



Floreat Park Primary School | An Independent Public School

2025
Annual Report





2025 Annual Report

School Overview

An Independent Public School providing excellence in educational opportunities from Kindergarten to Year 6. We are proud to offer local families a progressive school environment in which students are encouraged to achieve their full potential. While acknowledging our rich history dating back to 1951, we are foremost a contemporary school engaged in best practise teaching methods. Central to our success is the strong participation of our parent community in all aspects of school life.

Our approach to education is built on a set of shared values and beliefs about how children learn best. Professional teaching staff engage in evidence-based, modern teaching practices and consistent curriculum delivery across year groups, while students enjoy learning in a vibrant, engaging environment.

Principles of positive education and restorative practices underlie our support of students and staff. The Student Services team coordinates a variety of programs and practices that help students to flourish socially, emotionally and academically.

We are very proud of our courteous and polite students who embody the Floreat culture – one of respect, consideration and cooperation. Students in Year 4 to 6 aspire to many leadership opportunities throughout the school, which aim to develop resilience, high-level responsibility and active citizenship.

Above all, Floreat Park Primary School is characterised by highly invested, like-minded families. Our School Board and P&C actively work towards whole-school achievements, while we encourage all parents to engage in their child's education by enjoying positive relationships with their teachers and the school in general.



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Principal's Address

2025 has been a year of change, but also one with much to celebrate. The appointment of a new Principal has provided stability and continuity for the school, ensuring a seamless transition in leadership while maintaining a strong focus on ongoing improvement.

Leadership and Strategic Direction

The leadership transition early in the year marked an important milestone for the school. With a clear mandate for sustained improvement, leadership worked collaboratively with staff and the School Board to strengthen whole-school practices and prepare for the development of the next Business Plan.

Key priorities included refining the school's pedagogical framework, strengthening consistency in teaching practice, and embedding measurable goals to support improved student outcomes. This work reflects a deliberate and strategic approach to continuous improvement and aligns with system expectations for high-impact teaching and learning.

Student Achievement and Progress

Students at Floreat continued to achieve strong results across a wide range of academic and co-curricular pursuits. Success in NAPLAN, ICAS, the Orchestra Festival, the Town of Cambridge Art Competition and other competitions highlights the breadth of opportunities available and reinforces that all students can succeed, regardless of their individual strengths and interests.

Teaching and learning programs remained focused on:

- Consistent assessment and moderation practices
- Evidence-based instructional approaches
- A whole-school commitment to high expectations

Teaching for Impact and Professional Learning

Professional learning remained a key driver of improvement in 2025. Staff engaged in targeted development aligned with school priorities, including:

- Positive Behaviour Support (PBS)
- The Writing Revolution
- Cultural responsiveness and reconciliation education
- Supporting the needs of diverse learners

These initiatives were complemented by a growing focus on instructional coaching and collaborative practice, reinforcing a culture of continuous professional growth. The school's innovative approach to teacher development and technology integration was also recognised beyond the local context, including participation in an international Apple Education project highlighting best practice in teacher coaching.

Student Wellbeing and Engagement

Student wellbeing remained central to the school's work. The continued implementation of the Positive Behaviour Support framework contributed to improved engagement, stronger relationships and more consistent expectations across all classrooms. The alignment of PBS with the school's values of Respect, Responsibility, Kindness and Engagement supported the development of a safe, inclusive and supportive learning environment where all students could thrive.



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Public School Review

A major highlight of the year was the successful Public School Review in Term 4. The review affirmed the high-quality practices across the school and recognised the strong focus on student wellbeing, progress and development. Of particular commendation was the strength of relationships and partnerships within the school and the wider community. This validation provides confidence in the school's direction and a strong foundation for future planning and improvement.

Community Engagement and Partnerships

The strength of the Floreat community continues to be a defining feature of the school. The 'triangle of governance' between the School Board, P&C and school leadership remains fundamental to achieving positive outcomes for students. Community feedback gathered through surveys has informed key areas of focus, including communication, academic challenge and support for diverse learners, ensuring that planning remains responsive to community needs.

Technology and Innovation

The school continues to lead in the effective integration of technology to enhance learning. The 1:1 iPad program remains a key feature, supporting student engagement while ensuring safe and responsible use through school-managed systems. The transition to the Compass management system has also begun, improving communication and streamlining administrative processes for staff and families.

Facilities and Resource Management

Significant progress has been made in improving school facilities, particularly the redevelopment of the basketball courts, supported through strong collaboration between the school, P&C and government funding. Financial planning has remained a priority, with careful management required to respond to enrolment trends while maintaining high-quality programs and staffing.

In Conclusion

2025 has been a year of meaningful progress, strengthened partnerships and continued success. The school has maintained a clear focus on student achievement, wellbeing and teaching quality, while also navigating change with confidence and purpose. As the school looks ahead, there is a strong sense of optimism and momentum. The foundations laid this year position Floreat well for the next phase of its journey.

These are the best days!

Mark Walters
Principal



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School Board Chair

With a blink of an eye, here we are again at the end of another successful, fun-filled year at Floreat Park Primary School. I'm honoured to have the privilege of reflecting on another fantastic year with our wonderful community.

Changing Leadership

One of the biggest changes this year was the departure of our long-term Principal, Jane Rowlands, at the end of Term 1. Jane, thank you for your dedication and leadership—you've left a lasting mark on our school. With Jane's departure, our very committed and popular Deputy, Mark Walters, stepped into the Principal role. Congratulations again to Mark! Your passion and commitment to our school are greatly appreciated.

Thank You to Our Board Members

Our Board is full of passionate, talented people, and I want to say a big thank you to everyone who's been involved this year. A special shout out to those whose term ended this year: staff reps Jemima Salisbury and Owen Linehan and parent reps Marcus Dabner and Jane Caforio (who did a great job leading the Board until the end of Term 1). We'll miss you all, but we know you'll still be cheering us on from the sidelines.

A warm welcome to our new staff reps, Shannon Russon and Emily Johnson. Our departing parent reps were ably replaced by Steven Hendry and Bernese Whitcomb. And of course, a big thanks to those who continued their dedication on the Board, including parent reps Sarah Lambert (a great Deputy Chair), Alice Mills and Aklil Girma, P&C rep Bec Hunt and staff reps Mark Walters, Matthew Wright and Kim Powell.

Board Focus Areas in 2025

The Board's role is to support school governance ensuring resources are used efficiently, and the school's priorities reflect the needs of our students. This year, we focused on the positive behaviours support program, technology and the review of the 1:1 iPad program, policy updates, and preparing for the Department's Public School Review. The review, happening in Term 4, assesses the school across six key areas, and the findings will be available on the school website early next year.

P&C Appreciation and Facilities Update

Our P&C is a huge part of what makes Floreat great. Their fundraising and advocacy have made a real difference for our students. This year, we especially want to thank them for working with the Department of Education to get our basketball courts replaced. Construction starts over the summer holidays, and we can't wait to see the finished courts for our current and future students.

Final Thanks

Finally, I want to thank you, our school community, for your ongoing support, enthusiasm and care. Together, we've created a vibrant place where every child can thrive. I'm looking forward to another year of growth and achievement at FPPS. Have a wonderful and safe summer break and see you all back at FPPS in 2026.

Kerrie Chapman
Board Chair



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P&C President

It has been a privilege to act as the President of the FPPS P&C this year, working alongside the school administration, Board and the P&C team. The P&C offers a unique opportunity to give back to our community and it provides a platform to help shape the future of our school.

The P&C team are an incredible group of people who volunteer their time, energy and efforts to support our children and the broader school community. I would sincerely like to thank every member of the P&C, every parent and carer who comes along to a P&C meeting or who supports our activities in any way – whether it be donating time and tools for a working bee, supervising kids at a disco or making cupcakes for a bake sale – our school wouldn't be the same without you.

I would also like to acknowledge the invaluable support of the school leadership who are open and encouraging and together create a true partnership with the P&C.

In 2025 the P&C were committed to creating several community events open to all students, caregivers and school staff with a focus on connection, inclusivity and fun! This year our events included two silent discos, bake sales, sausage sizzles, the Waste to Art Challenge, celebrating World Teacher Day, Stay and Plays, Kindy Magic Show, Colour Run, and the social event of the year, our annual dress up quiz night!

The P&C is also so pleased to be able to support the Dad & Parent camps at Lake Leschenaultia and the year 6 graduation celebrations.

It's been another big year for infrastructure and fundraising. This year the P&C solely funded a \$50,000 completely new pre-primary play space, a project which was completely parent led. Funds raised this year have gone towards a major school library refurbishment which will be completed over two years. We are also so excited to have progressed the foundational works required for the basketball court redevelopment.

Other activities we have supported this year include:

- Flexible furniture in classrooms
- School carnival medals and ribbons
- New marquees and shade sails
- Library and STEM resources
- Cyber Safety parent information sessions
- Aboriginal and culture signage
- Grounds maintenance
- Traffic safety signage
- Chaplaincy

Outside of the funding support, we have continued to operate the uniform shop and the canteen, which is open 5 days a week, supplying nutritious meals and snacks for our children at recess and lunch. We look forward to continuing to support the school community into 2026. Volunteers are the heart of our school community—their generosity, time, and spirit make every event and initiative possible.

Bec Hunt
P&C President



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Student Numbers and Characteristics

The number of enrolments confirmed by the Department of Education at the 2025 Semester 1 Census is as follows:

Year Level	2024	2025
Kindy	60	59
PP	56	63
Year 1	69	63
Year 2	85	76
Year 3	81	90
Year 4	75	71
Year 5	74	77
Year 6	89	72

Total enrolments historically:

2023	2024	2025
576	590	542

Students with additional funding	2023	2024	2025
Aboriginal students	5	6	6
Disability funded students	14	13	27
EAL/D funded students	54	41	52
Fee paying students	8	1	0

Comments

Student enrolment numbers at the 2025 Semester 1 Census indicate a decrease in overall enrolments, with total student numbers reducing from 590 in 2024 to 542 in 2025. While some year levels have declined, others have grown, particularly Year 3, which increased from 81 to 90 students. These fluctuations reflect changing demographics and continue to influence class structures and resourcing decisions.

Although overall enrolments have declined, the diversity and complexity of student needs continue to grow. The number of disability funded students has increased significantly from 13 in 2024 to 27 in 2025, highlighting the importance of strong student services processes, targeted intervention programs and inclusive classroom practices.

The number of students funded under EAL/D has also increased in 2025, reflecting the culturally and linguistically diverse nature of the school community. The number of Aboriginal students has remained relatively stable, and the school continues to strengthen its commitment to culturally responsive practices and Aboriginal perspectives.



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Workforce Composition Data

	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			
Other Teaching Staff	41	27.9	0
Total Teaching Staff	41	27.9	0
Allied Professionals			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	12	9.9	0
Total Allied Professionals	16	13.7	0
Total	60	44.6	0

Comments

In line with public sector standards, all staff are employed on permanent contracts unless they are back filling for long service leave, maternity leave or a temporary voluntary reduction in hours.

All teaching staff meet the professional requirements to teach in Western Australia Public Schools and are listed on the public register of teachers on the Teacher Registration Board.

All staff have current 'Working with Children Checks'.

The workforce profile at Floreat Park Primary School aligns closely with the priorities identified within the school's Workforce Plan, particularly in relation to recruitment, succession planning, inclusive education and the management of increasingly complex student needs. The increase in disability funded students and EAL/D enrolments has reinforced the importance of strategically recruiting and retaining high-quality teaching and allied professional staff.

The school's Workforce Plan places a strong emphasis on maintaining a balanced and sustainable workforce through careful monitoring of enrolment trends and staffing requirements. The growing complexity of student needs has further strengthened the importance of developing teams of experts within the school through targeted professional learning and the ongoing development of Student Services processes.



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Student Attendance

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.6%	92.4%	90.3%	93.4%	91.5%	74.3%	92.6%	92.4%	88.9%
2024	93.0%	93.2%	91.0%	93.7%	83.9%	74.3%	93.0%	93.1%	89.4%
2025	93.0%	93.0%	90.7%	91.4%	84.3%	73.2%	93.0%	93.0%	89.1%

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Student Type : All Students ▼

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	75.6%	20.3%	3.3%	0.7%
2024	77.4%	18.4%	3.7%	0.6%
2025	78.7%	17.4%	3.3%	0.6%
Like Schools 2025	77.0%	19.4%	2.9%	0.8%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

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Student Type : Aboriginal ▼

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	80.0%	20.0%	0.0%	0.0%
2024	80.0%	20.0%	0.0%	0.0%

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Comments

Attendance data at Floreat Park Primary School demonstrates consistently strong student attendance patterns over the past three years, with overall attendance rates remaining stable at approximately 93%.

In 2025, the school's overall attendance rate of 93.0% was equal to like schools and significantly above the WA Public Schools average of 89.1%.

Attendance data for non-Aboriginal students has remained consistently high, with rates sitting at or above like schools across the three-year period. Aboriginal student attendance rates have also remained strong and continue to sit well above WA Public Schools averages.

The attendance category data indicates a positive trend in the proportion of students attending regularly. The percentage of students classified as regular attenders increased from 75.6% in 2023 to 78.7% in 2025, exceeding like schools and sitting substantially above the WA Public Schools average of 64.0%. Over the same period, the proportion of students identified as at risk in the indicated category decreased from 20.3% to 17.4%.

Rates of moderate and severe attendance risk have remained low and stable across the three-year period. In 2025, only 0.6% of students were categorised as severe risk, significantly below the WA Public Schools average of 4.0%. The school continues to prioritise student wellbeing, positive relationships with families and proactive attendance monitoring processes.



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Student Achievement and Progress – NAPLAN 2025

Floreat Park Primary School continues to demonstrate strong student achievement and sustained academic performance in NAPLAN. Operating within a high ICSEA context (1182), the school performs at or above Like Schools in many domains, with particularly strong outcomes evident in Year 5 cohorts.

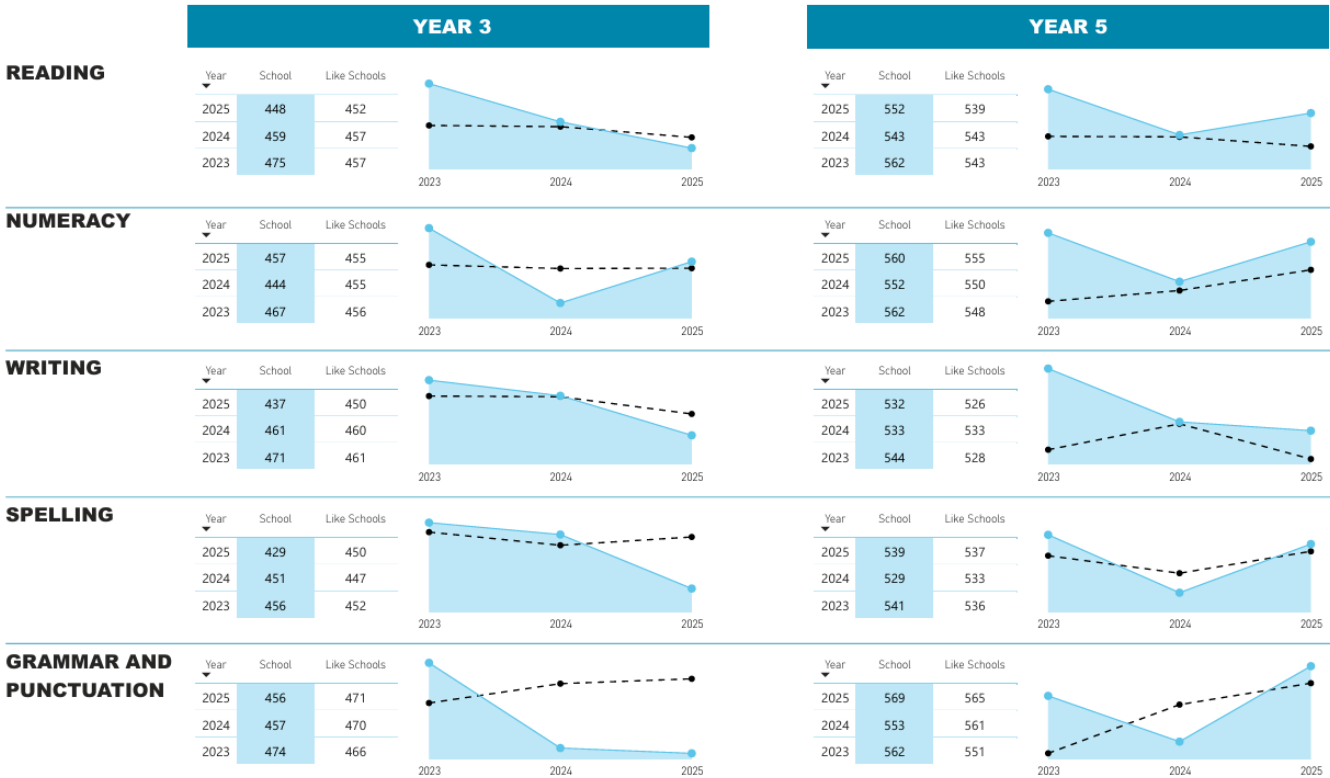
Across both Year 3 and Year 5, the majority of students achieve in the Strong and Exceeding proficiency bands, reflecting a consistent culture of high expectations and effective teaching practices.

Business Plan Target

Year 3 and 5 NAPLAN results are at or above like schools in all assessments.

Achievement Against Like Schools

Longitudinal Performance tracks changes in mean NAPLAN scores over time, compared to the average performance of Like Schools.



Summary of Strengths

- Strong Year 5 achievement across all domains
- High levels of proficiency in Strong and Exceeding bands
- Low percentage of students in bottom 20%
- Strong numeracy growth from Year 3 to Year 5
- Clear cohort improvement over time

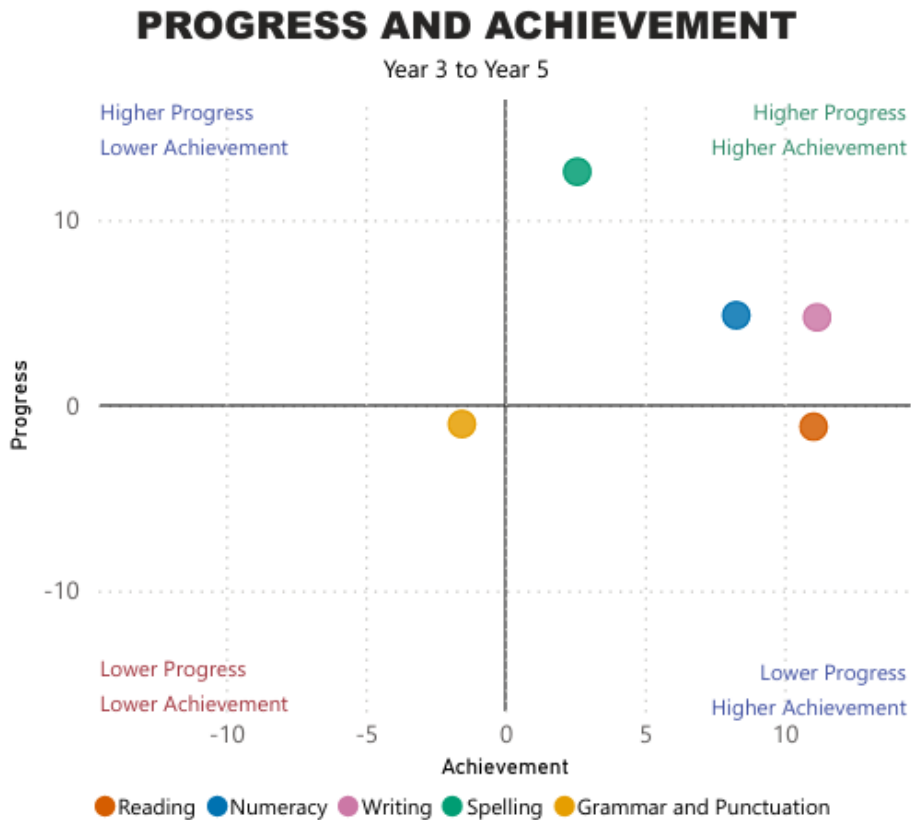
Areas for Strategic Focus

- Writing across all year levels
- Strengthening early literacy foundations, particularly spelling and grammar in early years
- Maintaining high achievement while improving growth trajectories



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Student Progress (Year 3 to Year 5)



Summary of Strengths

- - Strong Year 5 achievement across all domains
- - High levels of proficiency
- - Low percentage of students in bottom 20%
- - Strong numeracy growth
- - Clear cohort improvement over time

Areas for Strategic Focus

- - Writing across all year levels
- - Spelling and grammar in early years
- - Strengthening early literacy
- - Maintaining high achievement while improving growth

The 2025 data reflects a high-performing school with strong outcomes and effective progression into upper primary. A focus on writing and early literacy will ensure greater consistency across all year levels.



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Year 6 Destination Schools

School	% of total	Number of students
Shenton College	48%	34
John XXIII	15%	11
Perth Modern	7%	5
Christchurch Grammar	6%	4
St Marys Anglican School for Girls	4%	3
Presbyterian Ladies College	3%	2
Methodist Ladies College	3%	2
Hale School	3%	2
Newman College	3%	2
Churchlands SHS	3%	2
St Hilda's Anglican School for Girls	1%	1
St George's Anglican	1%	1
Wesley College	1%	1
Dianella Secondary	1%	1

Most of the intake area for Floreat lies within the catchment area for Shenton College, which continues to attract a significant number of our students.

As a result, we work closely with College staff to ensure our students are well prepared for the transition to Year 7 in a high school setting.



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Student, Staff and Parent Satisfaction

At Floreat Park Primary School, we view feedback from parents, carers and students as an essential part of continuous improvement and community partnership. Our philosophy is built on the belief that effective schools listen carefully to their communities and act thoughtfully on what they hear.

Student Satisfaction

Key findings from 126 student responses (Years 3–6). Overall, students report strong relationships with teachers, clear behaviour expectations, and effective use of digital technologies.

Strengths	Agree
I know what behaviour is expected of me at school.	96.0%
My school uses digital technologies to help me learn.	95.2%
My teachers are friendly.	92.9%
Aboriginal culture is respected in my school.	91.3%
My teachers act when students behave inappropriately.	91.3%

Growth Areas	Agree
If the school makes big decisions, they ask parents what they think.	30.9%
My school listens to the opinions and ideas of Aboriginal students.	49.2%
My school listens to my ideas.	53.9%
I can see Aboriginal languages and cultures around my school.	57.1%
My family is told when I do good work or when I need extra help.	58.7%

Key Actions

- Student voice: class representatives, termly pulse surveys, ‘You said, we did’ board
- Aboriginal student voice: yarning circles, student leadership, visible roles at events
- Visibility: expand Noongar–English signage and displays on seasons
- Family communication: praise notes, mid-term progress snapshots, early-alert system
- Parent consultation: publicise processes and outcomes; include student observers



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Staff Satisfaction

The 2025 School Culture Survey shows that staff feel strongly about the value of respectful relationships and family partnerships. Data use and clear expectations for respect are also evident strengths. At the same time, the survey highlights gaps in feedback, induction and collaboration resourcing, and in some cases, leadership's handling of issues. These areas provide a clear direction for school improvement.

Strengths	Agree
Families are seen as valued partners in education	97%
Relationships between staff and students are respectful and supportive	97%
Families are provided opportunities to actively engage in learning	91%
Leaders set clear expectations that staff treat one another with respect	88%
Teachers make effective use of student data to plan and differentiate	85%

Growth Areas	Agree
Teachers receive feedback on how their teaching impacts student outcomes	39%
Collaboration is valued and well resourced with time and support	30%
Leadership consistently addresses staff-related issues	21%
Induction processes for new staff or role changes are adequate	21%

Key Actions

- Establish stronger feedback systems through coaching, peer observation, and data-informed discussions.
- Formalise a clear induction program for all new staff.
- Provide structured time and resources to support collaboration.
- Seek to better understand staff concerns about leaderships handling of issues.



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Parent Satisfaction

At Floreat Park Primary School, parent and carer feedback is formally gathered every two years through comprehensive community surveys. This structured cycle of consultation allows the school to reflect on progress, measure the effectiveness of initiatives, and identify new priorities in partnership with families. By analysing both the top strengths and the key growth areas, the school is able to celebrate successes while identifying where greater consistency or clarity is needed. 92 responses were received.

Strengths	Agree
Families strongly value the caring and supportive relationships staff build with students	92%
Teachers are recognised as professional, committed and enthusiastic educators	95%
Parents report feeling welcomed within classrooms and school spaces	88%
Families appreciate the recognition and celebration of student progress and achievement	77%
Respectful relationships between staff and students are viewed as a strong feature of the school culture	92%

Growth Areas	Agree
If the school makes big decisions, they ask parents what they think.	30.9%
My school listens to the opinions and ideas of Aboriginal students.	49.2%
My school listens to my ideas.	53.9%
I can see Aboriginal languages and cultures around my school.	57.1%
My family is told when I do good work or when I need extra help.	58.7%

Key Actions

- Strengthen whole-school communication processes to ensure families receive clear, consistent and timely information.
- Increase opportunities for family engagement through varied events, classroom involvement and community participation initiatives.
- Develop clearer processes for parent voice and participation in school planning and decision-making.
- Increase the visibility of culturally responsive leadership and Aboriginal perspectives across the school community.
- Continue to build a positive, respectful and inclusive school culture that values student wellbeing, achievement and strong relationships.



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School Income By Funding Source

The school's 2025 financial summary is presented in the 'One Line Budget Statement', issued by the Department of Education. The statement reflects income and expenditure across all funding sources for the year.

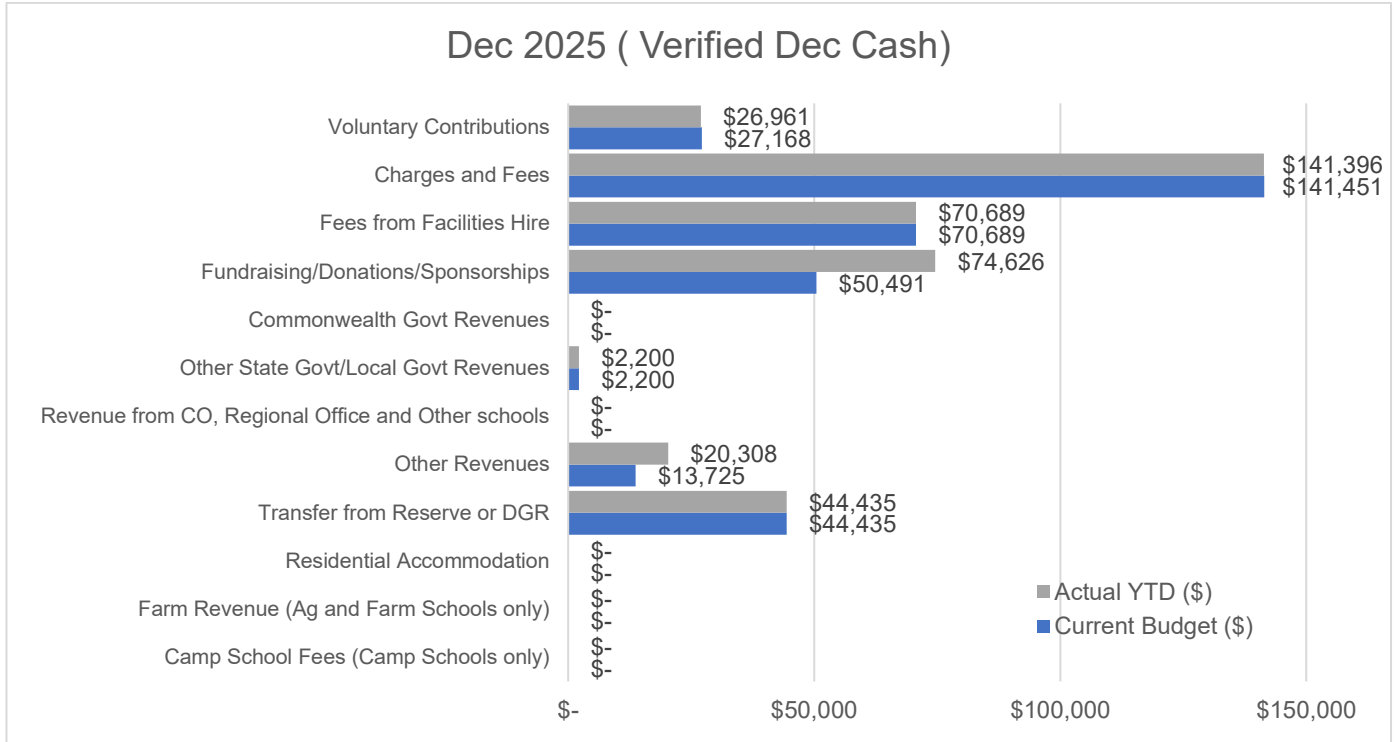
School income is derived from Student-Centred Funding (including School Transfers and Department Adjustments), Locally Raised Funds (including Voluntary Contributions, Charges and Fees, Fees from Facilities Hire, and Fundraising/Donations/Sponsorships), and Commonwealth and State Government revenues.

Expenditure categories include Salaries, Goods and Services (Cash), and other operational costs across Administration, Utilities, Facilities and Maintenance, Buildings, Property and Equipment, Curriculum and Student Services, and Professional Development.

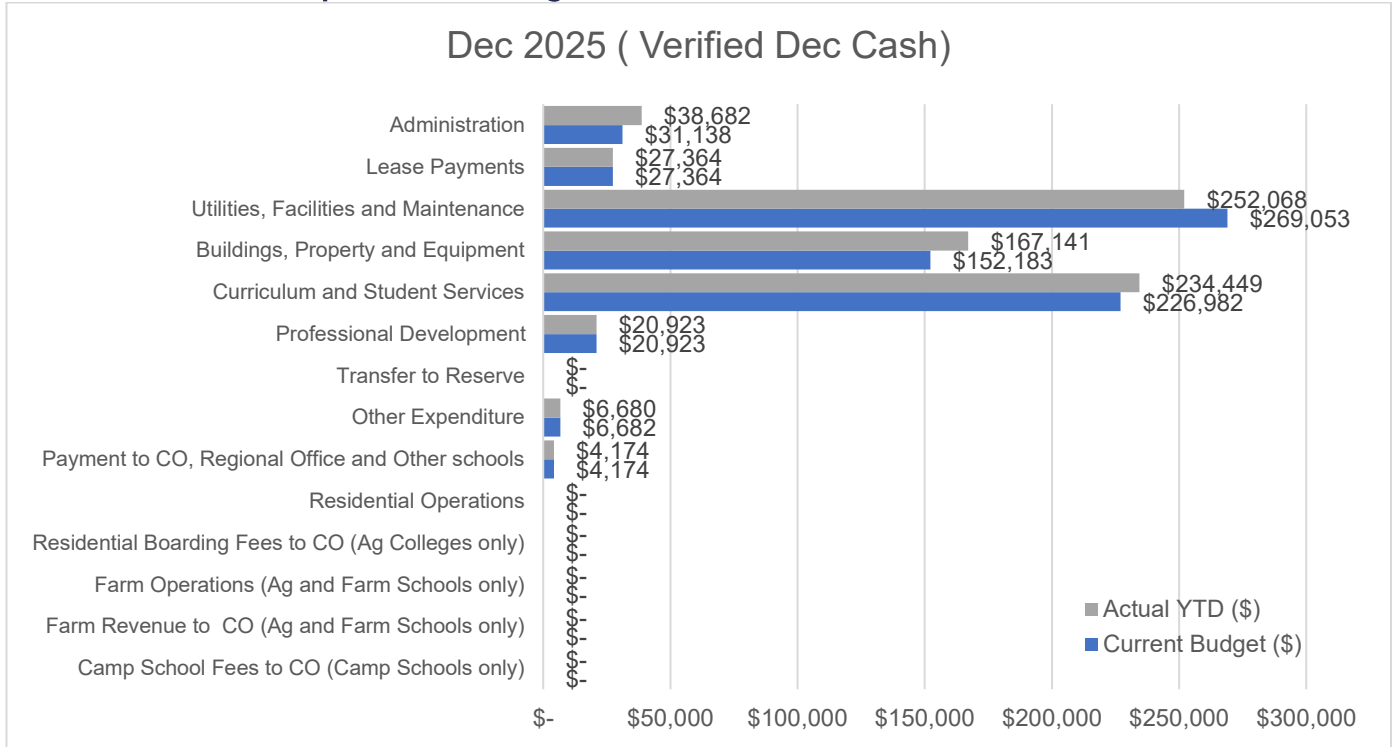


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Locally Generated Revenue – Budget Vs Actual



Goods and Services Expenditure – Budget Vs Actual





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One Line Budget

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)			EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)		Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	56,863	56,863	SALARIES		
Carry Forward (Salary):	196,735	196,735	Appointed Staff	5,131,422	5,131,422
INCOME			New Appointments	0	0
Student-Centred Funding (including Transfers & Adjustments):	6,215,512	6,215,512	Casual Payments	471,597	471,597
Locally Raised Funds:	350,158	380,616	Other Salary Expenditure	0	0
Total Funds:	6,819,269	6,849,726	Total Funds:	5,603,019	5,603,019
EXPENDITURE			GOODS AND SERVICES (CASH EXPENDITURE)		
Salaries:	5,603,019	5,603,019	Administration	31,138	38,682
Goods and Services (Cash):	738,498	751,481	Lease Payments	27,364	27,364
INCOME - Dec 2025 (Verified Dec Cash)			Utilities, Facilities and Maintenance	269,053	252,068
	Current Budget (\$)	Actual YTD (\$)	Buildings, Property and Equipment	152,183	167,141
Carry Forward (Cash)	56,863	56,863	Curriculum and Student Services	226,982	234,449
Carry Forward (Salary)	196,735	196,735	Professional Development	20,923	20,923
STUDENT-CENTRED FUNDING			Transfer to Reserve	0	0
Per Student	4,929,445	4,929,445	Other Expenditure	6,682	6,680
School and Student Characteristics	764,097	764,097	Payment to CO, Regional Office and Other schools	4,174	4,174
Disability Adjustments	62,806	62,806	Residential Operations	0	0
Targeted Initiatives	454,720	454,720	Residential Boarding Fees to CO (Ag Colleges only)	0	0
Operational Response Allocation	4,852	4,852	Farm Operations (Ag and Farm Schools only)	0	0
Total Funds:	6,215,920	6,215,920	Farm Revenue to CO (Ag and Farm Schools only)	0	0
TRANSFERS AND ADJUSTMENTS			Camp School Fees to CO (Camp Schools only)	0	0
Regional Allocation	0	0	Total Funds:	738,499	751,481
School Transfers – Salary	(374,558)	(374,558)	TOTAL	6,341,518	6,354,500
School Transfers - Cash	374,150	374,150			
Department Adjustments	0	0			
Total Funds:	(408)	(408)			
LOCALLY RAISED FUNDS (REVENUE)					
Voluntary Contributions	27,168	26,961			
Charges and Fees	141,451	141,396			
Fees from Facilities Hire	70,689	70,689			
Fundraising/Donations/Sponsorships	50,491	74,626			
Commonwealth Govt Revenues	0	0			
Other State Govt/Local Govt Revenues	2,200	2,200			
Revenue from CO, Regional Office and Other schools	0	0			
Other Revenues	13,725	20,308			
Transfer from Reserve or DGR	44,435	44,435			
Residential Accommodation	0	0			
Farm Revenue (Ag and Farm Schools only)	0	0			
Camp School Fees (Camp Schools only)	0	0			
Total Funds:	350,159	380,615			
TOTAL	6,819,269	6,849,725			

Voluntary Contributions

Voluntary Contributions are paid directly to the school to support curriculum area budgets and remain capped at \$60 per student, a level maintained for a significant number of years. Following strong contribution rates in 2022 and 2023, contribution percentages declined across all cohorts in 2024 and 2025, particularly in Pre-Primary. This decline can, in part, be attributed to ongoing cost of living pressures impacting families. The school and P&C continue to work collaboratively to communicate how voluntary contributions directly support student learning programs, resources, and school improvement initiatives.

Year	Kindy	PP	Primary	K-6 Combined
2022	96.25	84.76	84.22	85.49
2023	98.23	94.40	87.14	88.90
2024	82.77	85.54	79.01	80.05
2025	82.79	68.46	78.03	77.47