

2024 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 29 March 2025 at 10:01 AM by Jarrod Sutton (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 March 2025 at 10:01 AM by Jarrod Sutton (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Located in the quiet residential area of Moonee Ponds in Melbourne's inner southwestern region, Moonee Ponds West Primary School has been serving the community since 1888. With a rich 136 - year history, the school has preserved significant heritage buildings such as the Library and Hall.

The school has a range of learning spaces to support curriculum opportunities, including inviting classrooms, a gym, Art Room, Japanese Room, Library and music performance spaces. Thanks to state funding received in 2022, the school is undergoing a significant modernisation project, including the redevelopment of the Hall and Library buildings and improvements to our playgrounds. These upgrades will further enhance our learning environment, with new facilities designed to support the latest teaching practices and student well-being. In 2024, the building works will provide a renewed Library, Art Room and Japanese Room and Music spaces, and the additional a new Curiosity space, to support science and cooking based activities, for the 2025 school year.

Our Vision and Values

Guided by our vision—*“We think, create, and learn together”*—we foster a culture of respect, collaboration, creativity and resilience. These core values were redeveloped and will become integrated into every aspect of school life, helping students develop not just academically, but as engaged, thoughtful members of society.

Student Enrolment and Support

In 2024, the school enrolled 320 students, benefiting from the workforce expertise of two Principal class officers, a Learning Specialist, nineteen classroom teachers, four specialists, and seven education support and administration staff.

Our school community is marked by a low level of socio-educational disadvantage, with an SFOE (Student Family Occupation and Education) index of 0.1, allowing us to focus on delivering high-quality education with strong community support.

Curriculum and Specialist Programs

Our curriculum is designed to meet the diverse needs of our students. In addition to classroom learning, we offer specialist programs in Physical Education (PE), Creative Arts, and Japanese Language, providing students with opportunities to explore and develop their talents.

The school structure is predominantly multi-aged classes of two-year levels with teachers housed in Professional Learning Teams (PLT's) including Foundation/Year 1, Year 2, Year 3/4 and Year 5/6.

The focus for our current strategic plan is further developing the consistency and collaboration of teaching and learning, assessment and student wellbeing and engagement across the school. We place students at the center of their learning to support improved learning and wellbeing outcomes.

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.

The school's intervention strategy across the school, has focused on reading development especially in the early years. This support provides opportunities for a learning boost for students who may benefit from additional literacy support.

Through the Moonee Vale Instrumental Music Program, students had the chance to learn various instruments during school hours, culminating in performances such as the MPW Soiree and the annual Combined School concert. These activities promote creativity, confidence, and teamwork.

Community Engagement

At Moonee Ponds West, we value the strong partnership between students, parents, and staff. We encourage families to actively engage in school life, contributing to student success and well-being. Our parents support students' educational outcomes by volunteering in the class, on excursions and camp and supporting community and fundraising events through the year. Our school grounds are also a valuable community resource, available for use by local groups and families after school hours.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout the 2024 school year, our students have shown significant growth and continued extension of their learning, as evidenced by our strong NAPLAN results. Our performance exceeded the State Mean Score in Reading, Writing, and Numeracy for both Year 3 and 5. Notably, for students achieving in the 'Strong' or 'Exceeding' bands, our school outperformed others in our local network, with the exception of Year 3 Spelling, where we matched the score of other schools.

Our performance was consistent with, and in some areas surpassed, that of schools deemed similar to ours, with scores remaining within a 4% range. In particular, we performed better in Year 3 Writing, Year 3 Numeracy, and Year 5 Spelling, Grammar, and Punctuation.

Relative growth from Year 3 to Year 5 has been exceptional with Reading at 39% high growth, compared to 30% for similar schools and 25% for the state, and Numeracy at 26% high growth, compared to 25% for similar schools and 24% for the state.

These results highlight the outstanding progress of our students, demonstrating both strong knowledge and increasing ability in these critical areas.

Our commitment to enhancing teaching practices is evident through a continued focus on rich reading, writing, and numeracy instruction. Teachers are collaborating in Professional Learning Teams (PLTs) to monitor and extend student growth. By using evidence of student learning, we ensure that teaching is tailored to individual student needs.

To further support learning, we offer various strategies, including Reading Support in our junior school, Speech Therapy Assistance to support students with language needs, and the Victorian

High Ability Program where our high-performing senior students have continued to engage in enrichment learning each term through this online program.

We are actively reviewing and adapting our planning documentation to align with the new Victorian Curriculum 2.0, which is currently being implemented. This ongoing reflection ensures that we are continually improving teaching practices and maintaining a dynamic, high-quality curriculum. We aim to offer a comprehensive curriculum that includes core learning in Literacy and Numeracy, and our specialist subjects including Creative Arts, Physical Education, and Japanese.

The 2024 school year has been one of growth and achievement, with our students and staff demonstrating exceptional commitment to learning and continuous improvement.

Wellbeing

While our 2024 data from the Attitude to School Survey for Year 4-6 students highlighted positive areas of progress, it also indicated a dip in student responses regarding school connectedness and managing bullying. Despite seeing improvements in these areas in 2023, the survey showed a 10% increase in neutral responses (neither positive nor negative), which impacted the overall positive endorsement. To better understand and address these concerns, we engage student focus groups to explore their perceptions and clarify the processes that support connectedness and bullying management.

At MPW, we remain committed to supporting students in developing the stamina, skills, and strategies to manage their sense of self, build meaningful connections with peers, and engage positively with their learning. We actively seek student input through various forums, including class meetings, the Junior School Council, Circle Time, and focus groups. Additionally, the Respectful Relationships curriculum plays a key role in fostering students' understanding and perceptions around respectful behaviours and healthy relationships.

We also continue to enhance opportunities for teacher, student, and parent wellbeing, as well as broader engagement within the school community. This includes a variety of activities such as excursions, incursions, a whole-school camping program, and open classroom events, all designed to create stronger connections and positive experiences for all.

In 2024, we developed new school values, through extensive consultation with parents, students, and staff. Alongside these values, we further refined our behaviour expectations and processes, ensuring clarity and consistency across the school. New behaviour flowcharts and a referral process have been introduced to reinforce these expectations and provide clear pathways for managing learning and behaviour supports.

The school continues to emphasize collaboration and collective responsibility for both student learning and wellbeing. The Professional Learning Team (PLT) structure has dedicated time to align with the school's strategic goals, ensuring teams work together with a clear focus on improving student outcomes. This collaboration is supported by the use of student data to drive improvement and support individual growth.

Through the Disability Inclusion (DI) Initiative, we have expanded professional learning for staff, enhancing their ability to document adjustments in teaching and learning for students with additional needs. This initiative has allowed us to increase the number of Education Support staff, providing more tailored support for students who require additional assistance in the classroom.

Engagement

In 2024, the average number of absence days at Moonee Ponds West Primary School was 18.8 days, a slight increase from the 2023 average of 16.9 days, resulting in an overall attendance rate of 90.6%. When compared to similar schools, where the average was 19.2 days, and the state average of 21.8 days, our school recorded fewer absences relative to schools with similar characteristics.

The majority of absences were due to illness and family holidays. Student attendance data for most students falls between 89% and 92%. We continue to maintain an aspirational target of 95% attendance.

To address unexplained absences, we utilise COMPASS as a tool for tracking and following up with families. For a very small number of students (less than 1%), individual Attendance Plans are created in collaboration with families to help improve attendance.

At MPW, we balance academic focus with social and emotional support to ensure that students are fully engaged in their learning and wellbeing. Our Instructional Model and learning plans are continuously targeted and refined in collaboration with staff to meet students' individual needs. This ensures that each student is supported in their learning journey at every year level.

Our extensive program of excursions, incursions, and camping experiences, alongside events such as Show Day, open classroom sessions, Community Basket Tea, Mothers Day and Fathers Day Stalls and Movie Night, provides students with opportunities to participate in meaningful and engaging learning experiences both inside and outside of the classroom. These activities are designed to enhance their learning in authentic ways.

Additionally, we offer programs that foster student and parent engagement, such as the Moonee Vale Instrumental Music Program in partnership with three neighbouring schools, Junior School Council (JSC) to encourage student leadership and involvement, Parent Representative Structure and the Parent Helpers Course to engage parents in supporting classroom activities and school events, and fundraising events that build a sense of community and contribution.

These programs and events help foster a strong connection between the school, students, and families, supporting a thriving and inclusive school culture.

Other highlights from the school year

A significant highlight of the 2024 school year was the completion of the Capital Works project.

The key focus of the project was to improve the educational environment, with a particular emphasis on enhancing opportunities for both indoor and outdoor learning. The updated design facilitates increased collaboration between classrooms and learning spaces, encouraging a more dynamic and interactive approach to education. The creation of the "curiosity room" is a noteworthy feature, providing a dedicated space for lessons in science and cooking that extends learning beyond traditional classroom settings. This supports the school's vision of fostering 21st-century learning, where students are encouraged to explore and engage with subjects in a hands-on, experiential manner.

In addition to the educational improvements, the redevelopment of the playground spaces has been a major success. The design of the new play areas prioritises open, flowing spaces that support imaginative and adventure-based play. This has not only enhanced the recreational experiences of the students but also created a more inclusive environment where children can engage in a variety of physical and social activities. The involvement of students, particularly through the Junior School Council, ensured that the designs reflected their interests and needs. The installation of two new playgrounds has been well received, and the updated "Big Adventure" play space has proven to be a valuable addition for both students and the wider school community, who now enjoy its use beyond school hours.

The completion of the Junior Building in Term 3 was met with great enthusiasm by the F-2 students, who now benefit from a learning space that is brighter, warmer, and more inviting. The opening of the "Little Adventure" play space in Term 4 further contributed to the overall success of the project, particularly with the removal of two portable classrooms to reclaim additional play space. This improvement was complemented by the restored view of the Library building from the Lennox Street entrance, and the addition of new play equipment, including a sand pit, has been well received by the students.

As the final phase of the project, the Library building is set to be officially opened in Term 1, 2025. The newly designed library space promises to be a key resource for students, with dedicated areas for reading, learning, and fostering a love of literature. The revitalisation of this space ensures that the school's commitment to supporting students' academic growth and passion for reading continues to be a priority.

Overall, the success of this redevelopment project is evident in the improved learning environments and enhanced play spaces. The thoughtful integration of heritage preservation with modern educational needs has created a harmonious and forward-thinking environment that will support both current and future generations of students. The project has not only transformed the physical spaces but has also enriched the school community, fostering a stronger sense of connection and engagement among students, staff, and families.

Financial performance

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.

During 2024 our Capital Works program was completed and we received grants of \$387,052, from these funds we furnished the Library and Hall Buildings, replaced the Big Adventure playground, replaced the damaged synthetic grass basketball court and undertook major roofing repairs on the Hall and Library Buildings during the January holidays.

Following the end of year procedures we continue to be in a sound financial position and the projected surplus from the acquittal of the 2024 SRP will be utilised in our 2025 cash budget.

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 320 students were enrolled at this school in 2024, 136 female and 184 male.

11 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).

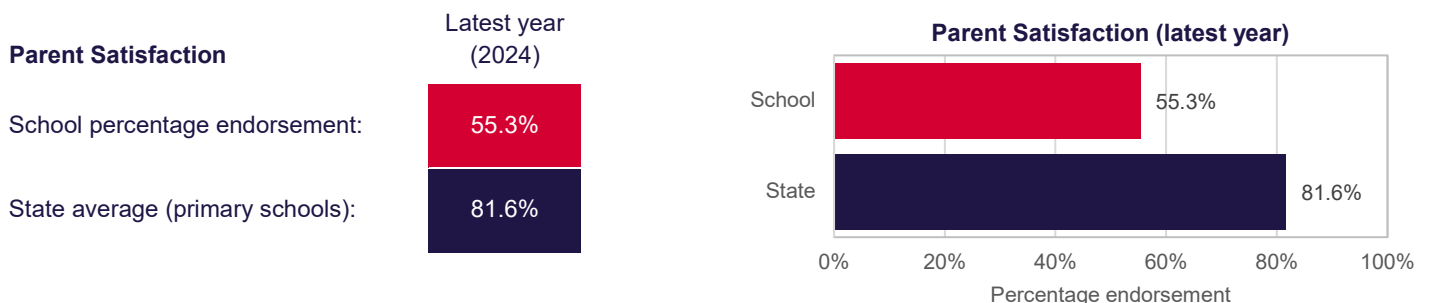
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

School Climate

Latest year
(2024)

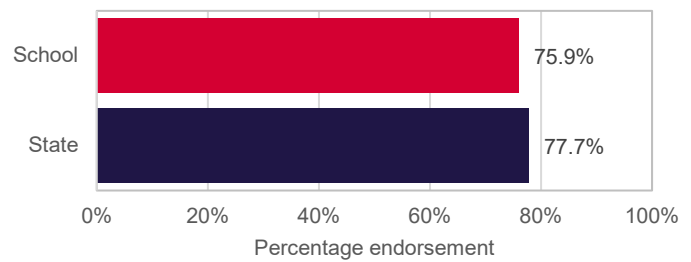
School percentage endorsement:

75.9%

State average (primary schools):

77.7%

School Climate (latest year)



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

84.1%

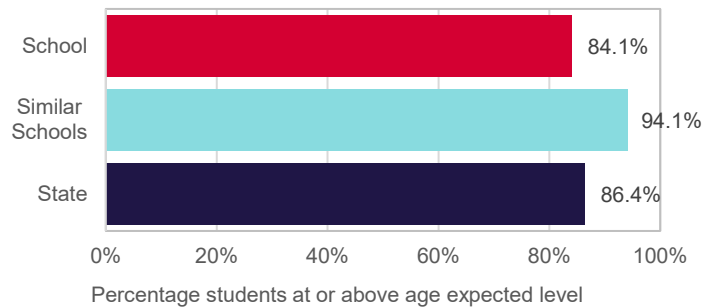
Similar Schools average:

94.1%

State average:

86.4%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

86.2%

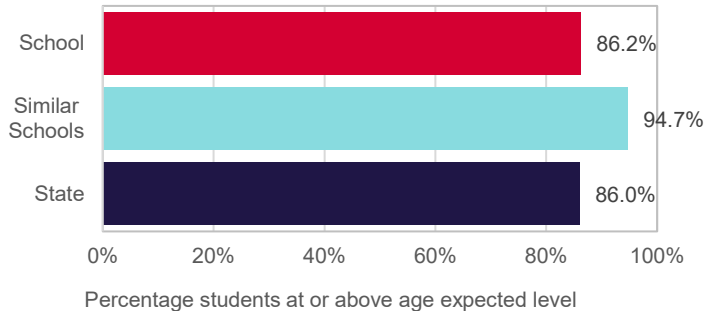
Similar Schools average:

94.7%

State average:

86.0%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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

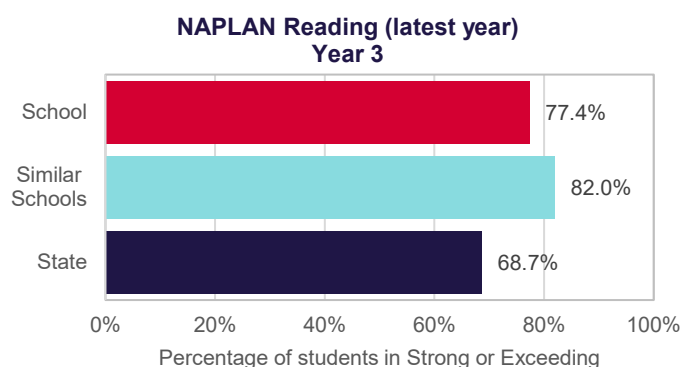
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

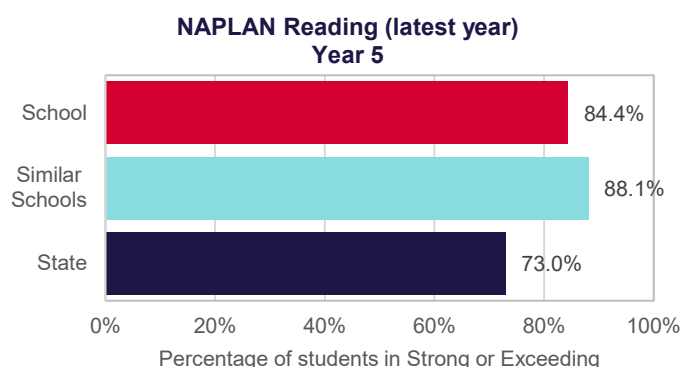
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.4%	80.5%
Similar Schools average:	82.0%	83.1%
State average:	68.7%	69.2%



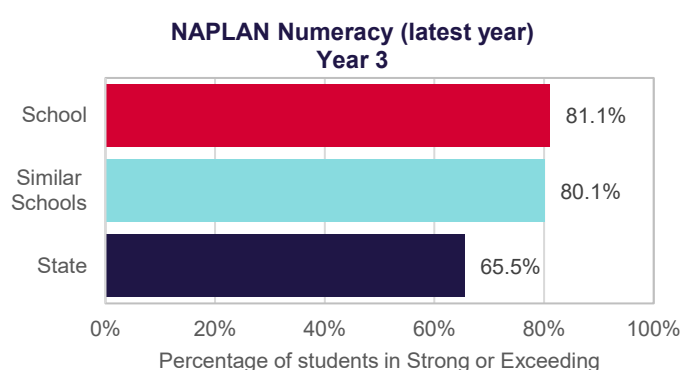
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	85.4%
Similar Schools average:	88.1%	88.9%
State average:	73.0%	75.0%



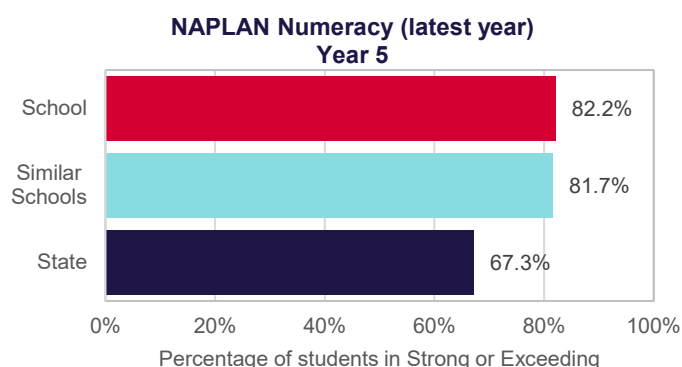
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.1%	81.4%
Similar Schools average:	80.1%	81.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.2%	80.6%
Similar Schools average:	81.7%	81.4%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

85.1%

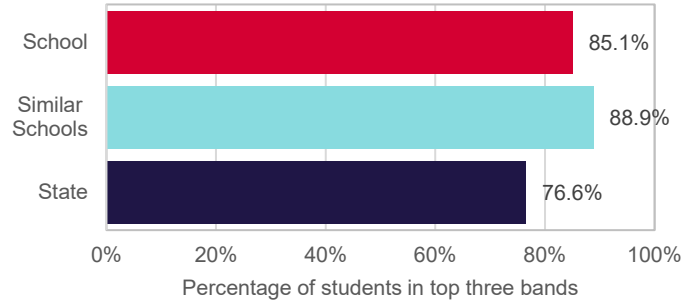
Similar Schools average:

88.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.1%

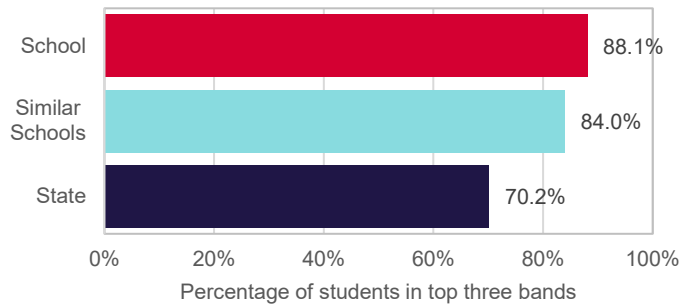
Similar Schools average:

84.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

80.9%

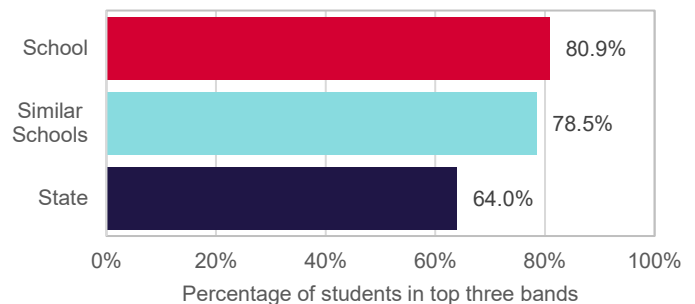
Similar Schools average:

78.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

71.1%

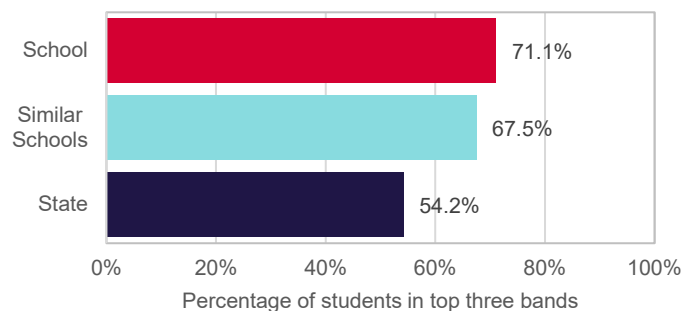
Similar Schools average:

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.

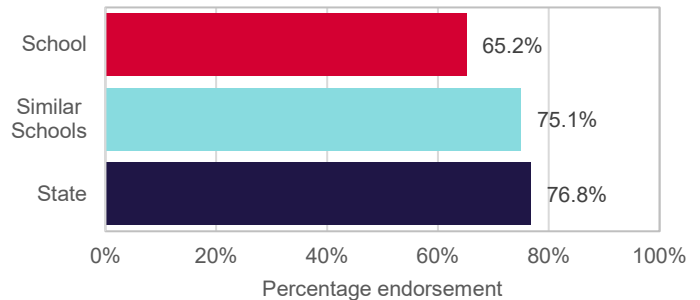
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	65.2%	68.3%
Similar Schools average:	75.1%	75.5%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



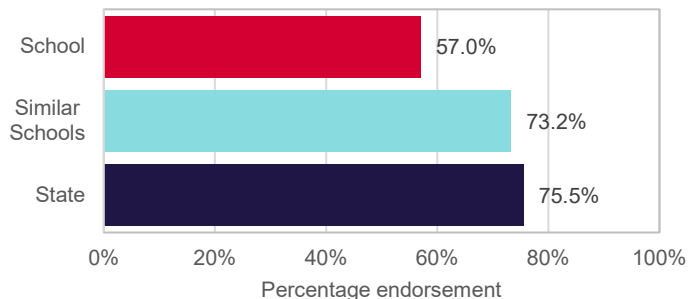
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	57.0%	65.8%
Similar Schools average:	73.2%	74.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

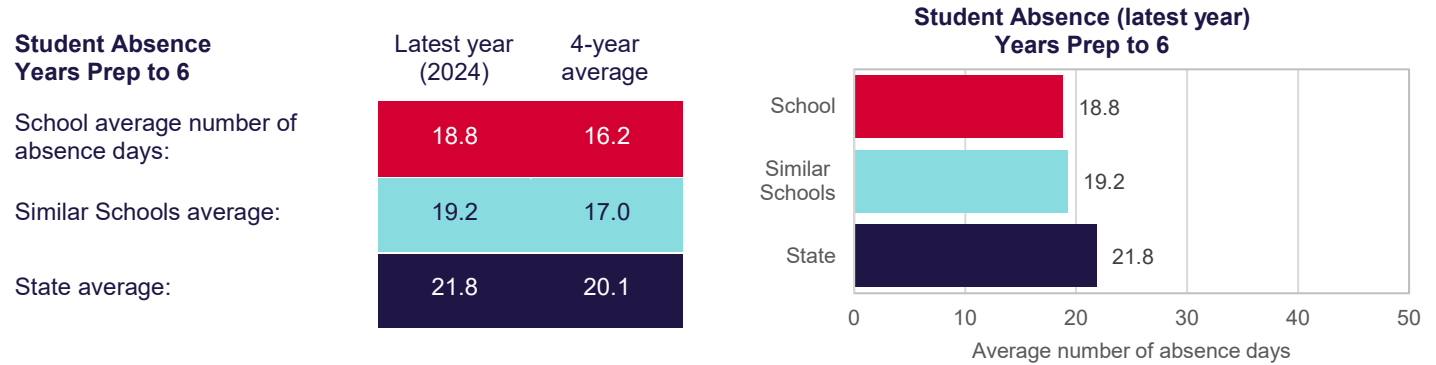


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	89%	92%	90%	91%	89%	90%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,158,186
Government Provided DET Grants	\$295,338
Government Grants Commonwealth	\$4,800
Government Grants State	\$0
Revenue Other	\$33,581
Locally Raised Funds	\$416,142
Capital Grants	\$387,052
Total Operating Revenue	\$4,295,099

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,782
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,782

Expenditure	Actual
Student Resource Package ²	\$2,960,548
Adjustments	\$0
Books & Publications	\$2,133
Camps/Excursions/Activities	\$153,018
Communication Costs	\$3,480
Consumables	\$40,249
Miscellaneous Expense ³	\$61,950
Professional Development	\$11,148
Equipment/Maintenance/Hire	\$290,189
Property Services	\$63,782
Salaries & Allowances ⁴	\$33,849
Support Services	\$328,198
Trading & Fundraising	\$17,669
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,385
Total Operating Expenditure	\$4,003,598
Net Operating Surplus/-Deficit	\$291,500
Asset Acquisitions	\$114,960

- (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 03 Mar 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	\$281,005
Official Account	\$40,262
Other Accounts	\$107,164
Total Funds Available	\$428,431

Financial Commitments	Actual
Operating Reserve	\$174,525
Other Recurrent Expenditure	\$5,276
Provision Accounts	\$0
Funds Received in Advance	\$122,564
School Based Programs	\$257,298
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$183,041
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$742,704

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.

