

2024 Annual Report to the School Community

School Name: Kurnai College (8716)



- 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 11 March 2025 at 10:36 AM by Anthony Rodaughan (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 20 March 2025 at 11:33 AM by Anthony Rodaughan (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

Kurnai College is a multi-campus secondary college in the Latrobe Valley in the Inner Gippsland network of the department's South Eastern Region. Our college consists of 2 x 7-10 campuses located at Morwell and Churchill, a senior campus located on the grounds of Federation University in Churchill and a Flexible Learning campus in Morwell that also hosts our college's Kurnai Young Parents Program (KYPPs).

In 2024, the college had 1,218.2 students enrolled at census and had a high SFOE index of .6096, which is slightly higher than 2023. The college defines itself as a learning community where:

- Learning is our focus
- We all accept responsibility for increasing our own learning
- We all accept responsibility for helping others in their learning.

At Kurnai College, we work to grow/develop our students to be the best learners and individuals they can be. We strive to develop their foundation skills to enable them to build their learning skills and capabilities along their individual learning pathway. We strive also to develop their resilience, and character through our college pillars of Engagement, Work Ethic, Relationships and Excellence to enable them to be contributing and confident members of our college community and looking forward, in their own wider communities. We seek to provide them with a wide range of learning and growth opportunities that builds their cultural understanding and informs their global perspective. The College's stated purpose is "To build a learning community where staff, students and families connect through resilient and rigorous learning, respectful relationships and the celebration of achievement". The College has established programs in Advanced Learning, Mentoring, English as a Second Language, International Education, Peer Support and Student Leadership, Community Engagement, Transition, Careers and Pathways, and Music.

Teamwork is a central element in shaping and promoting improvement in the College with year level teams in years 7 to 10, and combined curriculum teams operating in years 11 and 12. Kurnai College continues to make Koorie inclusivity and intercultural learning a focus and an area for continued attention. Considerable emphasis and resources have been devoted to targeted professional learning for all staff. This has involved a suite of professional development activities with a focus on implementing the Kurnai Learning Architecture. SWPBS and the Berry Street Education Model have been a focus for developing practice across the College. Instructional Leadership has been a focus for the leadership team and in particular the ongoing work of the Learning Specialists who are an engine room for developing practice across the college. The Kurnai College workforce in 2024 was made up of a total of 197.3 EFT staff. Of these, 107 were teaching staff and 90.3 were education support staff. The college runs an international program which has shrunk dramatically since the pandemic and the worsening geopolitical situation with China. There are currently 14 international students enrolled at the college with most coming from China and Vietnam. There are promising signs that the program will pick up in the second half of the year with enquiries and pre-enrolment applications approaching double figures. The college faces a number of key challenges and barriers to overcome. The college has employed 2 mental health workers as part of the mental health reform initiative and these professionals are extremely busy supporting our students. Community culture around school attendance is a significant challenge. Student absence with family acceptance is a complex problem to overcome. The entire college team has been trained in trauma informed practice in the form of the Berry Street Educational Model and this learning will continue be a focus in the future. It is hoped that this learning will better equip our staff to deal with the ongoing effects of isolation and other trauma. Building teacher capacity in and understanding/confidence of the Learning Architecture framework

is progressing well across the college. This complex work is a 'slow-burn' improvement strategy and requires constant attention and induction of new staff and at times progress has been hampered by our staffs' capacity to take on professional learning in the current climate. Low levels of literacy and numeracy is another challenge that impacts on student growth. Less than 30% of year 7s entering the college are at the expected level in literacy and numeracy. The college leadership team will also work to develop coherence and clarity to harness the power of our strong middle leadership team. Kurnai Leadership Team (KLT) has become the engine room for school improvement. Our college review took place in 2023 and a new strategic plan is now in place. KLT will be a key driver of the different elements of the Strategic Plan and the Annual Implementation Plans.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, we were able to consolidate our practices for the NAPLAN test, ensuring all students were able to give their best effort. In 2024, we had 51% of Year 9 students in the Strong or Exceeding category for Reading compared to 45% the previous year. Our results for Numeracy in the Strong or Exceeding categories fell from 39% of Year 9 students in 2023 to 36.8%. The college will continue to support students who 'need additional support' through the Tutor Learning Initiative, Educational Support staff in classes and our after-school homework clubs.

Some classes have fluid Numeracy groups in Years 7-10. This has allowed students to receive targeted support at their point of learning for each topic.

Teaching staff have collaborated not only across the junior campuses for Years 7-10 but work has also begun to bring staff together across years 7-12. This will allow staff to have a better understanding of the curriculum requirements across all year levels. Moderation of learning tasks and assessments across all year levels has ensured alignment in awarding achievement results.

Together with our Learning Behaviour Updates, Continuous online Reporting provides regular feedback to students and families on students' achievements and steps to improve.

We continue to report strong completion rates in the Victorian Senior Secondary Certificate of 97.9%, compared to similar schools 94.5% and the State 96.8%. The mean study score dropped from 26.4 in 2023 to 24.8 in 2024. Of the 44 students who applied for an Australian Tertiary Admissions Rank (ATAR), 38 applied through the Victorian Tertiary Admissions Centre and 32 students received a first-round university offer.

Wellbeing

Throughout 2024, Kurnai College has continued to prioritise the health, wellbeing, and engagement of our students and staff across all four campuses. This year marked a significant structural change with the introduction of a new Assistant Principal role dedicated to Engagement and Wellbeing. This strategic move has strengthened our ability to support students by providing

dedicated leadership in wellbeing initiatives, student advocacy, and engagement strategies.

In preparation for 2025, we have redesigned our timetable to incorporate a dedicated pastoral care program. This program integrates key elements from The Resilience Project to embed emotional literacy in classrooms from Years 7-10. Additionally, the pastoral care program reinforces key Berry Street Education Model practices and delivers essential Respectful Relationships curriculum, ensuring students develop strong social and emotional skills in a supportive environment.

Building on our 2023 achievements, we have further strengthened our commitment to the Live4Life program. This year, all Year 8 students have completed the youth mental health first aid training, and our first Live4Life crew has been selected across the college. This initiative empowers students to take an active role in supporting their peers and fostering a culture of mental health awareness.

Our ongoing focus on student wellbeing has once again been reflected in the 2024 Attitudes to School Survey results, which show even stronger outcomes across the board. This positive data reaffirms our commitment to fostering a safe, supportive, and engaging learning environment.

As we continue to build on our wellbeing framework, Kurnai College remains dedicated to enhancing student experiences, strengthening partnerships with key support agencies, and ensuring all students feel connected, supported, and empowered to succeed.

Engagement

Engagement

The College continues to focus on absence days and seeking ways to improve attendance. In 2024, strategies implemented included continued frequent and automated communications with parents and carers regarding attendance and lateness at school, ongoing work with Schools Focused Youth Services, which provided an attendance focused worker .4 EFT and improving positive experiences at school. The percentage of students with 20 or more absence days was 59%, lower than similar schools and the network. This has increased since 2023. Attitudes to attendance had a 74% positive endorsement, which is 5% higher than similar schools and 6% higher than network schools. 77% of parents positively endorse school communication, which the College sees as a key to successful outcomes. Positive communications continues to be a focus with the continued implementation of the Kurnai Positive Acknowledgement communications with home, as well as PBS postcards recognising positive engagement at school by students. A range of reengagement programs were used, including the hosting of a worker from OzChild under the Schools Focused Youth Services program and the continued training and implementation of the Berry Street Education Model. Whilst the Berry Street Education Model is primarily a wellbeing, whole school approach to teaching and learning that is in its infancy at Kurnai College, we are beginning to see the potential for a positive impact on student engagement. Kurnai College remains committed to Latrobe Valley Flexible Learning Option (LV FLO) and the Kurnai Young Parent Programs. As a founder of both programs, we see the value in engaging targeted students in these programs. LV FLO caters for the needs of students who find engagement with mainstream difficult and are at risk of dropping out. Attendance at LV FLO ensures that students remain positively connected to education and keeps the door open for reengagement with

mainstream. The College continued to be a lighthouse school for Disability Inclusion in 2024.

Other highlights from the school year

The college leadership team worked with SenateHJ to map out the organisation design for Kurnai College. This complex work clarified roles across our learning community and will build cohesion, clarity and accountability. The revision and publication of the Kurnai Instructional model was another major achievement in 2024. The model sets out clearly how teaching and learning should happen across our college and provide strong direction and connection to best practice. A final highlight, as is every year was the college's celebration day at Gumbuya World. This day is enjoyed by staff and students, with almost 800 members of our college spending the day enjoying each other's company and the wide range of facilities on offer at the park.

Financial performance

At the close of 2024, the College's SRP reflected a surplus of \$778,087, primarily attributed to recruitment challenges for teaching staff in early 2024. To address these challenges, several staff members were recruited from overseas during Terms 3 & 4 and are now fully staffed.

Key infrastructure projects undertaken included the replacement of photocopiers and the continuation of our laptop replacement cycle. Additional funds were allocated to maintenance initiatives, with a particular focus on refurbishment projects at the Churchill Campus and LV FLO Campus, ensuring the ongoing upkeep and improvement of our school buildings.

The College also invested significantly in the development of its instructional model, along with professional learning opportunities for staff across the college. Furthermore, substantial resources were dedicated to refining the College's organisational design, which was a key objective in the Annual Implementation Plan (AIP).

Additional funding was directed toward student wellbeing, with the employment of extra staff to support these initiatives. The College also extends its gratitude for the equity funding provided by the Department of Education and Training (DET), which has been instrumental in advancing the College's academic and welfare enhancement objectives.

**For more detailed information regarding our school please visit our website at
www.kurnai.co**

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 1,236 students were enrolled at this school in 2024, 619 female and 609 male.

4 percent of students had English as an additional language and 12 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).

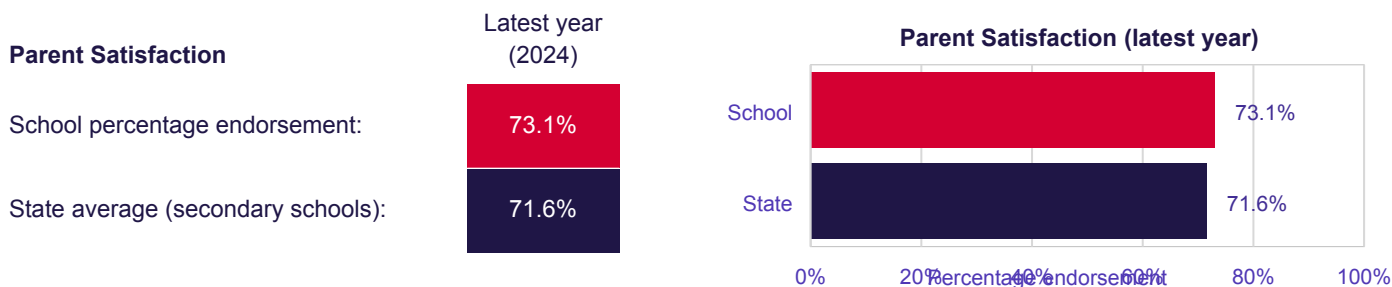
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

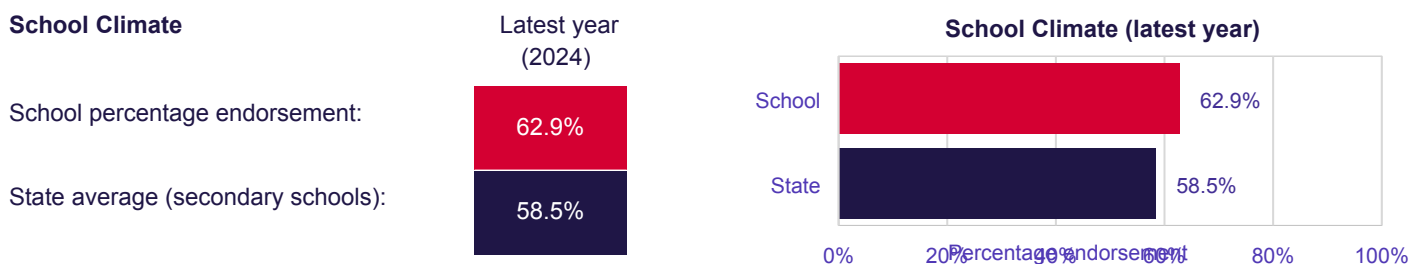


School Staff Survey

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.

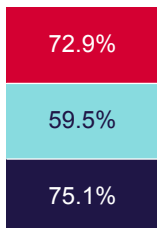
English Years 7 to 10

School percentage of students at or above age expected standards:

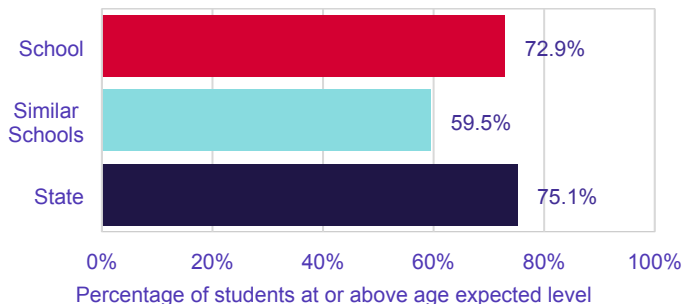
Similar Schools average:

State average:

Latest year
(2024)



English (latest year) Years 7 to 10



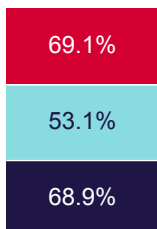
Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

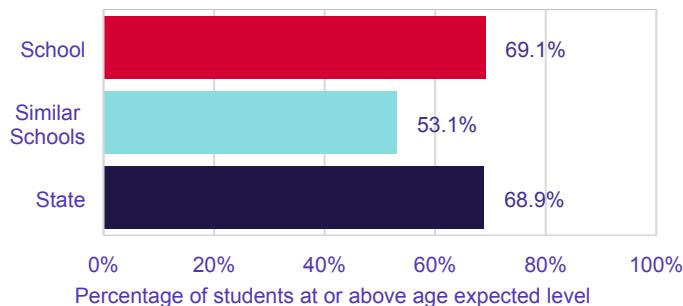
Similar Schools average:

State average:

Latest year
(2024)



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.

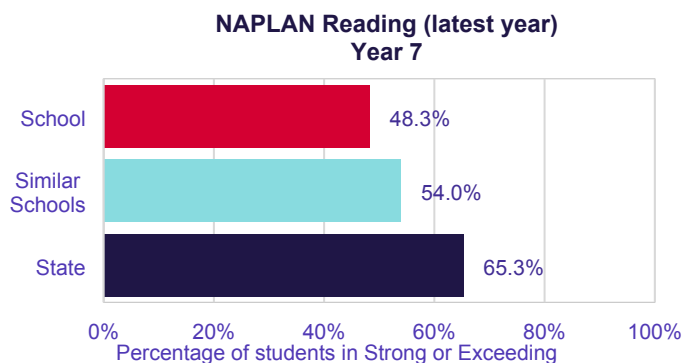
NAPLAN

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.

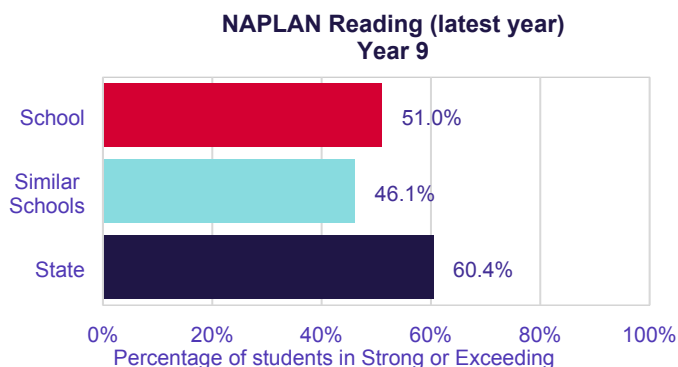
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.3%	48.2%
Similar Schools average:	54.0%	54.2%
State average:	65.3%	65.7%



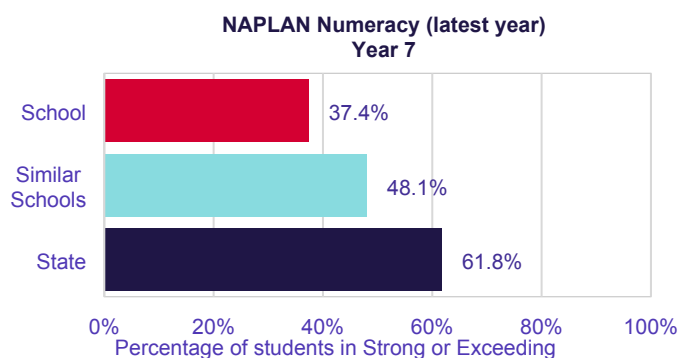
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.0%	48.0%
Similar Schools average:	46.1%	46.3%
State average:	60.4%	60.2%



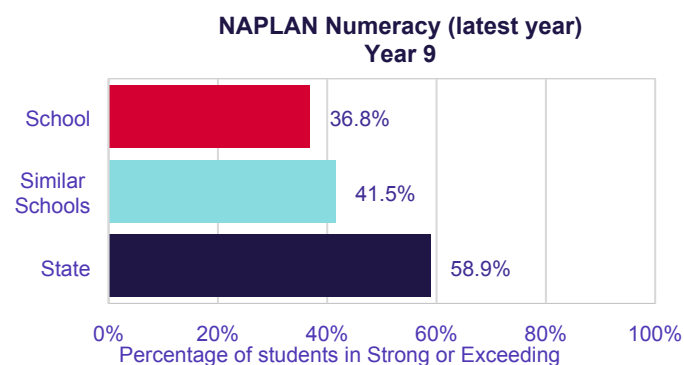
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.4%	41.6%
Similar Schools average:	48.1%	48.1%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	37.7%
Similar Schools average:	41.5%	42.2%
State average:	58.9%	59.4%

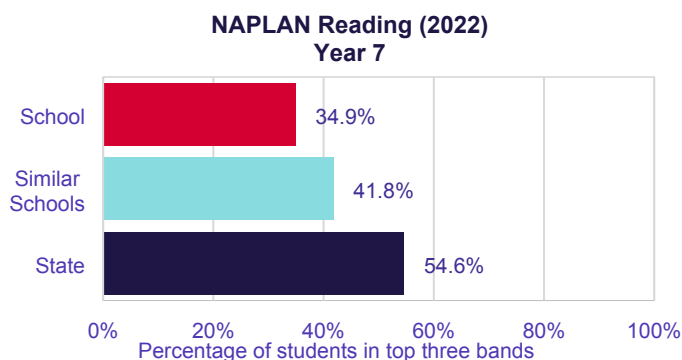
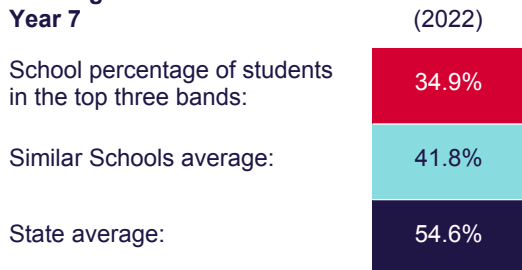


LEARNING (continued)

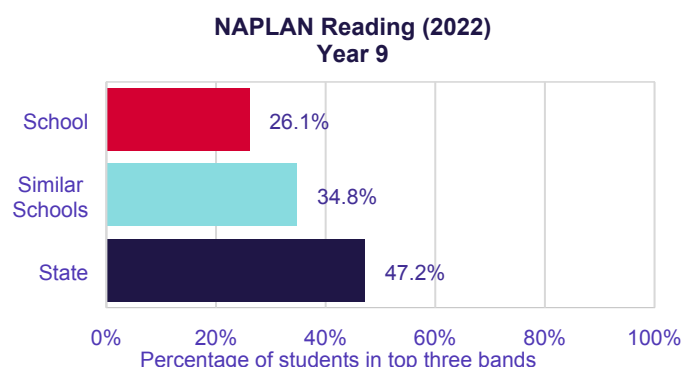
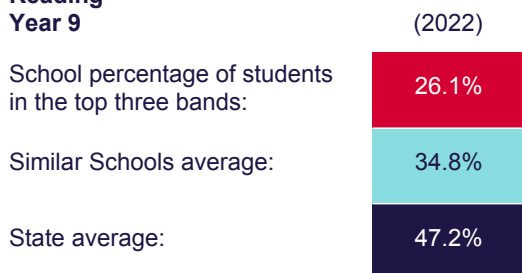
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

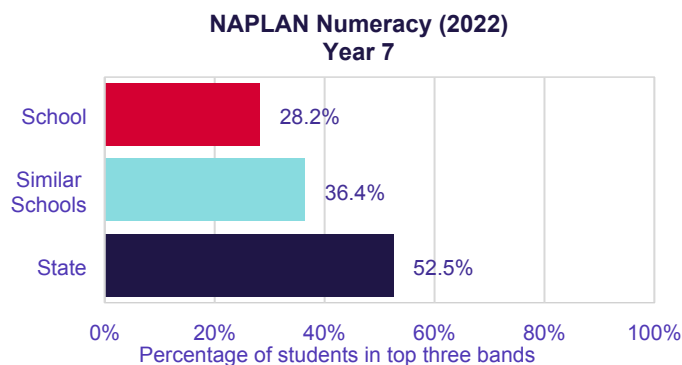
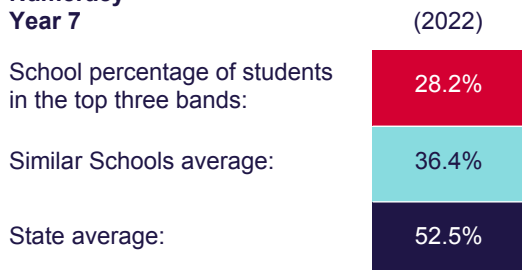
Reading Year 7



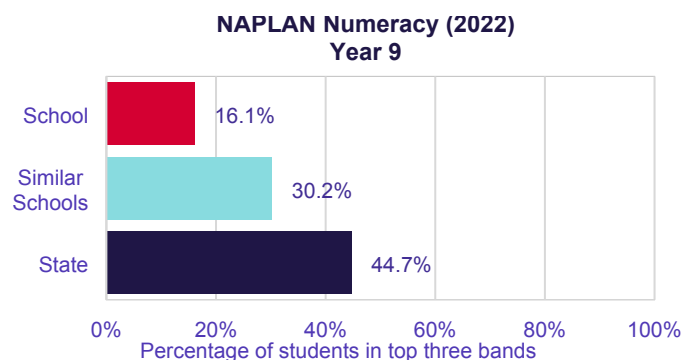
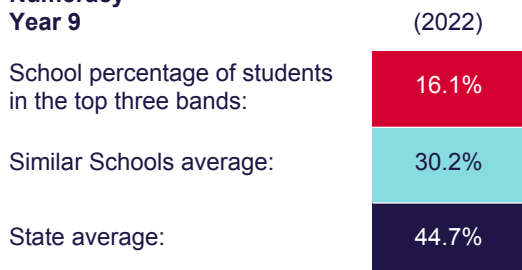
Reading Year 9



Numeracy Year 7



Numeracy 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.

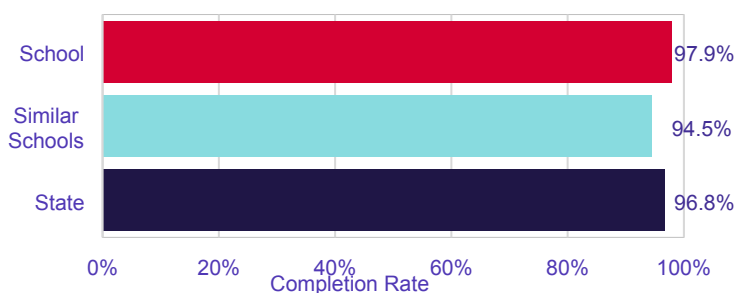
Victorian Senior Secondary Certificate

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	97.9%	97.0%
Similar Schools completion rate:	94.5%	95.1%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.8

Number of students awarded the VCE Vocational Major

30

Number of students awarded the Victorian Pathways Certificate

9

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

58%

Percentage VET units of competence satisfactorily completed in 2024:

68%

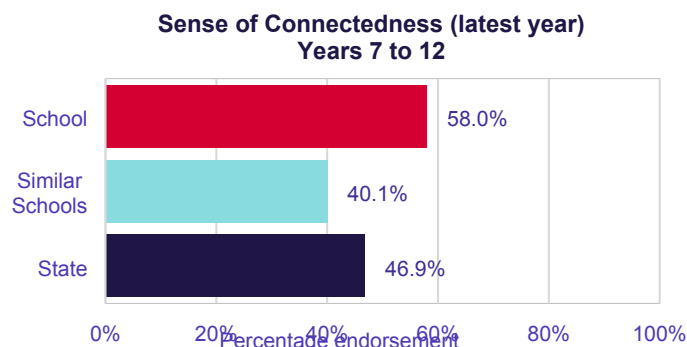
WELLBEING

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).

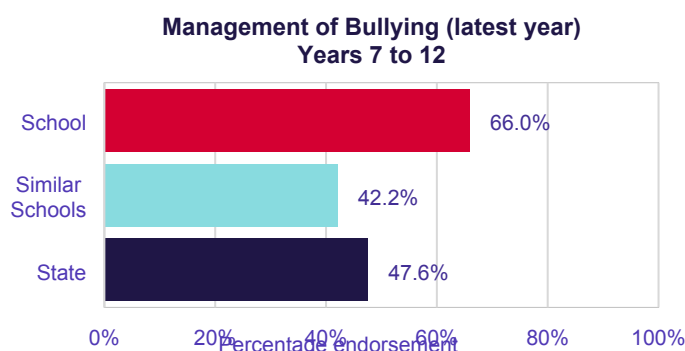
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	58.0%	55.3%
Similar Schools average:	40.1%	40.8%
State average:	46.9%	48.0%



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:	66.0%	61.7%
Similar Schools average:	42.2%	42.6%
State average:	47.6%	49.1%



ENGAGEMENT

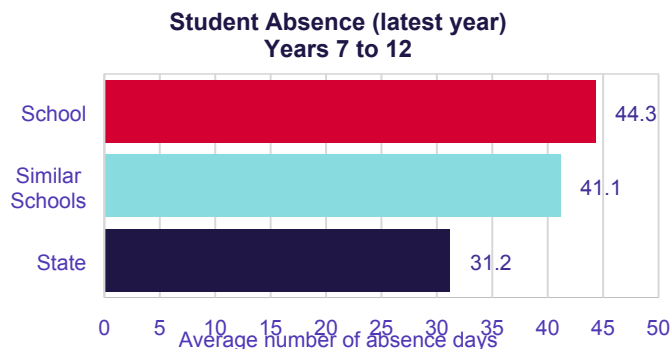
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	44.3	37.8
Similar Schools average:	41.1	35.1
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.

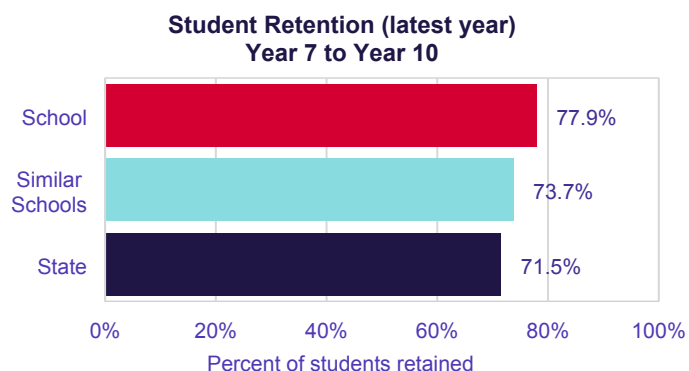
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	81%	77%	77%	75%	77%	83%

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:	77.9%	75.5%
Similar Schools average:	73.7%	75.1%
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

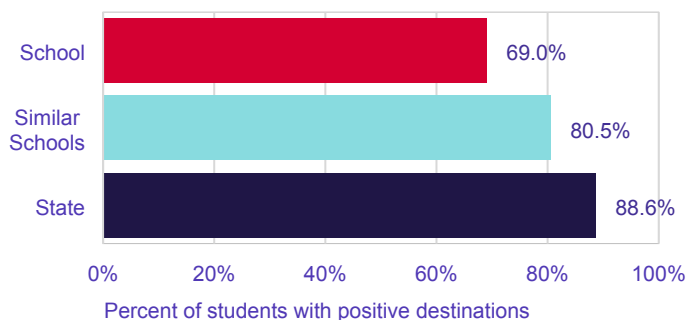
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	69.0%	74.1%
Similar Schools average:	80.5%	82.8%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$21,897,473
Government Provided DET Grants	\$4,002,989
Government Grants Commonwealth	\$6,332
Government Grants State	\$9,800
Revenue Other	\$188,793
Locally Raised Funds	\$565,290
Capital Grants	\$0
Total Operating Revenue	\$26,670,678

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,469,597
Equity (Catch Up)	\$179,481
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,649,078

Expenditure	Actual
Student Resource Package ²	\$20,991,993
Adjustments	\$1
Books & Publications	\$17,541
Camps/Excursions/Activities	\$475,419
Communication Costs	\$59,852
Consumables	\$617,344
Miscellaneous Expense ³	\$106,924
Professional Development	\$91,202
Equipment/Maintenance/Hire	\$200,020
Property Services	\$935,093
Salaries & Allowances ⁴	\$937,052
Support Services	\$860,648
Trading & Fundraising	\$214,667
Motor Vehicle Expenses	\$35,289
Travel & Subsistence	\$83,546
Utilities	\$266,000
Total Operating Expenditure	\$25,892,591
Net Operating Surplus/-Deficit	\$778,087
Asset Acquisitions	\$210,399

- (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	\$2,910,036
Official Account	\$62,605
Other Accounts	\$37,801
Total Funds Available	\$3,010,443

Financial Commitments	Actual
Operating Reserve	\$819,902
Other Recurrent Expenditure	\$29,591
Provision Accounts	\$0
Funds Received in Advance	\$850,000
School Based Programs	\$428,397
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$350,000
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$400,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$37,300
Total Financial Commitments	\$3,045,190

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.