

2024 Annual Report to the School Community

School Name: Mentone Girls Secondary College (8030)



- 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 28 March 2025 at 01:57 PM by Detta Gordon (Acting 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 28 March 2025 at 02:00 PM by Detta Gordon (Acting 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

Mentone Girls' Secondary College is an inclusive and empowering learning community where every girl from everywhere experiences success. Our vision is to inspire and nurture confident, creative, and resilient young women who are equipped to thrive in an ever-changing world. We uphold the core values of empowerment, inclusivity, achievement, and creativity, which are at the heart of everything we do.

Located in the bayside suburb of Mentone, approximately 21 kilometers southeast of Melbourne's CBD, our college is one of only six government girls' schools in Victoria. With over 1,000 students from Years 7 to 12, we take pride in fostering a welcoming and vibrant environment that reflects the diversity of our community. Approximately two-thirds of our students come from outside the local area, choosing Mentone Girls' Secondary College for our strong academic reputation and commitment to supporting the growth and wellbeing of every student. Additionally, our International Student Program enriches our cultural landscape, bringing perspectives from around the globe.

Our dedicated and highly skilled staff of over 100 professionals, including teachers, education support staff, and wellbeing officers, work collaboratively to ensure that every student feels valued and supported on their learning journey. The staff's commitment to fostering positive relationships and high expectations is central to our students' achievements.

In 2024, our students demonstrated remarkable academic success, with a median study score of 32 and an impressive median ATAR of 78.20. Nearly a quarter of our students earned an ATAR above 90, with another 24.03% achieving between 80-89, and 81 study scores above 40. These results reflect the dedication of our students, the expertise of our teachers, and the invaluable support of families.

Beyond academics, our school has flourished as a hub of creativity and community spirit. Highlights include the spectacular School Musical, *Legally Blonde*, the Spring Music Concert, and a range of events that celebrate leadership and empowerment, such as International Women's Day.

Our sporting calendar has been equally dynamic and diverse, with vibrant participation in the Athletics Carnival and Swimming Sports, as well as a strong commitment to interschool sport and state-level competitions. A particular point of pride is our nationally recognised aerobics program, where students have excelled at the highest levels, demonstrating perseverance and athleticism.

At Mentone Girls' Secondary College, we take pride in being a place where every student is encouraged to grow, achieve, and make lasting connections. We look forward to building on our successes and continuing to provide a nurturing environment where young women thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Mentone Girls' Secondary College, we are committed to maximizing student learning growth and ensuring that every girl from everywhere experiences success. In 2024, our focus on enhancing learning outcomes was driven by the MGSC Strategic Plan and Annual Implementation Goals, which prioritized collaboration, curriculum enhancement, and targeted support for students.

Our students have continued to achieve outstanding academic results, demonstrating the positive impact of our strategic initiatives. We are proud of our NAPLAN outcomes, which significantly exceed both state and similar school averages. In Year 7 Reading, 90.7% of students achieved in the Strong or Exceeding proficiency levels compared to 80.5% in similar schools and 65.3% across the state. In Year 9 Reading, 87.1% of students achieved at these levels, well above the state average of 60.4%. Similarly, in Numeracy, 84.3% of Year 7 students and 81.9% of Year 9 students performed at or above the Strong proficiency level, again outperforming similar schools and the state.

Our Senior Secondary results reflect a continuation of excellence, with a median VCE study score of 32 and a 100% completion rate for the Victorian Senior Secondary Certificate, surpassing both similar schools (98%) and the state average (96.8%). These achievements reflect the dedication of students, the expertise of our teachers, and the support of families.

Several strategic initiatives have been instrumental in driving these outcomes. We implemented the Enhancement Policy to extend high-ability students, engaged in curriculum mapping to ensure consistency across year levels and domains, and offered targeted support through the Tutor Learning Initiative and MYLNS programs. Teachers collaborated on curriculum development, creating differentiated resources for Years 8 to 10 and engaging in professional learning aligned with the MGSC Learning Framework.

Our commitment to continuous improvement and innovation in teaching and learning remains unwavering, and we look forward to building on our successes in the years to come.

Wellbeing

At Mentone Girls' Secondary College, student wellbeing is at the heart of our commitment to creating an inclusive and empowering environment where every girl from everywhere experiences success. In 2024, we focused on embedding a whole-school culture that aligns with our vision and values of empowerment, inclusivity, creativity, and achievement. Our aim was to maximize student engagement and wellbeing through targeted strategies and ongoing professional development.

We are proud of the positive steps we have taken to support student wellbeing, even as we recognize areas for continued growth. In the 2024 Student Attitudes to School Survey, 45.8% of students reported a strong sense of connectedness, compared to 47.3% in similar schools and 46.9% statewide. Additionally, 47% of students endorsed the management of bullying at MGSC, slightly below the similar schools average of 49.2% and the state average of 49.1%. These results guide our ongoing efforts to strengthen connections within our school community and to foster a safe and respectful environment for all students.

One of the key wellbeing highlights this year was the introduction of professional development focusing on High Impact Wellbeing Strategies. These sessions equipped staff with practical approaches to enhance student engagement and build resilience. Additionally, targeted professional learning on supporting adolescent mental health has strengthened our staff's capacity to understand and respond to complex wellbeing challenges.

Our commitment to building staff capacity also extended to supporting students with diagnosed learning conditions. Staff were trained to better understand and cater to diverse learning needs, ensuring that every student is supported in both their academic and personal growth.

Co-curricular activities played a vital role in promoting student confidence and social connectedness. Events such as International Women's Day and the Year 9 City Experience offered opportunities for students to build leadership skills and strengthen peer relationships.

As we move forward, we remain dedicated to enhancing our wellbeing programs and nurturing a culture where every student feels valued, supported, and connected.

Engagement

Student engagement remains a key priority at MGSC, as it directly impacts both learning outcomes and overall wellbeing. Our focus in 2024 was on strengthening student voice, leadership, and connectedness through a range of initiatives that empower students to shape their school experience.

Student Attendance

Attendance at MGSC continues to be strong, with an overall average of **21.8 absence days** per student, significantly lower than the **state average of 31.2** and the **similar schools average of 27.3**. While Year 7 and Year 12 students recorded the highest attendance rates at **91%**, we recognize the need to continue supporting engagement in Years 8 and 9, which recorded **87% attendance**. Strategies to improve attendance include increased communication with families and targeted wellbeing initiatives.

Key Engagement Highlights

In 2024, MGSC took significant steps to enhance student engagement, focusing on student voice, leadership, and recognition. Highlights include:

- **Strengthening Student Voice:** We established regular student-led forums to give all students—not just formal leaders—a platform to share their ideas and concerns. This has led to meaningful contributions in shaping school improvement initiatives.
- **Student Feedback & Leadership:** The formation of an **Action Research Team**, made up of volunteer staff and students, helped co-design a school-wide student feedback survey to ensure student perspectives inform decision-making.
- **Recognition & Celebration:** The introduction of the **MGSC Student Value Awards**, presented at year-level assemblies, acknowledges student contributions and fosters a culture of appreciation.
- **Community & Wellbeing Events:** Events such as the **Colour Run** and **Body Kind Week** promoted inclusion, physical activity, and mental wellbeing.

Retention & Pathways

Our commitment to engagement is reflected in strong student retention and post-school transition rates. **74.9% of Year 7 students** remained at MGSC through to Year 10, in line with state and similar school averages. Additionally, **98% of students from Years 10-12** successfully transitioned to further education or full-time employment, surpassing both similar schools (93.8%) and the state average (88.6%).

Through ongoing initiatives such as the development of the **MGSC Reconciliation Plan** and **Respectful Relationships Professional Learning**, we remain dedicated to fostering a positive and inclusive school environment where every student is engaged and empowered to succeed.

Other highlights from the school year

2024 was a year of growth, achievement, and community spirit at Mentone Girls' Secondary College. Alongside our strong academic outcomes, students engaged in a variety of enriching extracurricular activities that showcased their talents, resilience, and teamwork.

Our **school camps and excursions** provided invaluable learning experiences beyond the classroom. The Year 9 Outdoor Education camp at Wilsons Promontory challenged students to step outside their comfort zones, while various subject-based excursions enhanced real-world learning across all year levels.

The **performing arts** program flourished, with standout events such as the Year 11 Theatre Showcase and Year 10 play. The music department also shone, with our Year 9 Music Elective delivering an impressive performance of *Let It Be* and MGSC proudly hosting the SEVR Junior Bandsfest.

Our **commitment to student leadership** was evident in the appointment of our 2025 student leaders, who will continue to foster a culture of inclusivity and creativity. Additionally, the Year 10 Social and Vocal Night highlighted the dedication of staff and students, culminating in a polished and memorable performance.

On the **sports front**, our students demonstrated perseverance and excellence across a range of competitions. Whether representing MGSC at interschool events or excelling in individual pursuits, their achievements reflected our school's strong sporting culture.

Lastly, our **International Student Program** continued to expand, reinforcing MGSC's reputation as a welcoming and globally connected school. With new students joining from China and further interest generated through international partnerships, we are excited about the growing diversity of our community.

These highlights, along with the unwavering dedication of our staff and students, contributed to another remarkable year at MGSC—one filled with learning, creativity, and shared successes.

Financial performance

Revenue in 2024 outperformed budget by 30%, and total expenditure came in 8% lower than expected. This result was mainly due to the \$400,000 receipt of the unbudgeted School Savings Bonus. Less significant contributory factors include the engagement of a major new facility hirer, and an increase in parent voluntary contributions.

Our staffing budget, however, for the third year running ended the year in significant deficit. The teacher shortage continues to be a major contributor, with the impact showing in high numbers of under-allotted teachers. Measures have been taken to balance future credit budgets as the continuation of this trend is unaffordable.

The three-year staffing deficits account for much of the healthy bank account balance reported at the end of the year, this, the allowance for our Dance/Wellness studio of \$1,750,000, and a modest reserve for building maintenance fully account for the \$5 million balance.

Modification of the plans for the studio project are being made, to lessen the cost, with an aim to commence works in 2025.

For more detailed information regarding our school please visit our website at <https://www.mgsc.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

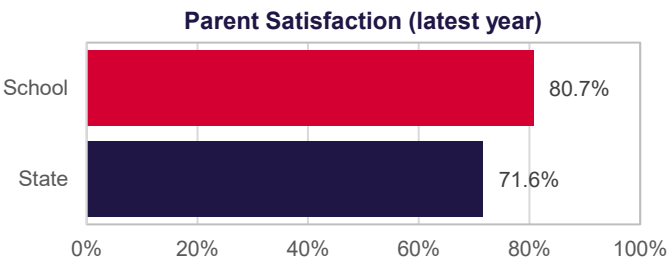
A total of 1,033 students were enrolled at this school in 2024,1029 female and 0 male.
13 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

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.



Parent Satisfaction	Latest year (2024)
School percentage endorsement:	80.7%
State average (secondary schools):	71.6%

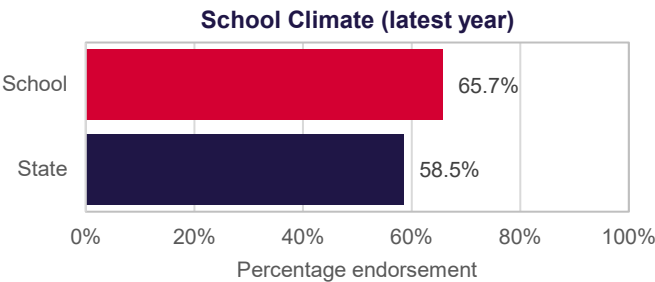
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	65.7%
State average (secondary schools):	58.5%



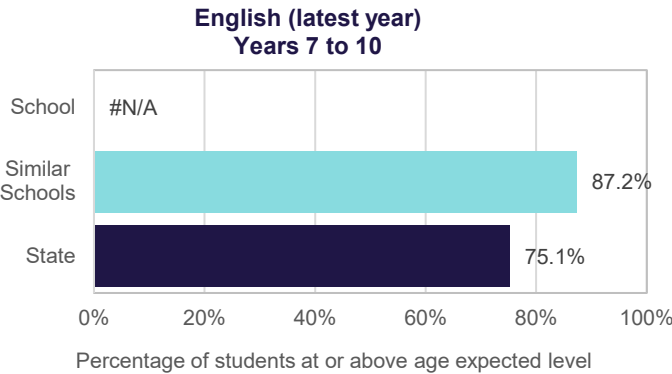
LEARNING

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.*

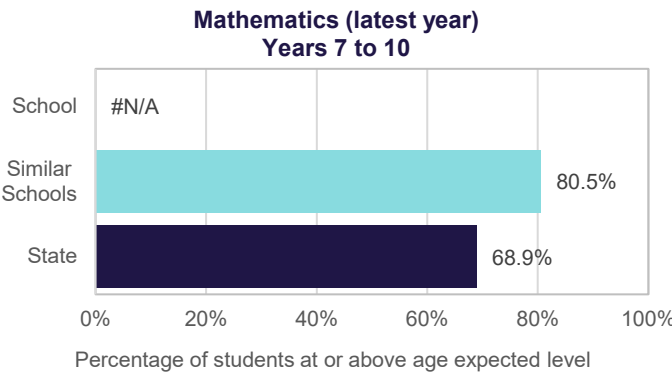
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	NDA
Similar Schools average:	87.2%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	NDA
Similar Schools average:	80.5%
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.

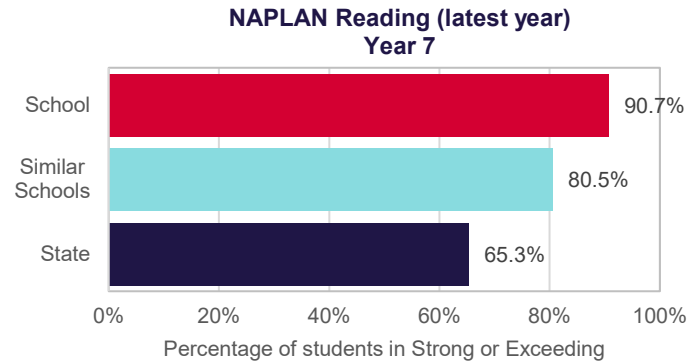
NAPLAN

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.

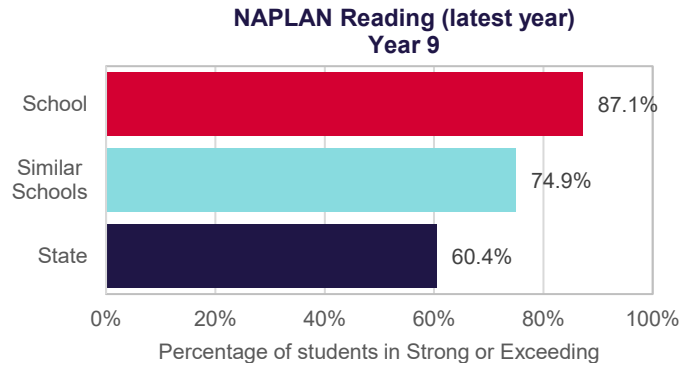
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.7%	87.4%
Similar Schools average:	80.5%	80.6%
State average:	65.3%	65.7%



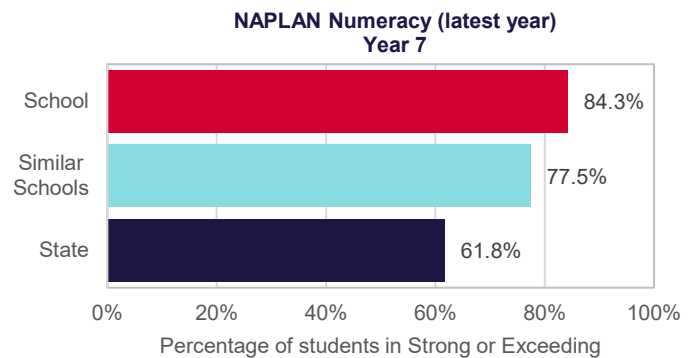
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.1%	86.0%
Similar Schools average:	74.9%	74.6%
State average:	60.4%	60.2%



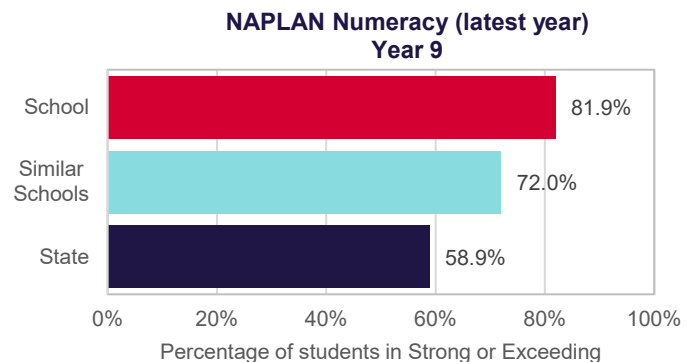
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.3%	82.4%
Similar Schools average:	77.5%	77.4%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.9%	83.0%
Similar Schools average:	72.0%	72.3%
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:

82.0%

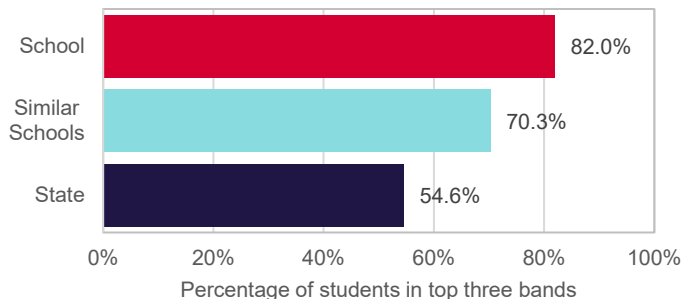
Similar Schools average:

70.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

75.0%

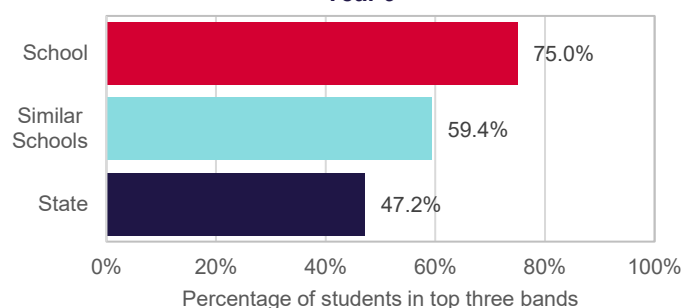
Similar Schools average:

59.4%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

80.1%

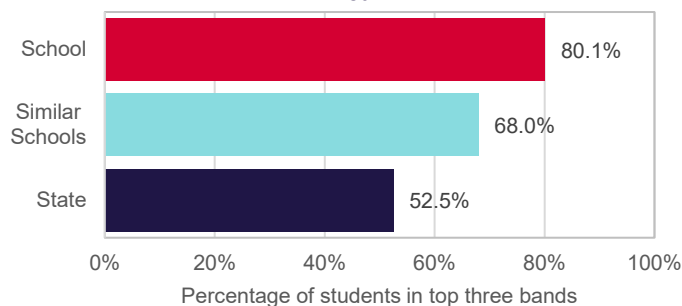
Similar Schools average:

68.0%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

64.4%

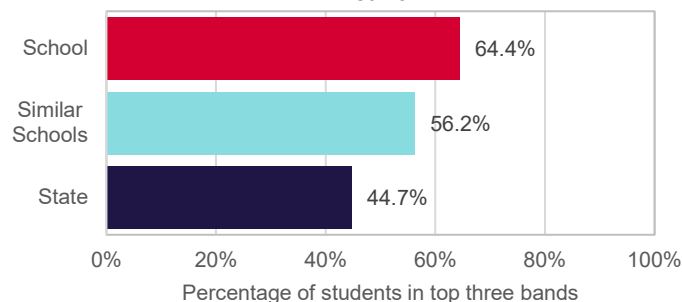
Similar Schools average:

56.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

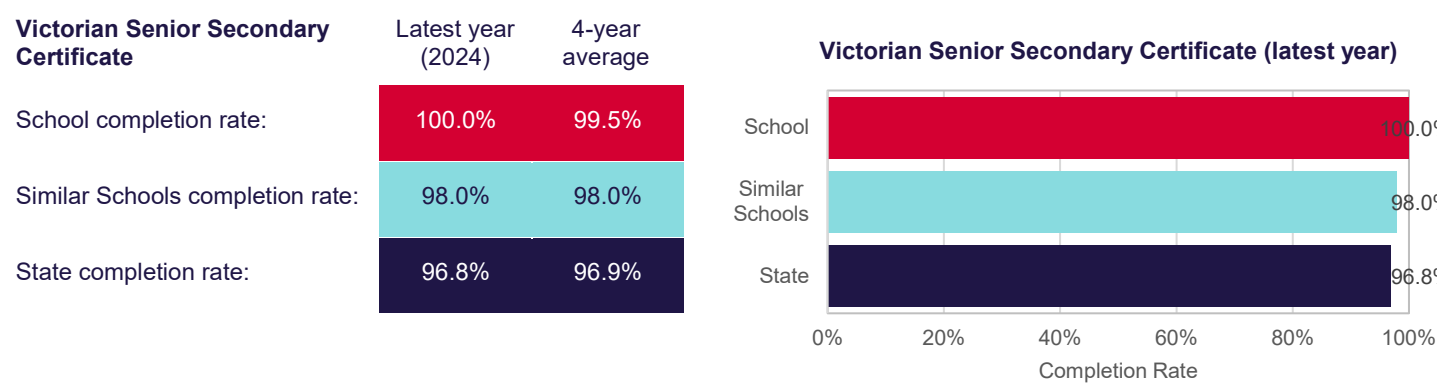


LEARNING (continued)

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:	31.6
Number of students awarded the VCE Vocational Major	NDA
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:	92%

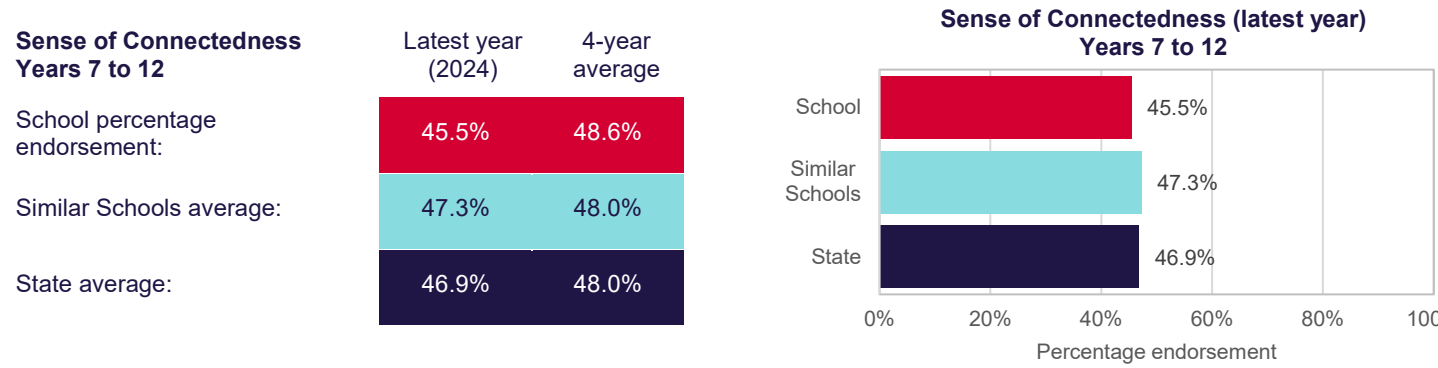


WELLBEING

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.

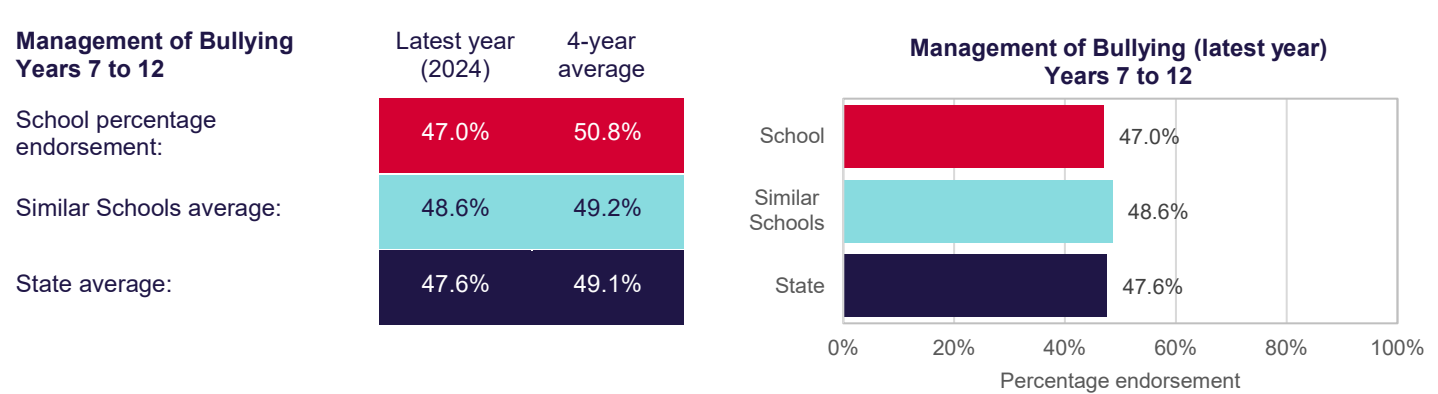
Student Attitudes to School – Sense of Connectedness

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).

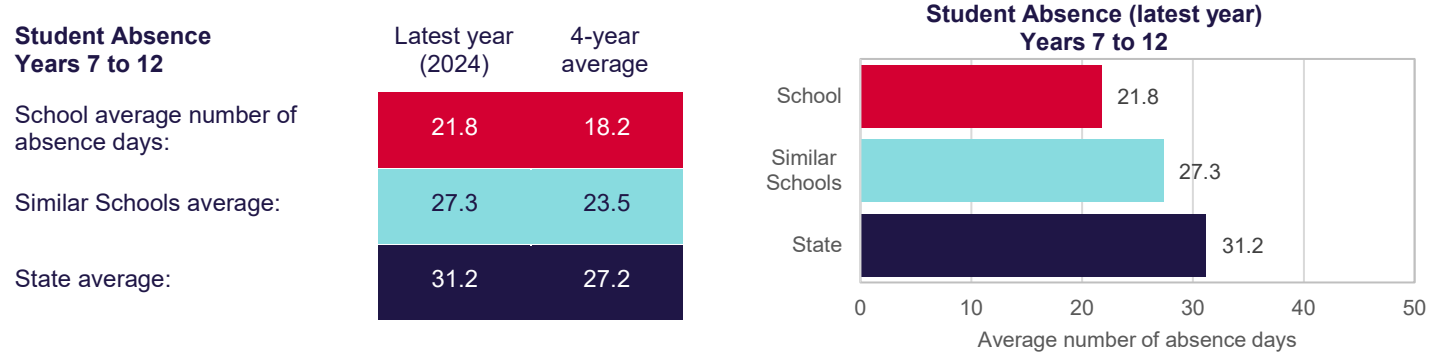


ENGAGEMENT

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.



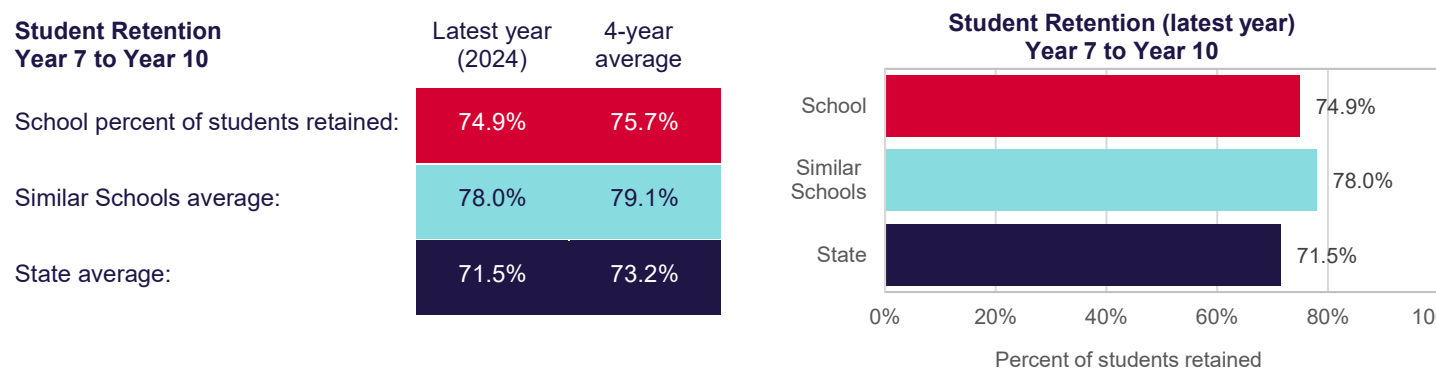
Attendance Rate (latest year)

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):	91%	87%	87%	89%	91%	91%

Student Retention

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



ENGAGEMENT (continued)

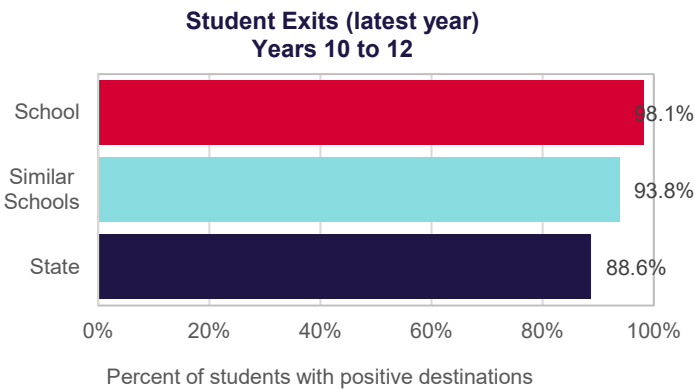
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	98.1%	96.4%
Similar Schools average:	93.8%	94.3%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$11,502,795
Government Provided DET Grants	\$730,535
Government Grants Commonwealth	\$34,109
Government Grants State	\$0
Revenue Other	\$243,508
Locally Raised Funds	\$1,659,837
Capital Grants	\$0
Total Operating Revenue	\$14,170,784

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,716
Equity (Catch Up)	\$15,171
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$62,887

Expenditure	Actual
Student Resource Package ²	\$12,462,346
Adjustments	\$0
Books & Publications	\$9,336
Camps/Excursions/Activities	\$336,691
Communication Costs	\$18,817
Consumables	\$335,655
Miscellaneous Expense ³	\$126,837
Professional Development	\$68,633
Equipment/Maintenance/Hire	\$267,394
Property Services	\$109,608
Salaries & Allowances ⁴	\$355,294
Support Services	\$103,517
Trading & Fundraising	\$154,510
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$18,401
Utilities	\$118,662
Total Operating Expenditure	\$14,485,768
Net Operating Surplus/-Deficit	(\$314,984)
Asset Acquisitions	\$27,534

- (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	\$4,825,315
Official Account	\$98,361
Other Accounts	\$133,655
Total Funds Available	\$5,057,332

Financial Commitments	Actual
Operating Reserve	\$357,317
Other Recurrent Expenditure	\$25,043
Provision Accounts	\$0
Funds Received in Advance	\$85,283
School Based Programs	\$308,014
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$75,284
Repayable to the Department	\$1,500,801
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,750,000
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$705,590
Total Financial Commitments	\$5,057,332

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.