

2024 Annual Report to the School Community

School Name: Clifton Springs Primary School (5280)



- 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 17 March 2025 at 11:16 AM by Megan Parker (Principal)

- As executive officer of the school council, I attest that this 2024 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 19 March 2025 at 09:48 AM by Megan Parker (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Clifton Springs Primary School (CSPS) is situated on the Bellarine Peninsula positioned between the township of Clifton Springs / Drysdale and the expanding Curlewis growth area, putting us at the centre of this developing community. It overlooks Corio Bay and is situated beside Griggs Creek. This zone is projected to ultimately house 10,000 residents, with CSPS being the only school within this zone. The City of Greater Geelong Population Predictions for 2016-2036 proposes 204% growth in this zone (<http://www.enterprisegeelong.com.au/stats-centre>).

Vision

We are a safe and inclusive school where all students are curious, engaged and challenged to always do their best.

Together we nurture positive relationships, student voice and a lifelong love of learning.

School Values

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions in the workplace and in the communities in which we operate. The following three core values we believe will lay the foundation for our future success.

- Respect - Treat everyone with equal consideration. Be accepting of others and their differences.
- Responsibility - Be accountable for your actions. Contribute positively to the school and wider community.
- Kindness - The quality of being friendly, generous, and considerate. Being kind often requires courage and strength.

Our school has a low- Medium Overall Socio Economic Profile.

A total of 478 students were enrolled at this school at the beginning of 2024. 3 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students. The increase in student population from 2017-2022 was 155 students. There is also high transience in the population.

There were 21 generalist classes and we offered 4 specialist subjects including Visual Art, Performing Arts, Science and Physical Education. LOTE offered is Italian. We had an overall of 68 staff which consists of 25 classroom teachers, 7 specialist teachers, 25 part-time education support staff, 5 part-time staff working in student wellbeing and 7 staff working in administration. There are also 3 part-time staff who support maintenance and information technology. As a rapidly growing school, each year a number of new teachers are inducted. Consistency in teacher practice, maintaining our strong focus on relationships, student connectedness to peers and school and improving academic outcomes Years Prep - 6 are the key challenges as we continue to grow.

We challenge ourselves to be a genuinely student centred inclusive school and an ongoing focus on further developing student voice, expanding student leadership, enhancing wellbeing, inclusion and engagement programs has been at the centre of this work. Student absenteeism was reduced in 2023 with students staying away with extended leave due to largely family holidays.

We do have large wellbeing needs with a high proportion of students being exposed to traumatic events in their family lives and a large number with learning difficulty and special needs. We therefore have a major need to have a strong focus on student wellbeing. We had 25 integration aides who support the students with a disability. We have one wellbeing officer, a disability and inclusion coordinator, mental health practitioner and two chaplains to support the students with high learning, social-emotional needs within the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

Our strategic goals have been to improve:

- Improve learning growth for all students
- To optimise student wellbeing and empower all students to become confident and engaged learners.

Our improvement priorities include:

- Excellence in teaching and learning with a focus on the improvement initiative of curriculum planning and assessment.
- Positive Climate for learning with a focus on the improvement initiative of empowering students and building school pride.

Our Key Improvement Strategies (KIS) within these have been to:

1. Embed the instructional model (reading) to ensure consistency of teaching practice in reading
2. Target the PLC to build teacher capacity and ensure the strong focus on improving student learning growth.
3. Develop a whole school approach to data literacy to deliver 'point of need' teaching.
4. Develop a distributed leadership model and build capacity of the leadership team to support/deliver distributed responsibility and accountability.
5. Implement, evaluate and embed the numeracy instructional model to ensure consistency of teaching practice.
6. Develop a whole school approach to data literacy in numeracy.
7. Develop a whole school framework for student agency in their learning.
8. Monitor and further embed the student wellbeing model.
9. Strengthen the whole school approach to attendance.
10. Optimise the partnership between home and school to develop shared responsibility for improving student learning outcomes.

The school has had a strong focus on evidence based data informed practice and has developed a strong culture of learning for both student and staff. A key program in 2024 was our work in student wellbeing with a focus on further developing the implementation of the Schoolwide Positive Behaviour program within the SHINE program at the school. Our academic

focus for school improvement was on Reading, Mathematics and managing the increased engagement of students in their learning as well as connectedness to parents as partners. Throughout the 2024 school year the school implemented a guaranteed and viable Victorian Curriculum with teacher judgments being recorded against these standards and commenced the implementation of the the Victorian new curriculum.

Teacher Judgments against Vic Curriculum in English were higher than similar schools and at state level while in Mathematics was slightly lower than similar schools and state average. Throughout 2024 we had a targeted intervention program and an intense professional learning program for classroom teachers and middle leaders to improve the student outcomes in the school. A range of additional literacy support in the classrooms and withdrawal groups were conducted for children in Year 1/2 and 3/4 classes in 2024 with solid success which helped reduce the impact of the disrupted learning through the remote learning periods. A number of students were identified as suitable for acceleration of their learning and we will trial access to higher level learning in Reading and Maths subjects with targeted students in 2024.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Wellbeing

We have made significant progress in student wellbeing support over the past five years. A number of changes have occurred to improve this attitude in students and particularly to support our students through another challenging year.

Student wellbeing continues to be a focus and to continue to provide a safe and supportive learning environment. In 2024, the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a school-based student wellbeing team as well as conduct lessons each week to foster socio-emotional development. Staff were further trained in Community Circles, Restorative Conversations and Relationship Building in order to improve the School Positive Climate.

Parent satisfaction, according to the Parent Opinion Survey, indicated good results. To build parent involvement we continued to run opportunities to be involved with student learning through online Meet and Greets with teachers sharing their approach to teaching and learning in the classroom, 3-way conversations, open nights where students report back on their goal achievements. There was increased communication between school and home to support the home learning. However parents were increasingly anxious about their child/ren and managing adapting to their children attending to school onsite full time.

The School Climate, according to the School Staff Survey, is very high in comparison to other schools across the state. The staff remain engaged and motivated to provide education excellence.

Engagement

Clifton Springs PS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

This year the school focused on Building a Positive Climate through KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2024 included programs such as Student Leadership Program, Transition Programs along with student wellbeing supports. A range of opportunities for student voice continued to be offered and development of student agency was continued in particular in Mathematics. Students were also authentically engaged as stakeholders in the return to school process following the previous years of remote learning.

In 2024, Clifton Springs PS continued to work with families to ensure students were at school and learning. The school continued sending SMS messages to parents, requesting them to notify the school of any absences, and teachers made phone calls after extended periods of absences. We tracked student attendance and conducted attendance meetings for students who had high non attendance and developed an attendance plan. The percentage was fairly consistent across all year levels. The main reason for non attendance was illness and long family holidays. There were a couple of students in the school that had extremely high non attendance due to school refusal, and/or parent choice which affected the overall outcome. There will still need to be a continued focus in this area to maximise student opportunities to achieve their potential.

The majority of students have high levels of attendance and the school will continue to work closely with those student's families who have lower levels of attendance via our student wellbeing team. We did continue an attendance strategy across the school to improve attendance with students which involved teachers contacting parents directly when students were away for 2 or more days in a row with further support from the wellbeing team. Rewarding those students with high attendance and building parent capacity to get their child/ren to school.

Following return to onsite learning we did ensure we ran extra curriculum activities and took advantage of positive start to provide extra curriculum activities.

Other highlights from the school year

A key focus identified in the last school review was the need for building capacity of the Middle Leadership. We appointed a new Leading Teacher and 2 learning specialists in 2024. Our middle leadership now includes two leaders, OWLs and PLT leader, with each class level and a middle leader for the specialists as well. These leaders receive professional development and coaching to build their capacity to lead the school with the sole aim of improved outcomes for students. Many of these middle leaders have moved on to promotions and desirable jobs so we are continuing to train our middle leaders.

We have very strong professional learning in Reading, Maths, SWPB and Behaviour Management. We use Curriculum Days, staff meetings, in school/class training as well as take advantage of professional learning provided through the Victorian Academy of Teaching and

Learning. Within the school we have developed a GROWTH mindset and find staff are open to learning walks, class observations and peer observations as well as coaching.

We limit the focus and maximise the professional learning for teachers. Student Leadership 4 School Captains - participated in coaching from the Principal in leadership. They also represent the school at events e.g. Anzac Day. Run School Assemblies. Also they are part of the SHINE Captains and SRC.

20 SHINE Captains - are peer mediators in the yard and assist P-2 students with any concerns. Were trained by David Vinegraad in Peer Mediation. Also organise and ran SHINE Days at school.

28 SRC members - who meet or carry our actions we plan on a weekly basis. They have fundraised towards yard improvements, discussed improvements to the school to reduce the instance of bullying. They were a focus group for contributing factors to student engagement and this included improved yard behaviour which was achieved based on the reduction of incidents in the yard. They have met with mentor classes to find out what they like about the school and what they would like improved.

16 House Captains - Lead houses at whole school house events such as cross country, Athletics, art, reading and kindness challenges and helped with other events such as Colour Fun run. They also helped with setting up and running the Breakfast Club in conjunction with the Salvation Army and Rotary.

Our school has established strong community partnerships with external groups including the Drysdale/Portarlington Lions Club, Clifton Springs Mens Shed, Bendigo Bank, Drysdale Rotary Club, Springdale House and local sporting clubs. As a result, our students have received sponsorships and support, participated in community events, including the ANZAC Day and Remembrance Day ceremonies, have participated in school based activities and breakfasts. There is a strong sense of connection within the Clifton Springs/Drysdale community and are grateful for the ongoing support and opportunities that come from these partnerships. Clifton Springs PS feel there are some significant whole school events that have positively contributed to our strong community connection. Dot and the Kangaroo held at Costa Hall was a major unifying event. Parents participate in info nights, 3 way conferences, Learning Expo, Science Expo, Athletics Days, Bookweek, Mothers and Fathers Day celebrations, cross country and the colour fun run. Our PFA has grown in numbers and strength. There is a strong and supportive and active school council. We are delighted with our new school buildings. The buildings mean the year levels are organised into learning communities. The colours and the sound proofing and the openness of the plan contributes to the calmer classrooms. The new furniture, equipment and facilities as well as new landscaping has raised student and parent pride and morale in the school. We have also refurbished the portables so that year 3/4 students also feel they have new learning and improved learning environments. We continue to enhance the school grounds.

Financial performance

The Financial Performance and Position report shows an end of year surplus of \$424,396. We are allowing for the annual increment in salaries which will outweigh the Student Resource Package provided annually. The surplus occurred through successful grant applications, and improved financial management processes in 2019-2022. All equity funding was spent with 90% being directed at improving academic outcomes for students and building capacity of middle leadership and teachers, whilst 10% was directed at student leadership, voice and agency. The School

Based programs refers to funds raised through the Parents and Friends Association, the School Council run Out of Hours School Care and the successful grants.

For more detailed information regarding our school please visit our website at <https://www.cliftonspringsps.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 478 students were enrolled at this school in 2024, 229 female and 249 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

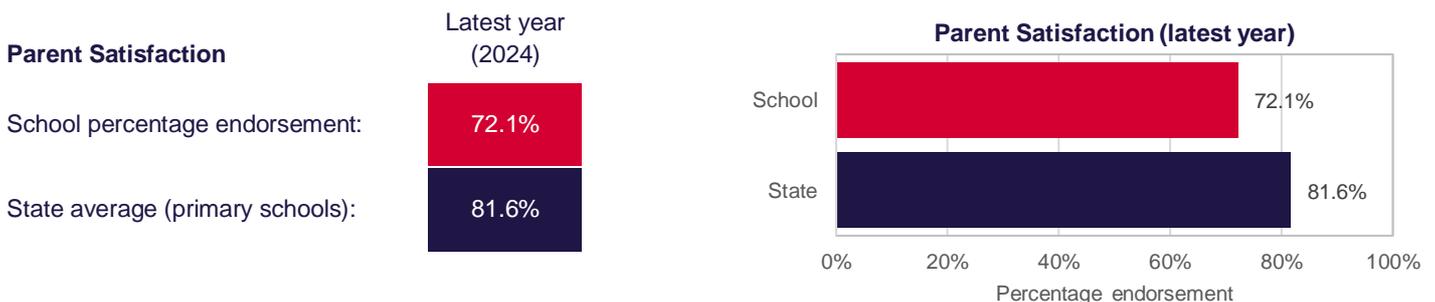
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

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.



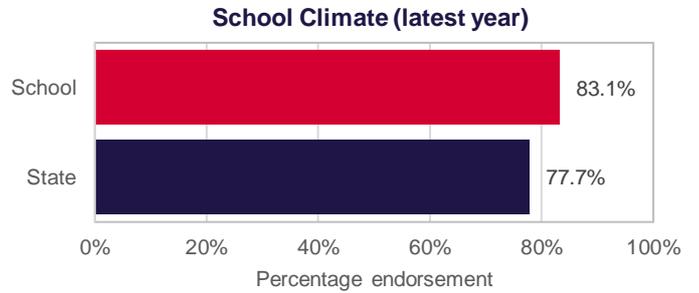
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	83.1%
State average (primary schools):	77.7%



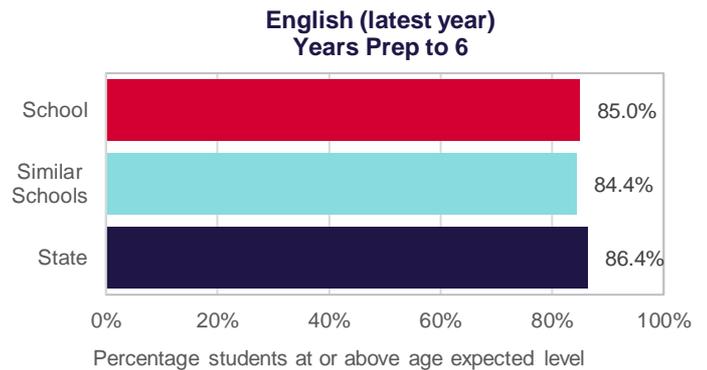
LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

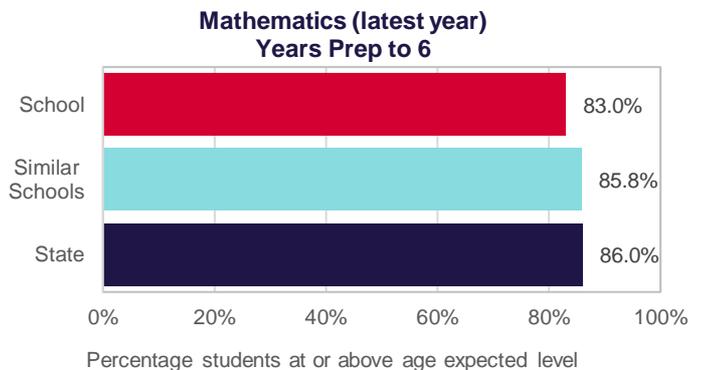
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.0%
Similar Schools average:	84.4%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	83.0%
Similar Schools average:	85.8%
State average:	86.0%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

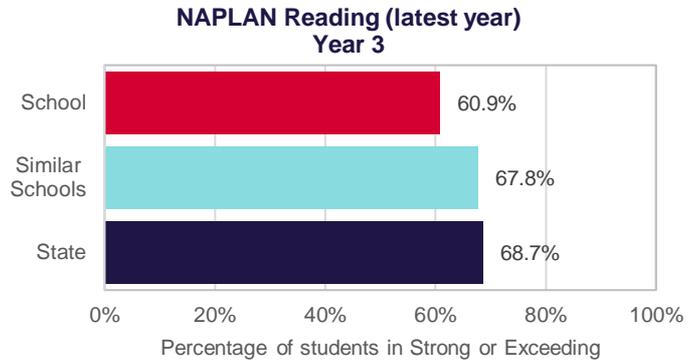
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

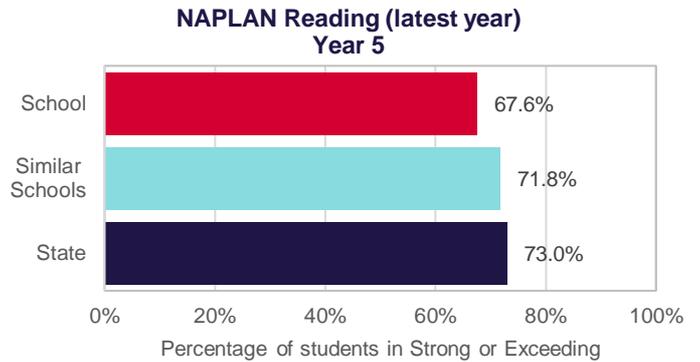
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.9%	64.2%
Similar Schools average:	67.8%	67.5%
State average:	68.7%	69.2%



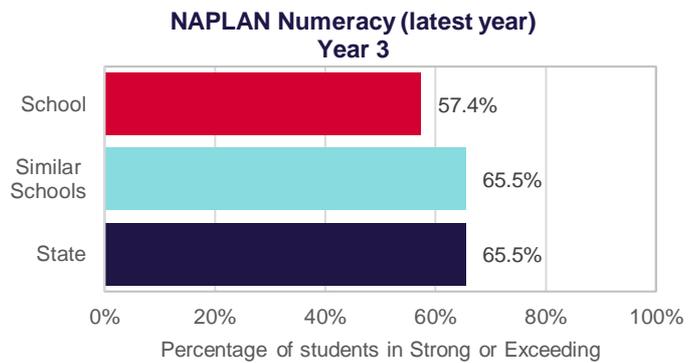
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.6%	66.9%
Similar Schools average:	71.8%	73.5%
State average:	73.0%	75.0%



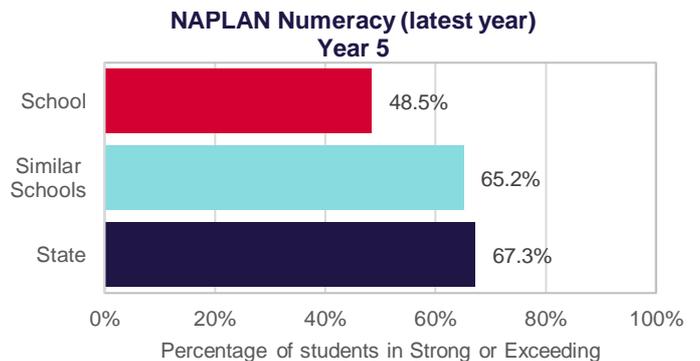
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.4%	61.4%
Similar Schools average:	65.5%	65.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.5%	53.3%
Similar Schools average:	65.2%	64.2%
State average:	67.3%	67.6%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

71.2%

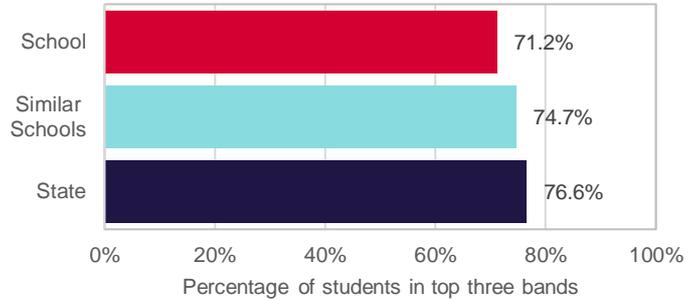
Similar Schools average:

74.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

64.6%

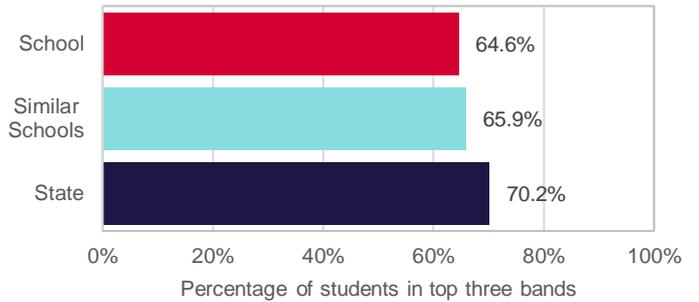
Similar Schools average:

65.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

50.0%

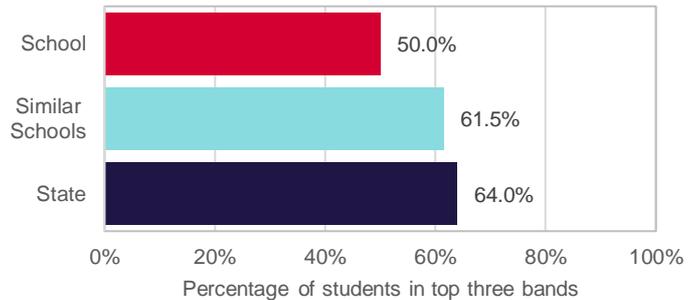
Similar Schools average:

61.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.9%

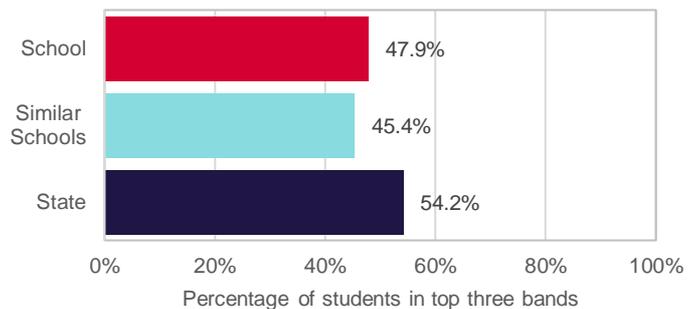
Similar Schools average:

45.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

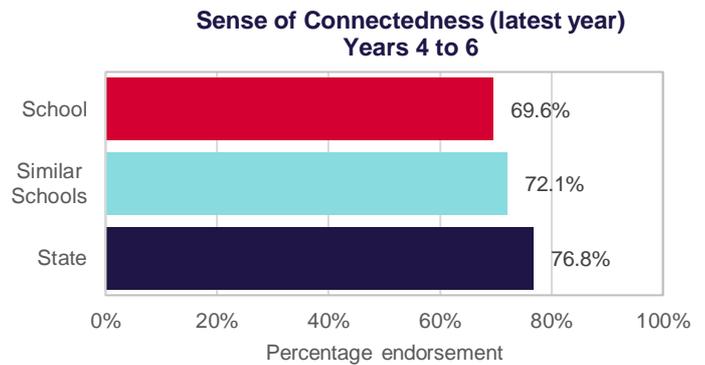
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	69.6%	72.1%
Similar Schools average:	72.1%	75.4%
State average:	76.8%	77.9%

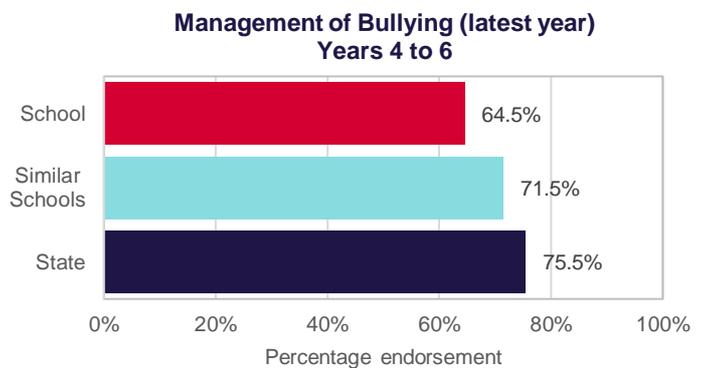


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	64.5%	69.5%
Similar Schools average:	71.5%	74.8%
State average:	75.5%	76.3%



ENGAGEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

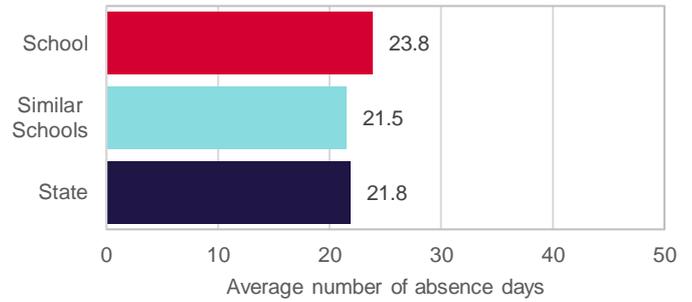
Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	23.8	22.2
Similar Schools average:	21.5	20.2
State average:	21.8	20.1

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	89%	90%	88%	88%	86%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,449,380
Government Provided DET Grants	\$737,399
Government Grants Commonwealth	\$14,653
Government Grants State	\$0
Revenue Other	\$44,530
Locally Raised Funds	\$272,934
Capital Grants	\$46
Total Operating Revenue	\$6,518,942

Equity ¹	Actual
Equity (Social Disadvantage)	\$201,374
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$201,374

Expenditure	Actual
Student Resource Package ²	\$5,131,761
Adjustments	\$0
Books & Publications	\$3,008
Camps/Excursions/Activities	\$161,891
Communication Costs	\$4,015
Consumables	\$152,168
Miscellaneous Expense ³	\$25,757
Professional Development	\$67,796
Equipment/Maintenance/Hire	\$138,616
Property Services	\$317,584
Salaries & Allowances ⁴	\$346,644
Support Services	\$91,125
Trading & Fundraising	\$12,085
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,236
Total Operating Expenditure	\$6,521,688
Net Operating Surplus/-Deficit	(\$2,745)
Asset Acquisitions	\$130,821

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 03 Mar 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$635,203
Official Account	\$33,607
Other Accounts	\$5,931
Total Funds Available	\$674,740

Financial Commitments	Actual
Operating Reserve	\$232,441
Other Recurrent Expenditure	\$21,263
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$372,524
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,899
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$630,127

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.

