

# 2024 Annual Report to the School Community

School Name: Castlemaine Secondary College (8824)



- 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 14 March 2025 at 03:26 PM by Justin Hird (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 08 May 2025 at 09:29 AM by Justin Hird (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- 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').

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## 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

Castlemaine Secondary College (CSC) is a year 7 to 12 education provider located in Castlemaine. Our 2024 enrollment figures were 770 students, 62 teaching staff, two principal class staff and 20 education support staff. We offered a diverse curriculum that aligns with the Victorian Curriculum for students in years 7-10. For our senior students we offered a wide array of VCE subjects and the Vocational Major and Vocational and Education and Training (VET).

Our values of Aspiration, Respect and Empathy define a college that puts equal values into the learning and the wellbeing of every student. The college's vision defines our current educational narrative "At Castlemaine Secondary College we have high learning expectations of staff and students. We promote and support emotional and physical wellbeing, developing resilient community members."

At CSC our dynamic environment features five major buildings, including our administration hub, library, and four dedicated learning precincts. Each student is connected to a precinct and placed in a mentor group aligned with their year level. Our unique mentor system ensures that students have the same mentor teacher from Year 7 through to Year 12, fostering deep, meaningful relationships that support their academic journey and well-being. Mentors act as the vital bridge between school and home, with regular opportunities to strengthen these connections throughout the year.

We offer an engaging education that aligns with the Victorian Curriculum. From Year 7-10 students are encouraged to attempt a wide array of subjects and then narrow their focus in the final two years, which could be the Victorian Certificate of Education or the Vocational Major certification. Students selecting either pathway may also include Vocational Education Training subjects into the subjects.

In our commitment to inclusive education, our Flexible Learning Option (FLO) was relocated to the main campus during Term 4, ensuring students have access to the same facilities, resources, and opportunities as their peers in a mainstream school setting. FLO is designed for students who may have disengaged from traditional education or thrive in a smaller, more personalized learning environment. With individualized programs and small class sizes, our goal is to support each student in their learning journey—whether that means reintegrating into mainstream education, pursuing alternative pathways, or preparing for long-term employment.

By bringing FLO to the main campus, we're reinforcing our commitment to inclusivity, engagement, and student success, ensuring every learner has the support, resources, and opportunities they ne

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2024 teachers continued to embed the School-Wide Instructional Model, in alignment with Berry Street Education Model strategies, to provide safe, calm and rigorous learning environments. Our 2024 learning performance is categorised as low, with a decline in key academic indicators, particularly NAPLAN and VCE results. Compared to similar schools, student achievement in literacy, numeracy, and senior secondary completion is significantly below average.

#### NAPLAN Performance (Years 7-9)

- Reading & Numeracy: A low percentage of Year 9 students achieved Strong or Exceeding levels.
- Relative Growth (Year 7-9): The proportion of students demonstrating medium or high growth in Reading and Numeracy is below similar schools.
- Teacher Judgements (Years 7-10): The percentage of students achieving At or Above expected growth in English and Mathematics is below the expected standard.

#### VCE Performance & Senior Secondary Completion

- VCE English Study Score: The mean study score for VCE English is lower than similar schools, indicating a gap in senior secondary academic achievement.
- Completion Rates: The percentage of students completing VCE, VCE VM, and VCAL certificates is below the level of similar schools, highlighting retention and attainment concerns.
- School Stage Transition (Years 10-12): Student survey data indicates low positive endorsement, suggesting challenges in supporting students through their senior years.

#### Comparison to Similar Schools

- Castlemaine Secondary College remains in the low performance group, signaling a need for targeted interventions in literacy, numeracy, and senior secondary engagement.

### Wellbeing

Our 2024 wellbeing performance is classified as low, though there has been some improvement in specific areas. We achieved slight improvements in the positive endorsement for all Wellbeing Measures relating to the attitudes to School Survey.

- Emotional awareness and regulation - + 4.1%
- Managing Bullying - + 1.4%

- School Connectedness - +2.3%
- Stimulated Learning - 2.%%
- Student voice and agency - 1.5%

Despite some improvements, the report highlights ongoing challenges in student engagement, emotional wellbeing, and attendance when compared to similar schools.

### Key Wellbeing Performance Indicators

- **Emotional Awareness & Regulation:** The percentage of students providing positive endorsement in this category remains low in comparison to like- schools, indicating a need for further support in emotional intelligence and self-regulation.
- **Managing Bullying:** The school has recorded below-average endorsement in its ability to effectively address bullying, suggesting that students do not feel adequately supported in conflict resolution or safety.
- **School Connectedness:** Student responses regarding their sense of belonging and connection to the school community remain low compared to similar schools, indicating potential disengagement.
- **Stimulated Learning:** The level of student engagement in classroom learning is rated below similar schools, pointing to a lack of perceived academic stimulation or motivation.
- **Student Voice & Agency:** A low percentage of students feel that they have a say in their learning, suggesting the need for more student-centered teaching approaches and decision-making opportunities.
- **Attendance Rate:** Attendance levels remain below similar schools, reflecting potential issues with student engagement, school culture, or external barriers affecting participation.
- While the overall wellbeing performance is low, some measures have improved, indicating gradual progress in student support and engagement.

## Engagement

During 2024 our college continued with the commitment of fostering a positive, inclusive, and engaging learning environment, with a strong focus on student wellbeing and success. Two key frameworks driving this mission are the Berry Street Education Model (BSEM) and School-Wide Positive Behaviour Support (SWPBS), both of which align with FISO 2.0 by promoting student engagement, resilience, and academic achievement.

The SWPBS Acknowledgement System, which began in Term 3, plays a crucial role in reinforcing positive student behaviours, creating a safe and respectful school culture. Through structured praise, recognition, and rewards, students experience a sense of belonging and motivation, which directly impacts both learning outcomes and emotional wellbeing. The Berry Street model complements this by equipping staff with trauma-informed strategies to support student self-regulation, engagement, and academic persistence. Together, these approaches empower students to take ownership of their learning and thrive.

Student attendance remains a priority, as consistent engagement is key to academic success and wellbeing. This year, the average number of days absent per student was higher than expected,

highlighting the need for targeted strategies to improve attendance. In response, the college has implemented individualized support plans, mentoring programs, and strengthened family partnerships to address attendance barriers.

Initiatives such as student-led conferences, leadership opportunities, and extracurricular activities have also been instrumental in enhancing student voice and agency, ensuring students feel valued and heard in their educational journey. Additionally, the college has expanded sports teams, performing arts programs, and student-led events, contributing to increased engagement and retention.

Our average number of days of absence per student was 48.5. This was a significant increase in comparison to our 2023 data of 35.2 days.

27% of students maintained a high-level of attendance (less than 20 days absent). Our chronic absenteeism data increased. In 2023, 17% of students had 30+ days absent, in 2024 this figure increased to 56%.

## Other highlights from the school year

2024 has been an exciting and eventful year at Castlemaine Secondary College, with students excelling in music, performing arts, and academic achievements.

One of the year's standout moments was the Generations in Jazz Festival in Mt. Gambier, where our talented music students competed alongside some of the best young jazz musicians in the state. The festival provided an incredible opportunity for students to perform, collaborate, and learn from industry professionals, further enriching our renowned music program.

The performing arts shone again with our highly anticipated Alice in Wonderland school production. The show was a huge success, with students showcasing their talents in acting, music, and stage production. The performance drew enthusiastic audiences, highlighting the dedication and creativity of our students and staff.

On the sporting fields, our Soccer Teams achieved significant success, with the Intermediate Girls and Boys teams finishing second and fifth respectively, in the state.

Academic and extracurricular excellence were celebrated at the Annual Awards Ceremony, where students were recognised for their outstanding achievements across academics, leadership, sports, and the arts. This event was a proud moment for the school community, reinforcing the hard work, dedication, and success of our students throughout the year. The top 6 VCE ATARs were 98.00, 95.30, 92.30, 92.15, 90.75 & 90.65.

With such incredible opportunities and achievements, 2024 has been a memorable year at Castlemaine Secondary College, strengthening student engagement, creativity, and community spirit.

## Financial performance

In 2024, Castlemaine Secondary College reported a total operating revenue of \$11,351,585, primarily sourced from the Student Resource Package (\$9,386,562), government grants (\$1,229,969), locally raised funds (\$591,107), and other revenue streams.

The total operating expenditure for the year was \$12,518,839, resulting in a net operating deficit of \$1,167,254. Our college received reimbursement of \$350,000, due to unexpected loss of VCE enrolments. Major expenses included staff salaries (\$10,292,428), property services (\$219,929), and camps, excursions, and activities (\$318,201).

Equity funding totaled \$105,864, allocated to social disadvantage and catch-up programs. As of December 31, 2024, the school had \$1,124,906 in available funds, with significant commitments towards maintenance, asset replacement, and operational reserves.

**For more detailed information regarding our school please visit our website at  
<https://csc.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 723 students were enrolled at this school in 2024, 315 female and 395 male.

NDP 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).

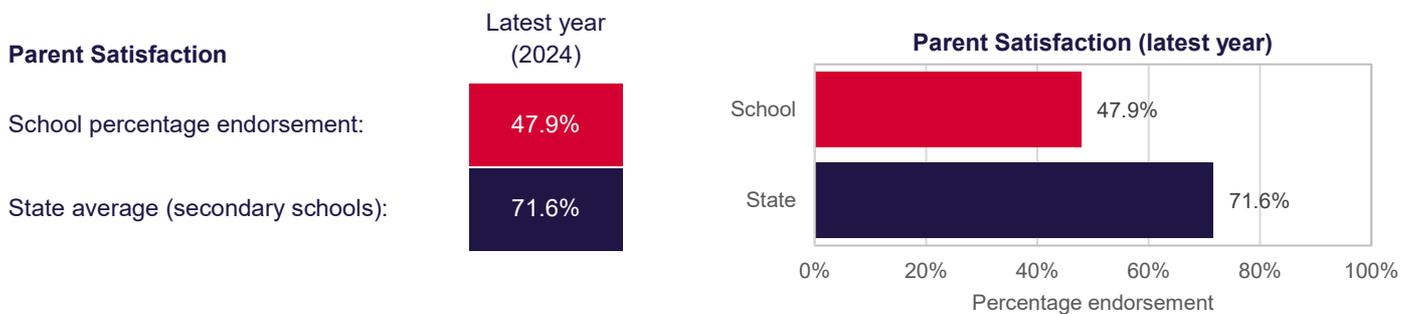
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

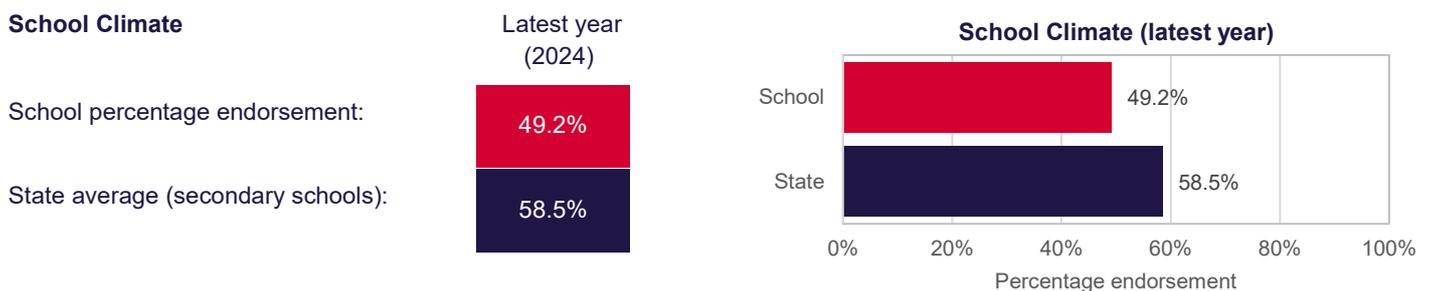


### School Staff Survey

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

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

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 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

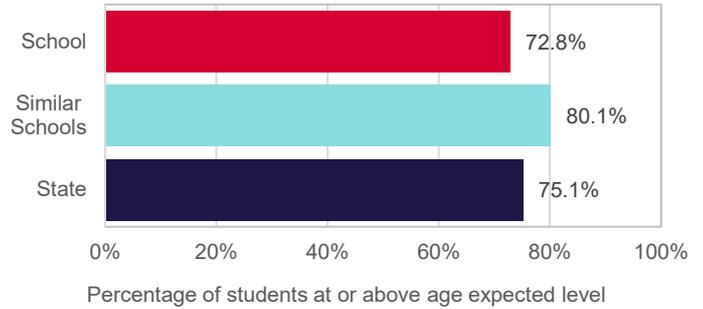
Latest year  
(2024)

72.8%

80.1%

75.1%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

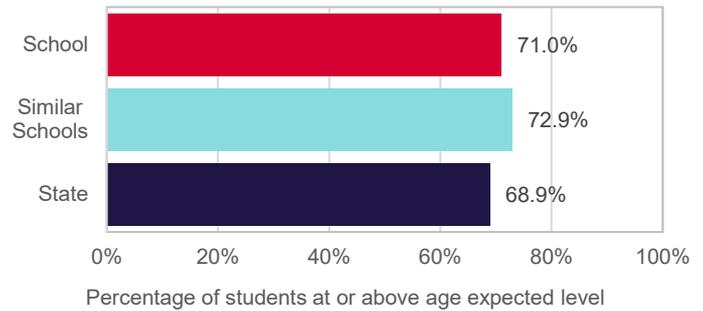
Latest year  
(2024)

71.0%

72.9%

68.9%

#### Mathematics (latest year) Years 7 to 10



**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.

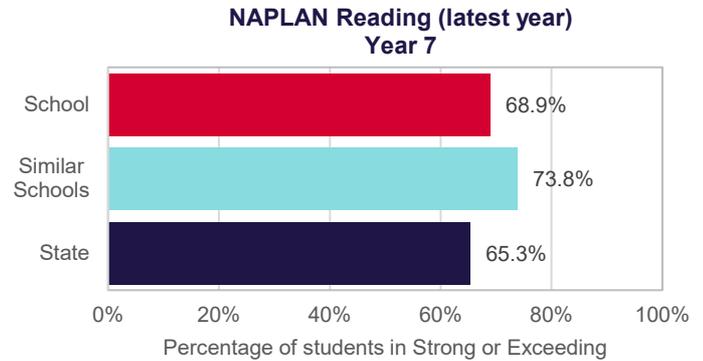
**NAPLAN**

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.

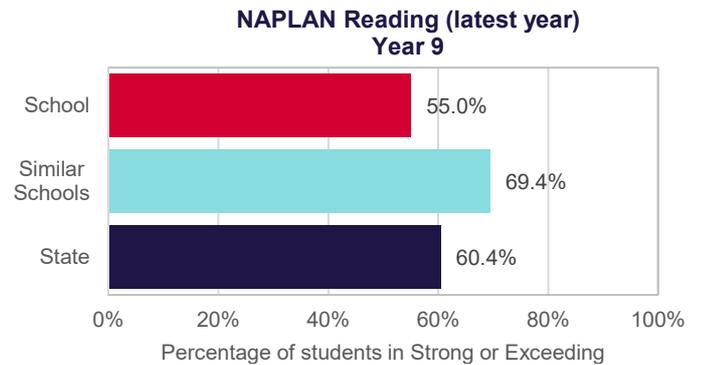
**Reading  
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.9%	69.6%
Similar Schools average:	73.8%	74.4%
State average:	65.3%	65.7%



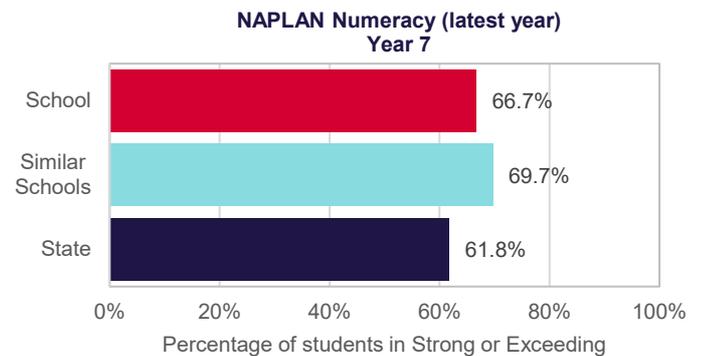
**Reading  
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.0%	68.3%
Similar Schools average:	69.4%	68.9%
State average:	60.4%	60.2%



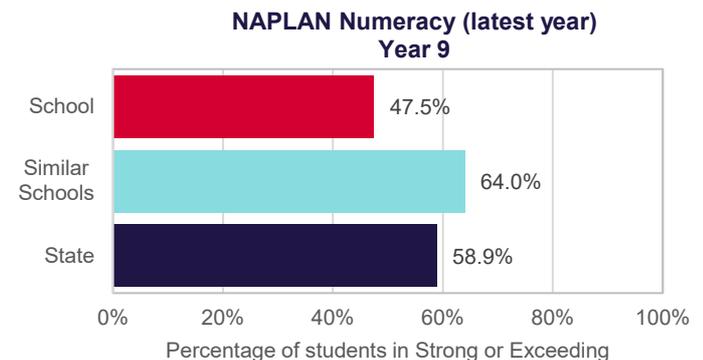
**Numeracy  
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	65.1%
Similar Schools average:	69.7%	69.9%
State average:	61.8%	62.3%



**Numeracy  
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.5%	57.6%
Similar Schools average:	64.0%	65.4%
State average:	58.9%	59.4%



**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 (continued)**

**Reading  
Year 7**

(2022)

School percentage of students in the top three bands:

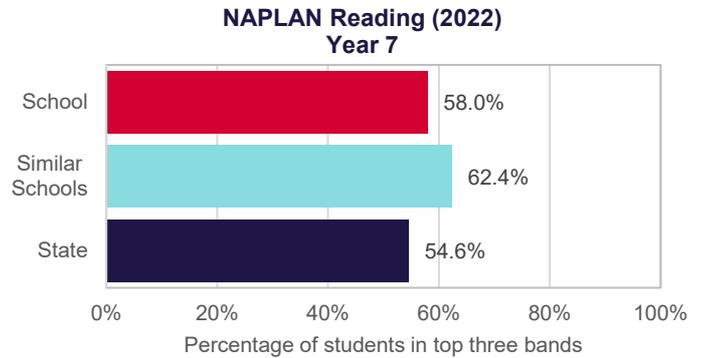
58.0%

Similar Schools average:

62.4%

State average:

54.6%



**Reading  
Year 9**

(2022)

School percentage of students in the top three bands:

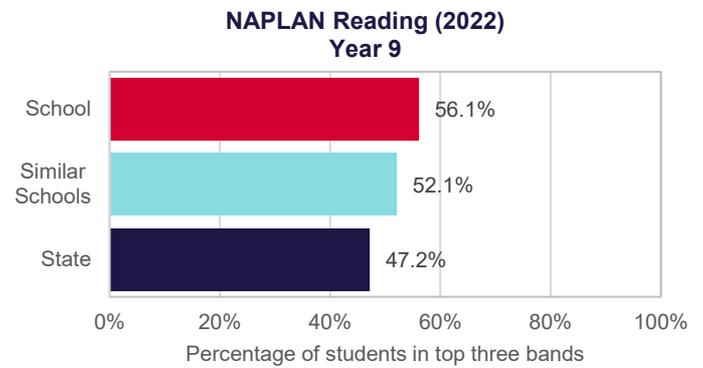
56.1%

Similar Schools average:

52.1%

State average:

47.2%



**Numeracy  
Year 7**

(2022)

School percentage of students in the top three bands:

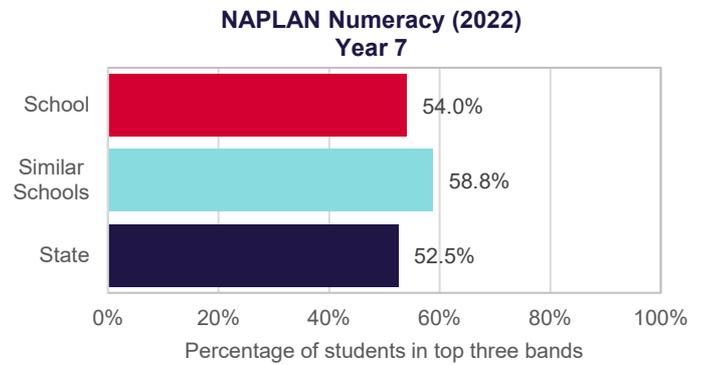
54.0%

Similar Schools average:

58.8%

State average:

52.5%



**Numeracy  
Year 9**

(2022)

School percentage of students in the top three bands:

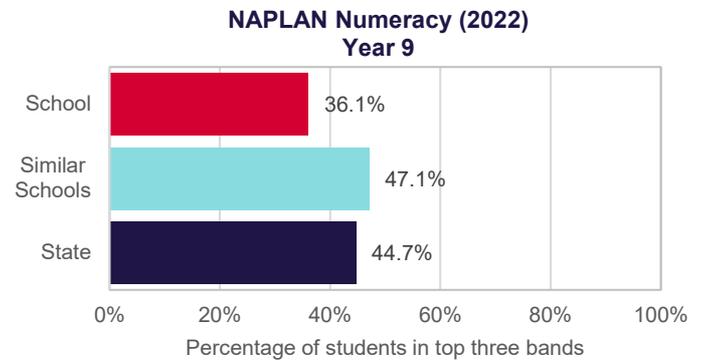
36.1%

Similar Schools average:

47.1%

State average:

44.7%



## 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.*

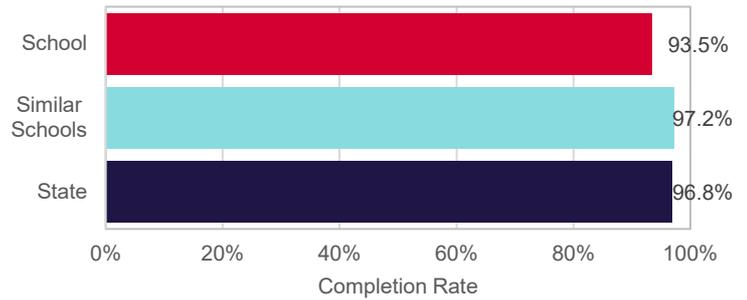
### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	93.5%	93.7%
Similar Schools completion rate:	97.2%	97.1%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.7

Number of students awarded the VCE Vocational Major

4

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

26%

Percentage VET units of competence satisfactorily completed in 2024:

59%



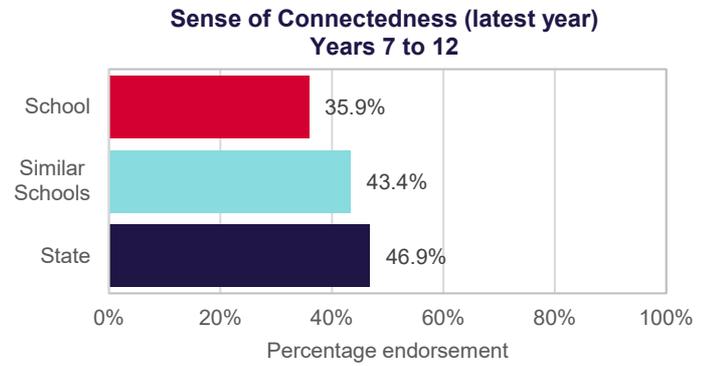
## WELLBEING

**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).

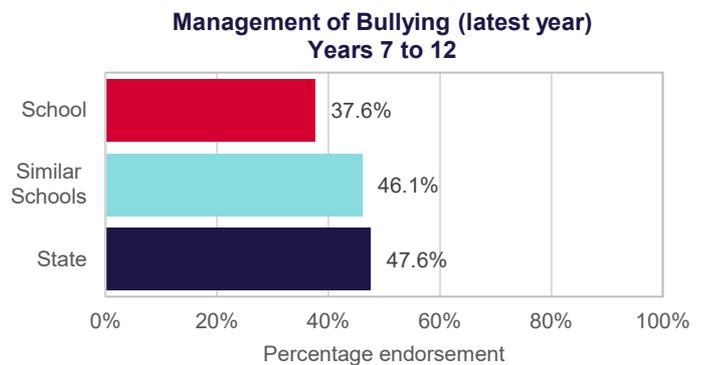
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	35.9%	35.7%
Similar Schools average:	43.4%	44.7%
State average:	46.9%	48.0%



### 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 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	37.6%	39.3%
Similar Schools average:	46.1%	47.1%
State average:	47.6%	49.1%



## ENGAGEMENT

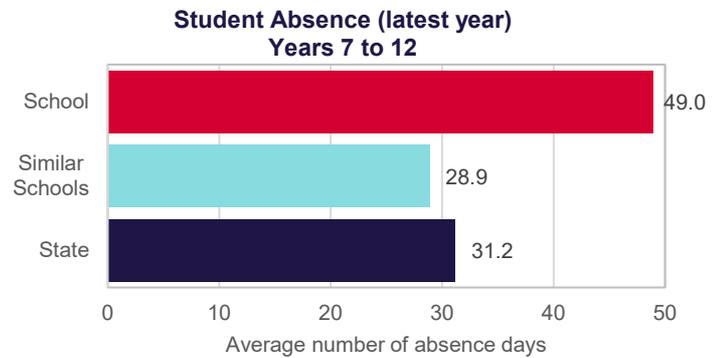
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	49.0	36.6
Similar Schools average:	28.9	25.1
State average:	31.2	27.2



### Attendance Rate (latest year)

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

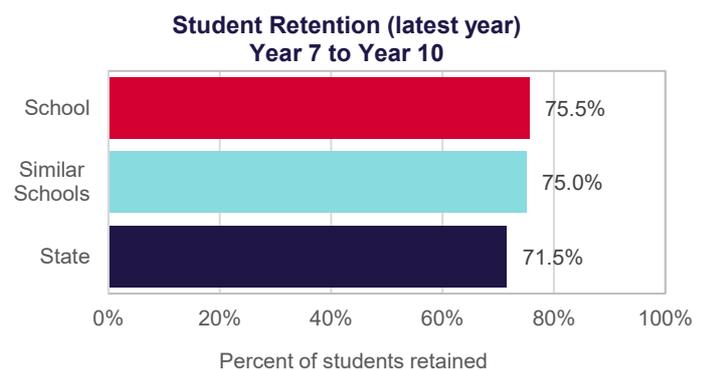
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	77%	76%	69%	78%	72%	82%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	75.5%	79.7%
Similar Schools average:	75.0%	77.4%
State average:	71.5%	73.2%



## ENGAGEMENT (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.

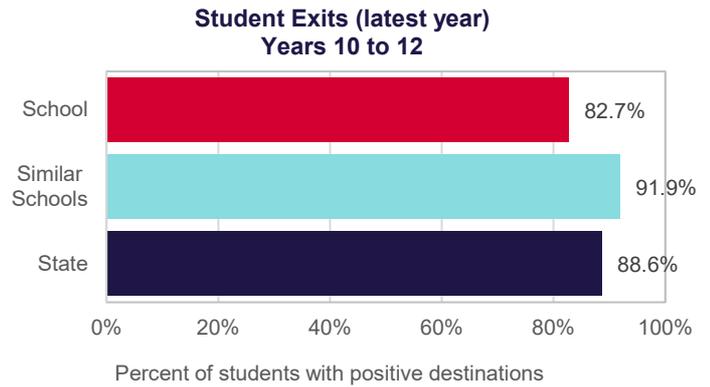
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	82.7%	85.3%
Similar Schools average:	91.9%	93.2%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$9,386,562
Government Provided DET Grants	\$1,211,451
Government Grants Commonwealth	\$6,061
Government Grants State	\$12,457
Revenue Other	\$143,947
Locally Raised Funds	\$591,107
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,351,585</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$79,193
Equity (Catch Up)	\$26,671
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$105,864</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,292,428
Adjustments	\$0
Books & Publications	\$9,535
Camps/Excursions/Activities	\$318,201
Communication Costs	\$26,656
Consumables	\$250,939
Miscellaneous Expense <sup>3</sup>	\$38,444
Professional Development	\$64,461
Equipment/Maintenance/Hire	\$342,450
Property Services	\$219,929
Salaries & Allowances <sup>4</sup>	\$662,485
Support Services	\$107,720
Trading & Fundraising	\$16,077
Motor Vehicle Expenses	\$50,967
Travel & Subsistence	\$0
Utilities	\$118,549
<b>Total Operating Expenditure</b>	<b>\$12,518,839</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,167,254)</b>
<b>Asset Acquisitions</b>	<b>\$48,350</b>

- (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 22 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,097,351
Official Account	\$20,616
Other Accounts	\$6,939
<b>Total Funds Available</b>	<b>\$1,124,906</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$371,434
Other Recurrent Expenditure	\$6,689
Provision Accounts	\$0
Funds Received in Advance	\$78,970
School Based Programs	\$75,183
Beneficiary/Memorial Accounts	\$10,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,044
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$302,770
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$639,170
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,502,260</b>

*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.*

