

2025 Annual Report to the School Community

School Name: Melbourne Girls College (8819)



- 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 31 March 2026 at 07:56 PM by Tamara Stubley (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 22 April 2026 at 08:16 AM by Tamara Stubley (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

Melbourne Girls' College is a leader in girls' education where students are challenged to achieve their personal best in all aspects of their schooling. Their education is grounded in our values of Excellence, Teamwork and Diversity and we empower the young women in our school to strive for academic excellence, grow with resilience and self-belief and lead courageously. We are driven by a commitment to shape socially conscious individuals who positively influence communities.

Melbourne Girls' College was established in 1994 on the Birrarung (banks of the Yarra River) in Richmond, Victoria. It provides enrolment opportunities for local, wider Melbourne and international students to study a guaranteed and viable curriculum from Years 7 to 9, followed by a wide range of Year 10, VCE and VET subjects in the senior years.

In 2025 the college's enrolment was 1531 with representation from diverse backgrounds, including 1 percent identifying as Aboriginal and Torres Strait Islander and 13 percent from a language background other than English.

Melbourne Girls' College has a low Student Family Occupation and Education index (SFOE) indicating a low level of social disadvantage for the student population. The staffing profile of Melbourne Girls' College is made up of a College Principal, 3 Assistant Principals, 7 Leading Teachers, 6 Learning Specialists, 97 teachers, 36 Education Support staff and a Business Manager.

Our International Student Program continues to add diversity to our student population with a total of 60 students from China, Indonesia, Iran, Vietnam, Brazil and many other countries.

The academic achievements of Melbourne Girls' College are strong and many of our students participate in the Student Excellence Program. The curriculum at Melbourne Girls' College is designed to equip students with depth and breadth of knowledge, skills and capabilities needed for success. We explicitly teach strategies, habits and enhance dispositions connected to the development of a growth mindset. The college community takes pride in challenging stereotypes, especially in the areas of STEAM and leadership.

Our academic achievements are a recognised strength of Melbourne Girls' College and we are equally committed to the personal, social and emotional wellbeing of our students. We prioritise and celebrate the success and growth in the whole person and have a strong focus on co-curricular endeavours, particularly in rowing, dance, aerobics, the performing arts and other school sporting programs. Melbourne Girls' College also has a thriving Australian Air Force Cadets (AAFC) Program and the projects run by the sustainability collective are well known within the wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Melbourne Girls' College, we continue to build on the strong gains of recent years through a clear and sustained focus on excellence, equity and continuous school improvement. In 2025, MGC strengthened its commitment to improving student learning growth by ensuring that teachers and education support staff are increasingly able to focus on the work that has the greatest impact: delivering a guaranteed and viable curriculum, embedding high impact teaching strategies, and responding to student need through precise, evidence informed practice. This deliberate focus on curriculum, pedagogy and differentiation has contributed to student outcomes that are above state averages across all reported measures, as shown in the table below.

Table 1.1 MEASURE RESULT

NAPLAN (Students in Strong or Exceeding)	Year 7
	Reading 94% of students compared with 66% of the state
	Numeracy 87% of students compared with 66% of the state
	Year 9
Year 7-10 English and Mathematics Teacher Judgement	Reading 87% of students compared with 63% of the state
	Numeracy 88% of students compared with 62% of the state
	Over 19% higher than state averages in English and 23% higher than state averages in Mathematics
	Well above similar schools in English and Maths with over 90% of students at or above expected level.

Throughout 2025, MGC continued to refine the implementation of Victorian Curriculum 2.0. This involved careful curriculum planning and mapping across Domains to strengthen coherence, reduce unnecessary duplication, and ensure students were explicitly taught the key knowledge and skills. Staff worked to embed the cross-curricular priorities in an authentic and purposeful way, so that curriculum delivery remained both compliant and relevant. This work has been strengthened through Domain meetings and Professional Practice meetings, where teachers collaborate and maintain a consistent college wide approach to teaching and learning.

MGC maintained a strong focus on differentiated provision through both intervention and extension, ensuring students were supported at their point of need. Teachers used multiple sources of data, including NAPLAN and PAT, to inform planning, identify learning needs, and target support with greater precision. Many Year 7 and 8 students continued to participate in the Department of Education's Student Excellence Program, including the High Abilities Program in English and Mathematics. Extension at MGC is supported through the LEAP program for students in Years 7 to 9, while intervention programs such as Lexia for literacy skills and GRIN for numeracy skills provide additional small group support to strengthen foundational skills and improve student confidence.

At the senior level, MGC's VCE outcomes continued to perform above both state and similar school averages. In 2025, the College continued to refine a consistent and equitable approach to assessment and unit delivery, supported by strengthened moderation processes across year levels. Our VCE Data Reflection process remained an important improvement strategy, enabling staff to interrogate senior outcomes, build collective efficacy, and identify evidence based strategies for ongoing improvement. Senior class structures continued to be informed by

student subject selections, aspirations and career pathways, with timetabled interventions and targeted support that helped students to successfully navigate VCE studies and transition with confidence into post school destinations.

Measure	Result	
Mean Study Score	32	Across the College, MGC has maintained a strong and disciplined focus to embedding a guaranteed and viable curriculum as a central lever for school improvement. This work was critical and ensured curriculum consistency, high quality teaching, and equitable access to learning for every student. Melbourne Girls' College is well placed to further enhance student outcomes in 2026 and beyond.
Median Study Score	32	
VCE Percentage of 40+	12%	
ATAR above 99	3 students	
ATAR above 90	23%	
ATAR above 80	49%	

Wellbeing

At Melbourne Girls' College, student wellbeing remained a core priority and underpinned our improvement work through a strengths based approach, staff and parent professional learning, and consistent college wide practices.

In 2025 we progressed our wellbeing goals by strengthening connection, early identification and coordinated support, with a clear focus on improving student experience and confidence in wellbeing processes. Key highlights included:

- Strengthened connection through Homegroup: The Years 7–12 Homegroup model continued to build strong student-teacher relationships through regular check ins, consistent communication, and the delivery of wellbeing curriculum. Wellbeing curriculum across all year levels ensured structured, age-appropriate activities that are responsive to cohort needs.
- Our partnership with The Resilience Project continued, with a focus on gratitude, empathy and mindfulness (GEM). Student survey “pulse checks” and follow-up discussions, including focus groups, strengthened student voice and informed targeted responses and ongoing refinement of wellbeing supports.
- Our Student Engagement and Wellbeing structure enabled earlier identification and targeted intervention, supported by the Wellbeing Team (Mental Health Practitioner, Psychologist and Wellbeing Coordinator). We embedded Disability Inclusion processes to strengthen adjustments and inclusive classroom practice which benefits all students.
- A vibrant wellbeing calendar strengthened belonging and inclusion through year level Wellbeing Days and whole school events such as R U OK? Day and International Women's Day, providing opportunities for connection, help seeking and celebration of identity and community.

Engagement

In 2025, Melbourne Girls' College continued to prioritise student engagement as a key enabler of learning and wellbeing, consistent with FISO 2.0. Our engagement data reflected strong outcomes across attendance, retention and pathways: the percentage of students exiting to further studies or full time employment is well above state and similar school averages, student retention remains stronger than both comparable schools and the state. Average absence days are lower across all categories.

Attendance continued to be actively monitored and supported through Compass, with clear follow up processes and early intervention when patterns of absence emerge. This included:

- Homegroup as a daily point of connection, enabled early check ins and timely identification of attendance concerns.
- Support led through our Year Level and Student Engagement & Wellbeing teams, with targeted planning for students at risk of disengagement.
- Strengthened in class support structures (including the use of Out of Class passes) to reduce learning time lost and ensure support is brought to students, rather than students needing to leave class.

The resulting attendance profile, lower average absence days compared to state and similar schools, indicated that most students attended regularly and remained connected to learning.

Engagement was strengthened through explicit teaching and shared language in wellbeing, including Respectful Relationships and The Resilience Project. These initiatives supported students' capacity to regulate, connect and learn, particularly during high demand periods across the year.

Students had multiple opportunities to shape school culture and improvement, including participation in student leadership portfolios (e.g., school captains and a broad range of student leadership roles) and student led initiatives such as improvements to shared spaces (including student input into the canteen seating and furniture redesign to increase welcoming, usable spaces for social connection).

A wide range of programs continued to support students to connect to peers, develop identity and belonging, and build leadership skills, including rowing, dance and aerobics, AAFC, instrumental music, debating, STEAM related clubs, and other lunchtime and after school opportunities. Whole school events such as Harmony Day and other community building activities further strengthened connection and engagement

Our retention data continued to indicate that students remained connected to the college across year levels, and our pathways data showed that students are leaving school with strong future directions, reflected in the proportion of students moving into further education or full-time employment, which remained well above state and similar school averages.

Other highlights from the school year

Students at Melbourne Girls' College had the opportunity to be involved in a wide range of events and activities which fostered a sense of community. Highlights include:

- Year Level Camps: Students in Years 7, 8, 10 and 12 had the opportunity to develop relationships in outdoor learning environments and experience personal growth.
- Performing Arts Programs: Students participated in a wide variety of bands and choirs and, in 2025, students wrote, directed, choreographed and performed in "Life is a Cabaret".
- Pedal Power Cinema: The annual event combined physical activity with entertainment which allowed students to generate electricity to power a cinema screening and raising awareness about the steps we can all take to help reduce energy use.
- International Women's Day: Melbourne Girls' College invited alumni to celebrate the success of our young women as they move into the world.
- Head of Schoolgirls: The pinnacle event of the rowing season for the Melbourne Girls' College rowing team. The event had teams from Melbourne Girls' College who competed against rowers from schools across the state.
- Presentation Evening: An annual event where the academic and extracurricular achievements of the students were recognised, alongside the contributions made to the college community.
- IDAHOBIT/Wear It Purple Day/Harmony Day: Students marked these days with events aimed at celebrating diversity and inclusiveness at Melbourne Girls' College.
- Book Week: Students celebrated their love of reading through competitions, a whole school assembly, dress up day and author visits.
- VCE Art and Media Exhibition: This annual event showcases the work of our senior students and celebrates self expression and creativity.
- Dance Evenings: Students participated in the dance program, showcased their skills and achievements to the college community.
- Mock Interviews: Year 10 students developed their employment skills and received feedback to enhance their job readiness. These interviews involved members of the wider community and enabled students to build connections beyond the school gates.
- Melbourne Girls' College students run a wide range of lunch time clubs that built connection between students and allowed the exploration of new activities. Clubs include STEAM, Philanthropy, Fashion, Art, Diversity, Drama and Book Clubs to name a few.

The extra and co curricular program at Melbourne Girls' College were designed to build practical skills and a strong sense of community. The variety of programs offered at Melbourne Girls' College ensured that students developed confidence, learned to engage with the wider world and helped them develop skills needed to leave their mark on the world.

Financial performance

Student Resource Package (SRP): the majority of the credit component predominantly relates to staff salaries, and approximately 10% is related to our SRP operating income. The entire funding is based on student enrolments. 2024 enrolments equated to 1391.1 students (revenue \$14,884,044), and 2025 enrolments of 1471.1 students (\$16,231,863).

A clear segregation of duties was maintained to ensure robust internal controls across budgeting, receipting, expenditure and fund allocation. Operating SRP cash revenue had increased from \$1,701,351 to \$2,468,796 due to increases in local and international student enrolments. Asset acquisitions increased from \$306,118 to \$613,100 due to capital improvements approved by School Council.

Expenditure actuals increased from \$20,078,808 in 2024 to \$21,316,013 in 2025. This reflected an increase of 6.16% primarily due to an increase of student numbers and classroom resources. The furniture and fittings increased by \$121,282 from 2024 to 2025, due to classroom and office upgrades. Technology equipment increased by \$56,696 from 2024 to 2025. The increases impacted Equipment Maintenance expenditure by an overall of \$236,234 (2024 \$371,794, 2025 \$608,028). Support Services budget appeared to decline in the 2025 financial performance report by \$1,064,165. This is due to the Agency staff expenditure amounting to \$1,094,560 (as per Dec 2025 Operating Statement detailed report) not being included under the support services category in 2025. The amount was distributed across the administration expenses and various other categories. Throughout 2025, financial commitments were managed in accordance with the approved budget by School Council, with strategic refinements to capital works to support efficient resource utilisation. Staff development received a high level of support in 2025 \$202,502 which equated to an increase of 2.3%.

Spending remained consistent with the School Council budget, incorporating modifications to maximise value and sustainability. Significant financial support was prioritised for student learning, with data reflecting pleasing academic progress across year levels. Targeted expenditure on learning programs has contributed to strong measurable student achievement.

MGC has been fortunate to have the strong support of the School Council, parents and staff, contributing to a healthy financial performance in 2025. As a result, MGC has maintained the Department's recommended operating reserve at the end of the school year (\$737,850), ensuring financial stability to cover any unforeseen expenses. Locally raised funding sources account for more than 15% of total operating revenue in 2025. This continued support allows the college to offer the best possible facilities, resources and programs to our students. An example of this is demonstrated by the capacity to fund our \$6m capital project approved to commence from 2026.

We are hopeful we can continue to perform well in 2026, while coping with other challenges beyond managing financial pressures such as the Department's directive that all accumulated staffing and operating surplus balances will be retained by the Department of Education. This will significantly impact the ongoing Council planning which has been in place for many years. The growing impact of time in lieu and staffing increments will also place further increasing pressure on future staffing budgets. Despite ongoing financial pressures, the collective commitment of School Council, parents and staff ensure responsible stewardship of the College's finances in support of student progress and the ongoing improvement of facilities and resources.

For more detailed information regarding our school please visit our website at <https://mgc.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 1,531 students were enrolled at this school in 2025, 1,527 female and NDA male. 13% had English as an Additional Language and 1% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the college's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.


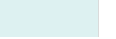

Parent Satisfaction Summary

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	76.0%	
	Similar schools	75.1%	
	State	74.1%	

School Staff Survey


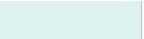




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	72.9%	
	Similar schools	64.8%	
	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	95.8%	
	Similar schools	91.7%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	93.4%	
	Similar schools	87.8%	
	State	70.5%	

NAPLAN

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


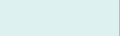


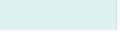

		2025		3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	94.2%		90.8%
	Similar schools	85.8%		85.5%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	87.4%		89.6%
	Similar schools	82.3%		80.1%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	88.1%		87.2%
	Similar schools	86.0%		84.5%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	88.2%		87.2%
	Similar schools	82.3%		80.3%
	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'.


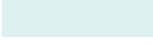

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 7 to 9 % of students High or Medium relative growth	School	77.5%	
	Similar schools	77.4%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	76.2%	
	Similar schools	75.9%	
	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	99.1%		99.4%
	Similar schools	98.7%		98.7%
	State	97.2%		96.9%
Mean VCE study score	School	32.1		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	50.5%		52.0%
	Similar schools	50.6%		49.4%
	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	48.8%		51.1%
	Similar schools	49.6%		49.0%
	State	50.8%		48.6%

ENGAGEMENT


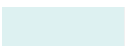

Students exiting to further studies or full-time employment

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	88.9%		92.0%
	Similar schools	90.5%		89.7%
	State	81.5%		81.2%

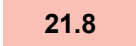
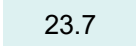

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	81.1%		78.8%
	Similar schools	79.7%		79.5%
	State	68.8%		68.7%

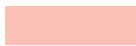
Average absence days per student

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

		2025		4-year average
Year 7 - 12	School	21.8		21.8
	Similar schools	24.5		23.7
	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	89.4%	
Year 8	School	88.9%	
Year 9	School	87.9%	
Year 10	School	88.2%	
Year 11	School	90.9%	

		2025
Year 12	School	88.7%

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	\$16,231,863
Government Provided DET Grants	\$2,468,796
Government Grants Commonwealth	\$20,173
Government Grants State	\$10,958
Revenue Other	\$438,447
Locally Raised Funds	\$3,543,441
Capital Grants	\$0
Total Operating Revenue	\$22,713,678

Equity	Actual
Equity (Social Disadvantage)	\$45,399
Equity (Catch Up)	\$22,491
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$67,890

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

Expenditure	Actual
Student Resource Package ¹	\$16,888,925
Adjustments	\$0
Books & Publications	\$17,313
Camps/Excursions/Activities	\$1,200,523
Communication Costs	\$30,466
Consumables	\$377,563
Miscellaneous Expenses ²	\$127,783
Agency Staff	\$1,094,560
Professional Development	\$202,502

Expenditure	Actual
Equipment/Maintenance/Hire	\$608,028
Property Services	\$205,167
Salaries & Allowances ³	\$59,504
Support Services	\$325,038
Trading & Fundraising	\$24,916
Motor Vehicle Expenses	\$1,023
Travel & Subsistence	\$6,604
Utilities	\$146,109
Total Operating Expenditure	\$21,316,024
Net Operating Surplus/-Deficit	\$1,397,654
Asset Acquisitions	\$613,100

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	\$9,815,482
Official Account	\$532,224
Other Accounts	\$897,212
Total Funds Available	\$11,244,917

Financial Commitments	Actual
Operating Reserve	\$737,850
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,060,064
School Based Programs	\$210,993
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$943,695
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$300,000
Capital - Buildings/Grounds < 12 months	\$5,600,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$2,258,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$11,110,602

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.