

2023 Annual Report to the School Community

School Name: Moonee Ponds West Primary School (2901)



- 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 30 April 2024 at 08:12 AM by Jarrod Sutton (Principal)

- This 2023 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 30 April 2024 at 04:36 PM by Brian Stanley (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Moonee Ponds West Primary School is a co-educational Foundation-Year 6 school located in the quiet residential area of Moonee Ponds in Melbourne's inner South-Western Region. The school provides primary education for families in the suburb of Moonee Ponds and surrounding neighbouring areas. The school, established in 1888, has a 135-year history with the Library and Hall buildings considered to be significant by the National Trust. The schools' Vision statement of 'We think, create and learn together' and values of Collaboration, Courage, Creativity, and Critical Thinking have continued to be explored and defined with staff and students to ensure they are visible in all aspects of the school. The enrolment of the school during 2023 was 344 students. The staffing profile consisted of an Acting Principal, 18 classroom teaching staff, 4 specialist areas for enrichment and support and 6 Education Support (ES) staff. Our Learning Specialist teacher continued to enable support of teachers to deepen their pedagogical knowledge in the school's Instructional Model and planning. The Student Family Occupation (SFO) & Student Family Occupation Education Index (SFOE) remains stable and in 2023 was 0.11. The 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. The school's SFOE indicator illustrates a low level of disadvantage for our school community.

The school structure is predominantly multi-aged classes of two-year levels with teachers housed in Professional Learning Teams (PLT's). Collaborative planning enables the teachers to plan to meet student learning needs. The current performance indicators and NAPLAN results show our success as a result of these processes. Our Specialist programs in 2023 were Physical Education (PE), Creative Arts and Japanese - Language. The school's intervention strategy across the school, has focused on reading development especially in the early years. The school is an active member of the Moonee Vale Instrumental Music Program which enables students to learn a range of instrumental tuition within school time. Performance opportunities are an important part of this offering including a camp, MPW Soiree and a combined school concert. Our grounds offer active and passive areas for student play, two adventure playgrounds, and a synthetic oval with running track, football and soccer fields as well as a passive courtyard area. The school received state funding in 2022 for the development and modernization of Hall and Library buildings and the playgrounds. Consultation with the community, students and staff has driven the focus for these works, with the construction work beginning at the end of 2023 in Term 4. The school encourages community groups and families to use the school grounds out of school hours as a wonderful community resource. Moonee Ponds West recognises that families are important partners in supporting the education achievement and wellbeing of students and values the partnership between the students, staff and parents.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over the 2023 school year, students have continued to grow and extend their learning as evidenced by the Reading and Numeracy results at year 3 & 5 NAPLAN where our students performed above the State Mean Score. For students achieving in the areas of Strong or Exceeding in NAPLAN, our school performed above the State averages in Reading and Numeracy. We performed above the Similar Schools averages in our year 3 Reading. Our year 5 Reading and Numeracy was slightly below Similar Schools and year 3 Numeracy was close to the Similar Schools average. This is an impressive achievement for our students and school demonstrating knowledge and ability in these areas continues to be high and growing.

In our Junior school we are continuing to strengthen the knowledge and practice of teachers in the aspects of rich reading, writing and numeracy instruction. Current reading practice is focusing on consistent rich and effective literacy practices across all year levels, with a focus on Guided Reading in Foundation and Year 1. In the Middle and Senior Schools, teachers continue to deepen student knowledge through Independent Reading and Literature Groups to build reading stamina, a focus on comprehension strategies, and the strengthening of writing across the year levels. In Writing we continue to focus on the links between reading and writing and how our students can turn reading into great writing, based on previous professional learning with a Literacy Consultant targeting development of students' use of language to engage our audience and create mood to help our readers visualize their ideas. In Mathematics, the focus continues to be on building and using number facts and mathematical processes through Number Talks and Problem Based Learning. These strategies enable higher level thinking skills and strengthens understanding of mathematical concepts developmentally for students.

The school is committed to supporting all student learning with a range of strategies including the opportunity to provide literacy support through Reading Support in the junior school and our Speech Therapy Assistance Program overseen by the school funded Speech Therapist. We also have several of our high performing students supported through the Victorian High Ability Program

which is an online opportunity for senior students to engage in enrichment learning. Teaching staff are collaboratively planning together to monitor and extend the growth of all students across the school through our PLT structure using evidence of student learning to support teaching of learning based on student needs. The PLT leaders undertook the Department of Education's PLC training to reflect and enhance these processes. The role of our Learning Specialists in 2023 was to support teacher work at the classroom level and monitor strategy implementation for consistency and pedagogical knowledge of staff. This was a focus established in the School Review in 2022.

Teaching and curriculum-based teams continue to review planning documentation to ensure they reflect on current practice and knowledge of the team, and differentiation of teaching and learning for student needs.

Wellbeing

From the Attitude to School Survey with our year 4-6 students, we have seen significant increase in our student's sense of connectedness to school from 63.7% in 2022 to 76.3% positive endorsement in 2023, putting us above our 4 year average of 69% and similar school average.

Another area of focus was to increase positive endorsement with how the school manages bullying, as in 2022 positive endorsement was only 61.9%. In 2023 the positive endorsement increased to 73.4%, above our 4 year trend of 68% and the same as the similar school average.

We continue to seek out student opinions more clearly through class meetings, Junior School Council, Circle Time and focus groups. The commencement of the Respectful Relationships curriculum in 2023 also supported the learning and development of students perceptions. We continue to engage with our students to put in place more opportunities for teachers, students and parent's wellbeing and engagement across the school community. Including excursions, incursions, whole school camping program and open classroom opportunities.

In 2023, the school began to unpack the school values, behaviour expectations with staff and student representative through Junior School Council. This documentation is quite extensive and will continue to be reviewed and refined to ensure there is accessible documentation to build consistency and understanding for staff, students and parents of the schools' processes and expectations. The school continues to embed a culture of collaboration and collective responsibility for the learning and wellbeing of all students at our school. The PLT structure has dedicated time and alignment of the strategic focus of the school, enabling teams to work collaboratively with a clear focus on student outcomes and wellbeing and use of student data to drive improvement and student growth. A continued focus is required to improve student engagement and wellbeing approaches.

A focus in 2023 was to begin professional learning of the Disability Inclusion Initiative. The school's wellbeing frameworks has begun to be reviewed to ensure we support students through the new Disability Inclusion Reform including how adjustments to teaching and learning are documented through Individual Education Plans and weekly planners, and clearly identifying referral pathways for students.

The school continued to work with a psychologist based at the school one day a week in Term 1-3, through the Medicare rebate system, following a referral process, to support students who may require mental health support.

Engagement

At Moonee Ponds West PS our average number of absence days across the school in 2023 was 16.9 days, down from the 2022 average of 20.7 days. A similar school comparison rating of 17.5 days and a state average of 20.5 days indicates our school records similar or less absences than expected, relative to schools with similar characteristics to ours. Most of these absences are due to illness and absences for family holidays. The student's attendance data indicated that the student's attendance is between 89% and 93%. The school has an aspirational target of 95% for attendance, with our 2023 average for attendance being 91.4%. A core focus continues to be on reducing unexplained absences by using COMPASS as a way of tracking and following up with families. For a very small number of students (less than 2%) individual Attendance Plans and supports were developed in collaboration with families to support attendance.

A considered balance of academic and social/emotional focus is given to support learning and wellbeing. We offer students the opportunities to contribute and be part of their learning at school. The school's Instructional Model and planning documentation for student learning will be continuously targeted and refined with staff, allowing for learning plans to support the engagement of students at their point of need at all year levels.

The continuation of our full camping, excursion and incursion program, including school events such as Show Day, open classroom sessions and Movie Night, in 2023 supported and enabled students to participate in learning opportunities and enrichment activities both inside and outside of the classroom and school to further provide authentic and purposeful learning experience for our students.

Other highlights from the school year

2023 was the first year of the school's new Strategic Plan, where the core focus is building on collaboration, consistency and clarity in the implementation of the school's learning and wellbeing approaches. Work has begun to unpack and review the School Values, which will continue into 2024. This will ensure that the values are visible within the school.

Throughout the year, planning and development of the school's Capital Works program continued, with an exciting aspect of working with students in the Junior School Council to support the design, expectations and even the colours of the new playground equipment. This has allowed the students to contribute and have ownership over some of the works. It was a highlight to see the builders appointed and begin work in Term 4 and over the school holiday period, with works expected to continue throughout 2024. Our whole school camping program continued in 2023, with our 5/6 camp to Echuca, 3/4 camp to PCL, the Year 2 sleepover at school in the Hall building and the F/1 Activity night. Maintaining our camping program to develop students independence and provide the opportunity to have an experience away from home continued to be a priority. In 2023 we had the opportunity to invite some parent helpers along to support the running of the camp. All of our camps were well attended and enjoyed by those who could attend.

Throughout 2023, we continued to offer several whole school events and celebrations, including Show Day, open classrooms to celebrate learning, the Basket Tea and Movie Night community events and student musical performances at assemblies, concerts and the soiree. The year ended with a successful Foundation transition program and student led Year 6 Graduation celebration. Our students from Year 3-6 continued to represent the school in a range of sporting achievements in swimming, athletics and cross country at the district, division and regional levels. The school was even fortunate enough to win the District Athletics Carnival Small Schools Shield in 2023.

Financial performance

The Financial Management of the school continues to be sound, with processes in place that are in line with the Finance Manual for Victorian Government Schools which provides policy, advice, and guidance to school councils, to meet mandatory requirements regarding financial compliance, control, and accountability.

All revenue received through the Student Resource Package (SRP), Parent Contributions, Equity and Targeted Initiatives Funding, and Fundraising is expended to support the learning needs of our students and the operational needs of the school. The revenue is committed to subsequent years through our budget process which is underpinned by the goals of our new Strategic Plan (2022-2026) and the Annual Implementation Plan (2023). During 2022 we were successful in receiving a Capital Works Grant of 7.627 million, to upgrade the Infant and Library Building and the playgrounds. Works commenced on the project late in 2023, with the first stage being the redevelopment of the 'Big Adventure' playground during the end of year break.

Following the end-of-year procedures and the acquittal of the SRP for 2023, we expended 87% have our cash expenditure budget and received 100% of our cash revenue budget. At the end of 2023 we have a projected surplus in the SRP which will offset the expected SRP deficit for 2024 due to a decline in the projected student enrolment.

For more detailed information regarding our school please visit our website at

<https://www.mooneewestps.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 344 students were enrolled at this school in 2023, 159 female and 185 male.

9 percent of students had English as an additional language and NDP 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).

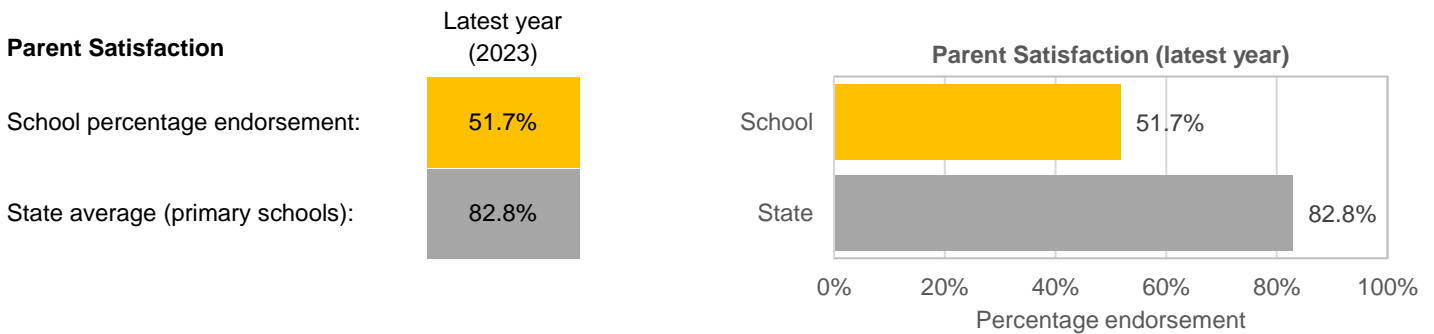
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

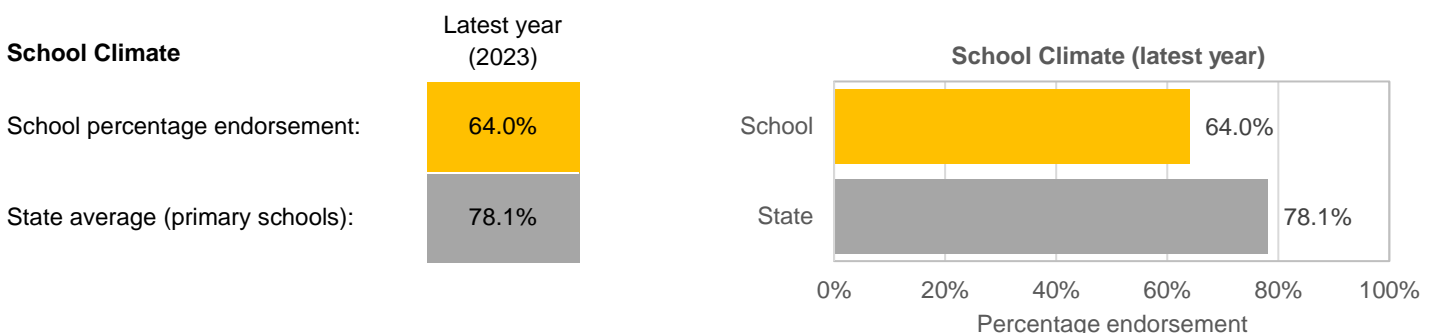


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

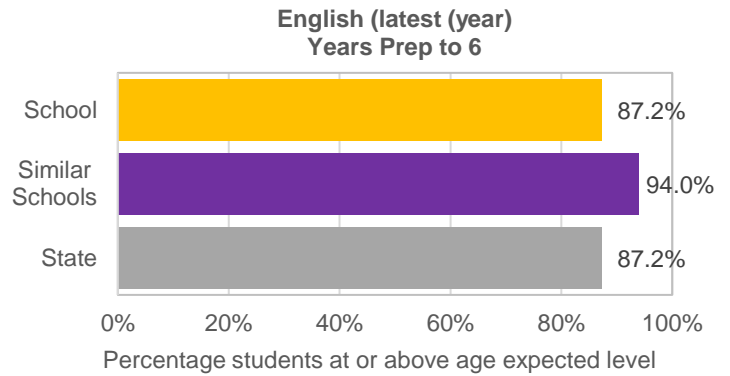
87.2%

Similar Schools average:

94.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

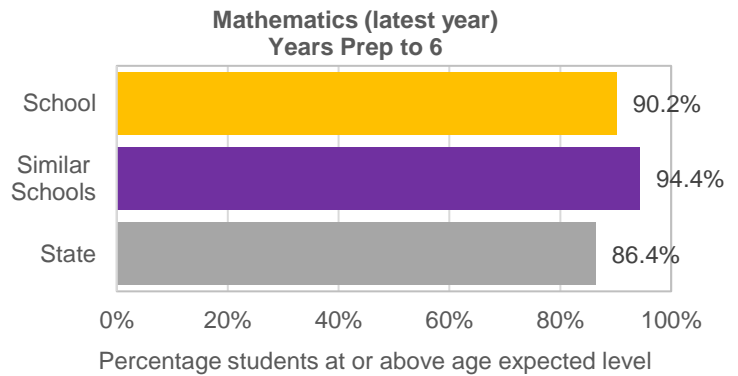
90.2%

Similar Schools average:

94.4%

State average:

86.4%



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

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.3%

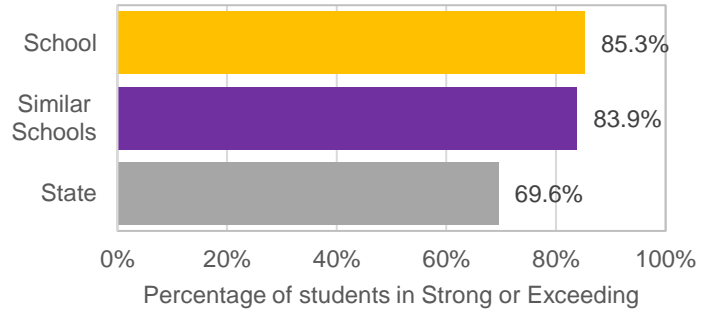
Similar Schools average:

83.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.2%

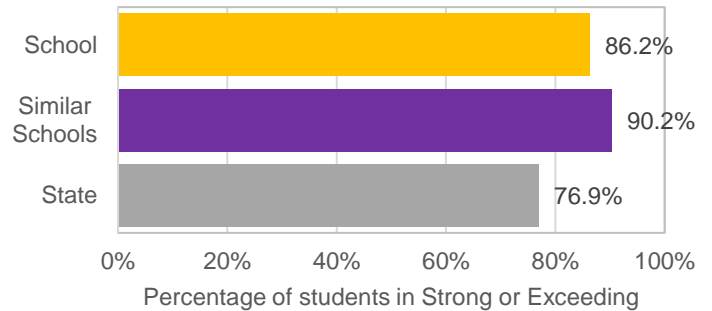
Similar Schools average:

90.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

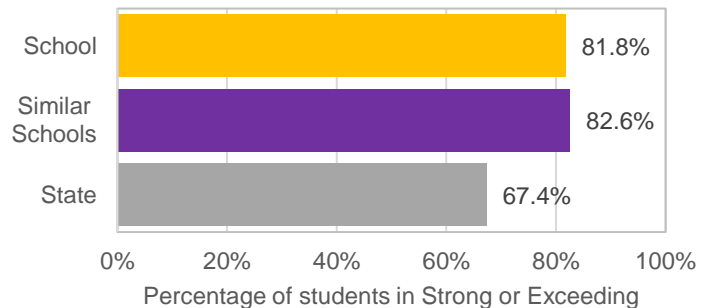
Similar Schools average:

82.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.3%

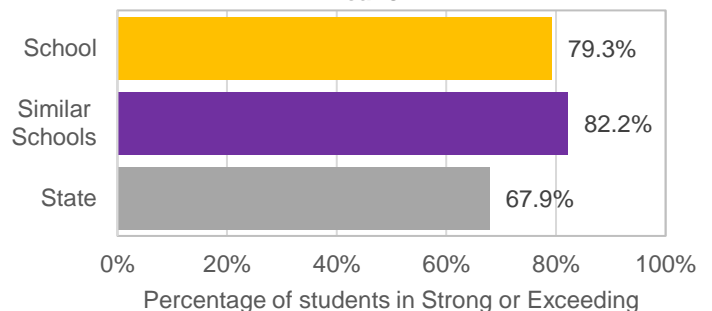
Similar Schools average:

82.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

85.1%

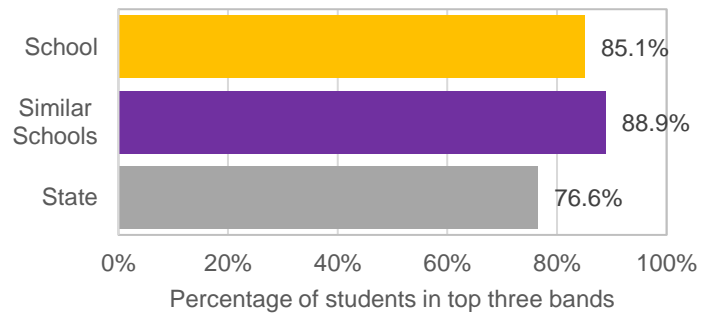
Similar Schools average:

88.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

88.1%

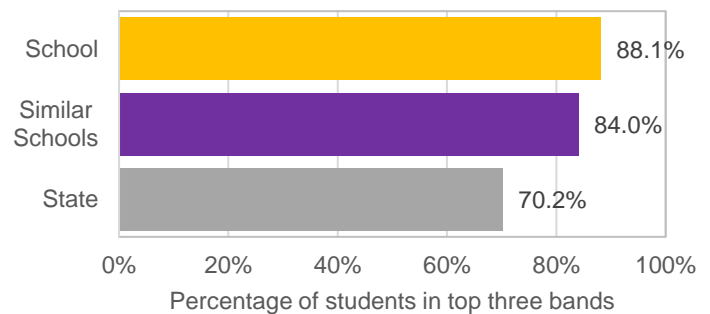
Similar Schools average:

84.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.9%

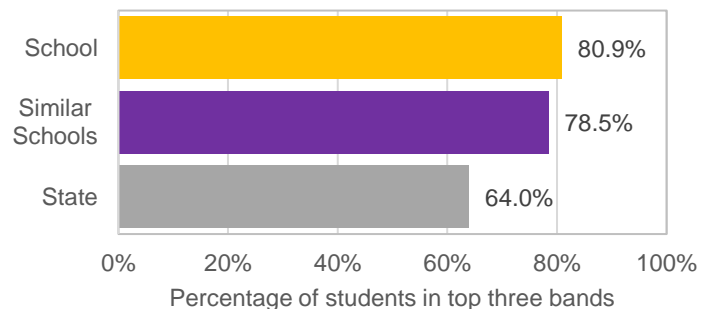
Similar Schools average:

78.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

71.1%

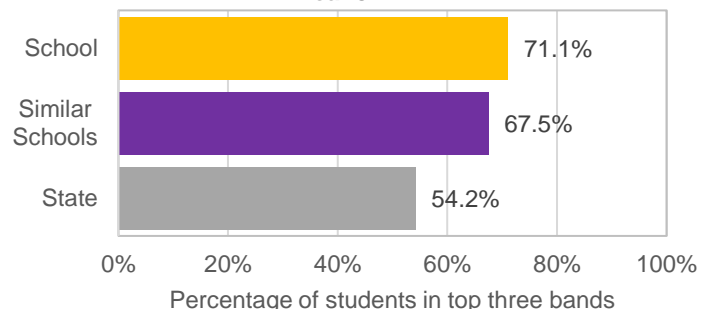
Similar Schools average:

67.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

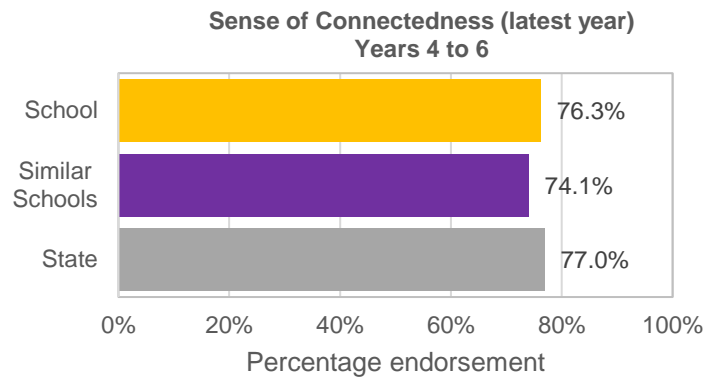
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.3%	69.1%
Similar Schools average:	74.1%	76.3%
State average:	77.0%	78.5%

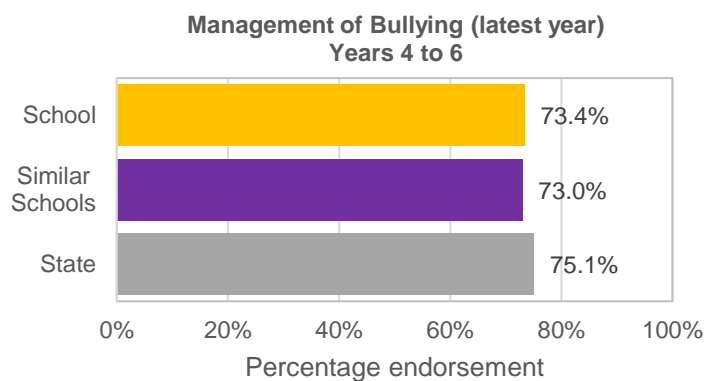


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	73.4%	68.0%
Similar Schools average:	73.0%	75.3%
State average:	75.1%	76.9%



ENGAGEMENT

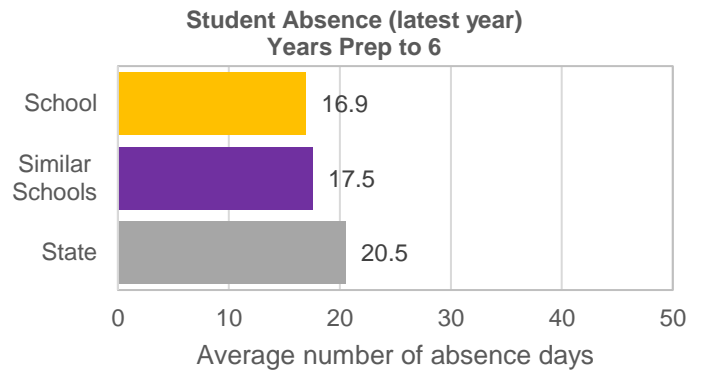
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.9	13.4
Similar Schools average:	17.5	14.1
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	92%	92%	92%	91%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,109,922
Government Provided DET Grants	\$350,548
Government Grants Commonwealth	(\$1,100)
Government Grants State	\$0
Revenue Other	\$27,608
Locally Raised Funds	\$474,227
Capital Grants	\$0
Total Operating Revenue	\$3,961,204

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,941
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,941

Expenditure	Actual
Student Resource Package ²	\$3,022,742
Adjustments	\$0
Books & Publications	\$2,210
Camps/Excursions/Activities	\$125,235
Communication Costs	\$3,242
Consumables	\$29,395
Miscellaneous Expense ³	\$51,550
Professional Development	\$5,063
Equipment/Maintenance/Hire	\$58,905
Property Services	\$55,054
Salaries & Allowances ⁴	\$17,257
Support Services	\$315,845
Trading & Fundraising	\$18,732
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,247
Total Operating Expenditure	\$3,742,479
Net Operating Surplus/-Deficit	\$218,726
Asset Acquisitions	\$6,270

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$268,784
Official Account	\$54,622
Other Accounts	\$58,813
Total Funds Available	\$382,219

Financial Commitments	Actual
Operating Reserve	\$113,353
Other Recurrent Expenditure	\$24,835
Provision Accounts	\$0
Funds Received in Advance	\$6,300
School Based Programs	\$265,720
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$7,042
Maintenance - Buildings/Grounds < 12 months	\$106,260
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$523,510

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.