

2024 Annual Report to the School Community

School Name: Courtenay Gardens Primary School (5371)



- 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 24 March 2025 at 12:02 PM by Alison Lough (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 25 March 2025 at 02:41 PM by Alison Lough (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

Courtenay Gardens Primary School (CGPS) in Cranbourne North is a co-educational Government Primary School offering curriculum and wellbeing programs to students from Prep to year 6. The school has an enrolment management implementation plan through the department of education to ensure places for students residing in our school zone are prioritised. In 2024 our student population fluctuated between 770 and 805 students throughout the year. We had 36 classes across P-6, this included 6 grades at prep and 5 grades at each other year level. Students came from a diverse range of backgrounds, with 57% having English as an additional language.

According to the August Census, we were sitting at 798.2 enrolments, 345 of these being EAL enrolments, 7 Aboriginal, 2 international and 3 in out of home care. We had 232 equity funded students and 34 students funded under the PSD (Program for Students with Disabilities). Our 2024 staffing profile included 62 FTE VIT staff, with our leadership profile consisting of a principal, 3 assistant principals, 4 learning specialists and 2 leading teachers. We had 26.3 (FTE) education support staff comprising administration support, learning and integration support, multicultural support, tutors, and wellbeing support.

Our school vision is to provide our students with opportunities that enable them to identify their passions, experience success and develop the confidence to pursue future learning. We have a strong commitment to supporting student wellbeing and to ensure a safe, caring and inclusive learning community. The school promotes the values of safety, trust, acceptance, respect and success. These became known as our STARS values following refinement of our School Wide Positive Behaviour Support (SWPBS) Program. School rules, expectations, rewards and behaviour consequences are based on these values.

Teachers at CGPS are highly professional and committed to providing an outstanding teaching and learning program based on the Victorian curriculum. As well as academic and social development opportunities, students were provided opportunities to develop wider skills through our specialist programs. These included physical education, visual art, science and performing arts. In 2024, the school also introduced AUSLAN (Australian Sign Language) as its language program and students began learning to sign. The school provides opportunities for students to develop their leadership skills and to have a meaningful voice in their own learning. There is a strong commitment to supporting student wellbeing and to ensure a safe, caring and inclusive learning community.

In 2024, the teaching and learning program was well complemented by an extensive commitment to supporting student wellbeing including mental health, through dedicated support staff and programs. This includes a student counsellor and speech therapist. Dedicated EAL (English as an Additional Language) teachers and Multicultural Aides were employed to support students whose first language is not English. Curriculum programs had a strong emphasis on developing literacy skills, particularly in the early years through the implementation of a new systematic synthetic phonics program (Little Learners Love Literacy). Literacy and Numeracy intervention were provided for students requiring additional development of essential foundational skills.

The school provides excellent facilities for our students and school community and in 2024 included a performing arts centre, science lab, art room, library, full-size gymnasium and a generous outside playground environment with multiple age-designed play equipment areas,

sport courts and fields, gardens and outdoor learning spaces. Our teaching and learning programs are enhanced through the use of state of the art digital technologies. We have a 1:2 ratio of student devices (iPads and Laptops) and every classroom has a Commbox (digital screen) to support teaching and learning. A high abilities learning program ran for students in year 5 and 6, including the masterclass and Victorian High Abilities Program (VHAP) initiatives.

A canteen (outsourced) operated three days week and Out of Hours School Care for before/after school and vacation care was provided by Team Kids. Students were able to access a variety of extra-curricular activities and clubs at lunchtime and after school. The school uses the Compass platform for school communication. The school Parents' Association enabled parents to make connections with the school and participate in the organisation of fundraising.

While we were lacking in spare spaces within the school, we were fortunate to have just enough rooms for each grade, along with dedicated spaces for most specialist subjects. AUSLAN was delivered in grade classrooms. Our grounds were exceptionally maintained and improved by our maintenance team in 2024 including a brand new sensory garden (named Morack after a student vote for an indigenous name).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 CGPS underwent its school review and analysed the previous 4 years of data to determine progress against goals and student learning gain.

Significant changes to the Victorian Curriculum (Victorian Curriculum 2.0) were introduced and school direction and priorities had been adjusted accordingly.

Results for students P-6 who were assessed as at or above age expected standards in the Victorian Curriculum are as follows:

- English - 82.3%, this is 1.4% higher than the similar schools average
- Mathematics - 76.6%, this is 2.5% lower than the similar schools average

Students in year 3 and 5 were assessed in reading and numeracy in NAPLAN and given a proficiency rating (Exceeding, Strong, Developing and Needs additional support). The percentage of students in the strong and exceeding categories are as follows:

- Year 3 reading - 64%, this is 4.3% higher than the similar schools average
- Year 5 reading - 66.9%, this is 1.3% higher than the similar schools average
- Year 3 numeracy - 55.4%, this is 0.6% higher than the similar schools average
- Year 5 numeracy - 57.8%, this is 0.4% lower than the similar schools average

In 2024 all staff participated in professional learning to support their understanding of the research and requirement to adapt literacy teaching approaches, in particular around the introduction of a systematic synthetic phonics approach in the junior school. Prep teachers were trained extensively to ensure this approach was embedded from the start of the year. Year one and two

teachers participated in training as the year progressed in order to be ready for full implementation of the approach across the junior school (P-2) in 2025.

By mid term 4, 88% of prep students had reached the end of year benchmark for phoneme/grapheme knowledge. A teacher survey showed that all teachers' understanding of systematic synthetic phonics increased to an average of 4.5/5 by the end of the year.

Success through the Tutor Learning Initiative targeting year 4 students who were in the needs additional assistance category (2023 NAPLAN) showed a gain of 75% of a progression point in 6 months. Year 6 students in the same category gained an average of 6.4 on their scale score in 12 months.

Wellbeing

In 2024 CGPS underwent its school review and analysed the previous 4 years of data to determine progress against goals and student wellbeing outcomes.

Significant adjustments and improvements to our wellbeing approaches were made during 2024. The following factors from the Attitudes to School Survey completed by year 4-6 students gave the following percentage endorsement results:

- Sense of connectedness - 69.4%, this is 5.2% lower than the similar schools average but 3% higher than it was in 2023.
- Management of Bullying - 68.9%, this is 2.3% lower than the similar schools average but 6% higher than it was in 2023.

Our updated and refined behaviour education processes in 2024 had a strong focus on parent engagement to support a cohesive, supported approach to improving behaviour outcomes. We also had a focus on the High Impact Wellbeing Strategy of establishing and maintaining clear classroom expectations. Together, these showed that by the end of the year there was a marked increase in consistency in behaviour expectations and consequences across all classrooms, within and across year levels.

Professional development for staff in recognising and responding to mental health concerns saw an increase in staff confidence to identify early warning signs and know what the referral pathways were and how to access these. We completed mental health referrals for 23 students in 2024. Staff were also trained in how to collect and record documentation to support the school's move into Disability Inclusion Profiles and transition from the Department's old PSD program to the new DIP. An Education Support Integration team under the leadership of a Disability Inclusion Leading Teacher participated in weekly training and upskilling to support students with specific disabilities or special needs.

Engagement

Student attendance has been a focus with strategies put in place for following up absences and educating families on the importance of regular attendance at school.

2024 overall data is not yet available at the time of writing this report, but in 2023 44% of students P-6 had 20 or more days absent. This was equivalent to similar schools and an improvement to the previous year.

A focus on our school transition processes showed success with an 87% endorsement on the student attitudes to school survey, up 28% from 59% the previous year. 80% of students also felt they had an advocate at school which was up 2% on the previous year.

Student goal setting around their learning in reading, writing and mathematics contributed to an increase in student voice and agency endorsement, up 3% to 58% in 2024.

Our updated school values and focus on celebrating diversity in our community assisted in the percentage positive endorsement also increasing 3% to 71% in 2024.

In 2024 we continued to engage with Foundation House to improve our understanding and capacity to support refugee families and teaching staff participated in two professional learning sessions to enhance their capabilities. Ongoing links with refugee support agencies and other groups to assist us in providing tailored and appropriate support for students and their families will continue to be a priority.

Other highlights from the school year

In 2024, CGPS ran camps from year 3-6. Year 3 students went to Yarra Junction, year 4 to The Summit, year 5 visited Ballarat and year 6 attended Woorabinda. These camps were a significant highlight of the year for the students who attended, with reports of fun activities, newly formed friendships, confidence and leadership building opportunities and lifelong memories made.

Excursions and incursions at every year level provided additional engagement and opportunities for students to build their knowledge and skills in exciting ways. Some of the most popular excursions and incursions from the year included:

- AUSLAN incursions with visitors from Auslan Education Services
- Swimming program for students P-5
- Year 6 Life Saving Victoria Beach Program
- Milo's Birthday Party for prep
- Citizens of the World anti-bullying incursion for year 5/6
- Year 5 Kids on Track wellbeing program
- Year 6 SHARP (sexuality education) incursion
- Year 6 Eureka to Federation incursion
- Year 5 SES disasters and emergency planning incursion
- Year 4-6 Flying Bookworm incursion
- Grade 2-6 Olympian discussion, meet and greet with Dayna Crees
- Grade 3/4 Focus on Disability incursion
- Grade 2 Bricks 4 Kidz incursion

- Grade 4 Project Rokit incursion
- Prep Chesterfield Farm excursion
- Grade 1 Funtopia excursion
- Year 5 Gould League excursion
- Year 3 Rush HQ excursion
- Year 2 Gravity Zone excursion
- Year 6 Gumbuya World excursion
- Year 5 cinema and park excursion

Our School Showcase was a huge success where students from P-6 were able to share their musical and dance talents. It was a wonderful opportunity for the community to come together and celebrate the extra curricular interests and hobbies our students and families enjoy. Our end of year concert further highlighted our community's desire and commitment to come together to celebrate with our students and staff.

Other successful events and programs from throughout the year included:

- The EcoSmart initiative with students developing projects and some even showcasing their work and then going on to win prizes at the EcoSmart Exhibition at the Convention Centre in Melbourne.
- Fitness and running club before school and selected lunch times run by our Phys Ed department.
- Harmony Day
- Year 6 Interschool Sport
- Student Leader's Reception
- Casey Inspire Leadership Day
- Year 5 Masterclass excursions
- Cross Country
- Wear it Yellow Day
- 3-6 athletics day at Casey fields
- Wear it Pink Day
- AMP (adolescent male program), Y-Girls and EmPower programs
- Multicultural Day
- Prep 100 days of school celebration
- Science Week activities and open afternoon
- Book week celebrations, dress-up and parade
- Footy Colours Day
- Junior athletics carnival

Financial performance

Courtenay Gardens ended the year in a strong financial position with funds in the bank earmarked for significant building upgrades and improvements. We had hoped to secure a federal funding capital works grant but did not achieve this unfortunately, which has stalled our plans for modifying our main building. We will now review how to best spend this money on building modifications and upgrades to best benefit our students and community in the coming years. Opportunities for capital works grants that arise this year will be applied for again.

Our Student Resource Package was spent in accordance with its purpose - on staffing for appropriate support and equity funding used for additional programs and resources to support students with additional needs.

School Council entered into updated contracts in 2024 for our school canteen - Bellbrook Catering and for our Out of School Care Program - Team Kids.

Fundraising in 2024 was used to purchase new air conditioners and to fit out the gym with large ceiling fans to enable the space to be used all year, including for assemblies, events, and sport. The sensory garden was also funded through school fundraising in 2023/24. Leftover fundraising money from 2024 will be put towards upgrading the bike shed this year.

Parent's Association Fundraising events included:

- Mother's and Father's Day Stalls
- Icy-pole sales
- Free dress days
- Second hand uniform sales

**For more detailed information regarding our school please visit our website at
<https://www.cgps.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 791 students were enrolled at this school in 2024, 397 female and 394 male.

57 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).

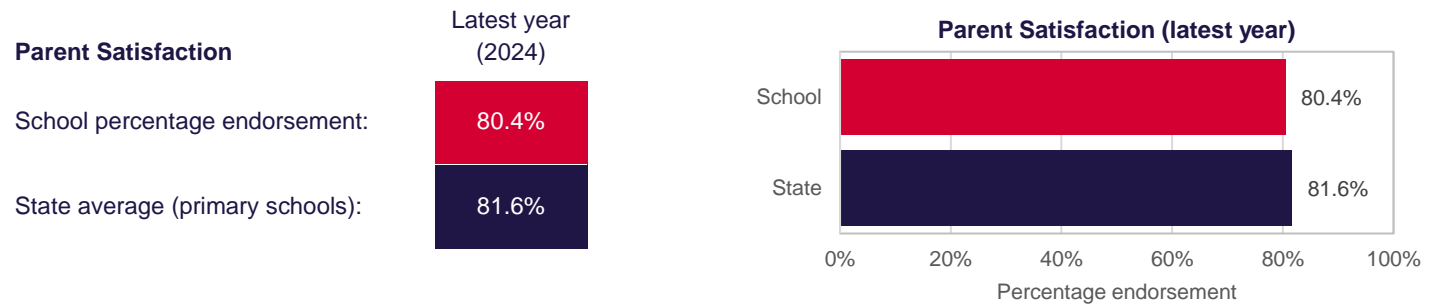
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

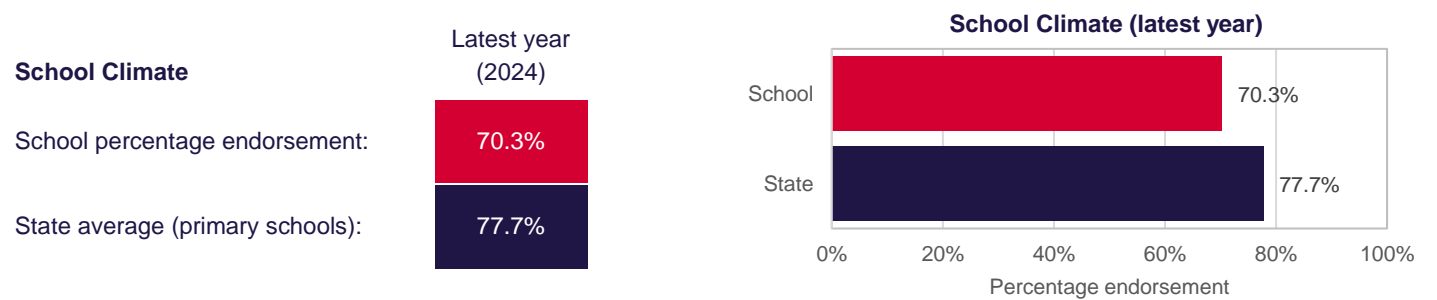


School Staff Survey

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

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

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



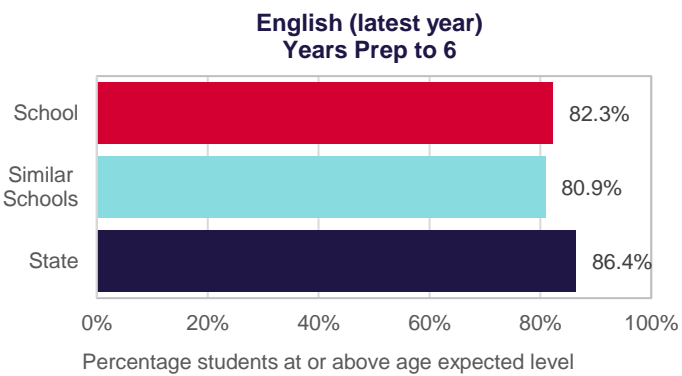
LEARNING

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.

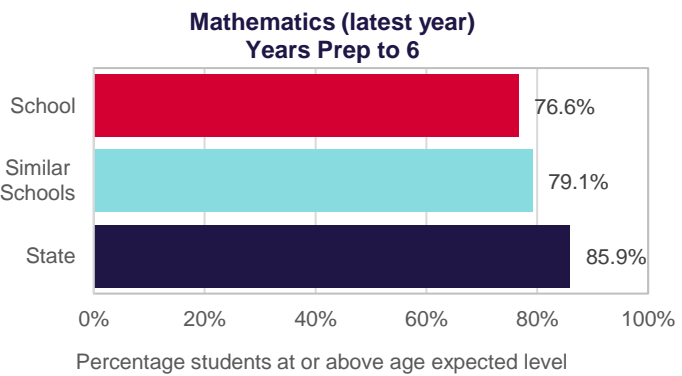
Teacher Judgement of student achievement against the Victorian Curriculum

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:	82.3%
Similar Schools average:	80.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	76.6%
Similar Schools average:	79.1%
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.

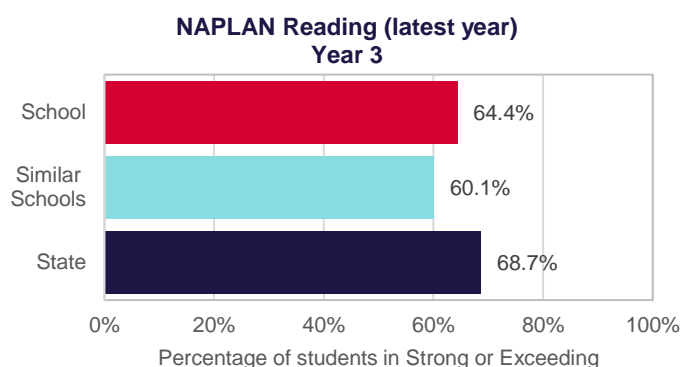
NAPLAN

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.

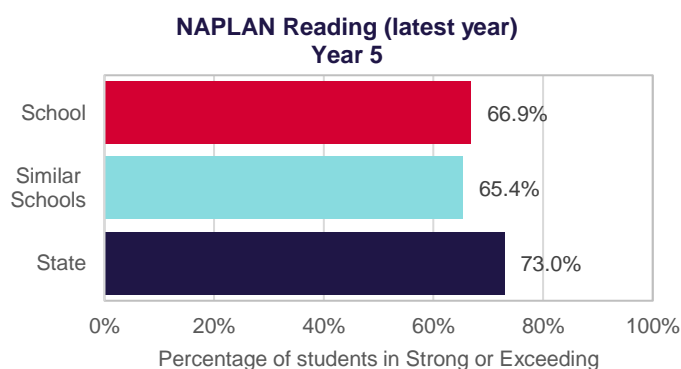
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.4%	61.6%
Similar Schools average:	60.1%	59.9%
State average:	68.7%	69.2%



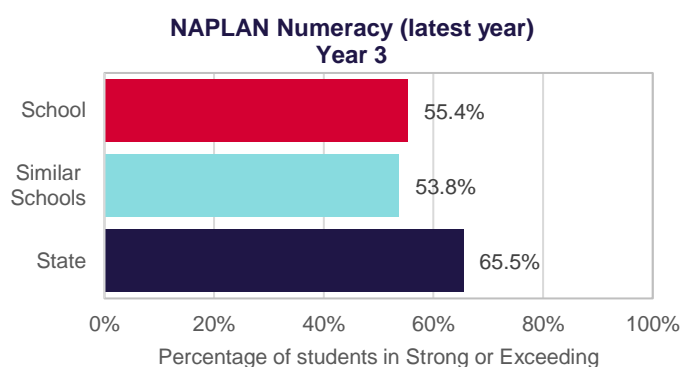
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.9%	72.1%
Similar Schools average:	65.4%	67.9%
State average:	73.0%	75.0%



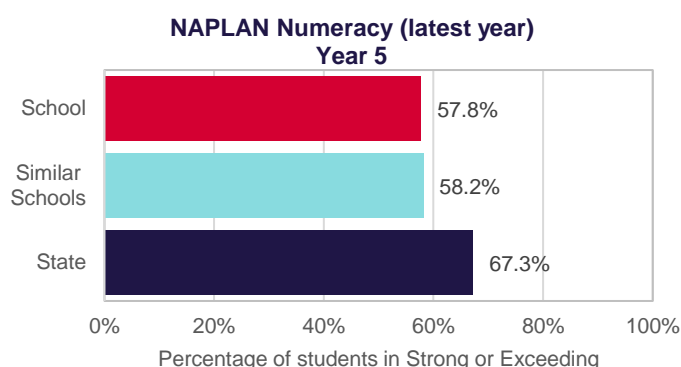
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.4%	52.0%
Similar Schools average:	53.8%	54.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.8%	61.3%
Similar Schools average:	58.2%	58.4%
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:

75.0%

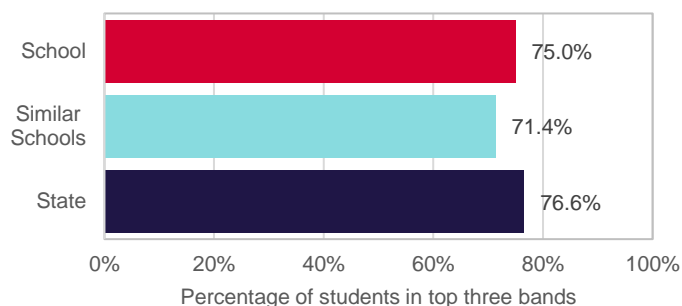
Similar Schools average:

71.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

66.1%

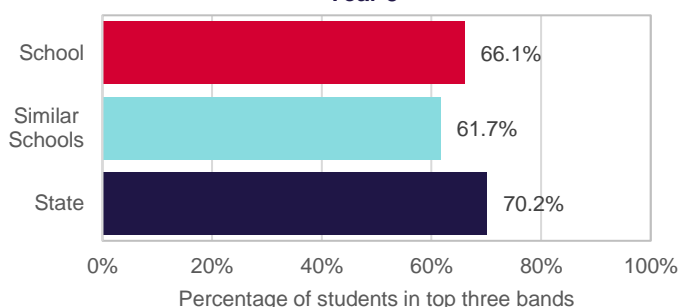
Similar Schools average:

61.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

55.7%

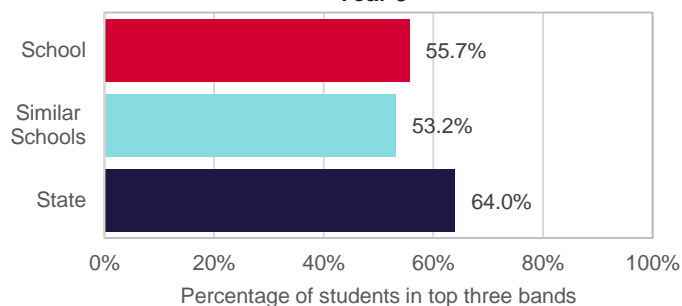
Similar Schools average:

53.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

53.3%

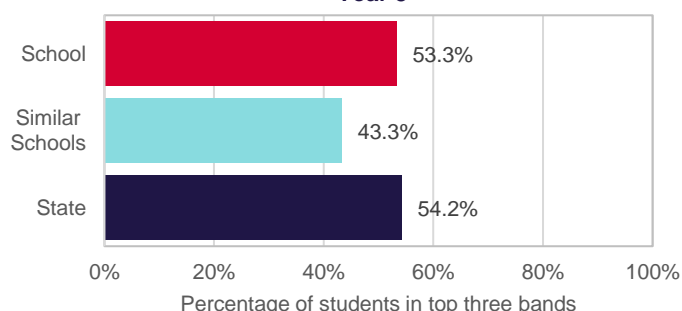
Similar Schools average:

43.3%

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.

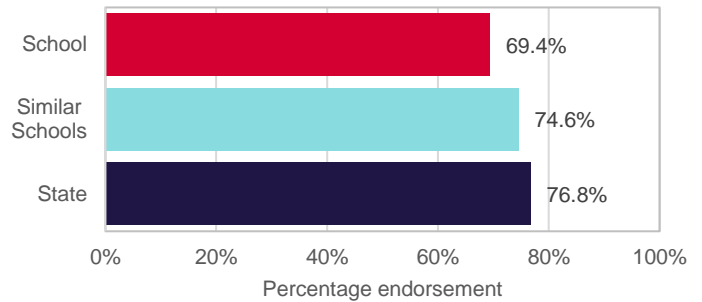
Student Attitudes to School – Sense of Connectedness

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:	69.4%	73.1%
Similar Schools average:	74.6%	76.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



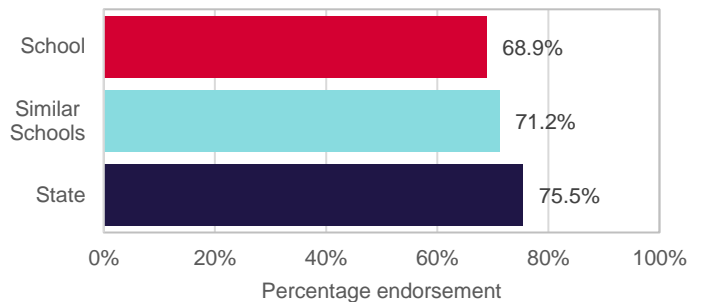
Student Attitudes to School – Management of Bullying

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:	68.9%	72.2%
Similar Schools average:	71.2%	71.8%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

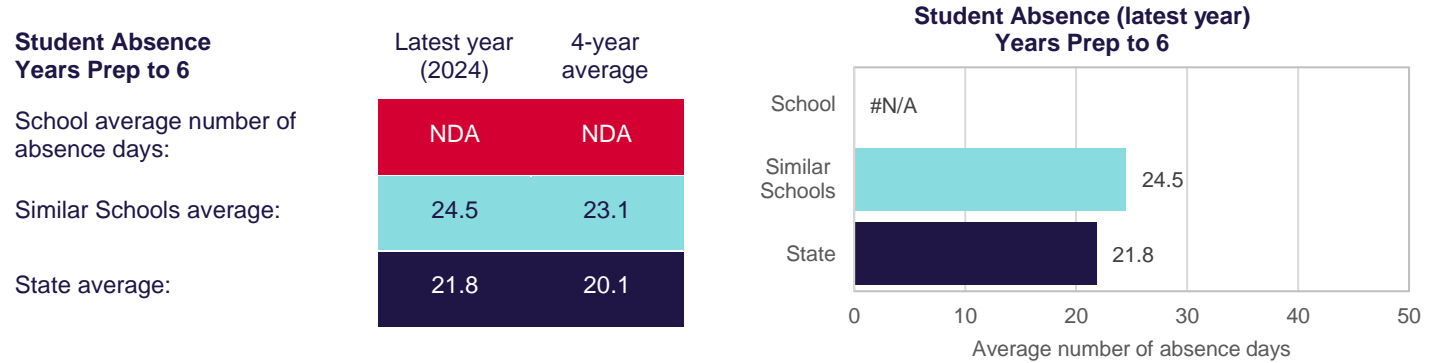


ENGAGEMENT

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):	NDA	NDA	NDA	NDA	NDA	NDA	NDA



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,118,719
Government Provided DET Grants	\$2,191,888
Government Grants Commonwealth	\$14,976
Government Grants State	\$0
Revenue Other	\$90,552
Locally Raised Funds	\$352,799
Capital Grants	\$0
Total Operating Revenue	\$11,768,934

Equity ¹	Actual
Equity (Social Disadvantage)	\$519,551
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$519,551

Expenditure	Actual
Student Resource Package ²	\$9,026,373
Adjustments	\$10,895
Books & Publications	\$59
Camps/Excursions/Activities	\$181,795
Communication Costs	\$10,806
Consumables	\$232,130
Miscellaneous Expense ³	\$25,117
Professional Development	\$63,197
Equipment/Maintenance/Hire	\$255,170
Property Services	\$170,795
Salaries & Allowances ⁴	\$180,615
Support Services	\$304,867
Trading & Fundraising	\$17,233
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$83,515
Total Operating Expenditure	\$10,562,567
Net Operating Surplus/-Deficit	\$1,206,366
Asset Acquisitions	\$123,172

- (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	\$2,706,565
Official Account	\$17,241
Other Accounts	\$0
Total Funds Available	\$2,723,806

Financial Commitments	Actual
Operating Reserve	\$255,634
Other Recurrent Expenditure	\$14,212
Provision Accounts	\$0
Funds Received in Advance	\$341,959
School Based Programs	\$111,646
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,800,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,728,451

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.