

2024 Annual Report to the School Community

School Name: Buckley Park College (7670)



BUCKLEY PARK COLLEGE

- 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 April 2025 at 02:20 PM by Harold Cheung (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 29 April 2025 at 06:18 PM by Harold Cheung (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

Buckley Park College (BPC) is a single campus, co-educational, Year 7 - 12 school, located in Essendon since 1963. The college is well regarded in the community and has zoned enrolment, which has resulted in the vast majority of our students attending the college living within walking distance. “Build Your Wings”, the school motto, symbolises the important role the school plays in nurturing the academic and personal development that prepares young people for successful and happy futures. Every school member plays an important role in establishing the culture at Buckley Park College and is expected to live by a set of 4 College values of Aspiration, Kindness, Resilience and Community. These values guide us in our work, our learning and our relationships. The values also guide our approach to reinforcing positive behaviour and the expectations around us as learners.

The college is large enough to offer a challenging and diverse curriculum, yet the school is small enough to foster individual development. At Buckley Park College, students have a comprehensive and cohesive learning experience. The knowledge, skills and understandings they require to progress and go on to study successfully are systematically developed over the course of their secondary education. At every step, highly qualified and committed teachers and support staff challenge, encourage and support students to achieve high academic results in core and co-curricular programs while fostering their growth into adulthood and citizenship.

The school is committed to the ongoing professional development of teachers, which fosters a culture of lifelong learners. This ensures our students are exposed to innovative teaching and learning approaches, which ensures our students are prepared for the next stage beyond Buckley Park College. Through this work we have seen positive VCE and NAPLAN outcomes in comparison to state and our area,

Our school is well-maintained, and we commit our internal resources to ensuring our facilities can meet our students learning needs. The buildings are set amongst attractive gardens and green social spaces, with a central outdoor space that acts as a meeting point for the school community. The majority of the school buildings are over 60 years old and consequently continue to require ongoing renewal, which is also an opportunity for development.

The demand for places at the college is high, with many applications for limited places in Year 7 each year, while the numbers of students seeking enrolments in other levels continue to grow. While growth has been relatively orderly, there are physical limitations in our campus site that disallows any further significant growth, meaning this is an ongoing planning challenge for our school. Due to the previous reinforcement of the Department of Education enrolment policy the student numbers at the college has declined to a sustainable level which has allowed the college opportunities to enrol students outside of zone commencing in Year 7 2025.

The vast majority of our Year 7 intake comes from our three key local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school. We continue to have strong links with Essendon North PS, Aberfeldie PS and Moonee Ponds West PS, our ‘main feeder primary schools. We actively collaborated with them and all other primary schools from where our Year 7 students were enrolled.

At Buckley Park College, in 2024 we were working closely with 22 students funded under the Program for Students with Disabilities and actively working to familiarise ourselves with Disability

Inclusion processes. In 2024 the school employed 71 EFT teachers, including 3 Principal class officers and 18.5 EFT education support staff.

The college has an active 'friends' group who play a major role in the social life of the college. Attendance at college community events is excellent, demonstrating our community's attachment to the college. The college focused on 2024 on student learning - targeting our development of literacy and numeracy supports. Our student wellbeing focus continues to be the development of the College Student Wellbeing and Engagement Framework, expansion of student support services as well as our Home Group Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

Buckley Park College produced strong results in both NAPLAN and VCE and we have shown significant improvement in all areas of the NAPLAN tests. We increased our targets through concentrated efforts highlighted in the school-wide Literacy and Numeracy action plan.

The percentage of students with Exceeding or Strong levels of proficiency for Buckley Park College outperformed Moonee Valley Network and State results in all tests for Year 9 students. A few highlights include:

- Comparisons to state in all areas are extremely positive.
- Comparisons to similar schools are improving in our areas of focus.
- Numeracy: 74% Strong or Exceeding (an increase on 2023)
- Reading: 74% Strong or Exceeding (an increase on 2023)

Our 2024 VCE result was commendable, with 7.6% of our students achieving over 90 as their ATAR, 27% of our students achieving over 80 as their ATAR and a median Study Score of 29. 2024 also saw the introduction of the VCE - VM (Vocational Major) certificate for Year 11 students. The new course, which replaced VCAL, has learning outcomes that are aligned with traditional VCE. We are proud to report the successes of our year 11 students this year, with all students either progressing to Year 12 or finding a worthwhile pathway.

We implemented the GVC improvement process for the first time in 2024. This involves panels of teacher colleagues reviewing each other's documented curriculum and providing robust feedback matched to the Curriculum matrix. This provides a mechanism to ensure the curriculum is regularly reviewed and feedback is acted upon. English and Maths Domains also spent a large portion of their Domain curriculum time implementing the Victorian Curriculum 2.0 and enacting the changes ready for integration at the start of 2025.

This year, we focused our attention on developing the capacity of staff to differentiate the content for our students. We were aided by professional learning from our expert partner in Glen Pearsall. This has equipped teachers with the tools to make planned adjustments to the curriculum and on-the-spot modifications to increase the learning opportunities of all students. This work will continue in 2025, with a focus on process differentiation.

Another highlight of 2024, was the increased use of learning data. We have bulk-tested all students in Years 7,8 and 9 using PAT tests for several years now and are now engaging more staff during the PLC process. This has enabled us to better understand where students are at and target interventions for students below the standard and also 'bump-up' students that need a challenge. This data work has been aided by the introduction of the Essential Assessment platform targeting pre-test and post-test assessments linked to curriculum units and aid in determining appropriate levels of students.

Wellbeing

Buckley Park College provides a safe, supportive, inclusive learning environment in which every student may achieve success and feel connected to their community. This commitment is reflected in a range of programs that are delivered through the Wellbeing Team, the significant curriculum offerings and the co-curricular program. Of particular note is the fact that 86% of students identified that they did not experience bullying. The college's Wellbeing Team are a pivotal part of the college holistic approach to student wellbeing. In 2024 the Wellbeing team set up a partnership with Victoria University allowing the College to implement a Wellbeing Placement Program. The College hosted 7 Victoria University Masters of Counselling students throughout 2024, this enabled the College to adopt a triage response to the wellbeing needs of students and saw 396 additional sessions and check ins provided to our students beyond the work of the core Wellbeing Team.

The college continued to consolidate its implementation of the Berry Street Education Model which underpins the college's holistic approach to student wellbeing. In 2024, the college engaged with national Respectful Relationships organisation, Elephant Ed, to take a school community-wide approach to responding to a societal problem of gendered violence and toxic masculinity. This is a topic that the college takes seriously and embeds evidence-based approaches to educating students, staff and families around the proactive strategies used to promote safe, inclusive and respectful relationships in a variety of contexts.

Engagement

Buckley Park College continues to be a school where students engage in both the curricular and extracurricular programs. Students feel connected to the school and the large participation levels in a wide range of programs is a testament to this. In 2024, the focus continues to be on attendance and reducing unapproved absences. The average rate of attendance was over 86% for each year level in 2024. The focus on attendance at Buckley Park College in 2024 is a positive reflection of the emphasis on working with families to identify and overcome barriers to attendance.

Our destination data for our Year 12 graduating students continues to be positive. In 2024, 98% of students were recorded as having positive exit destinations, well above similar schools and state averages. 80% of our Year 12 students went to University, 7% to Further Training or Apprenticeships and 11% to employment. Our Year 12 students are expertly supported through regular and ongoing career counselling and guidance by the Later Years Team. They have access

throughout the year to information on courses and careers, with guest speakers from tertiary institutions being a regular feature of the program for our senior students.

2024 has also the further establishment of community partnerships with Victoria Police, Swinburne and STEM industry partners. Additionally, through our dedicated team of staff, the college was able to deliver our college camps and excursion program that ran till the last week of Term 4.

In 2024, the college engaged education consultant Glen Pearsall to support teachers with practical in-class engagement strategies to respond proactively to off-task behaviours. By embedding these into the Student Engagement and Wellbeing for Learning Framework, the college identified a significant decline of students disengaging from lessons. Staff felt supported by having a consistent set of expectations and a framework to respond to off-task behaviours in class.

Other highlights from the school year

The college continues to sustain a vibrant Camps program and actively works to reduce costs. The college operates an annual camp at Year 7-10 with the Year 7 Camp deemed compulsory to foster engagement. Six Year 9 students attended the School for Student Leadership for 8 weeks away from home where they developed their independence.

In addition to our camp program, students on site have an array of options for engaging lunch time, extra-curricular activities and clubs to pique their interests, including:

- Video Augmented Reality (VAR) Club
- Chess / Library
- Japanese Kana
- German
- Interschool Debating
- Equality Alliance
- Art
- Music / Band
- Sport / Inter-school Sport

A capstone event at the college is our Annual Production. In 2024, "Imagine That" involved a 130 of our students and a 1/3 of our staff. The production is performed on three evenings and a matinee performance. Through the commitment and dedication of our staff has ensured our students receive a vibrant program which allows for our students the opportunities to get involved in a variety of activities based on a students' individual interests.

The college was also excited to complete a number of minor works projects including beautification of our grounds. This has ensured our facilities are accessible to all students at the college. It has been wonderful to see the continued positive support for the college and growing interest from the wider community in enrolling their children at Buckley Park College. 2024 has also seen continued work in the design and development of the upcoming Buckley Park College STEAM Academy program which will provide interested students with a targeted curriculum

working with Industry Partners so our students will develop the skills required for the 21 century workforce.

Financial performance

The college has long operated with a staffing credit deficit, which is offset in cash by user-pays extra-curricular opportunities and Family contributions. At the end of the 2024 school year, the reconciliation reported a deficit of -\$103,859. This will be recovered in the 2025 Term 3 quarterly grant and offset by funds set aside in the SRP Contingency budget.

The school manages its finances effectively though our cash position has decreased significantly over the past two years. 2024's family contributions continue to be negatively affected (like many schools) by the change in the Parent Payment Policy. We continue to struggle to raise sufficient funds to support the colleges offerings through both the booklist and CompassPay. This is approximately 40% collection which has decreased from prior to the Parent Payment Policy of 80%.

A process of effective forward planning has ensured all activities with costs are managed appropriately. The school received \$88,998.00 in equity funding targeted to student wellbeing. \$50,255 of Middle Years Literacy and Numeracy Support (MYLNS) was received. Over 97% of this funding was applied to the employment of Learning Specialists in Literacy and Numeracy. \$37,000 Career Education Funding (CEF) was received to employ staff to support students plan for their future.

For more detailed information regarding our school please visit our website at www.buckleyparkco.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 876 students were enrolled at this school in 2024, 388 female and 487 male.

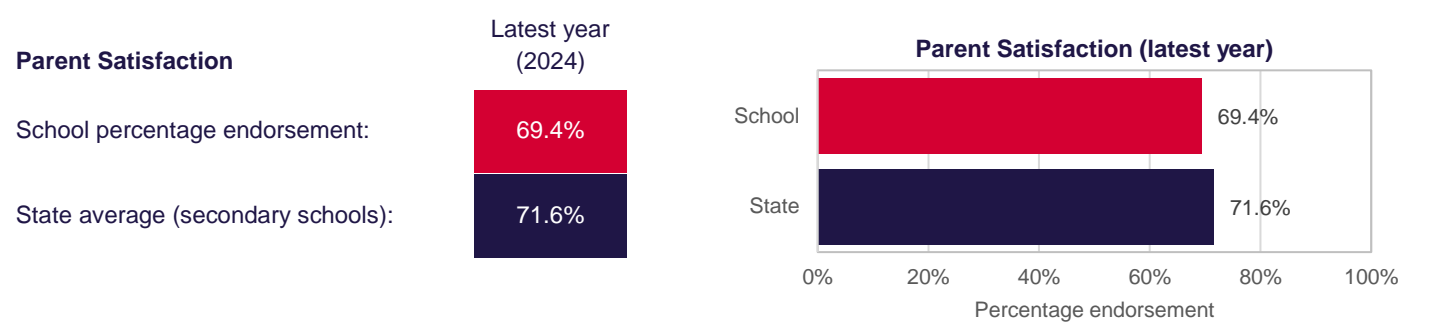
23 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is: **Low**

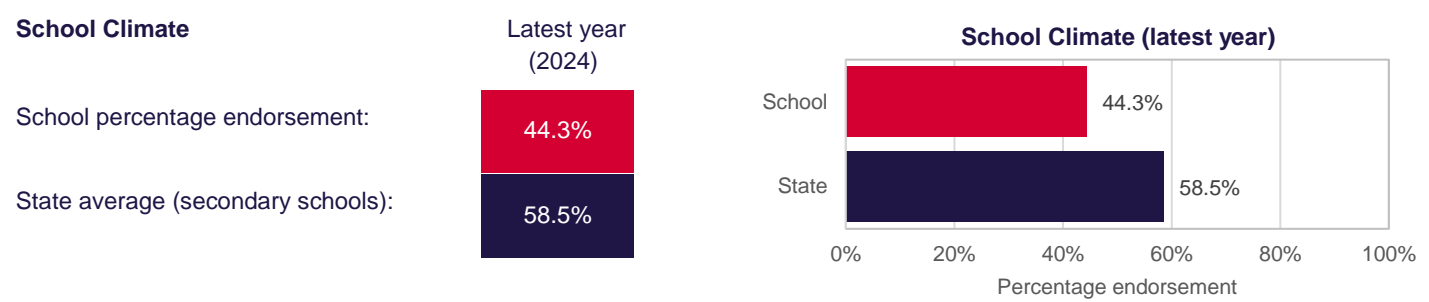
Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The 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.

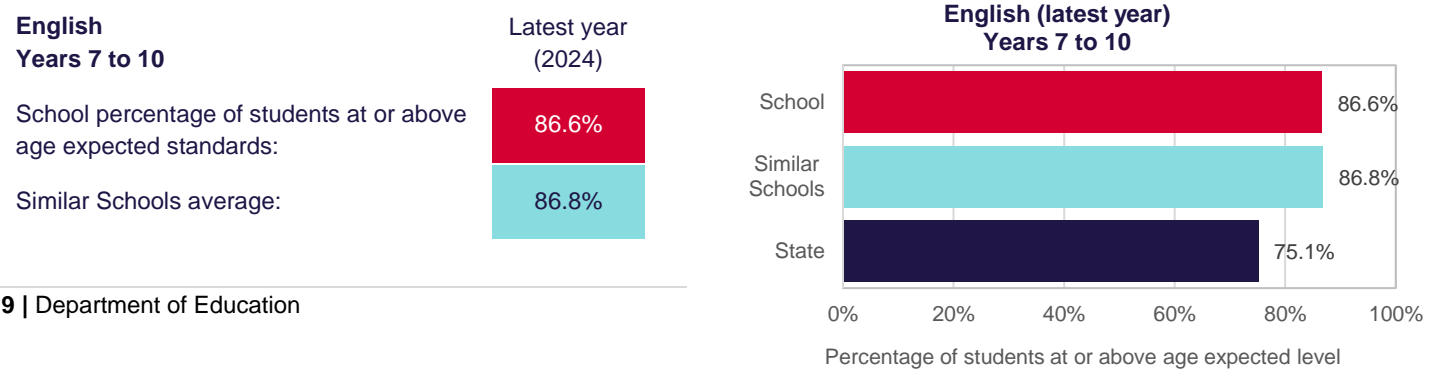


LEARNING

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

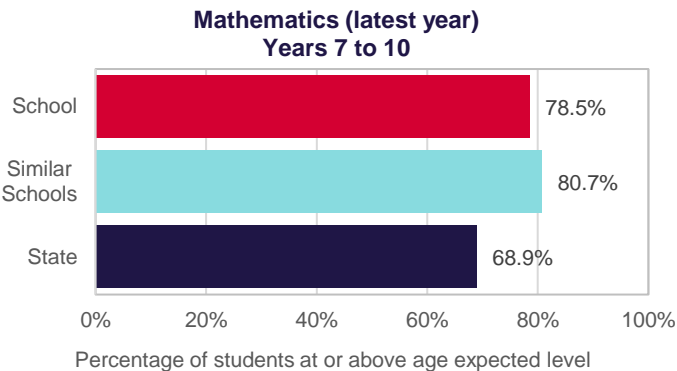
Percentage of students working at or above age expected standards in English and Mathematics.



State average:

75.1%

Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	78.5%
Similar Schools average:	80.7%
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.

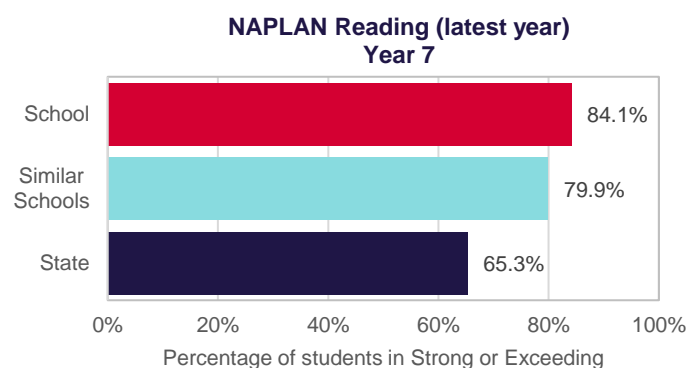
NAPLAN

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.

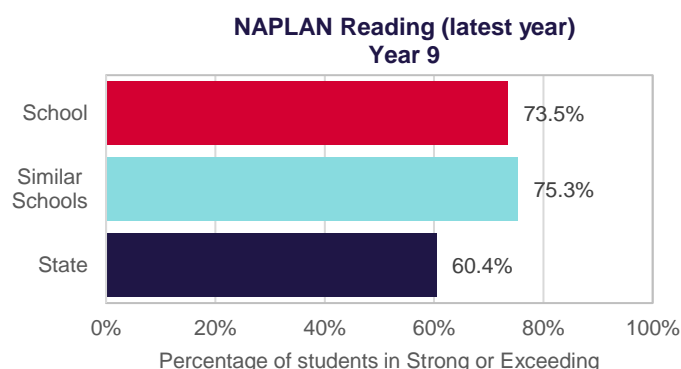
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.1%	78.4%
Similar Schools average:	79.9%	80.1%
State average:	65.3%	65.7%



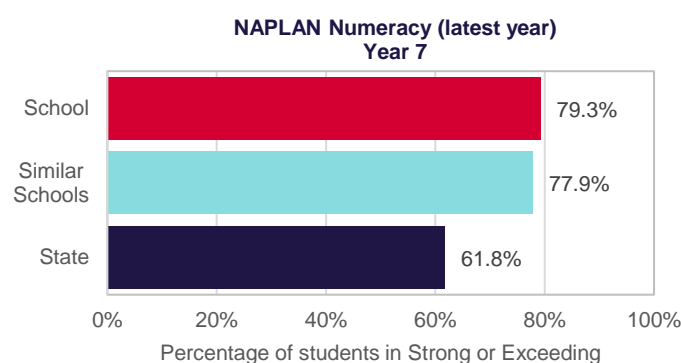
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.5%	70.5%
Similar Schools average:	75.3%	74.8%
State average:	60.4%	60.2%



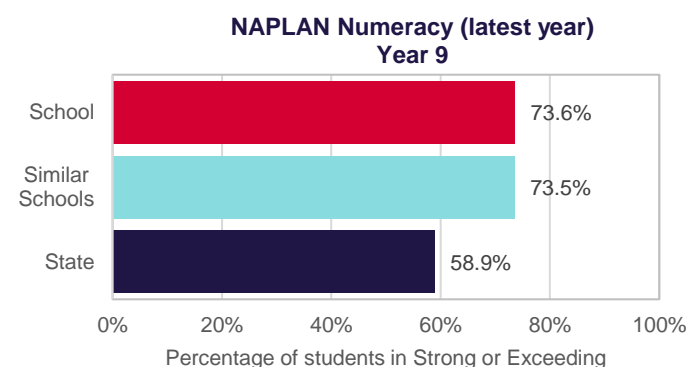
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.3%	75.4%
Similar Schools average:	77.9%	77.8%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.6%	73.4%
Similar Schools average:	73.5%	73.7%
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:

62.4%

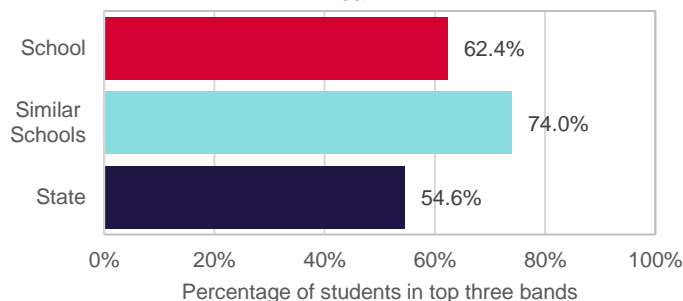
Similar Schools average:

74.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

60.9%

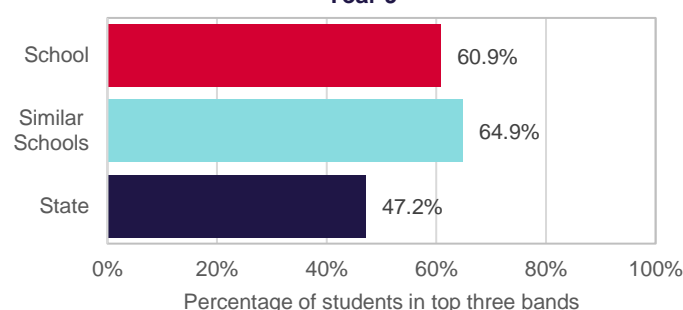
Similar Schools average:

64.9%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

63.9%

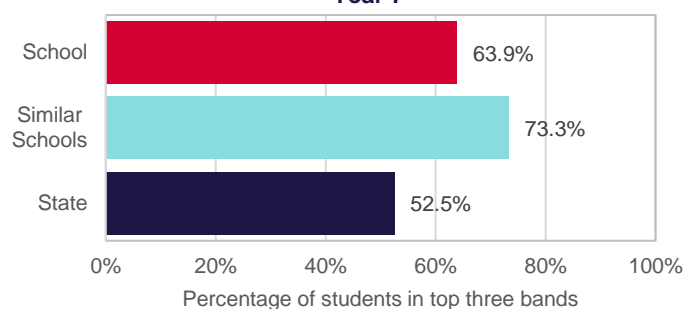
Similar Schools average:

73.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

60.6%

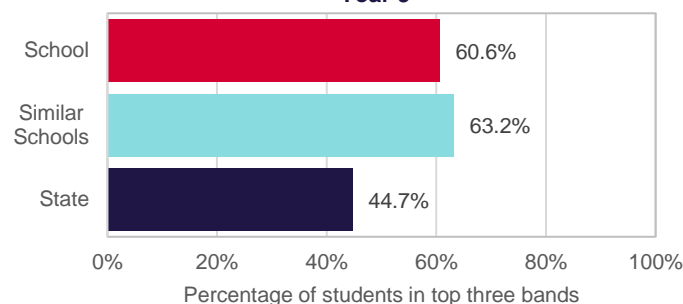
Similar Schools average:

63.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

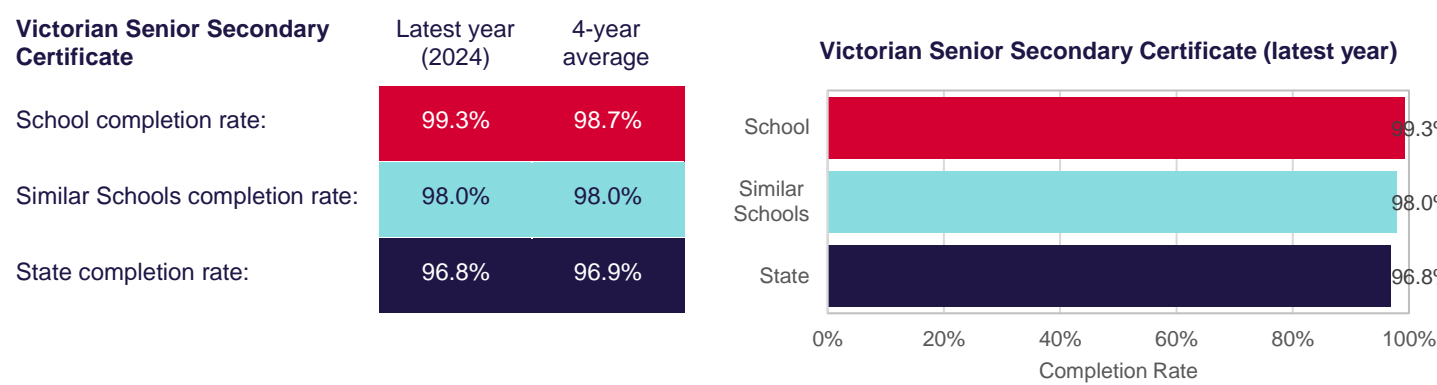


LEARNING (continued)

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:	29.4
Number of students awarded the VCE Vocational Major	8
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:	9%
Percentage VET units of competence satisfactorily completed in 2024:	63%

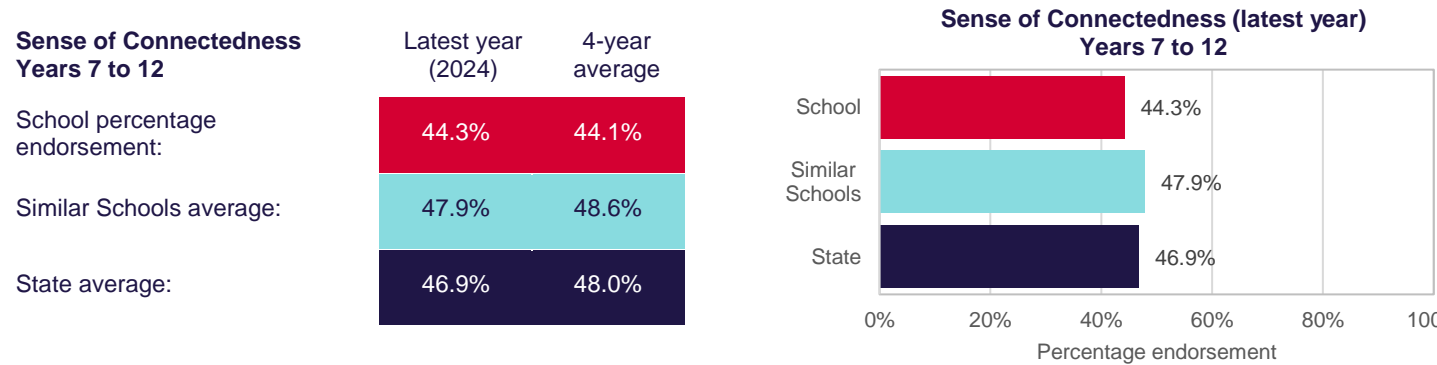


WELLBEING

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.

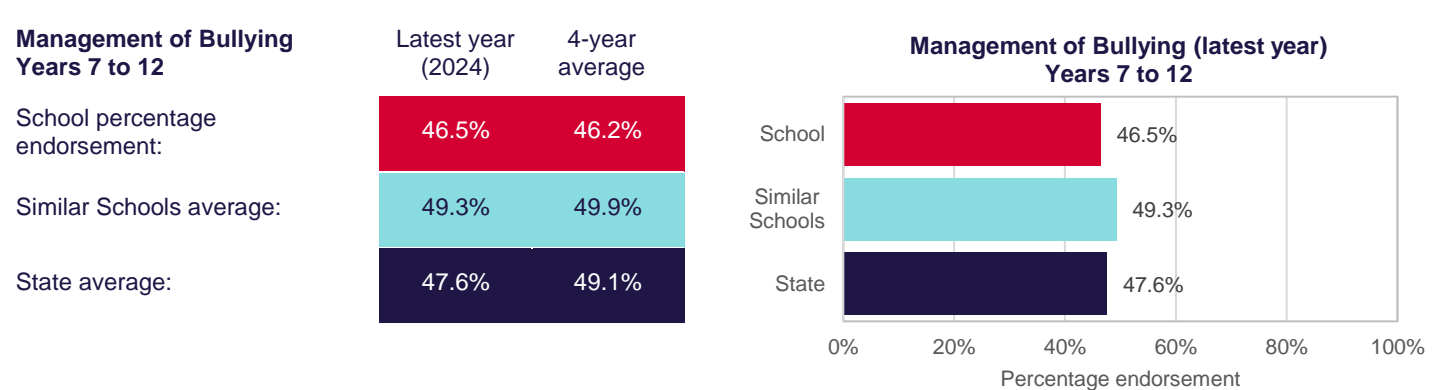
Student Attitudes to School – Sense of Connectedness

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).

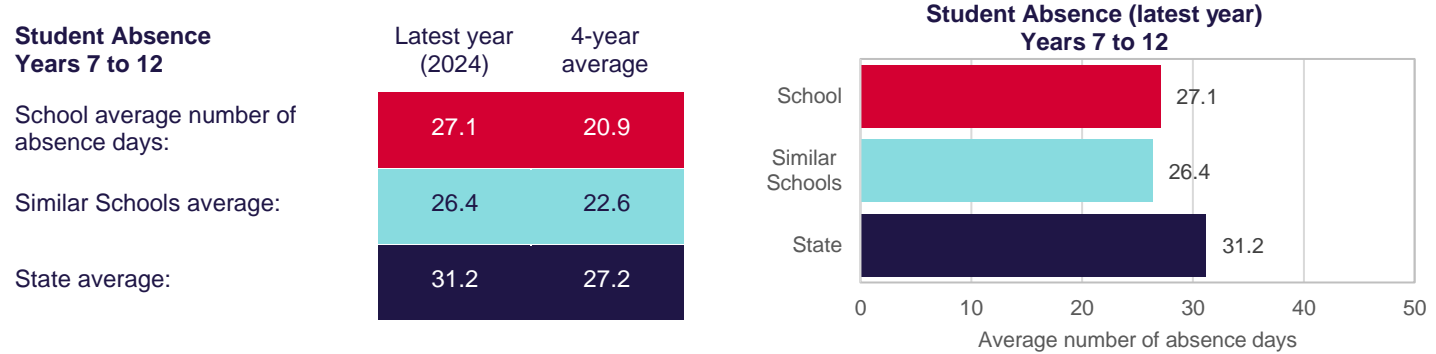


ENGAGEMENT

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.



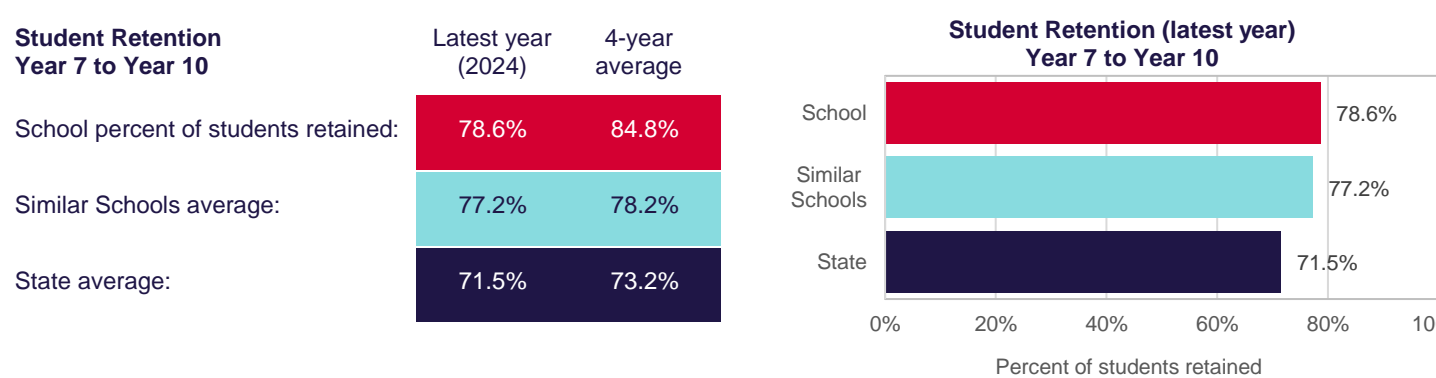
Attendance Rate (latest year)

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):	86%	85%	84%	85%	88%	91%

Student Retention

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



ENGAGEMENT (continued)

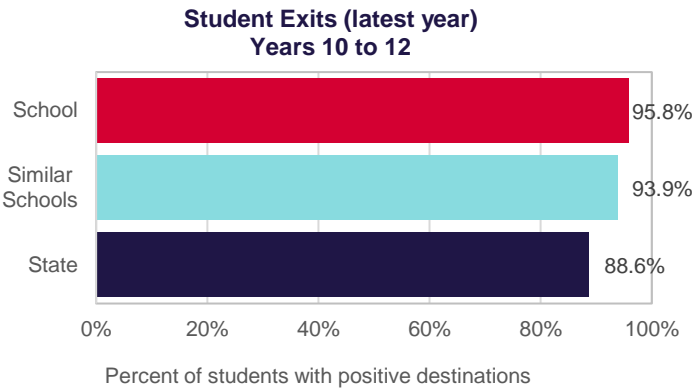
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	95.8%	96.1%
Similar Schools average:	93.9%	94.4%
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	\$10,477,934
Government Provided DET Grants	\$952,873
Government Grants Commonwealth	\$25,423
Government Grants State	\$91,743
Revenue Other	\$77,367
Locally Raised Funds	\$1,066,727
Capital Grants	\$0
Total Operating Revenue	\$12,692,066

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,613
Equity (Catch Up)	\$28,752
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$89,365

Expenditure	Actual
Student Resource Package ²	\$10,576,393
Adjustments	\$0
Books & Publications	\$7,960
Camps/Excursions/Activities	\$413,765
Communication Costs	\$28,082
Consumables	\$192,344
Miscellaneous Expense ³	\$112,584
Professional Development	\$43,072
Equipment/Maintenance/Hire	\$119,749
Property Services	\$319,211
Salaries & Allowances ⁴	\$373,066
Support Services	\$377,935
Trading & Fundraising	\$53,198
Motor Vehicle Expenses	\$473
Travel & Subsistence	\$0
Utilities	\$95,485
Total Operating Expenditure	\$12,713,316
Net Operating Surplus/-Deficit	(\$21,250)
Asset Acquisitions	\$0

- (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	\$1,503,030
Official Account	\$237,797
Other Accounts	\$140,462
Total Funds Available	\$1,881,290

Financial Commitments	Actual
Operating Reserve	\$356,971
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$128,740
School Based Programs	\$479,501
Beneficiary/Memorial Accounts	\$4,648
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$94,088
Repayable to the Department	\$402,140
Asset/Equipment Replacement < 12 months	\$83,738
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$320,139
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,869,963

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.