

2025 Annual Report to the School Community

School Name: Warringa Park School (5165)



- 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 29 April 2026 at 04:51 PM by Ashwini Sharma (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 29 April 2026 at 04:51 PM by Ashwini Sharma (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
 - o student enrolment information
 - o the school's 'Student Family Occupation and Education' category
 - o responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - o school staff responses to the School Climate area of the School Staff Survey
- Learning
 - o English for Teacher Judgements against the curriculum
 - o Mathematics for Teacher Judgements against the curriculum
- Engagement
 - o how many exiting students go on to further studies or full-time work
 - o how many Year 7 students remain at the school through to Year 10
 - o average absence days per student

Key terms used in the Performance Summary are defined below:

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.

What is the 'Towards Foundation Level Victorian Curriculum'?

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

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.

'Levels A to D' 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')

About Our School

School context

Situated across four campuses, Warringa Park School (WPS) is a specialised school, catering to students aged 5 to 18 with diagnosed intellectual disabilities, drawing its population primarily from the City of Wyndham. WPS offers comprehensive education programs to meet the needs of our diverse learners. The Warringa Crescent campus (WCC) caters for Foundation to Year 6 students. Polly Parade campus (PPC) caters from Foundation to Year 3. The Bethany Road campus (BRC) caters to students in Year 7 to 9. The Cayleys Road campus (CRC) offers diverse vocational education programs, which include the Victorian Pathways Certificate (VPC) and the Award Scheme Development and Accreditation Network (ASDAN) curriculum for students in Year 7 to 12. CRC is situated in a semi-rural setting in Werribee South. A stimulating, safe, and flexible learning environment is provided across all four campuses, with spacious, well-resourced facilities tailored to 21st-century learning needs.

The school had a total of 678 students were enrolled at this school in 2025, 186 female and 492 male. 38% had English as an additional language and 3% were Aboriginal or Torres Strait Islander. The students were supported by a staff contingent of 252 FTE (full time equivalent), comprising 142 FTE in Education Support, Allied Health, and Wellbeing, and 110 FTE teachers. In 2024 72.6% of our students identified as male, 26.9% as female with 5.5% comprising non-English speakers and **2.3% comprising refugees**.

To be eligible to attend Warringa Park a student must have a formal diagnosis of Intellectual Disability. This does not preclude other disabilities and/or disorders such as Autistic Spectrum Disorder or physical disabilities. However, to attend Warringa Park a student must be assessed as having a Full-Scale Intelligence Quotient of 70 or below and an Adaptive Behaviour Composite of 70 or below.

At Warringa Park School, a commitment to excellence in education for students with additional learning needs is paramount. Staff hold a strong belief in the capacity of all students to learn and thrive. Warringa Park School promotes and values excellence in education for students with additional learning needs. There is collective efficacy amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. The school offers a personalised curriculum emphasising improvement in English, Mathematics, Science, Personal & Social Capabilities, and Technology, aiming to equip students for successful post-school transitions. Specialised programs in Physical Education, STEAM, and various Arts subjects engage students in diverse learning environments. A one-to-one iPad program enhances student engagement and learning outcomes, with the school recognised as an Apple Distinguished School since 2012. Our focus is on 'Creation rather than Consumption' and students use iPads to capture and demonstrate their learning in a range of creative ways, including through photos, videos, drawings, voice recordings and animations. Warringa Park School highly values the partnership between home and school, encouraging parental involvement to ensure students have access to comprehensive support in their learning journey. Warringa Park School's vision is for an excellent education for every student. Our mission is a commitment to creating an inclusive, challenging and supportive learning environment for every student. The school's objective is to ensure that students have access to a rich, diverse

curriculum that is sequential and connected, catering for different learning styles and meeting individual needs. Our school values are 'Working Together', 'Learning' and 'Respect'.

Progress towards strategic goals, student outcomes and student engagement

Learning

Comprehensive Literacy

Across 2025, Warringa Park School focused on the continued implementation of the Comprehensive Literacy for All instructional framework. To align with the schools AIP and the Department of education reading position, our school had a commitment to strengthening our instruction in Letter, sounds and words including that of a simplified systematic synthetic phonics program. Across all four campuses, we saw growth in student learning outcomes.

BRC: The percentage of students with no or very limited letter recognition reduced from 20% in Term 1 to 14% in Term 4. The number of students with partial letter knowledge (50–80% of letters) also decreased, indicating that more students progressed to full alphabet mastery. The proportion of students working confidently with initial sounds and early word-building (VC and CVC patterns) increased from 30% to 45%, demonstrating that more students moved beyond letter recognition into early decoding. Importantly, a notable shift occurred in students accessing more advanced phonics content. At the beginning of the year, no students were working with extended phonics features. By Term 4, 7% of the cohort were engaging in complex decoding skills, including consonant clusters, plurals, split digraphs, syllabification, suffixes, and diphthongs.

CRC: At the beginning of the year, 61% of students were working with no or very limited letter recognition; however, by Term 4 this reduced to 44%, demonstrating strong progress in foundational alphabet knowledge. The proportion of students recognising many letters (around 50%) more than doubled, increasing from 10% to 24%, while those recognising most letters (around 80%) showed a steady increase from 29% to 32%. Growth was also evident within phonological and phonics application. Students working at SSSP1 (initial sounds and VC/CVC word building) increased from 6 to 11 students, indicating strengthened ability to blend and segment simple words. There was also movement in more complex word-level skills aligned with SSSP2, increasing from 1 to 2 students.

Primary (WCC & PPC): The proportion of students building VC and CVC words (SSSP1) increased markedly from 3% in Term 1 to 30% in Term 4, indicating strong progress from letter recognition into early decoding and word construction. Additionally, the reduction in students identified as knowing “most letters” (from 45% to 22%) reflects positive movement into higher-level phonics skills rather than regression, while the proportion of students with no or few letters decreased from 42% to 38% as they are beginning to identify more common letter names and sounds.

This was achieved through consistent and targeted professional learning, coaching, and PLC inquiry cycles. Staff engaged in intensive professional learning with external consultants, consistent coaching from Learning Specialists, and data-driven PLC cycles to improve the teaching of letters, sounds and words, with a particular focus on phonemic awareness and

systematic synthetic phonics. As a result, all students now have Literacy Cards that identify student progress in literacy and data to guide explicit instruction and explicitly include their preferred communication system, ensuring communication access is embedded within literacy instruction.

AAC

The implementation and sustaining of our school wide commitment to AAC (Augmentative, Alternative Communication) continued throughout 2025, building upon the the planning and trials occurring throughout 2024. Students access to communication systems and communication 'everywhere, all the time' was supported through the consistent coaching and modelling from our school leaders, expert staff and speech pathologists. Our work was strengthened through consultant speech pathologists, who provided professional learning and feedback to all staff and leaders. A highlight for our school, was the trial and facilitation of parent workshops in AAC. The AAC Parent Workshop at Polly Parade Campus drew over 18 families, highlighting the growing partnership between school and home in supporting multimodal communication. AAC modelling continued to feature prominently in community-facing platforms, including Warringa Connect episodes and communication campaigns featuring the school mascot, Lizzy, who modelled AAC to promote engagement and visibility in a fun and accessible way. As a result, across the Primary years, strong progress has also been reflected in student outcomes, with 85% of students at Polly Parade Campus and 81% of students at Warringa Crescent Campus successfully achieving their Communication IEP goals. This demonstrates the impact of strengthened AAC practice, consistent modelling, and collaborative planning between teachers, Allied Health, and families, resulting in clearer communication pathways and increased independence for our learners. By the end of the year, the combined efforts of staff, leaders, Allied Health, consultants, and families have resulted in noticeable cultural and instructional shifts. AAC is becoming a natural and expected part of daily practice, with most staff now bringing communication systems everywhere, all the time. This strengthened capability directly enhances students' access to literacy learning, ensuring every learner has a voice and a consistent communication partner in every interaction.

Victorian Curriculum 2.0 & VTLM 2.0

Throughout 2025, we have revised and begun implementing the new Victorian Curriculum 2.0 and the new Victorian Teaching and Learning Model (VTLM 2.0). With a focus on Mathematics, our teachers became familiar with the new curriculum through professional learning, unpacking and digesting the content through PLCs and sub school curriculum groups providing scaffolding materials and scope and sequence documents to guide implementation. Through the rollout of the new Victorian Curriculum 2.0 in mathematics, as a school our teacher judgement data was collected in alignment with the new achievement indicators. This has provided the school with baseline data to continue to measure student learning in future years. Our data shows:

- Students assessed at levels Foundation Level A-D: **79%**
- Students assessed at levels Foundation and above: **21%**

As a school, we have spent the year exploring the VTLM 2.0. Through professional learning, teachers have unpacked the Science of learning and the evidence that informs the model as a foundation for implementation in 2026.

Wellbeing

Wellbeing programs

This year we have continued to strengthen our commitment to fostering student wellbeing through a comprehensive, data-informed and relational approach. Building on the foundations established in previous years, the wellbeing team delivered a cohesive suite of programs designed to support students’ personal and social capabilities, strengthen engagement, and enhance whole-school systems supporting wellbeing and attendance.

Key wellbeing programs—including social skills groups, emotional literacy sessions, therapeutic supports, and whole-school inclusion initiatives—were delivered with improved fidelity and reach. Participation rates increased by approximately 18% from 2024, reflecting both improved identification processes and higher student engagement. Qualitative observations from teachers reported greater confidence in students’ ability to navigate social situations, manage conflict, and build positive peer relationships.

In alignment with the Victorian Curriculum capabilities, a Key Improvement Strategy focus for 2025 was strengthening students’ Personal and Social Capabilities. Teachers embedded explicit capability teaching into classroom programs, partnered with therapists in co-delivery models, and accessed new PL to deepen practice. Students demonstrated improvements in, emotional literacy, particularly in naming, recognising, and responding to emotions, greater perseverance and resilience when faced with learning or social challenges. Enhanced social awareness, including turn-taking, empathy and perspective-taking and a more consistent use of regulation strategies, supported by visual tools, sensory spaces, and predictable routines. This was reflected in student learning progress against the Personal and Social Curriculum.

Whole School Data Summary Table

Comparison Semester 2 2024 to Semester 2 2025

	Lower primary	Middle Primary	Upper Primary	Polly Parade	BR C	CR C	Whole School
Self- awareness	78%	78%	86%	88%	85%	80%	73%
Social-Awareness	79%	77%	93%	98%	89%	89%	76%

Staff capability in wellbeing, inclusion, and positive behaviour support continued to strengthen in 2025. Professional learning focused on personal and social capabilities, trauma-informed practice, positive behaviour interventions, and early intervention strategies contributed to a more confident and consistent staff culture. Cross-team collaboration—particularly between wellbeing, therapy, and teaching teams—was a continued strength this year and supported seamless student support.

2025 was a year of meaningful growth for wellbeing at Warringa Park School. Through strengthened systems, high-quality program delivery, and a focus on building students’ personal and social capabilities, the school continued to create a safe, inclusive and supportive learning environment for all students. Data shows clear progress from 2024, particularly in engagement,

capability development and attendance outcomes, positioning the school strongly for continued improvement in 2026

Engagement

Attendance

A significant area of progress in 2025 was the strengthening of attendance systems. Building on the 2024 audit of attendance practices, the school implemented a refined set of processes focused on accuracy, responsiveness, and early intervention. Key improvements included and Introduction of a centralised attendance tracking system for improved data management. Clearer roles and responsibilities across leadership, wellbeing and administration. Earlier identification of at-risk students, leading to more timely and targeted support. A strengthened communication process with families, improving consistency and transparency and a new attendance case-management pathways, enabling coordinated wrap-around support.

Applied Learning

Throughout 2025, the senior campuses worked towards achieving these goals in a multifaceted way.

BRC has sustained and strengthened the implementation of authentic, creative, and hands-on learning across the campus, firmly aligned with our campus through lines and strategic priorities. What began as a focus for development has become increasingly embedded in everyday classroom practice.

Learning Walks conducted throughout Semester 2 continued to provide strong evidence of consistency and depth in authentic learning experiences across classrooms. These observations demonstrate that staff have maintained momentum, refining their practice over time and embedding shared expectations for high-quality, engaging learning.

Whilst at CRC, our Learning Consultant joined Leaders in developing a whole campus commitment to the VALA Pillars of Applied Learning. Highlighting this as the consistent throughline for all learning centres allowed the leaders to develop professional learning focused on highlighting pillar number 1, Motivation, and what this looks like in our setting. By using the Cayleys Road Night Market as our vehicle, staff explored ways to build excitement and motivation into their lessons, driven by student voice around what could be created as items to sell at the market.

A key factor in sustaining this work across both campuses has been the ongoing partnership with our Learning Consultant. Across the semester, targeted professional learning continued to support staff to deepen their understanding of authentic learning design. The consultant worked alongside the Learning Specialist and PLC Leaders through regular PLC engagement and individual coaching sessions, strengthening teacher capability to consistently design purposeful, student-centred learning connected to real-world contexts.

In 2025, work experience for students within Cayleys Road Campus took place across 7 businesses.

In 2025 work experience participation for VPC students held steady at 80%. When including the entire Later Years cohort, participation was 58%. Within this data, student year levels were as follows: 100% of Year 10 VPC students completed work experience, 51% of flexible learners completed work experience. This totals 69% of the entire Year 10 cohort participated in work

experience. In Year 11, 82% of Year 11 VPC students completed work experience, and 0% of flexible learners completed work experience. This totals 53% of all Year 11 students participated in work experience. In Year 12, 62% of Year 12 VPC completed work experience, and 16% of flexible learners completed work experience. This totals 44% of Year 12 students participated in work experience.

When including SBAT and VET as work experience, then 100% of Year 12 VPC students completed work experience.

At Cayleys Road, 21 students from years 10-12 completed the first year within one of five VET courses offered. An additional 38 students completed the second year of their course. Within the year 12 cohort, a further 23 students completed a School-Based Apprenticeship and Traineeship (SBAT); seven within Certificate II in Baking, ten within Certificate III in Supply Chain Operations, and six within Certificate II in Horticulture.

In the 2025 Attitudes to School Survey, Year 7–12 students demonstrated several positive outcomes across key wellbeing and engagement measures. Year 10–12 students showed notable improvement in multiple areas, including a 10% increase in School Connectedness, alongside gains in Emotional Awareness and Regulation (+6%), Managing Bullying (+5%), and Student Voice and Agency (+3%), indicating stronger engagement and connection to school overall. Year 7–9 students maintained comparatively high positive endorsement across most domains, with Emotional Awareness and Regulation remaining particularly strong at 85%. While some areas such as Stimulated Learning and School Connectedness declined for Year 7–9 and Year 10–12, the overall data highlights encouraging growth in senior students' sense of belonging, wellbeing, and agency within the school community.

Other highlights from the school year

Mini Woolies Store- 100!

At our Cayleys Road Campus, we opened our very own Mini Woolies Store. Woolworths Group celebrated the opening of its 100th Mini Woolies at our school in May 2025. This simulated supermarket program supports students with disabilities, fostering literacy, numeracy, and employability skills, and has expanded across Australia and New Zealand to provide practical, hands-on learning environments. Students led the opening ceremony of the store, welcoming many delegates from the Woolworths Group and associates. Since the opening of the store, the program has enhanced many learning programs for our senior students, whilst increasing the opportunities of many of our other students to participate in an authentic shopping experience.

Snoop Dogg Visit

On the 26th September, 2025, we become celebrities! Students and staff were surprised with a visit from world renowned rap sensation Snoop Dogg. Earlier in the year when students in our senior secondary music classes heard that Snoop Dogg would be headlining the 2025 AFL Grand Final, they created a video that they posted to social media, inviting him to come and collaborate on a song together. Students spent time showing Snoop around their campus, in particular their music recording studio. Students collaborated with Snoop to record their new song 'Drip' as part of their 2025 album 'Radio on'.

Warringa Campus- New Learning Hub

In term 2, The Warringa Crescent Campus celebrated the opening of their new learning hub following. The learning hub, is a multi-level building, that provided 7 new classrooms, an additional staff room, 5 new workspaces/meeting rooms for staff collaboration and additional outdoor spaces for students. This learning hub was officially opened 21st August 2025, by Clare Baxter, our founding principal. Clare shared the story of how our school began and celebrated the changes and growth that have occurred since. Our choir performed sharing a song written by our school staff and students followed by a ribbon cutting ceremony. The commencement of further capital works commenced at our Bethany Road Campus which will continue across the 2026 school year.

Storyhub Project- Polly Parade Campus

In 2025 the focus was to spark creativity in writing. Through in class modelling and creative writing workshops teachers were equipped with strategies to support students in generating ideas and producing storylines for their storybooks. This year is the design and creation of the Storyhub. Currently teachers and students are working with Magenta and Paris from 100StoryBuilding to brainstorm potential concepts, textures, layouts, locations and functionality of our Storyhub space. Once a design is agreed upon an artist will be engaged to create the space ready for installation by end of this year!

Financial performance

Warringa Park School (WPS) continues to remain in a strong financial position at the end of 2025. The school's Strategic Plan and Annual Implementation Plan continue to guide efficient and effective resource allocation, supporting operations and driving positive student outcomes.

The Student Resource Package (SRP) lines, which pertain to teacher and support staff salaries indicates a significant staffing surplus of approximately \$4M which is a bulk of the overall \$6M Surplus for 2025. A large contributing factor to this staffing surplus is a significant amount of human resource which is expended via's the school cash budget such as classroom ES staff. Like previous years, WPS continues to use its sizeable staffing surplus to supplement its operating expenditure. In 2025 WPS actioned \$6.5M in credit to cash transfers, up from \$6M in 2024. WPS's staffing surplus provides incredible opportunities to develop sustainable, high-quality programs and strategies to foster an environment to achieve positive student outcomes.

WPS continued to heavily invest in capital works to ensure a safe and effective learning environment with total asset acquisitions of \$692,680, including but not limited to:

- BRC Basketball resurfacing
- CRC Fitness equipment
- WCC AV Fitout
- PPC therapy/sensory room Fitout.

The schools operating expenditure is heavily dominated by local payroll employees (Salaries & Allowances) and Agency Staff which is reflective of the additional support the school requires on top of the staff paid via the SRP. The school's Equity Funding was allocated to staffing, specialised programs and student resources, all aimed at fostering an equitable environment for every student.

Throughout 2025, WPS entered into new agreements for the following

- Lease of Woodville Shopping centre car park for WCC staff
- Annual compliance and maintenance inspection of access and fall prevention equipment

The school's Financial Commitment Summary shows a closing bank balance at end of 2025 of approx. \$3.2M with an operating reserve, an automatically calculated safety net of available funds, of \$1.205M, a slight increase from the previous year. This increase is reflective of the general increase in resources required by the school, attributable to school growth and general economic conditions.

Overall, the school's financial position remains healthy and sustainable which will provide a strong foundation for 2026 and beyond

**For more detailed information regarding our school please visit our website at
<https://warringapark.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 678 students were enrolled at this school in 2025, 186 female and 492 male. 38% had English as an additional language and 3% 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	88.5%	
	Similar schools	84.0%	
	State	86.9%	

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	68.6%	
	Similar schools	64.8%	
	State	68.0%	

LEARNING

Teacher Judgement of student achievement English

Percent of results at each achievement level in English

2025		
A	School	3.0%
B	School	25.6%
C	School	24.4%
D	School	16.1%
0.5	School	2.2%
F-F.5	School	13.7%
1.0-1.5	School	10.1%
2.0-2.5	School	4.2%
3.0-3.5	School	0.7%
4.0-4.5	School	0.1%
5.0-5.5	School	0.0%
6.0-6.5	School	0.0%
7.0-7.5	School	0.0%
8.0-8.5	School	0.0%
9.0-9.5	School	0.0%
10.0-10.5	School	0.0%
11.0-11.5	School	0.0%
N/A	School	4.8%

Teacher Judgement of student achievement Mathematics

Percent of results at each achievement level in Mathematics

2025		
A	School	19.0%
B	School	23.1%
C	School	17.0%
D	School	14.9%
0.5	School	0.7%
F-F.5	School	11.8%

			2025
1.0-1.5	School	9.6%	
2.0-2.5	School	3.6%	
3.0-3.5	School	0.2%	
4.0-4.5	School	0.0%	
5.0-5.5	School	0.2%	
6.0-6.5	School	0.0%	
7.0-7.5	School	0.0%	
8.0-8.5	School	0.0%	
9.0-9.5	School	0.0%	
10.0-10.5	School	0.0%	
11.0-11.5	School	0.0%	
N/A	School	4.5%	

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	42.2%		85.2%
	Similar schools	40.3%		36.2%
	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	81.2%		80.6%
	Similar schools	78.6%		80.5%
	State	68.8%		68.7%

Average absence days per student

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

		2025	4-year average
Prep - 6	State	21.5	21.7
Year 7 - 12	State	30.2	29.4

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$32,058,874
Government Provided DET Grants	\$8,587,928
Government Grants Commonwealth	\$7,566
Government Grants State	\$67,864
Revenue Other	\$169,960
Locally Raised Funds	\$308,769
Capital Grants	\$0
Total Operating Revenue	\$41,200,961

Equity	Actual
Equity (Social Disadvantage)	\$380,230
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$380,230

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

Expenditure	Actual
Student Resource Package ¹	\$27,953,751
Adjustments	\$0
Books & Publications	\$2,952
Camps/Excursions/Activities	\$327,904
Communication Costs	\$84,741
Consumables	\$422,904
Miscellaneous Expenses ²	\$124,339
Agency Staff	\$2,506,475
Professional Development	\$200,322
Equipment/Maintenance/Hire	\$518,816
Property Services	\$931,910

Expenditure	Actual
Salaries & Allowances ³	\$1,117,177
Support Services	\$681,631
Trading & Fundraising	\$4,464
Motor Vehicle Expenses	\$81,968
Travel & Subsistence	\$2,253
Utilities	\$227,286
Total Operating Expenditure	\$35,188,892
Net Operating Surplus/-Deficit	\$6,012,068
Asset Acquisitions	\$692,680

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	\$3,015,689
Official Account	\$183,854
Other Accounts	\$0
Total Funds Available	\$3,199,543

Financial Commitments	Actual
Operating Reserve	\$1,205,857
Other Recurrent Expenditure	\$82,431
Provision Accounts	\$0
Funds Received in Advance	\$250,756
School Based Programs	\$66,472
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,648
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$197,850
Capital - Buildings/Grounds < 12 months	\$60,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,866,014

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.