

2024 Annual Report to the School Community

School Name: Croydon Hills Primary School (5255)



- 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 18 March 2025 at 11:16 AM by Christian Holdsworth (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 20 March 2025 at 10:04 AM by Christian Holdsworth (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

Croydon Hills Primary School, established in 1988, is situated in the Maroondah Council, in the eastern suburbs of Melbourne. It is a vibrant and dynamic school with a clear vision and strong values that guide its educational practices. The school provides an excellent learning environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities.

Vision:

- Croydon Hills Primary School proudly provides our community a safe, inclusive and dynamic learning environment.
- We create opportunities for students to be inspired, challenged and achieve their best.

Values

- Respect
 - We are kind, considerate and inclusive
 - We appreciate all that we have
- Excellence
 - We have high expectations
 - We strive for our personal best and take pride in our achievements
- Responsibility
 - We are honest and act with integrity
 - We make a positive difference
- Resilience
 - We embrace challenge with a growth mindset
 - We are curious and brave

In 2024, Croydon Hills Primary School had 738.2 students enrolled with an SFOE of 0.2006. The school proudly caters to a diverse range of families from different ethnic, cultural, and socio-economic backgrounds. Nine students identified as Koorie, 73 with English as an Additional Language, 43 were acknowledged as disadvantaged (funded under The Department's Equity Funding) and 32 were supported by the Program for Students with a Disability/Tier 3 Disability & Inclusion. The school also had students that were in Out of Home Care and studying as international students. The most common language other than English spoken at home was Mandarin.

The school employed 102 staff (68.30 Full-Time Equivalent) consisting of:

- Four Principal Class (3.6 Full Time Equivalent)
- Five Learning Specialists/Leading Teachers (5.2 FTE) who lead the building of practice excellence in curriculum development, delivery and instruction

- 62 classroom and generalist teachers (37.8 FTE), eight of whom were Professional Learning Team leaders at each level of the school
- 22 Integration Aides and Teacher Support Staff (16.3 FTE) who support individual and small group student needs
- 6 Administration Teacher Support Staff including Administration Office staff, a First Aid Officer, a Canteen/Uniform Shop manager, and a Library technician
- 2 groundskeepers
- In addition, the School Council employs a team of 13 Out of School Hours educators

The school's partnership with the community is a highly valued feature of the school. The school has an active School Council and Parents' Association.

The school is a dynamic and vibrant learning environment that is appreciated by the staff. The per cent endorsement by staff on School Climate, as reported in the annual School Staff Survey, is high with 87.8% positive responses, 10.1% higher than the state average.

The school's spacious six-hectare tree-lined campus is surrounded by natural bushland, parks, and walking tracks. It is divided into four sub-schools of Prep (six classes), Junior School (five Year One and five Year Two classes), Middle School (four Year Three and four Year Four classes), and Senior School (four Year Five and four Year Six classes) with average class sizes of 23 across the school. Each sub-school has its own dedicated learning area and accompanying playgrounds and outdoor spaces. In addition to the school's 32 classrooms, the school facilities include:

- a library
- a computer laboratory
- a science laboratory
- a Performing Arts Centre (the original school hall) and accompanying second Performing Arts classroom
- two visual arts rooms
- a dedicated language room (Indonesian)
- a dedicated Out of School Hours facility
- two multi-purpose rooms (school-owned)
- a competition-size sports stadium
- four outdoor sports courts (two of which are covered in synthetic grass, one of which is covered by a waterproof shade shelter) and an additional six junior-sized basketball rings
- a competition-size cricket/football oval
- a synthetic field containing a running track, junior-sized football oval and futsal soccer pitch

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school continued its focus on maintaining the optimal student learning environment with an Annual Implementation Goal to 'Optimise learning growth in Literacy and Numeracy'. The school achieved this by focusing improvement initiatives on the building of a culture of high expectations and high achievement.

The school continues to excel and, within the Department is a model of best practice in teaching and learning pedagogies. This was exemplified at the Department's August Area Forum with the school presenting and sharing our model for instructional practice, which is evidence-based and at the forefront of the Department's educational initiatives. The instructional model is underpinned by a heightened focus on the explicit teaching of skills and concepts, and deliberate practice of them to ensure retention. The quantifiable learning gains that all students make are evidence of the exceptional teaching and learning that takes place at Croydon Hills Primary School.

As reflected in the performance summary, the school continues to perform exceptionally well in the Department's learning metrics. In both NAPLAN and Victorian Curriculum Teacher Judgement, student achievement data far exceeded State averages and was on par or better than Similar Schools' averages. Highlights included:

- When comparing the percentage of students achieving Strong or Exceeding in Numeracy Year 3 NAPLAN the school achieved 12.2% above Similar Schools. This is a positive reflection of the school's sustained focus on Maths instruction.
- The school's overall NAPLAN performance against Similar Schools under the contemporary Proficiency measure far exceeds the school's 2022 performance against Similar Schools under the old Bands measure. This indicates increased student performance over time.

All students funded under Disability and Inclusion made expected gains in their learning through targeted support and strategies being implemented by our skilled intervention staff. The inclusive nature of our teaching programs and learning environments ensures equal opportunities for all learners.

In 2025 the school will retain its commitment to building a culture of high expectations for student learning and the capacity of staff to deliver high-quality instruction via the School's Strategic Plan Goal of 'Maximising learning achievement and growth for every student'.

Wellbeing

In 2024, the school continued its sustained focus on enhancing the well-being of all students through the Key Improvement Strategy of 'Embedding practices that cater for the cultural and linguistic diversity of the school community, including the teaching of intercultural capabilities'.

The school achieved this by:

- Developing staff understanding of the 'Intercultural Capability', and their capacity to integrate intercultural knowledge, skills and understanding within curriculum plans.
- Building staff knowledge and understanding of the EAL curriculum.

The school's successes in this area are reflected in the high percentage of positive endorsement and continued improvement in the DE student Attitudes to School Survey factor responses for:

- Respect for Diversity - 88% (up 6% from 2023) compared to 77% for Similar Schools
- Sense of Inclusion - 93% compared to 89% Similar Schools

Moreover, the school continues to provide an optimal learning environment with the Attitudes to School Survey factor responses for Wellbeing indicators demonstrating exceptional standards:

- Sense of Connectedness (84.5% compared to 76.8% Similar Schools)
- Management of Bullying (83.9% compared to 76.4% Similar Schools)

Our student wellbeing team continued to provide high level support to individuals and groups of student and their families. Providing support through classroom sessions, staff professional learning, running group programs such as 'Peaceful Kids' and coordinating peer-led programs such as 'Helping Hands' (a recess program that supports the development of positive social relationships).

The school has processes in place to ensure students receive any additional support they may require. Regular SSG meetings were held for students who are part of the Disability & Inclusion program (inclusive of students with DE disability funding, Out of Home Care and Indigenous students), in which the Assistant Principal (Well-being and Inclusion), teachers, Education Support staff, parents/caregivers and allied health professionals (where applicable) collaborated to set goals that support the individual student's wellbeing, and academic growth. Individual Education Plans were also provided for students who are achieving well above or below curriculum standards.

Engagement

In absolute terms, student engagement is measured by student absence data. The school's data reflected students were absent, on average 19.1 days, consistent with Similar Schools and 2.7 days less than the State average. This is attributed to the school's vigilance in identifying trends of chronic student absenteeism, consistently following up via formalised Student Support Group meetings, setting higher expectations around attendance, and delivering engaging learning programs. The increased rate of absenteeism in 2024 (on 2023) was attributed to the community's conservative post-COVID attitude to personal health and the school's advantaged socio-economical population who had extended travel during the school terms.

The Department's Student Attitudes to School Survey reflected exemplary levels of positive response rates in factors relative to Engagement in learning:

- Student Voice and Agency (79% compared to 67% in Similar Schools)
- Differentiated Learning Challenge (91% compared to 85% Similar Schools)
- Stimulating Learning (89% compared to 78% Similar Schools)

The school achieves high levels of engagement through:

- The school's sustained focus on rigorous curriculum planning which engages and challenges students at their point of need in all areas of the curriculum. These are presented to students as Learning Intentions with students then co-creating their Learning Goals.
- An extracurricular program that involves students engaging in camps, musical productions and performances, sporting events, Science excursions, Indonesian competitions, and termly excursions and incursions aligned to class units of study and special events; which are often accompanied by special lunch days from our school canteen.
- The school's Specialist subject program that consists of weekly Science, Visual Arts, Library/Digital Technologies, Performing Arts, Physical Education and Languages (Indonesian and Sensory Motor Gym) lessons.
- The school's well-established student leadership program which includes both:
 - a Junior School Council - a class representative from each class working together on school enhancement projects.
 - our Year 6 Captains - 24 elected representatives in each learning area of the school leading school projects associated with their domain (eg Art Club run by the Visual Arts Captains).

Other highlights from the school year

Croydon Hills Primary School is proud of the additional programs, events, activities, and partnerships that bring a positive benefit to the school community. Highlights of 2024 include:

- The community events hosted by the school's very active and dedicated parents' association, CHAPS (Croydon Hills Association of Parents), incorporating MOTHS (Men Of The Hills), most notably the Colour Run.
- The school's exceptional achievements in both participation and competition pathways with School Sport Victoria and other sport associations, the annual Indonesian speaking competition Sayembara Lisan, the Victorian School Music Festival (Choir) and Wakakirri (Dance and Drama).
- The school's Annual Art Show with the theme 'Colour My World'.
- The school's partnership with Croydon Hills Netball Club which was symbolically strengthened with the resurfacing of two of the school's courts in the club's colours and led to significant increases in the club's and school children's participation rates.

Financial performance

The school concluded 2024 in a strong financial position and maintained its reputation within the school community of expending or committing funds to provide the optimal learning environment for students and staff. The school's financial statements represent clear financial acumen in the school's short and long-term planning processes. This sound financial management resulted in a

whole school year net operating surplus of **\$147,635**. The surplus was a result of additional revenue beyond what was predicted in the school budget, via:

- The school's services (Out of School Hours Care, Canteen, and Uniform Shop) and parents' association fundraising;
- Increased interest received from the school's High Yield account.
- Revenue as a result of additional full fee-paying overseas students.

The school received a total of \$11,016.75 in donations from the school's families to the school's Hardship Fund (which supports all children receiving the same educational experiences). The school also secured a number of grants; a Soundfield Equipment Grant (\$14,562.00), Sporting Schools grants (\$6,000), a Heights Safety Compliance Grant (\$43,434.53) and Safe Trees Program grants (\$30,000). In addition, the school received DE Targeted Initiatives reimbursements for Australian Early Development Census days (\$3,044.54) & PLC Core Professional Learning (\$9,181.15). School Council continued hire agreements with Maroondah Magic Basketball Club, Socca Joeys, David Tweedie Instrumental Music, Warrandyte South Cricket Club, Warranwood Cricket Club, Wonga Park Cricket Club, Croydon Hills Netball Club, Ringwood East Football Club, and North Ringwood Football Club with a collective annual revenue of \$33,694.00.

Capital Expenditure contributed to facilities projects that included the installation of a 1400m² synthetic sports field, a new Ninja Warrior playground servicing the school's OSHC, upgrades to our school soccer pitch including synthetic grass goal areas and earthworks to flatten the field, a shade sail over the Prep playground, carpeting of classrooms and common areas, and landscape gardening along the streetscape.

Equity funding totalling \$37,887 contributed to increased resourcing of materials to support the school's Learning Enhancement and Wellbeing programs.

**For more detailed information regarding our school please visit our website at
<https://www.croydonhps.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 740 students were enrolled at this school in 2024, 348 female and 392 male.

13 percent of students had English as an additional language and 1 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).

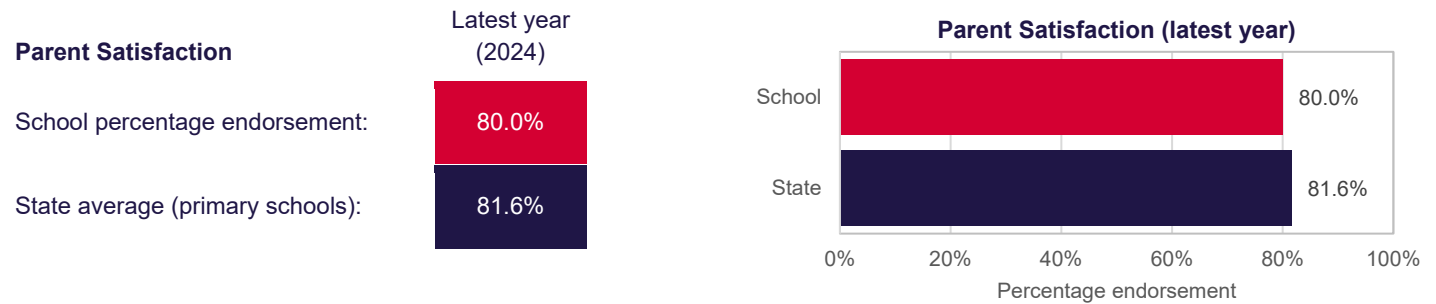
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

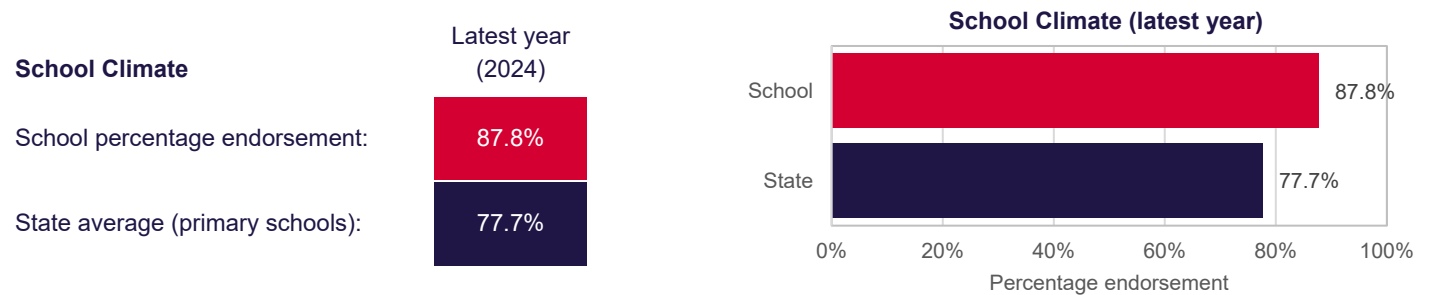


School Staff Survey

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.



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:

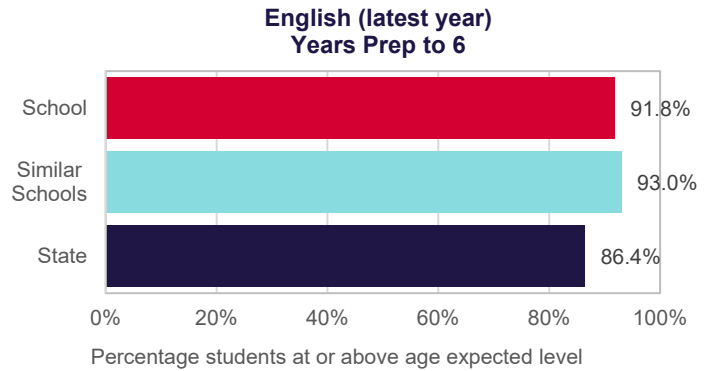
91.8%

Similar Schools average:

93.0%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

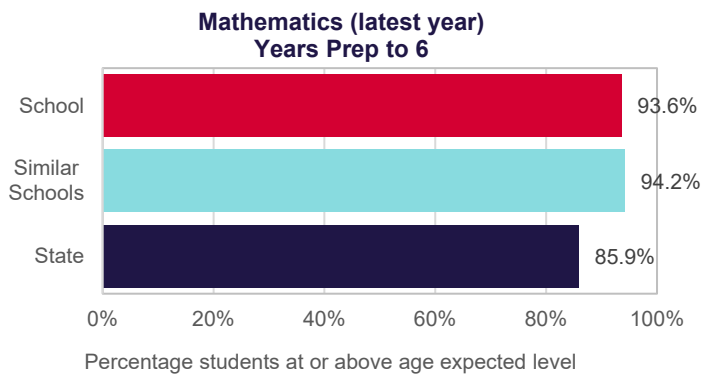
93.6%

Similar Schools average:

94.2%

State average:

85.9%



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.

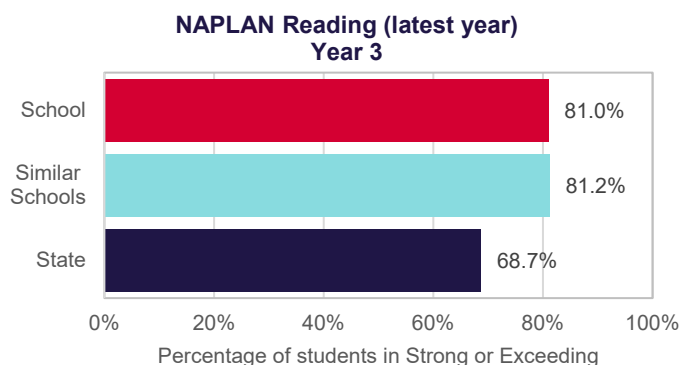
NAPLAN

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.

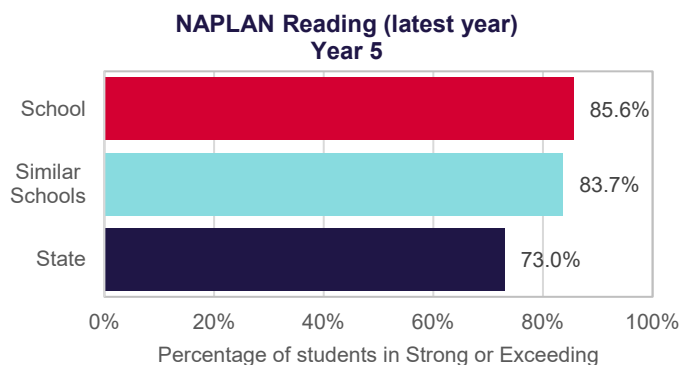
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.0%	83.7%
Similar Schools average:	81.2%	81.5%
State average:	68.7%	69.2%



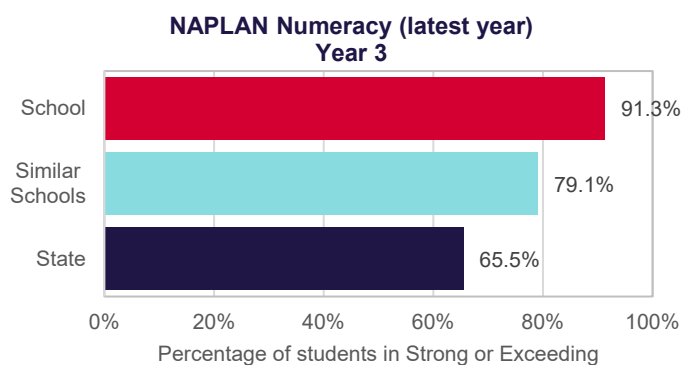
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.6%	88.0%
Similar Schools average:	83.7%	85.6%
State average:	73.0%	75.0%



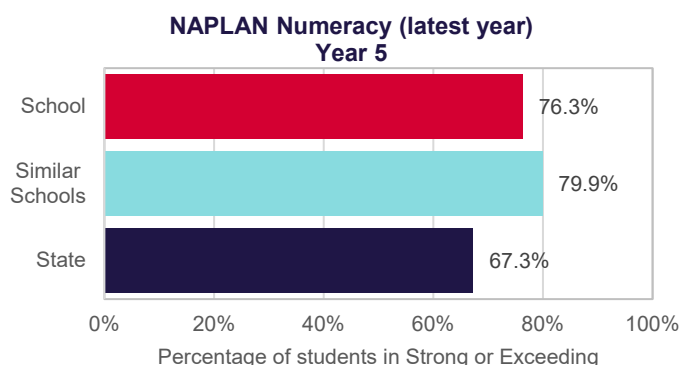
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.3%	89.3%
Similar Schools average:	79.1%	80.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.3%	79.0%
Similar Schools average:	79.9%	80.5%
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:

84.9%

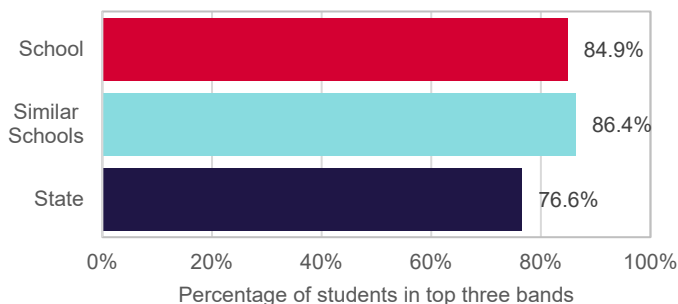
Similar Schools average:

86.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

81.1%

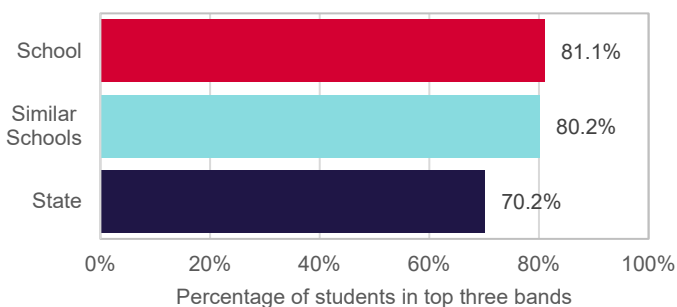
Similar Schools average:

80.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

70.8%

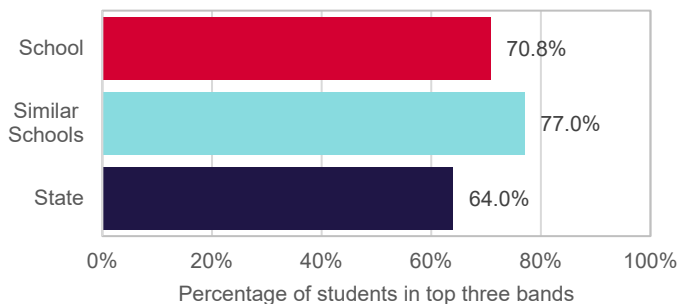
Similar Schools average:

77.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

77.8%

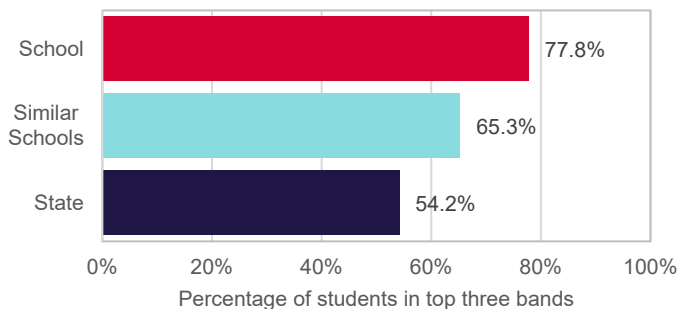
Similar Schools average:

65.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

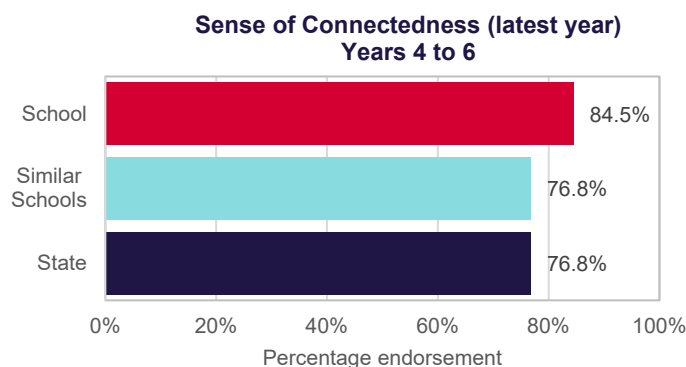
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	84.5%	85.3%
Similar Schools average:	76.8%	77.6%
State average:	76.8%	77.9%

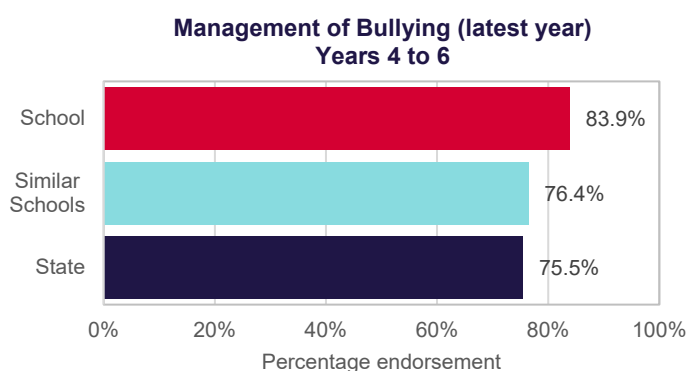


Student Attitudes to School – Management of Bullying

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:	83.9%	83.6%
Similar Schools average:	76.4%	76.0%
State average:	75.5%	76.3%

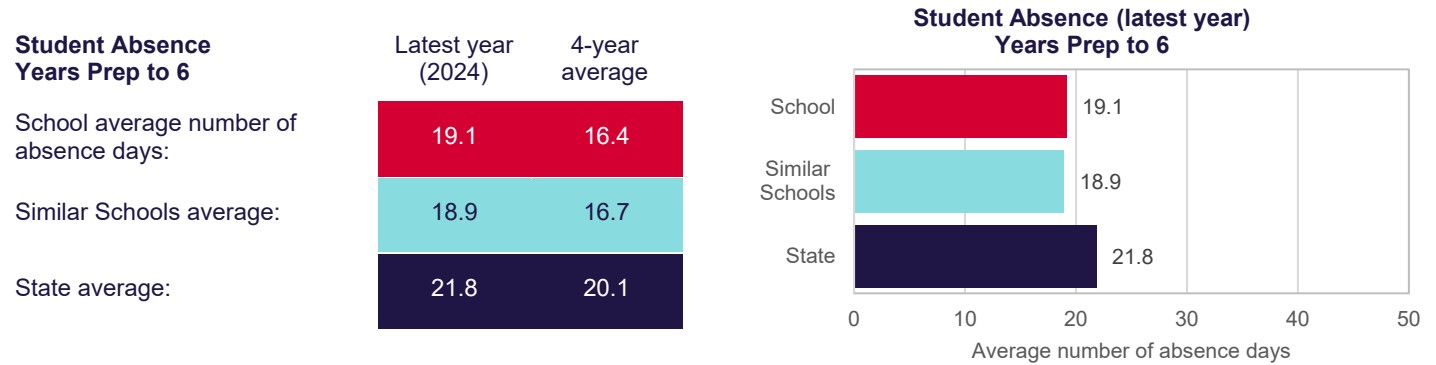


ENGAGEMENT

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.



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):	92%	92%	91%	90%	90%	90%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,582,231
Government Provided DET Grants	\$769,835
Government Grants Commonwealth	\$691,718
Government Grants State	\$17,607
Revenue Other	\$52,003
Locally Raised Funds	\$1,360,223
Capital Grants	\$0
Total Operating Revenue	\$10,473,616

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,887
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,887

Expenditure	Actual
Student Resource Package ²	\$7,708,580
Adjustments	\$0
Books & Publications	\$2,052
Camps/Excursions/Activities	\$283,051
Communication Costs	\$22,533
Consumables	\$238,467
Miscellaneous Expense ³	\$57,140
Professional Development	\$76,049
Equipment/Maintenance/Hire	\$212,820
Property Services	\$264,587
Salaries & Allowances ⁴	\$989,239
Support Services	\$87,428
Trading & Fundraising	\$317,589
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,168
Utilities	\$65,279
Total Operating Expenditure	\$10,325,981
Net Operating Surplus/-Deficit	\$147,635
Asset Acquisitions	\$333,295

- (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 17 Feb 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	\$894,093
Official Account	\$45,427
Other Accounts	\$0
Total Funds Available	\$939,520

Financial Commitments	Actual
Operating Reserve	\$436,446
Other Recurrent Expenditure	\$20,015
Provision Accounts	\$2,806
Funds Received in Advance	\$202,900
School Based Programs	\$3,410
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$96,200
Maintenance - Buildings/Grounds < 12 months	\$175,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$936,776

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.