Jandakot Primary School

ANNUAL REPORT

2025

Jandakot Primary School

PRINCIPAL'S REPORT

It is with great pride and a real enthusiasm for the future that I present the 2025 Annual Report on behalf of Jandakot Primary School and the School Board.

Jandakot Primary School continued to thrive during 2025 as we continue to engrain our positive school wide behaviour expectations. We SOAR!!! (Strive, Own, Accept, Respect).

Our annual report provides details of student academic and non-academic achievement and highlights major achievements in the areas of school and student performance, financial and workforce management. This report will outline progress we have made in relation to the outcomes and performance targets set within the final year of our Business Plan 2023-2025.

Our staff worked tirelessly throughout the year to ensure that every child was safe and able to access an engaging and appropriate learning environment. Our parents and community continued to be supportive and understanding as we work collaboratively to achieve impressive outcomes for our students. An example of this has been our termly Family Engagement initiative. This continued to develop in 2025, whereby families engaged with student learning in areas across the curriculum that included the histories of Aboriginal and Torres Strait Islander people, the use of technologies in the classroom and exploring Art in the classroom.

As a school, we maintained our strong focus on further developing our staff through peer coaching, plus our observation and feedback culture, aimed at enhancing the effectiveness of our teaching program. We invested in building our staff's capacity to incorporate ICT and digital technology into our learning programs through providing a 'buffet' of professional learning opportunities.

A special thank you to our School Board and the Chairperson Sarah Hellyer, who navigated through a transitional period where three principals served the school community throughout 2025. Thank you also to the P&C who once again continued to support the school with resourcing and services across the school. The P&C made a considerable donation to the school's refurbishment program.

Our teaching and learning programs continued to provide opportunities for all students to realise their potential. Our students continue to progress at or above the expected level. Congratulations and thank you to all our staff members who collaboratively work each day to ensure every child's needs are considered and planned for in our learning programs and environment. Our culture of always putting the child first ensures a rich learning environment across all eight curriculum areas.

I hope that all parents and community members enjoy reading the 2025 Annual Report. It reflects our commitment to working in partnership to ensure that every student is provided with the academic and social support they need to rise to the challenge of high expectations at Jandakot PS.

Chris Warren
Acting Principal
Semester One 2026

CONTEXT

Catering for 530 students, Jandakot Primary School is an Independent Public School which enjoys a unique and personal link between all components of the school community. The school is renowned for its friendliness, caring attitudes and traditional values where the interests and needs of the students come first and foremost. Preparing students for a dynamic and ever-changing world is our responsibility. Our motto of Fly High Seek Success captures our vision to create challenging and enriching learning programs fully supported by students, staff and parents.

The school environment is clean, green and well maintained. Staff take responsibility for contributing to the appeal of learning areas in and out of the classroom. We have wide open spaces and covered areas providing shelter for students. We have designated specialist rooms, an enclosed ECE area with great play areas for students providing a balance of activities. Our oval is well maintained and has a bush setting for students to participate in nature play activities during recess and lunch.

We recognise that the prerequisites for successful students are high quality teaching and a learning environment focused on high expectations for every child and community member in our school. We further recognise that effective leadership, relationships based on trust and mutual respect, and the targeted use of school resources are the enablers for embedding high quality teaching and positive respectful relationships to be embedded at Jandakot PS. To prepare students for a society which is increasingly technological, we have a focus on the use of devices in the classroom to fully support and extend the classroom learning program.

We recognise the need to continually review and refresh our learning environment. Throughout the year the school has planned for and has started to implement major refurbishment projects to refresh classroom blocks and renew play areas.

Jandakot Primary School

Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(40)	76	61	57	77	61	60	68	500
Part Time	79								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	44	39	196		279
Female	35	37	188		260
Total	79	76	384		539

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	3	16		21
Non-Aboriginal	77	73	368		518
Total	79	76	384		539

Our specialist programs provide children with the opportunities to grow in a range of subjects including physical education, music, Italian (Languages) and Science. Our physical education program is enjoyed by all children and each child makes personal gains of which they feel proud. Physical fitness and health are encouraged with children participating in some form of daily physical activity. All students from Pre primary through to Year 6 participate in specialist music lessons. Year 5 and 6 students are eligible to study musical instruments via the Instrumental Music Specialist School Program. In 2025 Jandakot PS IMSS students learnt classical guitar, brass and clarinet. Pre primary to Year to 6 students enjoy an excellent Italian language program where the emphasis is on speaking, reading and understanding the language. Our specialist science program continues to develop. Throughout 2025 increased resourcing allowed for greater diversification through our junior science specialist program. This was greatly received by students and parents.

We embed self-review processes and align the interpretation of student performance data to inform classroom practice. The focus of our collaborative teams includes:

- Whole School Data: such as NAPLAN/On entry/PAT/Brightpath which are used to identify patterns and longitudinal data-trends. This data helps inform targets for our Business and Operational Plans.
- Cohort Data: Patterns are analysed in the phase of learning teams to inform cohort reflection and planning.
- Class and Individual Data: Collaborative teams analyse individual and class data to further inform teacher's plan-teach-assess cycles within their classrooms.
- The design and sharing of effective whole school or classroom practices that addresses our Business Plan and Operational Plan targets.

These self-reflection processes provide us with the opportunity to annually review our progress against the Business Plan targets and use this analysis to inform the following year's Operational Plans.

We continue to grow and develop our Professional Learning Community culture, embedded across the Network of schools by refining our practices around using data, working collaboratively and ensuring the results are trending upwards. Jandakot PS is committed to collaborating with other schools to continuously improve school practices and approaches. As part of the Cockburn Central Education Network of schools (CCEN), we work with 16 local schools (3 senior high schools, 12 primary schools and a Language Development Centre) to maximise teacher expertise and effective resource utilisation.

SCHOOL STAFF

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	27	23.4	0
Total Teaching Staff	28	24.4	0
School Support Staff			
Clerical / Administrative	5	3.0	0
Gardening / Maintenance	2	1.1	0
Other Allied Professionals	15	11.5	0
Total School Support Staff	22	15.6	0
Total	53	43.0	0

We are staffed by a community of professionals. The majority of staff members hold permanent status; therefore, the staffing profile remains relatively stable with a few changes occurring due to promotions and retirements. We value and respect the diversity of skills and knowledge we each bring to the school. We challenge and support each other to be effective educators who impact positively on the lives of all students within our school.

Staff members apply for management or leadership positions. In addition to this, staff are encouraged to provide leadership in accordance with their experience and expertise. In 2025, teaching staff performed leadership roles for Apple Coaching, Phase of Learning Leaders and most importantly, Curriculum Leadership.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of the Teacher Registration Board of Western Australia.

ATTENDANCE

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	91.8%	90.6%	90.3%	85%	81.6%	74.3%	91.5%	90.4%	88.9%
2024	91.6%	91.6%	91%	77.9%	78.9%	74.3%	90.9%	91.1%	89.4%
2025	91.8%	91.4%	90.7%	78.6%	80.6%	73.2%	91.2%	91%	89.1%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	70.3%	23.0%	5.7%	1.0%
2024	65.6%	25.1%	8.0%	1.3%
2025	66.6%	24.8%	6.9%	1.7%
Like Schools 2025	68.9%	22.1%	7.1%	2.0%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

The 2025 attendance data continued the trend of slightly lower attendance percentages than expected. Our overall attendance percentage is slightly above Like Schools. Our percentage of students in the Regular attendance category is slightly below Like Schools. We can attribute this to families enjoying overseas trips during term. Jandakot PS continues to strive to reduce the percentage of unexplained absences through maintaining communication with parents, school leaders monitoring and offering family support on an individual basis, the formation of attendance plans where required and building relationships with outside agencies in order to maximise student attendance.

NAPLAN 2025

Jandakot Primary School

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	0.5	0.5	0.7	0.7	1.0	0.7
Reading	0.6	0.7	1.5	1.3	1.4	0.8
Writing	0.2	0.5	0.4	0.5	1.4	0.6
Spelling	0.2	0.3	0.7	0.5	1.1	0.6
Grammar & Punctuation	0.8	1.2	1.5	1.8	1.6	1.2

Above Expected - more than one standard deviation above the predicted school
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
If blank, then no data available or number of students is less than 6

Our NAPLAN results reflect encouraging progress and achievements across all assessed areas. The Comparative Performance Summary indicates expected or above expected results. Within the expected results, all results were on the positive end of the scale.

We remain committed to our instructional model, which has consistently demonstrated positive results in sustaining student outcomes.

We will continue to focus on refining our scope and sequence documents in English and Mathematics, specifically tailored to the needs of Jandakot PS, to support ongoing improvement.

English

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 and	25%	17%	27%	18%
Strong	368 - 480	49%	50%	57%	48%
Developing	282 - 367	16%	21%	9%	22%
NAS	281 and	10%	12%	7%	12%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	18%	9%	7%	5%
Strong	370 - 502	67%	72%	77%	76%
Developing	296 - 369	15%	13%	14%	13%
NAS	295 and	0%	6%	3%	6%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 and	28%	18%	27%	20%
Strong	448 - 554	58%	55%	52%	55%
Developing	377 - 447	11%	19%	18%	18%
NAS	376 and	3%	9%	3%	7%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	14%	9%	12%	9%
Strong	455 - 569	72%	60%	57%	61%
Developing	385 - 454	11%	23%	25%	23%
NAS	384 and	3%	8%	7%	7%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	489 and	16%	15%	20%	15%
Strong	380 - 488	55%	50%	50%	47%
Developing	294 - 379	18%	26%	26%	28%
NAS	293 and	11%	9%	4%	10%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	523 and	23%	10%	26%	10%
Strong	404 - 522	37%	43%	43%	44%
Developing	312 - 403	31%	31%	23%	28%
NAS	311 and	10%	16%	8%	18%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	553 and	17%	22%	23%	22%
Strong	451 - 552	73%	52%	53%	53%
Developing	378 - 450	6%	19%	18%	18%
NAS	377 and	3%	8%	5%	7%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	582 and	25%	13%	33%	16%
Strong	470 - 581	59%	52%	42%	51%
Developing	397 - 469	16%	27%	17%	23%
NAS	396 and	0%	9%	8%	10%

In 2025, the English Learning Area continued to exceed the performance of similar schools with the same socio-economic index. A clear example of this is the NAPLAN results in Years 3 and 5 for Grammar and Punctuation assessments. Our results have been above the expected result for the past two years. The teaching staff believe a major driver to these positive results across English assessments is the literacy block approach, with three tailored models designed to meet the specific needs of Kindergarten, Pre primary and Year 1-6 classrooms. All models share core elements and follow the principle that writing should build on reading, with teaching strategies that include modelling, sharing, guiding and independent work.

Additionally, staff reflect on assessments through PAT Reading, CARS and STARS Comprehension and DIBELS. Reading progress is mapped for individuals. Brightpath assessments are undertaken in writing as part of the Assessment Schedule. Pre and post-test assessments allow teaching staff to consider the impact of their teaching and learning program.

Students at Jandakot PS are given opportunities to nurture a genuine love of literature. Book Week activities are well received across the school. In 2025 the visiting Author further motivated and encouraged all students.

Mathematics

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	13%	8%	12%	9%
Strong	378 - 492	55%	55%	59%	55%
Developing	311 - 377	24%	27%	24%	27%
NAS	310 and	8%	10%	4%	9%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	17%	11%	20%	12%
Strong	451 - 576	66%	56%	57%	61%
Developing	386 - 450	14%	24%	18%	21%
NAS	385 and	3%	8%	5%	7%

The Proficiency Level Summary for Mathematics supports the student performance data illustrated in the NAPLAN Comparative Performance Summary. Jandakot PS students in Year 3 and 5 are overrepresented when compared to their 'like school' peers in the highest proficiency level. This indicates student learning is differentiated, providing students with opportunities to be extended and challenged in Mathematics.

In 2025, the Mathematics Committee reviewed and adjusted the school's scope and sequence to align with changes in the Western Australian Curriculum, including the integration of mathematical modelling across year levels. Where possible, the timing of content delivery was maintained to support ease of integration and staff familiarisation. The committee collaboratively mapped content by term to support consistency in teaching and assessment, positioning the school for effective implementation of updated curriculum requirements in 2026.

PAT DATA (Progressive Achievement Testing)

PAT assessments measures what students know, understand and are capable of across domains, and help monitor progress over time. At Jandakot PS we use PATR (Reading), PATM (Mathematics) and PATS (Science) at points in time to ensure our students are making progress against Australian norms. The assessments are norm referenced, so we can determine how our students are performing compared to the Australian norm.

MATHEMATICS

Year Level	JPS 2025	JPS 2024	Australian Norm	Year Level	JPS 2025	JPS 2024	Australian Norm
1	99.5	102.5	99.5	4	125.6	125.6	121.1
2	107.7	110.9	108.3	5	130	128.7	125.5
3	119.6	119.6	115.4	6	134.8	133.6	128.9

Comparison Against 2023-2025 Business Plan Academic Levels of Success
Year group means in PAT assessments to be above the Australian Mean.

- In four grade assessments the JPS 50th percentile rank is above the Australian mean.
- In two grade assessments the JPS 50th assessment is equivalent to the Australian mean.

Maintain a positive comparison with PAT year levels percentile ranks.
Out of the 30 points of comparison:

- 25 positive comparisons (This was 27 in 2024)
- 4 equivalent comparisons (This was 3 in 2024)
- 1 comparison more than one PAT score below the Australian mean (Yr 1 75th percentile)

READING

Year Level	JPS 2025	JPS 2024	Australian Norm	Year Level	JPS 2025	JPS 2024	Australian Norm
1		NOT ASSESSED		4	123.6	128.7	119.9
2	102.8	106.2	101	5	126.8	127.8	124.8
3	120.4	113.6	112.2	6	131	132.7	127.8

Comparison Against 2023-2025 Business Plan Academic Levels of Success
Year group means in PAT assessments to be above the Australian Mean.

- In all year grade assessments, the JPS 50th percentile rank is above the normed sample.

Maintain a positive comparison with PAT year levels percentile ranks.
Out of the 25 points of comparison:

- 22 positive comparisons
- 1 equivalent comparisons
- 2 comparisons below the Australian mean

SCIENCE

Year Level	JPS 2025	JPS 2024	Australian Norm
4	119.2	121.2	118.6
6	125.4	123.6	122.7

Comparison Against 2023-2025 Business Plan Academic Levels of Success
Year group means in PAT assessments to be above the Australian Mean.

- In Year 4 assessments the JPS 50th percentile rank is equivalent to the normed sample.
- In Year 6 assessments the JPS 50th percentile is above the normed sample.

Maintain a positive comparison with PAT year levels percentile ranks.
Out of the 10 points of comparison:

- 5 positive comparisons
- 3 equivalent comparisons
- 2 comparisons below the Australian mean

BUSINESS PLAN MILESTONES REVIEW

The Jandakot PS Business Plan 2023-2025 has four focus areas. Each focus area has a number of objectives. The objectives themselves are broken down into milestones. Over the duration of the business plan the school has committed to regular self-assessment processes to ensure we are 'on track' with addressing our stated priorities and strategies.

A traffic light system has been used to record the self-assessments.

	Achieved
	Ongoing or progressing
	Not attempted

		Milestones		
Focus Area 1	**Empowered successful learners**	Achieved	Progressing	No Action
Continue the practice of tracking student progress			6	
Focus on developing curiosity and challenge through inquiry		3	1	
Build capabilities in ICT and digital technologies for learning		3	1	
Continue to improve data literacy and numeracy assessments to identify support for students		2	1	

The following table collates the final self-assessment for each milestone within each objective.

Analysis

Significant progress made across all objectives. The high percentage of tracking student progress milestones in the progressing band reflects the continued refining of using student achievement data to set fine grain targets.

Teaching Staff feedback highlighted:

- The continued importance of valuing moderation opportunities.
- The benefits of data analysis on school development days.
- The will to incorporate the 'Creative Habits' across the year levels and curriculum areas.

Focus Area 2	**High impact quality teaching**	Achieved	Progressing	No Action
Engage staff with the QTS and engage with its components		2	2	
Embed the JPS instructional model in reading, writing and numeracy		2	2	
Provide a culture of professional growth and ownership		3		
Knowledge of content for engaging learning experiences in digital technologies		2	1	
Target PL to individual and whole staff needs		3		

Analysis

All milestones achieved or progressing. Achieved milestones relate to consistent whole school practices and the use of explicit learning intentions to focus student learning.

Teaching Staff feedback highlighted:

- How sharing of professional learning information across the whole staff would benefit all teachers.

Focus Area 3	**Engaged, safe and inclusive learning environment**	Achieved	Progressing	No Action
Provide a positive and safe learning environment having consistent engaging classroom environments across the school		4		
Have high expectations for all students in all areas, academic, behavioural and social and emotional		4		

Ensure all children's needs are met through differentiation and Individual Education Plans where necessary	3		
Provide Tier 2 and 3 targeted interventions	4		
A rigorous focus on behaviour and engagement	2	1	

Analysis

All milestones achieved or progressing. Achieved milestones relate to high expectations for all students and the use of differentiated classroom practices.

Teaching Staff feedback highlighted:

- The possibilities of reviewing PBS to engage older students.
- The need to review the induction of new staff.

Focus Area 4	**Community engagement in learning**	Achieved	Progressing	No Action
Communicate effectively with parents and community		4		
Engage parents and the community in effective educational purposes		3		
Be culturally responsive to the voice of our Aboriginal families and community		3		
Continue partnership with Cockburn Central Education Network Schools		2	1	

Analysis

All milestones are achieved or progressing. Achieved milestones relate to staff completing culturally responsive professional learning, engagement processes and connection to CCEN.

Teaching Staff feedback highlighted:

- The continued benefits of building staff knowledge around cultural responsiveness.
- The potential learnings from surveying the Jandakot PS community.

OTHER KEY INITIATIVES

Danjoo (Together) Team

The Danjoo committee has strengthened cultural responsiveness across the school by fostering respectful relationships and culturally sensitive practices that support student learning and create a welcoming environment. We began the year with an opening of our Noongar seasons mural with a smoking ceremony by Joy Vallance and a performance by Gina Williams and Guy Ghouse. Other initiatives include developing a resource bank on Aboriginal culture and local knowledge, providing culturally specific library resources, welcoming late-arriving students with a *Kaya Wanjoo* card. Our major project in 2025 was using Noongar language to rename our school factions. This was conducted in consultation with Aboriginal families, the community, staff and students. Designs were then developed through student workshops with a local Aboriginal artist. We also designed Year 6 leavers shirts in consultation with an Aboriginal family. Aboriginal perspectives are embedded across the curriculum, with NAIDOC Week and Reconciliation Week acknowledged. Whole-school practices include Acknowledgement of Country at assemblies and major events.

Strive	Own	Accept	Respect
S	O	A	R

PBS (POSITIVE BEHAVIOUR SUPPORT)

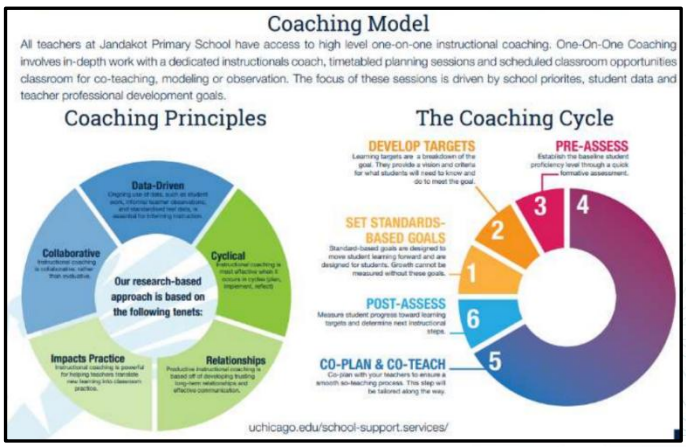
PBS (Positive Behaviour Support) is a framework designed to enhance, adopt, and implement a continuum of evidence-based interventions that promote both academic and behavioural success for all students. PBS views behaviour as a skill to be taught, much like any other subject area. When there are deficits in behaviour, the necessary skills are taught and practiced until mastery is achieved. By explicitly teaching positive behaviours across the school, PBS creates a unified approach and fosters a positive school climate. These lessons communicate to both students and staff that appropriate behaviour is a priority and the expected norm within our school.

In 2025, the Positive Behaviour Support Committee refined our PBS system to better support student engagement and make sure every student felt a sense of achievement. Faction and individual token milestones were reviewed and updated, with faction targets increased (e.g. 3000 → 7000, 9000 → 13000) to provide greater challenge as factions were consistently reaching goals quickly, while individual milestones were adjusted to make the first goal more achievable and progression more balanced for all students. A key focus in 2025 was explicitly teaching one behaviour expectation per term, allowing students time to deeply understand and practise each behaviour. Focus areas included 'We take ownership of our behaviour', and 'We solve conflict with our words', alongside regular revision of core expectations such as 'We keep our hands, feet, and objects to ourselves'. This approach led to stronger consistency and clearer understanding of expected behaviours across settings.

APPLE COACHING

The role of technology in the classroom is essential, as it enables students to become independent and future-ready learners, aligning with the Western Australian Technology Curriculum's emphasis on developing skills in digital literacy, critical thinking, and problem-solving. This initiative is part of a school-wide strategy to enhance staff capabilities in using technology, as outlined in Focus Area 1 of the Business Plan 2023-2025.

Four teaching staff completed a six-session Apple Coaching cycle focused on targeted professional growth and effective use of digital tools. All Education Assistants participated in upskilling, building consistency and confidence across classrooms. Coaching supported reflection on practice and identification of professional learning needs through collated Microsoft Forms data. Four staff also engaged in buddy classes, using peer mentoring to support student collaboration and digital skill development across year levels.



TECHNOLOGY

The Technologies committee focus centred on strengthening staff capability against ICT checklists and increasing meaningful classroom integration. Professional learning buffets were used to encourage staff choice and confidence in ICT use. Sustainable practices were embedded through the use of ReMida resources, and planning was undertaken to support updates for 2026 in preparation for the introduction of the revised curriculum.

FAMILY ENGAGEMENT ACTIVITIES

Throughout 2025 Jandakot PS conducted Family Engagement activities, where parents and family members were invited into classrooms to participate in the learning activities alongside the students. In term one parents attended the school's smoking ceremony and then completed class-based activities. In term two students and parents shared technology skills and in term three students and family members explored various Art activities.

HIGHLIGHTS

Financial Summary as at December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	**179,820**	**179,820**
Carry Forward (Salary):	**1,014,618**	**1,014,618**
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,973,346	5,973,346
Locally Raised Funds:	256,486	256,488
Total Funds:	**7,424,271**	**7,424,272**
EXPENDITURE		
Salaries:	5,137,872	5,137,872
Goods and Services (Cash):	1,187,978	726,529
Total Expenditure:	**6,325,850**	**5,864,401**
VARIANCE:	**1,098,421**	**1,559,871**

INCOME - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	**179,820**	**179,820**
Carry Forward (Salary)	**1,014,618**	**1,014,618**
STUDENT-CENTRED FUNDING		
Per Student	4,589,278	4,589,278
School and Student Characteristics	1,027,225	1,027,225
Disability Adjustments	54,031	54,031
Targeted Initiatives	238,957	238,957
Operational Response Allocation	4,579	4,579
Total Funds:	**5,914,070**	**5,914,070**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	57,075	57,075
School Transfers – Salary	(738,004)	(738,004)
School Transfers - Cash	740,204	740,204
Department Adjustments	0	0
Total Funds:	**59,275**	**59,275**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,471	18,471
Charges and Fees	91,201	91,200
Fees from Facilities Hire	68,409	68,409
Fundraising/Donations/Sponsorships	48,617	48,618
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	4,286	4,286
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	25,502	25,504
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**256,486**	**256,488**
TOTAL	**7,424,269**	**7,424,271**

EXPENDITURE – Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	4,701,828	4,701,828
New Appointments	0	0
Casual Payments	434,776	434,776
Other Salary Expenditure	1,267	1,267
Total Funds:	**5,137,871**	**5,137,871**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	49,792	42,375
Lease Payments	119,200	101,098
Utilities, Facilities and Maintenance	219,977	167,263
Buildings, Property and Equipment	484,769	125,822
Curriculum and Student Services	210,469	196,850
Professional Development	5,000	511
Transfer to Reserve	66,500	66,500
Other Expenditure	30,547	24,656
Payment to CO, Regional Office and Other schools	1,725	1,455
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**1,187,979**	**726,530**
TOTAL	**6,325,850**	**5,864,401**