

2024 Annual Report to the School Community

School Name: Lilydale Heights College (7219)



- 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 03 April 2025 at 06:10 PM by Shane Kruger (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 22 April 2025 at 12:52 PM by Shane Kruger (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 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').

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

Lilydale Heights College is a fully inclusive learning community that is focused on maximising learning growth to ensure all students can thrive.

This core purpose is underpinned by three core values:

- Excellence: Challenging yourself to achieve your best
- Respect: Holding yourself, others, and our environment in high regard
- Responsibility: Being accountable for all your actions

Located in the outer eastern suburbs of Melbourne, Lilydale Heights College is set on lush grounds and had approximately 835 students enrolled in 2024. The College had 3 Principal Class, 3 Learning Specialists, 7 Leading Teachers, 70 Classroom Teachers, 5 Tutors and 46 Education Support Staff. Lilydale Heights College attracts students from over 35 different feeder primary schools. The College's master plan has seen the construction of a sustainability hub, town centre, sports stadium, a new classroom wing, a technology wing, new science laboratories, general purpose classrooms, kitchens and a cafe. Our College community shares a collective moral purpose: a steadfast commitment to enhancing the learning, engagement, and wellbeing of every student. We have fostered a positive community climate with strong relational trust and established a calm and orderly learning environment. We have a collaboratively developed curriculum, an agreed instructional model and a whole school approach to literacy, numeracy, and sustainability. Our work to empower students, families, and the wider community to develop understanding and appreciation of Aboriginal and Torres Strait Islander perspectives, history, and culture has been referred to as 'system leading'. Lilydale Heights College supports students to take an active role within the school through a range of structured leadership and learning opportunities. The College prioritises literacy and numeracy across all year levels and has an established student wellbeing program (SELF) which encompasses personal learning goals and career action plans for all students at all levels. We understand that every student is unique, and we strive to create an inclusive, supportive, and stimulating learning environment that caters to each student's point of need and optimises their learning growth. We have a rich variety of opportunities for students to discover their passions and identify their future pathways.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Lilydale Heights College continued its commitment to maximizing learning growth to ensure all students can thrive. To do this, the College continued to embed its agreed instructional model with a defined learning sequence. With a continued focus on developmental assessment, Faculty Areas developed Curriculum Maps informed by the Victorian Curriculum and began

trialling Learning Pathways within classes. This was supported by ongoing professional learning, Professional Learning Communities (PLCs) and Action Learning Tasks (ALTs) that encouraged capability building of staff. All staff completed ALTs identifying and addressing student point of need via the use of evidence and used this knowledge to inform their teaching to demonstrate learning growth. This was supported through professional learning and peer observations. These actions were further enhanced by Learning Specialists and Faculty Coordinators and have ensured consistency and elevated the quality of teaching and learning. We also introduced our new Shared Practice Model that was designed to support and encourage staff to learn from each other via learning walks, classroom visits, regular supportive shared practice visits and informal classroom visits.

To support improved collaboration and communication, the College implemented a whole school approach for using ICT for improved quality teaching and learning practices.

We continued to implement our Evidence Improvement Plan to enable point of need teaching to occur across the school and to ensure that academic rigour will be a priority area of focus.

In 2024, there was a continued focus on embedding our whole school Literacy and Numeracy plans. Staff engaged in ongoing professional learning at a network and school level. These actions, alongside our focus on point of need teaching, have enabled staff to strengthen their collaborative approach and consistency of what is taught within and across teaching teams. This has been reflected in our positive NAPLAN results with the percentage of our students achieving in the 'strong' or 'exceeding' Proficiency levels being higher than similar schools, network schools and the state in:

- Year 7 Reading
- Year 9 Reading
- Year 7 Writing
- Year 9 Numeracy
- Year 7 Grammar and Punctuation
- Year 9 Grammar and Punctuation

In 2024, our VCE students achieving a study score higher than 40 significantly increased from 4 scores (2023) to 13 scores in 2024. This was emphasized in our *English* and *Media* 37+ scores which were higher than similar schools and network schools and our *History* and *Food and Technology* 37+ scores which were higher than similar schools, network schools and the state.

Wellbeing

Staff at Lilydale Heights College have a shared responsibility for the engagement, wellbeing and connectedness of students. In 2024, the College continued to place emphasis on supporting the wellbeing of students by implementing the Berry Street Educational Model (BSEM) across classrooms and interactions with students to support their learning and wellbeing. This resulted in a range of strategies being implemented across the college, including all students from 7-12 having 'Ready to Learn' plans and strategies to assist with regulation.

There was a focus on preventative programs for students to support them with their wellbeing which included a Year 8 Wellbeing Day, Transition Program (year 7's), Shed Time, Pit Stop,

Mosaic Workshops, Chill Space, Lego Club and the RYDA program through *Road Safety Education*. We also increased our Hands on Learning Program to two days a week.

We continued to invest in the human resources for our Wellbeing Team which is comprised of our Leader of Student Engagement and Wellbeing, Student Wellbeing Coordinator, Mental Health Practitioner, Occupational Therapist, Counsellor, Adolescent Health Nurse and Hands on Learning staff. We developed and refined a Wellbeing model for the college that clearly outlined a tiered approach to supporting and responding to students' wellbeing. This model was presented to other secondary schools at an Outer East Secondary Principal's Forum. A new Leader of Inclusion (Leading Teacher) was employed for 2024. The focus for this role was to develop a model for inclusion at the college, to build staff understanding of Multi-Tiered Systems of Support (MTSS) and to build Tier 2 supports. Investigation and planning took place for a new literacy intervention program which is to be implemented in 2025.

We have continued to focus on the Student Engagement in Learning for the Future Program (SELF), supporting the learning of the whole student and building their skills to become confident, global citizens. Some key features have included the implementation of Respectful Relationships and Career Action Plans.

Our students continue to have positive attitudes to school and learning. Through the Student's Attitude to School Survey (AtoSS), students at Lilydale Heights College report that 'Sense of Inclusion' is higher than similar and network schools. Students' sense of connectedness as measured by the AtoSS, has reduced slightly from the previous year and will inform our work in 2025. 89% of students report that they do not experience bullying at the college, which is higher than similar schools, network schools and the state. Where incidents of bullying do occur, the student percentage endorsement on management of bullying is slightly lower than similar schools and the state. management.

Engagement

Lilydale Heights College remains committed to fostering positive relationships that strengthen student connection and engagement.

In 2024, the average number of student absence days increased by 6.9%, aligning with trends observed in similar schools and across the state. Despite this increase, our four-year average of student absence days remains below that of comparable schools and is only 0.6 days above the state average. To further support student attendance, a dedicated Attendance Plan will be a key focus for 2025.

Enhancing student leadership and amplifying student voice continued to be a priority this year. Alongside our established leadership roles, we introduced Year 7 and 8 Form Leaders to represent Junior School students. Several student forums were held, providing opportunities for students to share feedback on a range of topics, including insights from the Attitudes to School Survey, the Independent Reading Program, and a Principal-led forum. A significant new initiative in 2024 was the inclusion of a student representative on all employment panels. This has been highly successful, offering students a meaningful role in the recruitment process and ensuring their perspectives are valued in shaping our school community.

Our extracurricular offerings expanded in 2024, providing students with diverse opportunities to engage beyond the classroom. A wide range of camps, excursions, clubs, musical performances, and wellbeing programs enriched the student experience. Notably, the College successfully

reinstated its Japan trip, giving students an immersive cultural experience. They had the chance to visit our sister school, Ota First (Daiichi) High School, and explore iconic destinations such as Tokyo, Kyoto, and Hiroshima, as well as the culturally significant cities of Takamatsu, Nara, and Ohta. This experience broadened their global awareness and deepened their appreciation of Japanese culture.

Through these initiatives, students not only engaged academically but also developed socially and emotionally, equipping them with valuable skills for their future. The College remains committed to providing enriching experiences that support the holistic growth of all students.

Other highlights from the school year

Throughout 2024, Lilydale Heights College continued to grow and evolve, providing students with new opportunities for learning, leadership, and engagement.

A key highlight was the success of our Numeracy Team, whose continued growth in results for VCE General Mathematics led to an invitation to present to 19 secondary schools in the Outer East. Their strategies for improving numeracy outcomes were also showcased at regional events and the State Principal's Conference, reinforcing the positive impact our numeracy improvement plan is having across the college on student learning growth and achievement.

To further support academic excellence, we developed Developmental Assessment Curriculum Maps across faculties and trialled new learning pathways at Year 7 to better cater to individual student needs. Teachers worked collaboratively in preparation for the roll out of Learning Pathways at both Years 7 and 8 in 2025. In response to our growing student population, the College refined its organisational structure, strengthening roles and responsibilities in student learning and wellbeing. A significant milestone was the recruitment of a third Assistant Principal, who will join the Executive Team in 2025.

Celebrating student success remained a priority, with our Mid-Year and End-of-Year Awards Ceremonies continuing to acknowledge learning growth and achievement across all year levels.

Beyond the classroom, students embraced a wide range of extracurricular experiences. The College Production of *Matilda Jr.* showcased incredible student talent on and off stage, while the Central Australia Tour returned for the first time since COVID, offering Year 10 students an unforgettable adventure. Our Mid-Year and End-of-Year Music Showcases also grew, with increased numbers in the music program for 2024.

A special highlight this year was the opening of our newly revamped Valleydale Café. Our new look student run café has quickly become a vibrant hub within the school, offering a welcoming space for both students and staff to connect, grab a coffee and have some great food.

These achievements highlight the ongoing commitment of staff and students to fostering a positive, engaging, and high-achieving school culture.

Financial performance

Lilydale Heights College has built a positive financial position due to sound financial management and the efficient use of College resources by the Leadership Team. All funds received from the Department of Education were committed to improving the learning growth of all students and the operational needs of the school, consistent with Department policies. During 2024, the trend in enrolments continued to increase, influencing the school's financial position. In addition to locally raised funds, the College received funding from the Department of Education including the SRP, Equity Funding, Disability Inclusion Funding, MYLNS Funding, Tutor Learning Initiative and Mental Health Fund. This allowed us to have a continued emphasis on improving student outcomes through targeted initiatives to support students in both learning and wellbeing. Some of these initiatives included literacy and numeracy support programs, Quicksmart, targeted intervention programs, increased workforce (Inclusion, Tutors, Wellbeing), and professional learning for staff to build their capacity to support students. Funds held in advance for 2025 will enable us to continue to invest in the facilities and resources at the College to support all students.

For more detailed information regarding our school please visit our website at
<https://www.lilydaleheights.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 835 students were enrolled at this school in 2024, 417 female and 416 male.

3 percent of students had English as an additional language and 2 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).

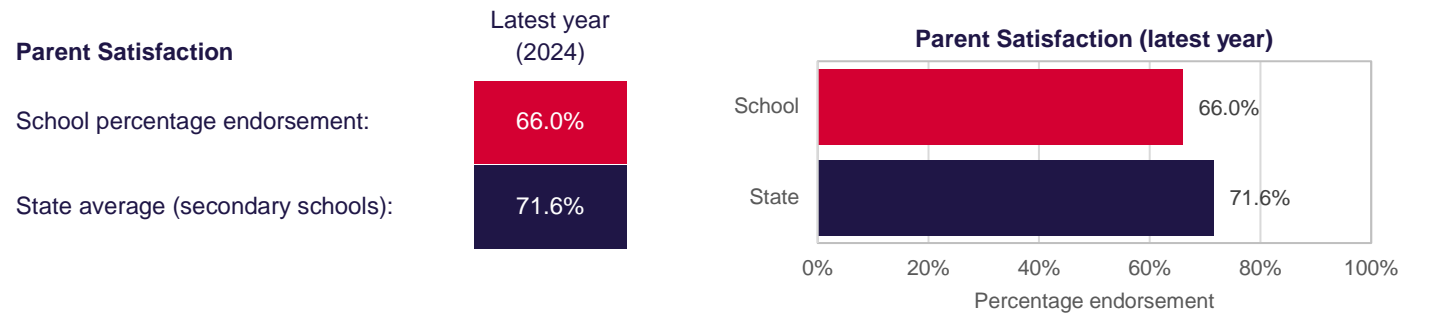
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

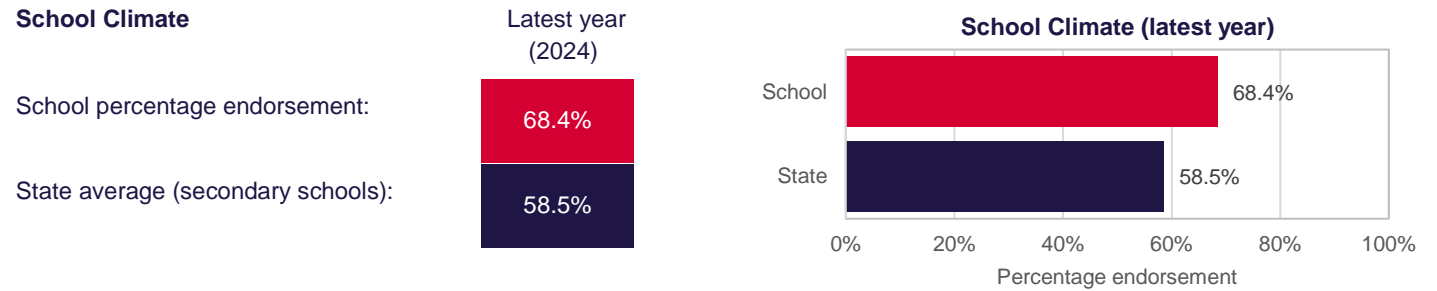


School Staff Survey

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.

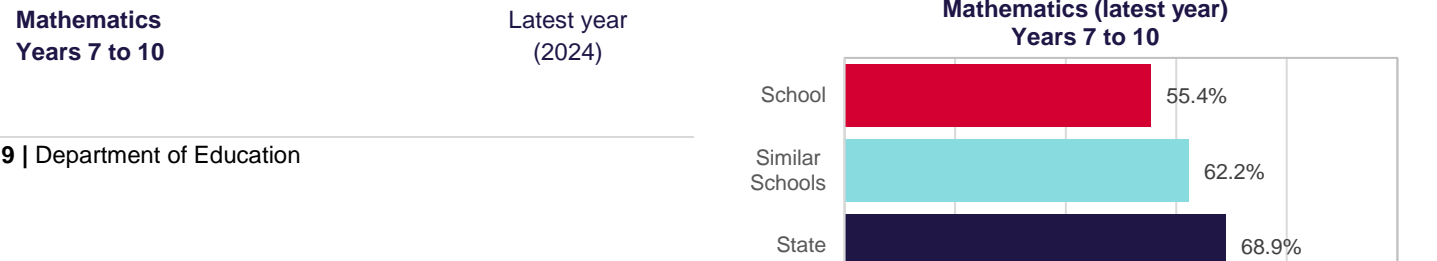
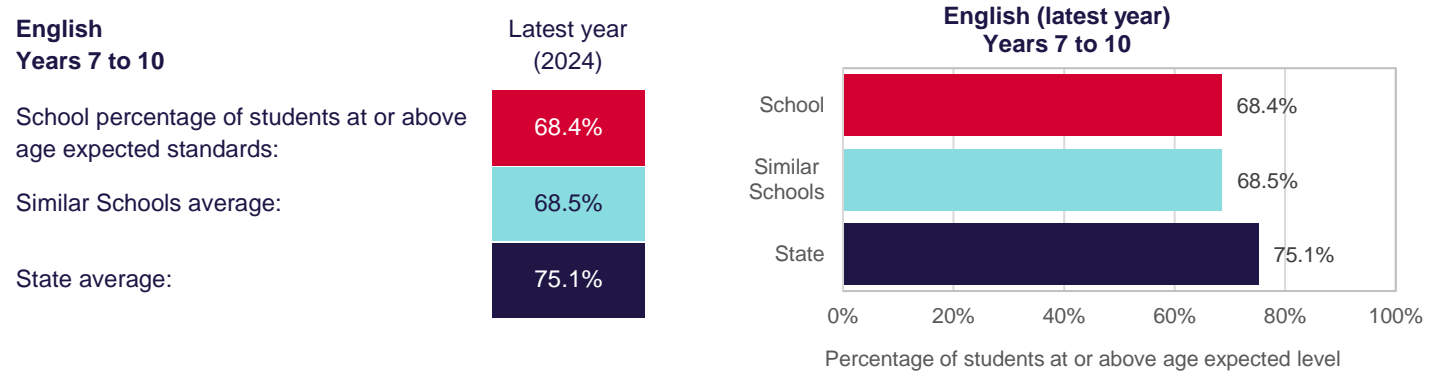


LEARNING

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.



School percentage of students at or above
age expected standards:

55.4%

Similar Schools average:

62.2%

State average:

68.9%



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.

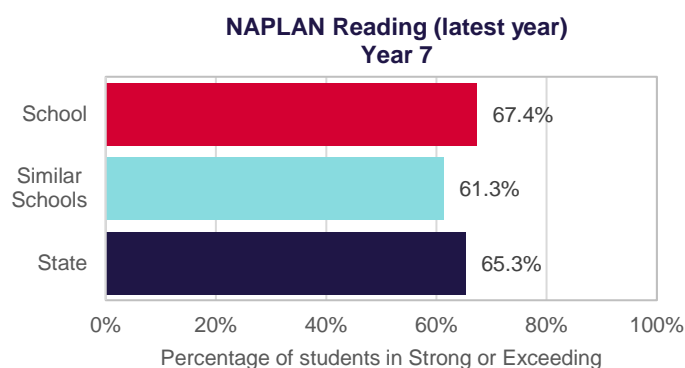
NAPLAN

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.

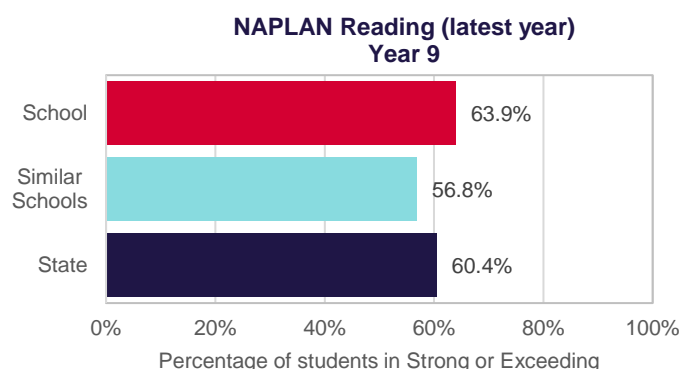
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.4%	72.1%
Similar Schools average:	61.3%	62.6%
State average:	65.3%	65.7%



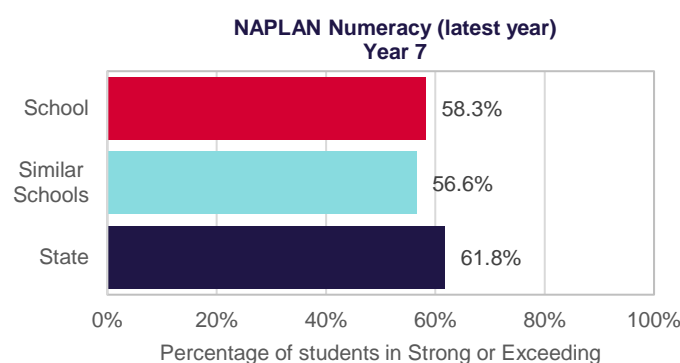
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.9%	63.0%
Similar Schools average:	56.8%	56.7%
State average:	60.4%	60.2%



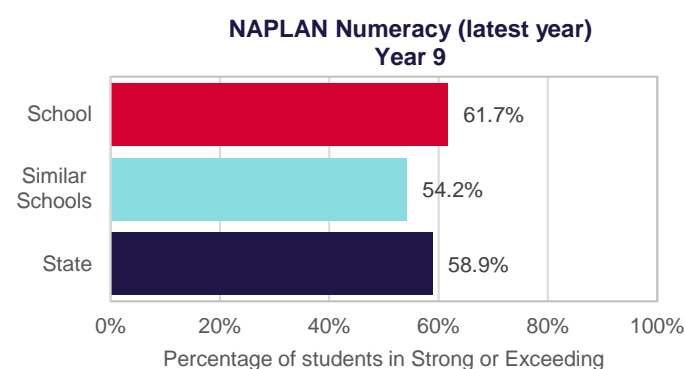
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	61.9%
Similar Schools average:	56.6%	57.7%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.7%	60.7%
Similar Schools average:	54.2%	54.4%
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:

59.1%

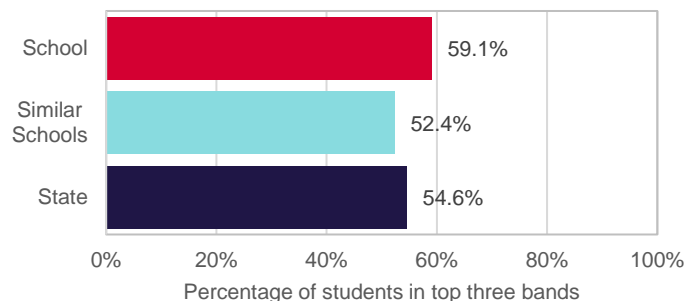
Similar Schools average:

52.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

36.8%

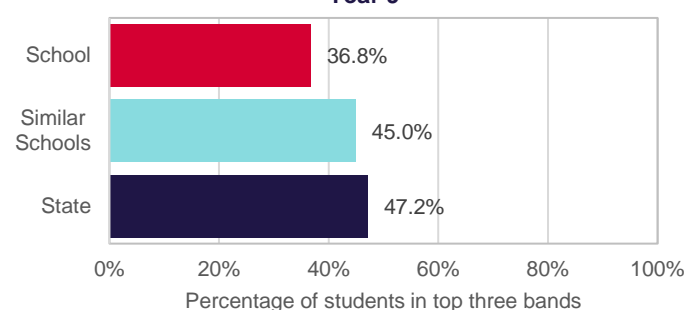
Similar Schools average:

45.0%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

40.1%

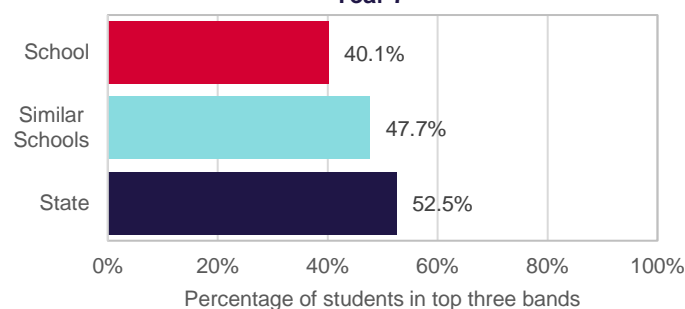
Similar Schools average:

47.7%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

43.2%

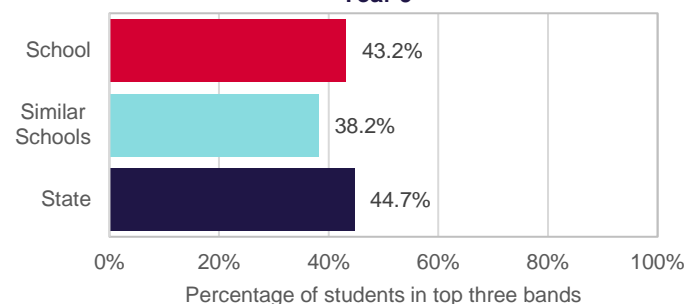
Similar Schools average:

38.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

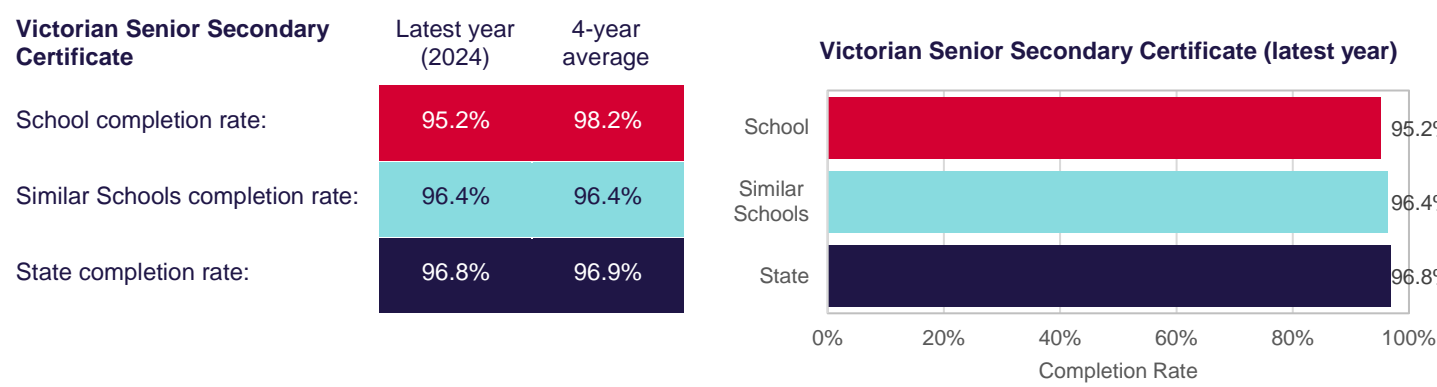


LEARNING (continued)

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.*

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.



Mean study score from all VCE subjects:	25.9
Number of students awarded the VCE Vocational Major	11
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	18%
Percentage VET units of competence satisfactorily completed in 2024:	71%

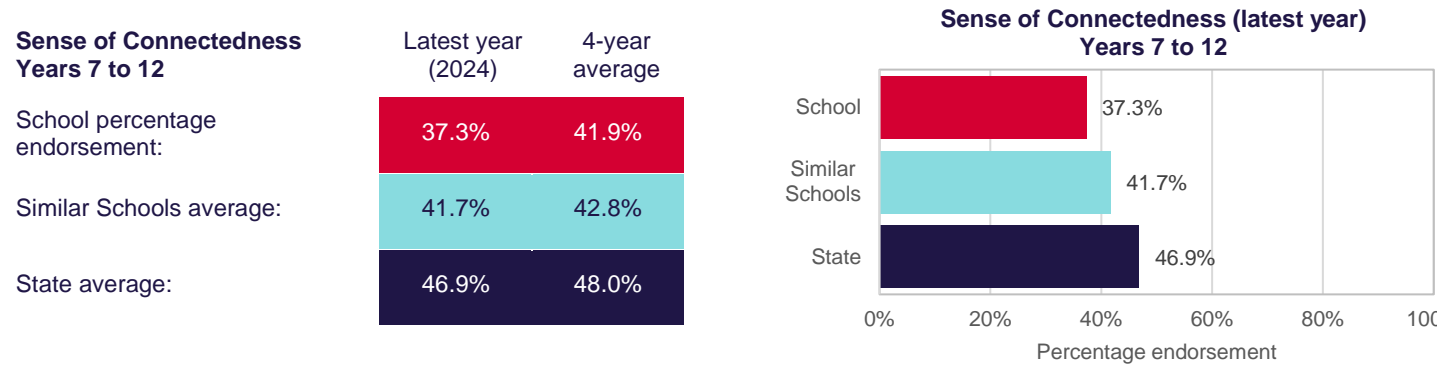


WELLBEING

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.*

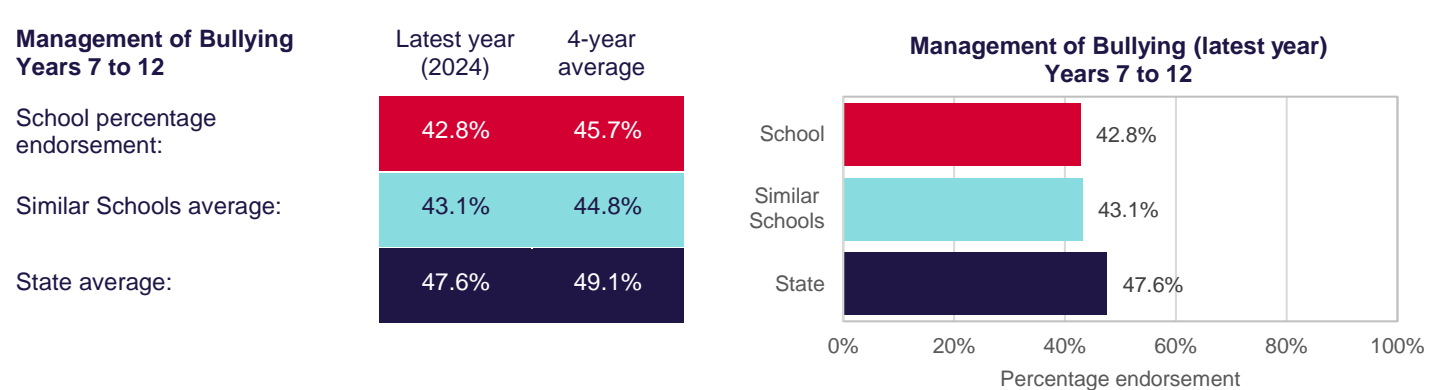
Student Attitudes to School – Sense of Connectedness

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).



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).

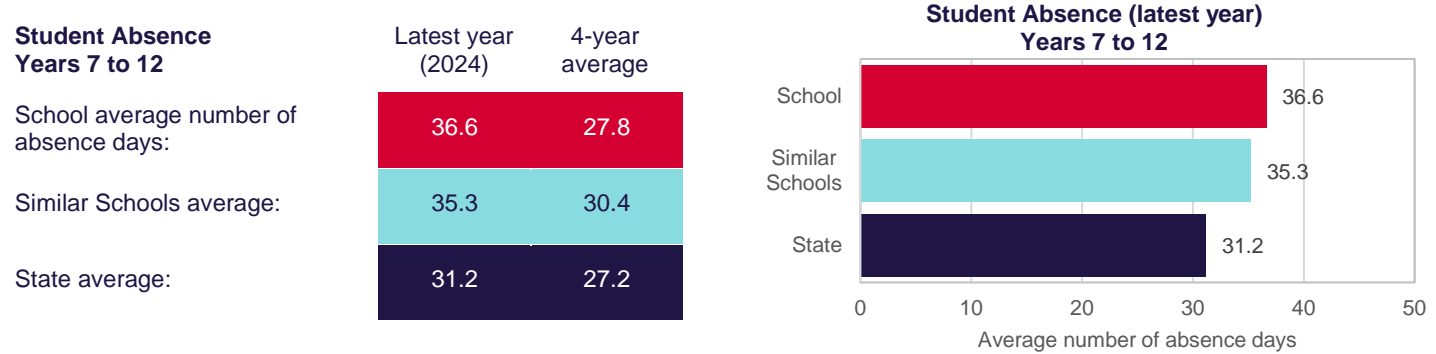


ENGAGEMENT

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.



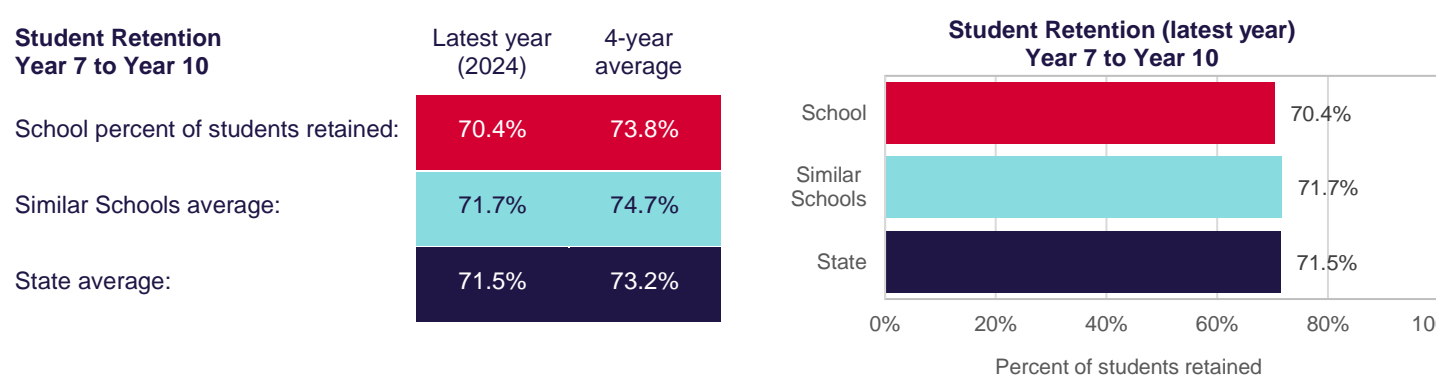
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	80%	79%	78%	86%	85%	87%

Student Retention

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



ENGAGEMENT (continued)

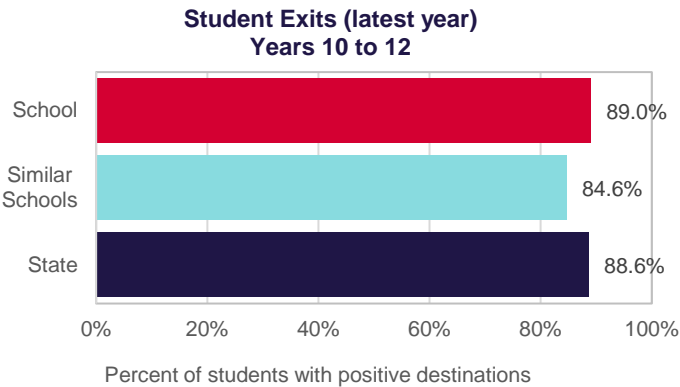
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	89.0%	88.5%
Similar Schools average:	84.6%	87.0%
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	\$11,126,077
Government Provided DET Grants	\$1,159,613
Government Grants Commonwealth	\$17,485
Government Grants State	\$7,079
Revenue Other	\$190,359
Locally Raised Funds	\$950,764
Capital Grants	\$0
Total Operating Revenue	\$13,451,378

Equity ¹	Actual
Equity (Social Disadvantage)	\$289,151
Equity (Catch Up)	\$51,995
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$341,146

Expenditure	Actual
Student Resource Package ²	\$10,752,485
Adjustments	\$0
Books & Publications	\$9,399
Camps/Excursions/Activities	\$449,407
Communication Costs	\$15,336
Consumables	\$138,098
Miscellaneous Expense ³	\$125,725
Professional Development	\$57,088
Equipment/Maintenance/Hire	\$314,656
Property Services	\$257,632
Salaries & Allowances ⁴	\$291,857
Support Services	\$287,129
Trading & Fundraising	\$98,759
Motor Vehicle Expenses	\$6,576
Travel & Subsistence	\$61
Utilities	\$133,707
Total Operating Expenditure	\$12,937,914
Net Operating Surplus/-Deficit	\$513,464
Asset Acquisitions	\$160,076

- (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

Funds available	Actual
High Yield Investment Account	\$3,567,687
Official Account	\$51,032
Other Accounts	\$20,895
Total Funds Available	\$3,639,615

Financial Commitments	Actual
Operating Reserve	\$371,368
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,243
Funds Received in Advance	\$485,152
School Based Programs	\$2,713,220
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	\$112,000
Maintenance - Buildings/Grounds < 12 months	\$312,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,010,983

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.