

2025 Annual Report to the School Community

School Name: Glenroy College (8893)



- 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 24 March 2026 at 10:51 AM by Andrew Arney (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 April 2026 at 08:41 AM by Andrew Arney (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

Glenroy College is a co-educational Year 7-12 school in Melbourne's northern suburbs. The school is on the land of the Wurundjeri Woi Wurrung people, with students drawn from the communities of Glenroy, Coburg, Oak Park, Hadfield and Pascoe Vale. Our school began post the merger of Glenroy High, Fawkner Technical, Glenroy Technical, Hadfield High and Oak Park High in the 1990's. Initially called Box Forest College, it was renamed as Glenroy College in 2010. The College Values of Respect, Integrity, Achievement and Team Work underpin all of our student management processes and our student leadership. These values also underpin the College motto of 'Aspiring Together'

The College has a diverse student and family composition, with both families from refugee and asylum seeker backgrounds, as well as families who have lived in Glenroy for generations. This diversity feeds our desire to be an inclusive community where we share a passion for lifelong learning, a drive to build 21st Century skills and assist learners in seeking quality pathways.

We pride ourselves on our links to the community, including our involvement with Merri-Bek Council, the Glenroy Hub, and the inner Northern Local Learning and Employment Network. Our site is home to the Mulberry Community Gardens, and we host multiple Vocational Education and Training subjects (VET) available to local students including, VET Beauty Services, VET Business and VET Allied Health Service Assistance. We have close ties with Tertiary institutions including Melbourne University's STEM Centre of Excellence, the Swinburne University 'Children's University' program, where student engage broadly in the community for university credits, and we are host to the RMIT Master of Teaching Northern Hub, where the next generation of teachers experience ongoing learning within our school. All of these relationships support our vision of Glenroy College as a hub of Learning and opportunity.

Our Gym and Performing Arts Spaces are utilized for community sport and Calisthenics 7 days a week, and our classrooms are used by Language schools on the weekends. Our Performing Arts Centre regularly hosts community cultural events and Dancing competitions, and we are currently developing a joint use agreement for community use of our oval and outdoor spaces.

A number of plans are in motion to redevelop the outdoor spaces of the college, as well as a great deal of advocacy for government funding for a new master plan and Stage 2 and 3 funding. The College has approximately 83 staff, comprised of a Principal, 2 Assistant Principals, 3 Learning Specialists, 3 Leading Teachers, a number of Learning Tutors and MYLNS coaches, a Careers Advisor, 45 classroom teachers, 12 Inclusion Support, IT, First Aid and admin staff. Enrolment numbers are approximately 460 students.

Through strong relationships and community partnerships, our students experience authentic opportunities to "Aspire Together" and impact our world in positive ways.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, improving student outcomes remained anchored in an unrelenting focus on building teacher capability. Guided by Glenroy College's Instructional Model, our work centred on strengthening classroom practice to ensure every student is known, challenged and supported.

Throughout Semester 1, teachers deepened their expertise in differentiation to better respond to the diverse learners in their classrooms. This included internal professional learning and engagement with the Berry Street Education Model, alongside the embedding of the Disability and Inclusion Program — a major whole-school priority in 2025. Together, this work strengthened inclusive practice and ensured adjustments and scaffolds were embedded in everyday instruction rather than treated as add-ons.

In Semester 2, staff extended this focus through targeted professional learning in the design, implementation and assessment of developmental rubrics. This approach makes learning visible and supports student agency: students can identify where they are in their learning, understand their next steps, and recognise how to progress with feedback and support. Within six months, teachers developed and implemented developmental rubrics across six months of curriculum in all learning areas — a significant whole-school achievement that has strengthened consistency and clarity in assessment practice.

Our focus on teacher capacity built on the strong literacy foundations established in 2024. Analysis of Year 7 mid-year and Year 8 beginning-of-year DIBELS data indicates a stable to positive shift in cohort fluency across the transition year, including reduced concentration in the lowest risk band and increased consolidation in the near-benchmark range.

We are also proud of the trajectory of our VCE results. This cohort includes students who are the first in their families to complete secondary school and students who arrived in Australia with limited English. Against this context, the four-point increase in our median study score reflects sustained growth. We congratulate our dux on an ATAR of 84.2 and celebrate the achievements of the graduating class of 2025.

Wellbeing

Glenroy College continues to prioritise student wellbeing through a strong focus on student-centred learning and social and emotional development. This work is underpinned by the School-Wide Positive Behaviours framework and the Berry Street Education Model. Throughout 2025, continued staff professional learning in these frameworks strengthened the school's capacity to build positive, respectful and meaningful relationships with students and families, which support student engagement, wellbeing and success. The College maintains a proactive Positive Youth Development approach aimed at increasing students' cultural and social capital and supporting positive lifelong outcomes. Early intervention and targeted support strategies addressing the diverse and complex needs of the school community are informed by the expertise of the

Wellbeing Team and Glenroy College's long-standing partnerships with key community organisations. These include Headspace, the Department of Education, YMCA Oak Park Leisure Centre, Victoria Legal Aid, Victoria Police, The Orange Door, DFFH and other family support services. These partnerships strengthened the connection between wellbeing and learning, with wellbeing concepts embedded across the curriculum, particularly within Health, Physical Education and Science. The Wellbeing Team also provided individual counselling, targeted intervention and case management for students with complex needs, ensuring timely and responsive support.

Wellbeing planning in 2025 focused on proactive and preventative approaches, including Positive Youth Development, extracurricular experiential learning and lifelong learning. This approach recognises that fostering students' self-esteem, personal strengths and achievements through positive experiences acts as a protective factor that supports wellbeing, resilience and student engagement. Two new initiatives introduced in 2025 increased student connectedness and engagement. The introduction of the Glenroy College AFL Academy achieved high levels of student participation. The program combined physical training with educational learning through Health and Physical Education units, providing an engaging pathway that supported attendance, motivation and positive connections to school. In addition, the Melbourne Victory Soccer Program was implemented with a focus on positive and respectful communication, teamwork and personal responsibility, guided by the School-Wide Positive Behaviours framework. Students participated in weekly after-school training sessions, contributing to the development of a structured soccer pathway at the College. Year 7 and 8 teams achieved positive outcomes in interschool sport, finishing as runners-up and third place in soccer and futsal competitions. During 2025, the College experienced continued growth in student agency and participation, with the Student Leadership Team expanding to 40 student leaders. Student leaders attended the GRIP Leadership Conference at the Melbourne Convention and Exhibition Centre and participated in the Student Leadership Forum hosted by Brunswick Secondary College and Pascoe Vale Girls Secondary College. These opportunities supported the development of leadership skills, confidence and collaboration, with students valuing the opportunity to engage with peers from other schools and explore diverse approaches to student voice and agency.

Engagement

At Glenroy College, we continue to prioritise a positive and inclusive learning environment where students feel connected to their school and take ownership of their learning. Throughout 2025, our focus has been on strengthening positive behaviours, increasing student voice, and building a strong sense of community.

Staff have continued to embed School-Wide Positive Behaviour Strategies (SWPBS) aligned with our expectations of Respect, Integrity, Achievement and Teamwork. There has been a significant increase in the use of Gold Cards, with teachers regularly recognising positive learning behaviours in the classroom. Staff have also focused on reteaching expected behaviours and supporting students to make positive choices through the "Reteach" and "Reselect" steps of the 6Rs framework.

Student voice has been strengthened through regular student leadership meetings and student participation in the SWPBS team. Students have contributed to developing classroom routines that will be implemented across the college in 2026.

School spirit has been further strengthened through whole-school events, including house swimming and athletics, Harmony Day and Wear It Purple Day, alongside the continued development of our house system.

In the classroom, teachers have focused on evidence-based strategies, including differentiation and the use of clear rubrics, to support students in understanding expectations and taking greater ownership of their learning. A new at-risk process was also introduced to provide additional support for senior students requiring targeted intervention.

Through these initiatives, Glenroy College continues to foster a positive culture where students feel supported, recognised and engaged in their learning.

Other highlights from the school year

Throughout the year, students participated in a wide range of camps, excursions and enrichment activities designed to enhance learning, build connections and broaden experiences beyond the classroom. Overnight camps were held for Year 7 and Year 12 students, providing valuable opportunities for students to develop independence, teamwork and resilience.

The school maintained strong partnerships with a range of external organisations to extend student learning opportunities. This included our ongoing partnership with the Melbourne University STEM Centre of Excellence and collaborative initiatives across the Merri-bek region, where students participated in programs such as Young Debaters, Young Innovators (with our school hosting Day 2), a Marine Biology excursion and a National Ballet performance excursion.

Students also benefited from a range of tertiary exposure and pathway programs. These included participation in Swinburne University's Children's University Program, the Centre for Higher Education Studies (CHES) Program, Year 10 Girls in STEM Day with RMIT, and Kangan Institute TAFE Taster Days. These opportunities provided students with valuable insights into future study and career pathways.

Our Gold Card program recognised students who consistently demonstrated positive engagement and behaviour. Students who achieved this recognition participated in reward experiences including visits to Funfields, Luna Park, city excursions, Classic Cinema, indoor rock climbing and a snow trip to Lake Mountain.

Additional experiential learning opportunities included the Year 9 City Experience, VM/VPC City Experience, and a range of after-school clubs and activities that supported student interests and engagement.

Sport and the performing arts continue to play an important role in school life. Students participated enthusiastically in Interhouse competitions, including the annual Swimming and Athletics Carnivals, which foster school spirit and friendly competition. The school also fielded interschool sports teams across Junior, Middle and Senior levels in Cricket, Volleyball, Basketball, AFL, Netball and Soccer. The Junior and Senior Futsal "World Cup" style competition was another highlight of the sporting calendar.

The performing arts program continued to grow, with students participating in music programs including piano, guitar, drums and singing. The second annual Music Showcase was again a major success, highlighting the talent and commitment of our student performers.

The school continues to strengthen connections with community organisations to support student wellbeing and engagement. Through our partnership with Headspace, students accessed programs focused on mental health and wellbeing. Students were also involved in initiatives supported through school grants, including the development of a school garden project, promoting sustainability and environmental awareness.

Strong partnerships with local primary schools were maintained through events such as Science Day and the Maths and DigiTech Olympics, providing leadership opportunities for our students while engaging younger learners in STEM activities.

A range of whole-school events celebrated student achievement and promoted an inclusive school culture. These included our Student Leadership Program, Year 7 Showcase and Parent Welcome Evenings, and cultural and wellbeing events such as Iftar Dinner, Pancake Tuesday, International Women's Day, R U OK? Day, Harmony Day and Wear It Purple Day.

A highlight of the year was the Big Freeze event, where students enthusiastically participated as Mr Arney was dunked with ice in support of the cause.

Year 12 students celebrated the end of their schooling with milestone events including a Funfields excursion, Graduation Dinner and Presentation Evening. The year concluded with the Whole School Awards Evening, recognising the academic, sporting, leadership and community achievements of our students.

Financial performance

Glenroy College has continued to have a strong financial performance, due in part to strong financial controls and hiring our facilities to local Community Groups.

The completion of the new Outdoor learning spaces, upgrades to in the Performing Arts Centre (PAC) and outdoor recreation spaces have enhanced both social and learning areas for our students. The completion of outdoor locker bays to ensure our corridors are uncluttered and free of student traffic. Older buildings and the PAC have been painted inside and out to ensure they are more appealing and match the new buildings. Further redevelopment of the oval which will be a significant commitment of funds and efforts, including potential co-investment from Merri-Bek Council, and upgrades to the Senior Sub-School and a comprehensive maintenance program for all classrooms will allow students to focus their effort on learning.

Equity funds have been used to employ additional support staff, including Tutors to complement the DET-provided Learning Tutors; employ Family Liaison Officers to support students and families to engage effectively with learning; and to employ additional classroom support staff to assist students with additional learning needs. Equity funds are also used, when needed, to provide students with essential learning tools to assist with effective learning and ensure equitably access to opportunities that might not otherwise be possible. EAL funding is used to provide specific EAL classes with qualified teachers and support staff along with learning tools and equipment. Disability Inclusion Funding will assist in ensuring our most vulnerable Students have Individual Learning Plans and are supported in their learning.

For more detailed information regarding our school please visit our website at
<https://www.glenroycollege.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 465 students were enrolled at this school in 2025, 146 female and 319 male. 60% 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	65.4%	
	Similar schools	77.6%	
	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	52.3%	
	Similar schools	57.0%	
	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	27.4%	
	Similar schools	63.9%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	44.1%	
	Similar schools	59.7%	
	State	70.5%	

NAPLAN

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


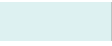


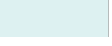

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	37.0%	32.2%
	Similar schools	55.2%	55.2%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	24.6%	28.9%
	Similar schools	50.7%	48.1%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	44.4%	38.1%
	Similar schools	52.8%	50.3%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	24.6%	24.7%
	Similar schools	46.8%	44.8%
	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	55.1%	
	Similar schools	72.7%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	47.9%	
	Similar schools	70.8%	
	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	98.1%	94.3%
	Similar schools	96.3%	96.0%
	State	97.2%	96.9%
Mean VCE study score	School	22.4	NDA
Total VCE VM students	School	16	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	39.7%		41.0%
	Similar schools	51.2%		48.3%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 7 to 12 % positive endorsement	School	41.5%		42.5%
	Similar schools	53.4%		49.9%
	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	70.5%	<div style="width: 70.5%;"></div>	71.7%
	Similar schools	77.4%	<div style="width: 77.4%;"></div>	80.1%
	State	81.5%	<div style="width: 81.5%;"></div>	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	64.4%	<div style="width: 64.4%;"></div>	69.0%
	Similar schools	70.5%	<div style="width: 70.5%;"></div>	71.5%
	State	68.8%	<div style="width: 68.8%;"></div>	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	37.3		35.4
	Similar schools	32.8		31.4
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	84.9%	<div style="width: 84.9%;"></div>
Year 8	School	76.5%	<div style="width: 76.5%;"></div>
Year 9	School	77.4%	<div style="width: 77.4%;"></div>
Year 10	School	81.0%	<div style="width: 81.0%;"></div>
Year 11	School	81.9%	<div style="width: 81.9%;"></div>
Year 12	School	87.9%	<div style="width: 87.9%;"></div>

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$8,097,610
Government Provided DET Grants	\$1,568,670
Government Grants Commonwealth	\$156
Government Grants State	\$2,300
Revenue Other	\$304,959
Locally Raised Funds	\$244,643
Capital Grants	\$0
Total Operating Revenue	\$10,218,338

Equity	Actual
Equity (Social Disadvantage)	\$980,716
Equity (Catch Up)	\$102,458
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$1,083,174

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

Expenditure	Actual
Student Resource Package ¹	\$8,077,201
Adjustments	\$0
Books & Publications	\$9,915
Camps/Excursions/Activities	\$99,567
Communication Costs	\$22,897
Consumables	\$234,112
Miscellaneous Expenses ²	\$32,402
Agency Staff	\$23,284
Professional Development	\$77,057
Equipment/Maintenance/Hire	\$354,366
Property Services	\$324,589
Salaries & Allowances ³	\$327,122
Support Services	\$375,688

Expenditure	Actual
Trading & Fundraising	\$19,670
Motor Vehicle Expenses	\$4,456
Travel & Subsistence	\$0
Utilities	\$100,815
Total Operating Expenditure	\$10,083,143
Net Operating Surplus/-Deficit	\$135,195
Asset Acquisitions	\$70,342

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	\$3,165,851
Official Account	\$147,634
Other Accounts	\$22,020
Total Funds Available	\$3,335,504

Financial Commitments	Actual
Operating Reserve	\$334,324
Other Recurrent Expenditure	\$3,291
Provision Accounts	\$0
Funds Received in Advance	\$168,707
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$22,020
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$500,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,000,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$1,307,164
Total Financial Commitments	\$3,335,505

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.