrolo and in-school revision lectures. Individual assistance for student pathways was also provided. In 2026, senior school students will receive the support outlined above in addition to any new resources.

The Victorian Senior Secondary Certificate completion rate (VCE/VM) in 2025 was 100%, above both State (97%) and similar (96%) schools. Our 3-year average was 100%, which was also above State (97%) and similar (95%) schools.

The percentage of VET units of competence that were satisfactorily completed in 2025 was 100% which is a reflection of the high level of support our students receive.

VM programs in 2026, will continue to be rigorous and relevant and will value add to students’ courses.

The CSC/VTLM Teaching and Learning Model, and associated resources, will provide teachers and leadership with a common language and a measure of proficiency that will improve student learning outcomes. Peer observations will build teacher capacity and a shared understanding of the structured and sequenced approach linked to explicit teaching.

During 2026, there will be a whole school focus on teachers in all subject areas integrating reading, writing, speaking, listening, and viewing skills into their lessons to strengthen students' capability to comprehend and communicate complex ideas specific to each discipline, leading to deeper understanding and improved academic achievement in all subjects.

Some of the key strategies used will include focusing on subject-specific vocabulary, using texts as tools for learning the skills of comprehension, and explicitly teaching literacy and numeracy skills. Scope and Sequences (S&S) and Detailed Course Outlines (DCO) will reflect a consistent approach to reading and include examples of explicitly teaching comprehension.

Staff will continue embedding and sharing instructional practices underpinned by the CSC/VTLM Teaching and Learning Model and the use of HITS and implement strategies to support a consistent approach to improving numeracy and literacy outcomes.

In 2025, the school introduced “Technology Free Day – Back to Basics Monday” for students in years 7-10. It is based on Sweden’s approach to move away from excessive digital tools (like laptops, phones, tablets etc.) to address the growing concerns about declining student performance and the impact of technology on mental health.

Teachers have been positive about the initiative, and we are seeing the benefits of students acquiring knowledge through printed textbooks and teacher expertise, rather than acquiring knowledge primarily from freely available digital sources that are not always vetted for accuracy.

This will continue in 2026.

Wellbeing

Our 2025 Student Attitudes to School Survey results were significantly better than State, and Similar schools for 2025 and over a 4-year average. Outstanding results for all survey factors indicate our students are motivated and interested in their learning, they endorsed a stimulating and positive environment, acknowledged they take ownership for their learning, and are confident learners.

Members of the school community can take pride in the results in the knowledge that school staff are committed to providing a quality education and wrap around support for all students.

The Sense of “Connectedness” factor result (52%) was above the State (50%), and Similar (49%) schools for 2025 and over a 4-year average was 56**%,** again above the State (48%), and Similar (46%) schools.

Similarly, the “Management of Bullying” factor result (76%) was well above State (51%), and Similar (56%) schools for 2025 and over a 4-year average was 76% compared to State (49%), and Similar (54%) schools.

The results tell us that our students are happy, feel safe and look forward to attending school, a school where they feel like they belong.

The health and well-being of our students is paramount. During 2025 staff provided opportunities to empower students to develop agency for their learning, and provide feedback to peers, staff, and leadership. PIVOT (evidence-based method to gather feedback on teaching) student surveys were used by teachers to stimulate discussion with students and to inform future planning.

Students understood that the high expectations set for them and the opportunities to self-regulate their learning provided a framework to achieve success.

The Student Voice, Leadership and Agency Policy and Processes document provided staff with strategies to enable students to take responsibility for and have input into their learning and assessment tasks.

The school regularly analysed a variety of data sets, including the Panorama “Staying in Education Platform”, to identify vulnerable students and provide them with appropriate levels of support. Staff received a copy of the “Staying in Education Platform” every 2 weeks. This will continue in 2026.

All Year 7-12 students attended a 1-day program at the Noorla Yo-Long Outdoor Adventure site in 2025 which was designed to meet the needs of each age group. In 2026, Year 7, 9 and 11 students will attend.

Noorla Yo-Long Outdoor Adventure programs support student mental health and wellbeing and complements our whole school approach to embedding a safe and inclusive learning culture and environment. The program, operated by SAPOL (SA Police), has been running for a number of years.

Throughout 2025, school staff referred students they had concerns about to the relevant sub-school leader and other members of the leadership team who then, as a team, provided an appropriate level of support. The school's Mental Health Practitioner, the Department's SSS and organisations such as Headspace and CAMHS provided a service to both existing clients and newly referred students.

The Student Engagement Policy is reviewed annually, and its purpose is to ensure that all students and members of our school community are aware of and understand our values of Respect, Accountability and Persistence; our mantra of "High Expectations – No Excuses"; our commitment to providing a safe, inclusive, and supportive learning environment; expectations for positive student behaviour; support available to students and families; and our school's policies and procedures for responding to inappropriate student behaviour.

Restorative Justice practices are embraced by the school community. The success of this model is reflected by the minimal number of students being withdrawn from class for inappropriate behaviours.

The Casterton Secondary College's Approach to Whole School Positive Behaviour program:

-complements the school's Restorative Justice practices

-creates and maintains a positive and safe learning environment

-reinforces our school culture

-maximises individual academic and social growth.

Students enrolling in Year 7 are assisted by a comprehensive transition program that operates throughout the year (and includes students from Year 4 and 5) in partnership with our feeder primary schools. The transition program will continue in a similar format in 2026, with a review conducted in term 4. The school will also have Open Days throughout the year to showcase the many wonderful learning opportunities and experiences that we provide to all students.

Engagement

Although the 2025 percentage retention rate of students who remained at school from Year 7 to Year 10 of 68%, was lower than Similar and State schools, the 4-year average (72%) was higher. The school's retention rate reflects the small number of students who accepted apprenticeships or left the town with their parents/carers due to employment opportunities.

Student attendance rates in all year levels ranged between 83% and 93%. In 2025, the average number of absence days was 22.3 which was significantly less than State (30.2) and similar schools (36.1) whilst the school's 4-year average was 20.3 days. Casterton Secondary College students are to be congratulated on their attendance.

Student attendance and connectedness to school will continue to be a focus in 2026, with the school working closely with families and relevant agencies to support students who are at risk of not completing school.

Students and parents/carers receive information through:
-the school's attendance policy, procedures and parent information brochure that articulates student attendance being the responsibility of everyone.
-regular newsletter articles provide parents/carers with information about the Victorian Government's Attendance Guidelines and Strategies to support their child.
-CSC Facebook
-XUNO/Compass (from Term 2, 2026)

The "Attendance Ladder" competition for home groups is a strategy used to improve student attendance and will continue to support student engagement throughout 2026.

Contact is made daily to the parents/carers of students with unexplained absences. Individual Attendance Plans are developed in consultation with parents/carers and the students identified as being at risk through frequent absences.

The Staying in Education platform helps schools to identify students who are at risk of disengaging from education and leaving school early by calculating an overall risk score (four separate domains are used: NAPLAN achievement, teacher judgement (Years 7-10), student absence and mobility) for individual students.

The higher the estimated risk score, the greater the likelihood the student will leave school before Year 12, therefore, early intervention strategies are crucial to positive student outcomes.

The Students Exiting to Further Studies or Full-time Employment measure uses 2024 data. The percentage of students in 2024 exiting to go onto further studies or full-time employment was 79%, whilst the 4-year average (85%) was above both state and similar schools.
The four-year average (90.7%) is above both similar schools (85.7%) and State (89.5%)

Student learning pathways in the Post Compulsory years included combinations of VCE studies, VM, School Based Apprenticeships and Structured Workplace Learning. Our students satisfactorily completed their courses.

The Careers Framework/Action Plan ensures all students in Years 7-12 engage in a careers program that is age appropriate and comprehensive, one which is reported on annually. The Careers Coordinator provides students with relevant information related their chosen career pathway.

Following the introduction of two blocks of work experience in 2025, Year 10 students will participate in two blocks during 2026.

Links with business are firmly established, regularly reviewed, and strengthened.

"Start-up" classes will again commence in late November in preparation for 2027.

Year 12 students attended an interview with their parents/carers in the first two weeks of the 2025 school year to discuss how to successfully navigate and complete Year 12 through goal setting, time management, study timetables, a quiet space for study etc. This will continue in 2026.

Students engage in blended learning opportunities including the virtual school which provides them with more choice at year 11 and 12.

Year 7 and 8 students studied Indonesian with the Victorian Virtual School of Languages. Casterton Secondary College is the first secondary school in Victoria to participate in a blended

language program. The Indonesian/Humanities program will continue in 2026 for all Year 7 and 8 students.

In 2026, the college will provide a variety of flexible learning programs to improve student engagement and retention, including: intervention meetings for students at risk of not completing year 12; whilst regular parent/student information sessions and parent/teacher interviews will increase the levels of engagement with parents/carers.

In 2026, a school nurse (hopefully), mental health practitioner and a doctor will support and complement the school's focus on student health and well-being through the delivery of individual consultations, targeted programs, policy and processes. The holistic approach will also include external providers and SSS.

Financial performance

In 2025, CSC received a cash grant of $840,714, a credit grant of $3 068 398 and equity funding of $123 394, which was utilised to support our key learning areas in 2025 and to pay the salaries of our principal class, teachers, and support staff.

Other revenue received included: bank interest $47736, Camps/Excursions $11064, Canteen/Uniform Shop $57649, Hire of facilities $2742 and a total of $1845 was raised through fundraising.

The school's financial commitments included targeted programs & provisional accounts such as the Computer Replacement fund, Planned Maintenance funds, Provision for Bus Replacement, Long Service Leave, STEM, Applied Science, all of which ensures that student programs & resources can be purchased and accessed when needed

Some of the large expenses/projects for 2025 included- the basketball court surfacing $48200, Courtyard works $78 834, Asphalt & Drains Works $43 745, Concrete works $10 491, Landscaping (plants and grass) $11 967, Purchase of compass $5300 and Healthy Minds Program $20 953.

Other expenses in 2025 included materials for Edrolo, Clickview, Elevate program, Word Flyers, Mathletics, Pivot, SPA Tracker, staff and student resources and other general school expenses including utilities and communication costs.

All surplus funds have been committed in the school's 2026 annual budget.

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 107 students were enrolled at this school in 2025, 62 female and 45 male. NDP had English as an additional language and NDP 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**	**75.0%**
	Similar schools	72.0%
	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**	**77.6%**
	Similar schools	60.4%
	State	59.3%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Year 7 - 10 % of students at or above age expected standards	**School**	**53.0%**
	Similar schools	60.1%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**67.5%**
	Similar schools	58.0%
	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**	**58.3%**	**63.5%**
	Similar schools	55.8%	58.1%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**50.0%**	**62.9%**
	Similar schools	54.1%	54.0%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**79.2%**	**74.2%**
	Similar schools	56.7%	56.3%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**50.0%**	**65.6%**
	Similar schools	53.8%	53.6%
	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**	**53.3%**
	Similar schools	71.6%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**66.7%**
	Similar schools	73.7%
	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**	**100.0%**	**100.0%**
	Similar schools	95.7%	95.1%
	State	97.2%	96.9%
Mean VCE study score	**School**	**28.5**	**NDA**
Total VCE VM students	**School**	**NDP**	**NDP**

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**	**52.1%**		**56.0%**
	Similar schools	49.5%		46.6%
	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**	**76.1%**		**76.4%**
	Similar schools	56.6%		54.1%
	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**	**80.0%**	**85.0%**
	Similar schools	73.1%	73.5%
	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**	**68.4%**	**71.9%**
	Similar schools	70.8%	68.4%
	State	68.8%	68.7%

Average absence days per student

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

		2025	4-year average
Year 7 - 12	**School**	**22.3**	**20.3**
	Similar schools	36.1	34.8
	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**	**88.0%**
Year 8	**School**	**88.7%**
Year 9	**School**	**82.9%**
Year 10	**School**	**91.4%**
Year 11	**School**	**92.9%**
Year 12	**School**	**91.2%**

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	$3,068,398
Government Provided DET Grants	$840,714
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$110,299
Locally Raised Funds	$80,132
Capital Grants	$0
Total Operating Revenue	**$4,099,543**

Equity	Actual
Equity (Social Disadvantage)	$115,897
Equity (Catch Up)	$7,497
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$123,394**

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

Expenditure	Actual
Student Resource Package[1]	$2,797,777
Adjustments	$0
Books & Publications	$1,039
Camps/Excursions/Activities	$76,873
Communication Costs	$6,127
Consumables	$78,722
Miscellaneous Expenses[2]	$59,196
Agency Staff	$0
Professional Development	$8,158
Equipment/Maintenance/Hire	$49,863
Property Services	$294,573
Salaries & Allowances[3]	$39,966
Support Services	$83,584

Expenditure	Actual
Trading & Fundraising	$59,783
Motor Vehicle Expenses	$2,422
Travel & Subsistence	$0
Utilities	$59,608
Total Operating Expenditure	**$3,617,692**
Net Operating Surplus/-Deficit	**$481,851**
Asset Acquisitions	**$482,522**

[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	$895,286
Official Account	$27,660
Other Accounts	$0
Total Funds Available	**$922,945**

Financial Commitments	Actual
Operating Reserve	$136,652
Other Recurrent Expenditure	($1,844)
Provision Accounts	$11,852
Funds Received in Advance	$0
School Based Programs	$400,211
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	$207,523
Maintenance - Buildings/Grounds > 12 months	$158,545
Total Financial Commitments	**$912,938**

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.