

2024 Annual Report to the School Community

School Name: Warrnambool West Primary School (0182)



- 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 03 April 2025 at 05:54 PM by Karen Holdsworth (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 03 April 2025 at 05:54 PM by Karen Holdsworth (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

Warrnambool West Primary School (WWPS) is located in the regional city of Warrnambool in Southwest Victoria, a coastal town which is also surrounded by rural and farming. Warrnambool is known as a popular tourist destination and local centre for industry, retail, health and education. The school is located in an area of social housing and provides a space for a council run Kindergarten. The school grounds are spacious, well maintained and provide engaging spaces for our students to learn and play, including a nature-sensory space.

The SFOE is 0.5472 and the value is: High, meaning a high level of socio-educational disadvantage. A total of 136 students were enrolled at this school in August 2024, 15% of students have English as an additional language, 9.79% students are supported by the Program for Students with Disabilities and 20% of students are Aboriginal or Torres Strait Islander. The school is well resourced with 12 teaching staff, comprising of a Principal, Assistant Principal and a Wellbeing Mentor and 7 non-teaching Support Staff. Each classroom is supported by an ESS staff member for 4.50 hours daily to support students with additional needs and provide tailored support for PSD students. The school provides a Foundation to Year 6 Victorian Curriculum learning program and is differentiated to meet student needs. Staff are highly skilled and dedicated with a range of specialist and support programs to enhance the educational experiences for our students, including the Arts, Physical Education, Auslan, STEM, Music. Intervention is provided in literacy /numeracy for selected individuals and groups of students, and is provided across the school for the entire year.

Warrnambool West Primary School includes 6 composite classrooms across the school. As a community, we understand and acknowledge that children learn best with consistent routines and structure, and we work hard to enable all learners to focus, develop skills and life-long behaviours to enable them to contribute to a society of high expectations. We live by our school values: Be Inclusive - Be Safe- Be Respectful - Be a Learner and support every child to demonstrate these daily and learn with purpose. As a school community we take pride in the ethos of the school and together we support and grow in a vibrant and fulfilling environment. Ensuring students thrive continues to be a priority and this has again been evident by the overall results the students achieved academically, socially and emotionally.

The emotional and social wellbeing of the students is a priority with the ongoing support and teaching and learning practices embedded across the school. A 0.8 wellbeing mentor supports students and families at point of need. Additional supports in 2024 include a social worker from the Allanah and Madeleine Foundation supporting students and staff, a Hands On Learning program for select senior students, a Big Life program with other local schools, a Music Therapy program and the local employment of a youth mentor for wellbeing, engagement and support. A Big Life visiting teacher supports classrooms with social and emotional learning strategies as part of the Big Life program. The daily breakfast program ensures our children are nurtured and ready for learning every day. TheirCare provides our before and after school care program with parents able to access care when required. Our students are involved with a range of leadership opportunities including the inaugural partnership with Deakin University in the Girls as Leaders in Stem (GALS) program. School Leaders and Junior School Councillors work collectively with other schools within the Student Congress program and represent their peers and take on various leadership roles throughout the year. House Captains add to the leadership opportunities and increase the sense of pride and inclusion across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Using the FISO 2.0 Framework for Improving Student Outcomes our priority goal in 2024 is to continue to focus on student learning - with an increased focus on numeracy and student wellbeing through a priorities goal, key improvement strategies in both learning and wellbeing. This 2024 strategy is to maximise learning growth and achievement for all students.

To preserve the key learnings and understanding from our involvement in Primary Maths and Science Specialists initiative and the Wimmera South West Numeracy community of practice, the teaching of mathematics continued to be focused on in 2024. The impact of this work was demonstrated in the 2024 Naplan results with 53% of Year 3 students in Exceeding and Strong Proficiency levels in mathematics and 52% of Year 5 students also in the Exceeding and Strong Proficiency levels. This placed our Year 3 students above, and our Year 5 students equivalent to similar schools.

With strong research leading the change in how students learn in schools, school leaders commenced learning with the Wimmera South West Literacy Learning Community to build knowledge and understanding of teaching structured literacy. Using the professional development, teaching staff were supported in learning about and delivering precise, structured and engaging Core Literacy and English lessons. With 2023 Naplan Reading results seeing 65% of Year 5 students in Exceeding and Strong Proficiency levels and 45% of Year 3 students, leaders took proactive steps to embed high impact science of learning research into school wide literacy instruction. Using text-based curriculum as a key implementation strategy, staff were guided in Professional Learning Communities to build capacity in content knowledge and confidence in teaching reading. The collegiate approach of learning walks and peer observations in this area also upskilled the staff, while celebrating the expertise of teachers and emphasise the culture of learning from each other. As these were non-judgmental observations it ensured trust to ask next-step questions, give constructive feedback of individual and collective teacher strengths and provided the opportunity for the structure of the instructional model to be visible and delivered with clarity.

Continuing the Inclusive Learner Initiative work, led by the Department Education Improvement Leaders, staff embedded evidence based inclusive practices to strengthen our cohesive school wide approach to learning and wellbeing. Extensive work included developing precise short-term goals in Individual Education Plans, design of quality responses to intervention through including specific adjustments in planning documents and introducing Heggerty as a core literacy component in the Foundation to Year 2 students. The instructional practice builds strong foundational literacy skills essential for reading success through systematic and explicit instruction.

The Tutor Learning Initiative support program continued throughout 2024, supporting specific students to close the gap in their learning. Selection of students was identified using various data sets, with students attending three, one-hour sessions per week. We had a deliberate strategy to support students 'at risk'. UFLI and extra daily exposure of systematic, synthetic phonics for students in Foundation to Year 2 were part of this support. In Year 3-6, students selected in the

TLI program, received structured core literacy approach with the aim of improving reading fluency and building understanding of vocabulary.

Wellbeing

The school ensures that students are provided with individual and collective wellbeing supports and approaches for key indicators of success. Staff provide structures in their classrooms so that students are engaged in learning with the appropriate supports and reasonable adjustments. The tiered and responsive approaches to student wellbeing is consistent with school wide positive behaviour supports to empower students and build school pride through activating wellbeing, student voice, agency and leadership. Our Student Attitudes to School survey results demonstrate that our students' sense of connectedness are well above all the state, similar and network schools results. With students also indicating positive endorsement of the schools' management of bullying well above state, similar and network schools' results. The impact of these results demonstrates the social and emotional school wide implementation of the A Big Life program, with a focus on the Respectful Relationships curriculum. Building students' emotional literacy and coping strategies through the Zones of Regulation approach as a consistent use of language across the school, students are specifically taught strategies to enable self-regulation and build an increase of self-awareness, social and emotional skills, and emotional understanding, which in turns enables a stronger, more inclusive school environment. With fortnightly Behaviour Intentions guiding the expectations of behaviour through a lens of positive reinforcements and explicit re-teachable moments, students were able to contribute to House points in recognition of the expected behaviours and be acknowledged at weekly assemblies through Student of the Week awards. The Nurture Room commenced throughout 2024 with staff facilitating the program so that select students were supported in building consistent routines, build self-regulation skills and independence in a predictable environment including small group curriculum and sensory learning.

Using tiered interventions, Warrnambool West Primary School implements a supporting system for student wellbeing, where staff are able to identify and make reasonable adjustments in their work programs and Individual Education Plans for students identified at risk. Utilising tiered approaches to wellbeing support with the Alannah and Madeline's support worker's expertise to upskill staff in trauma informed practices and building students' strategies, sees results from the Attitude to School survey in emotional awareness and regulation as significantly higher than state, similar and network schools.

Engagement

Student engagement is one of the important priorities for Warrnambool West Primary School, and we know that students will have improved learning outcomes when they are engaged with school, with their peers and their learning. Attendance is a major factor in students' success and engagement with the school viewing the school as a community of connection. The wellbeing team with the principal met regularly to monitor attendance, provide supports for students and their families to engage with the school in a non-judgemental manner to improve attendance and punctuality. Staff follow the expectation of contacting families when students have three or more

unexplained absences, and the extension of support and conversations are led by the wellbeing team and principal class team. Informal conversations or planned Student Support Group meetings, align the family and school as key partners in the child's engagement with school. Letters are also sent home regularly to families to explain absences and absence plans and holiday plans are provided for students with long term absences. Engagement strategies to assist with attendance in 2024 included daily breakfast club, provision of fruit snack, lunch and uniform, and alternative programs such as lunchtime clubs, 'Drumbeat' and Gardening Clubs to support learners or those at risk of disengagement. At the end of each term, the school continue to present an 100% attendance award. Student data is analysed for full attendance and these students are acknowledged and presented with a certificate of appreciation and an end of year reward for a junior and senior student. Since its initiation, there has been a steady increase of students with 100% at varying times of the year. To provide support for senior students who may be at risk of disengagement, the Hands-on-Learning program continues to operate with students having to set goals, contribute to the school through project-based engagement and transferring their goals to the classroom setting. Overall student absence data in 2024 is better than similar schools by 6% when looking at students that have missed 20 days or more. This positive result reflects the work of the highly dedicated staff who focus on the connections with families to provide consistent communication pathways and support. Across cohorts, senior students tracked more positively when looking at 20 days or more of absences than their younger counterparts, indicating the improved mindsets of attendance as a positive outcome for older students. The school continues to address absence data and celebrate the efforts of families to promote regular attendance at school. Warrnambool West Primary School has very strong networks of support external to the school with service clubs, government agencies and maintains a strong connection with the Warrnambool West Neighbourhood House, MPower, Brophy Youth Services, Gunditjmarra Aboriginal Co-Op and Kirrae Health. The school provides supports for families to assist in directing to services, clubs and community organisations as required and engage on a consistent basis with welfare support for families in need. We work hard to advocate for children and assist them to feel cared for and heard. Student agency is a key aspect of our student leadership groups. Forming an Aboriginal Leadership group, Junior School Council, House Leaders and Girls as Leaders in STEM. We are a culturally diverse community and celebrate that this diverseness enriches our daily lives through acknowledgement to culture and inclusion.

Other highlights from the school year

The school takes pride in welcoming back the community along with introducing new families and students to the community. Commencing the year with a whole school welcome BBQ with students performing a whole school dance for families, saw a high number of families attending. Our School Council parent group demonstrated their commitment to contributing to the school through providing a special lunch on Athletics Day and throughout the year, assisting our community with Easter and Christmas hampers, raffles and prizes. Staff initiated Mother, Father and Special persons breakfasts with huge attendance by families, bringing together students and their loved ones. Student leaders organised a significant whole school event throughout the year, as part of their participation in Student Leaders Congress, with a massive turn out to our first Quiz Evening. The annual school concert continued to be a massive success for the school, with a full auditorium of families to view their children perform, sing and dance.

Financial performance

In 2024, Warrnambool West Primary School managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994. DET's Framework for Improving Student Learning Outcomes 2.0 informed the development of the budget and the allocation of funds to program budgets. At the end of 2024 the school continued to maintain a budget surplus. Staffing costs are the most significant cost for WWPS with additional staffing for engagement and wellbeing with the continuation of a 0.2 Alanah Madeline Foundation psychologist through Equity Funding, the Hands on Learning program, a 0.8 youth mentor and ensuring a balance of experienced and recently trained staff. WWPS employed additional education support staff to support students with individual needs in wellbeing, learning or both. The equity funding of \$384,536.20 supports this additional staffing. Equity funding was once again used to facilitate our Hands on Learning Program, and class set of updated iPads and notebooks were purchased for year 5/6 students, continuing the school's commitment to a 1-1 ICT program. Equity funds were also used to continue our involvement with other network schools to deliver a tier one wellbeing program 'A Big Life' across the school. In response to the needs of the school community it has been essential to provide access to support services and camps and excursions for the students.

For more detailed information regarding our school please visit our website at
<https://www.warrnamboolwestps.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 136 students were enrolled at this school in 2024, 61 female and 75 male.

15 percent of students had English as an additional language and 20 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

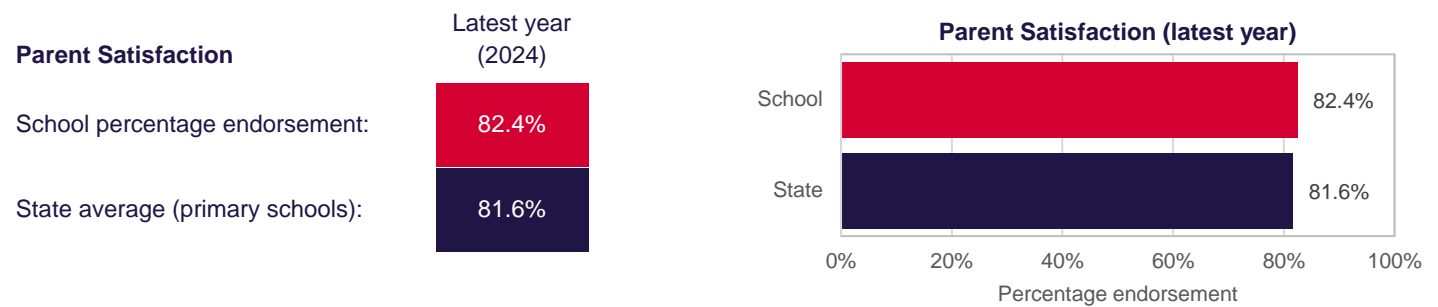
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

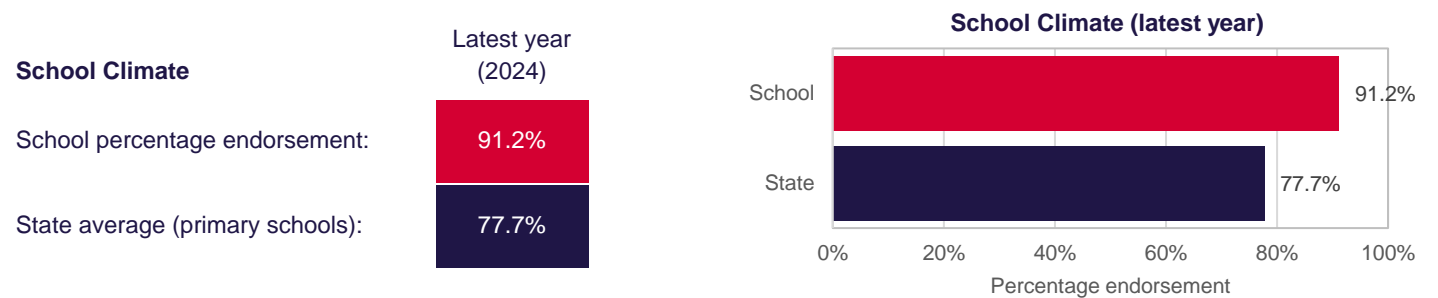


School Staff Survey

The 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.

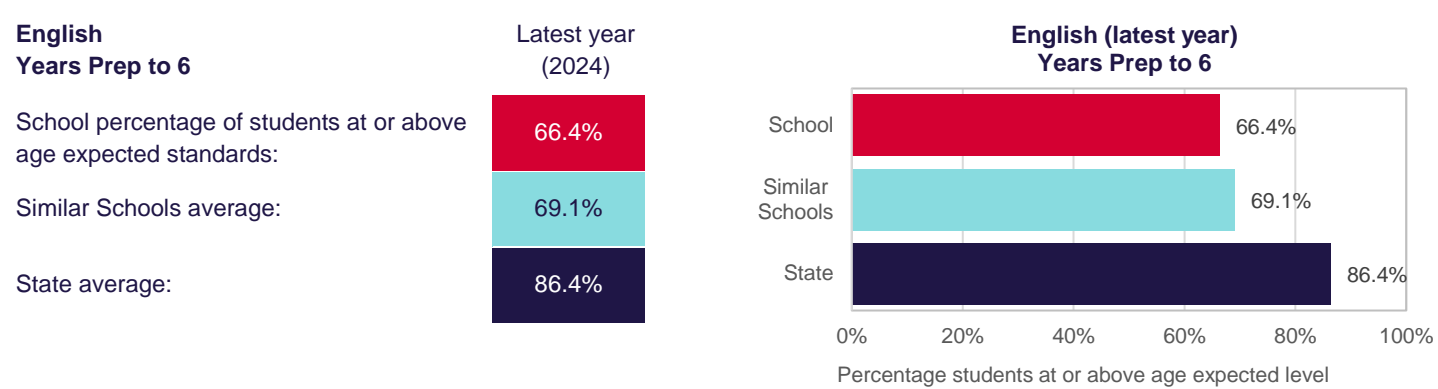


LEARNING

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.



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

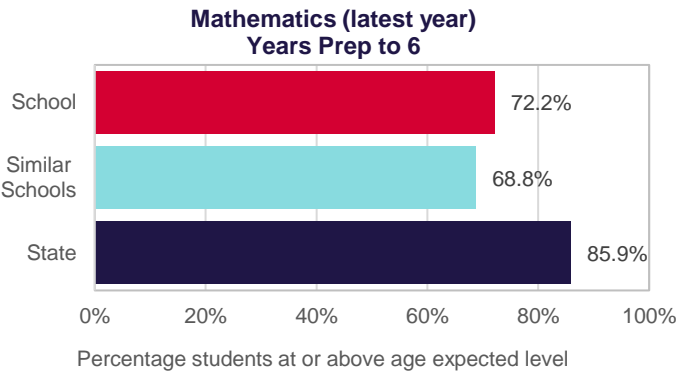
72.2%

Similar Schools average:

68.8%

State average:

85.9%



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.

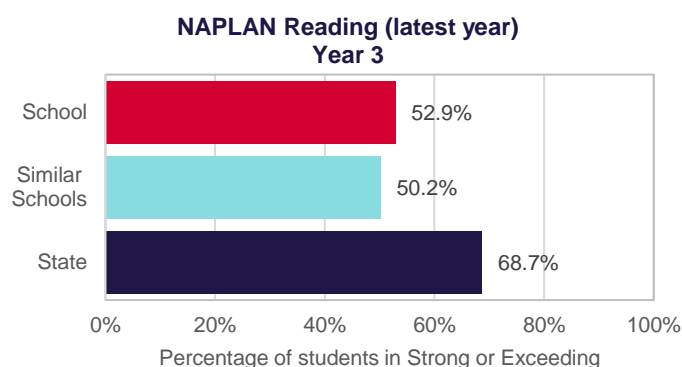
NAPLAN

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.

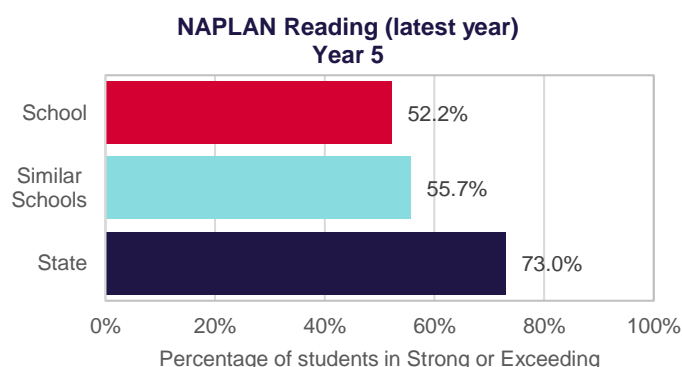
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.9%	48.6%
Similar Schools average:	50.2%	49.9%
State average:	68.7%	69.2%



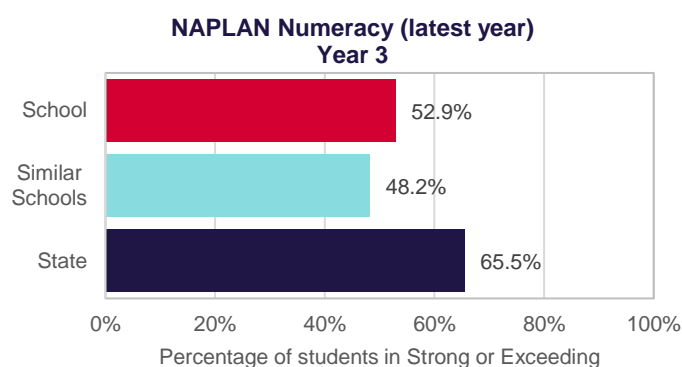
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.2%	58.1%
Similar Schools average:	55.7%	58.0%
State average:	73.0%	75.0%



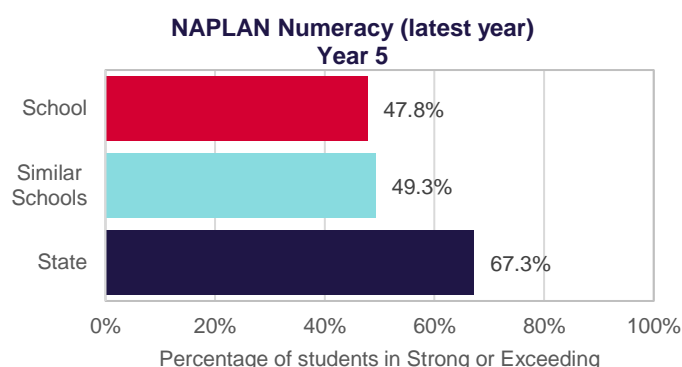
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.9%	54.1%
Similar Schools average:	48.2%	47.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.8%	55.8%
Similar Schools average:	49.3%	49.2%
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:

63.2%

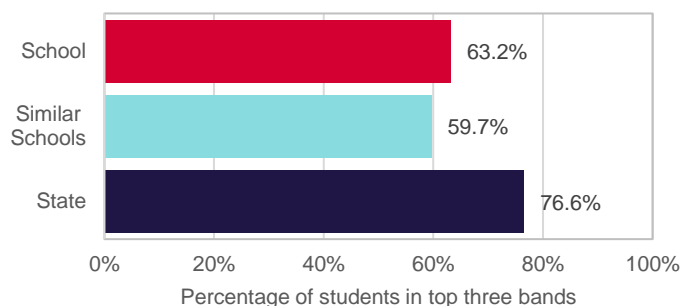
Similar Schools average:

59.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

60.0%

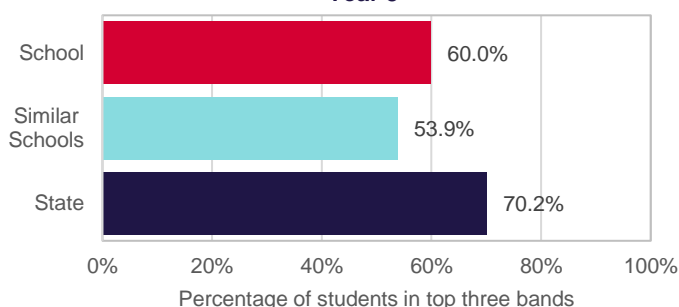
Similar Schools average:

53.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

57.9%

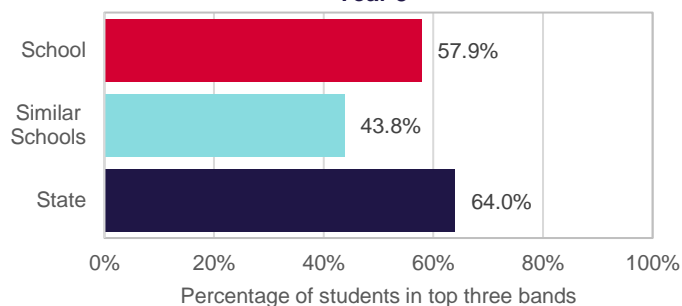
Similar Schools average:

43.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

30.0%

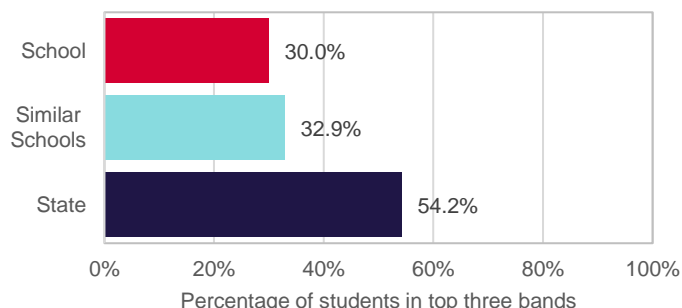
Similar Schools average:

32.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

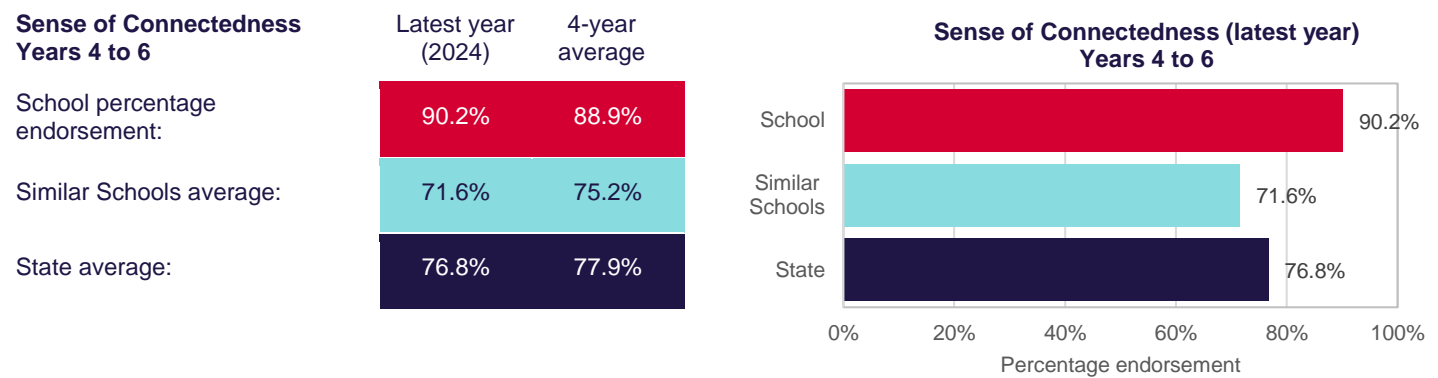


WELLBEING

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.

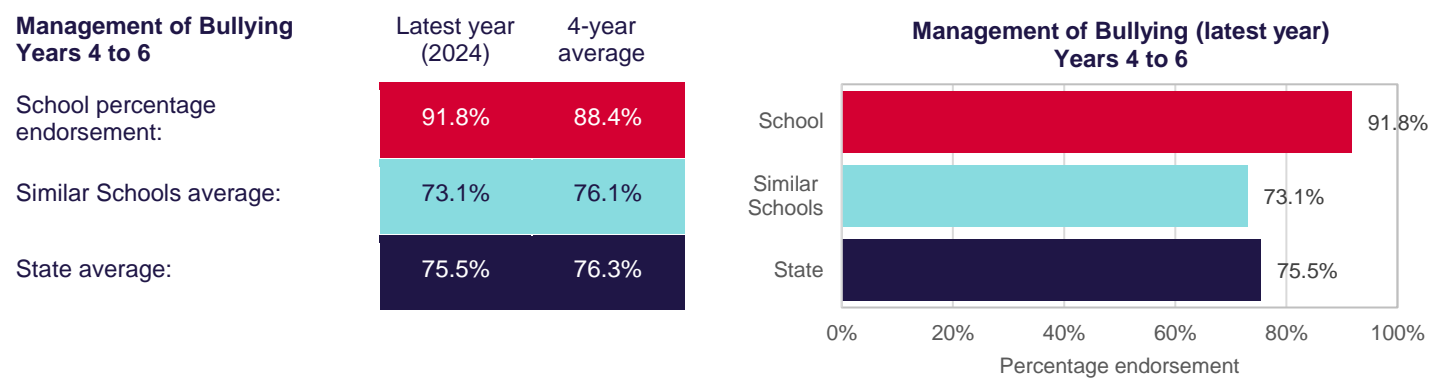
Student Attitudes to School – Sense of Connectedness

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).



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).

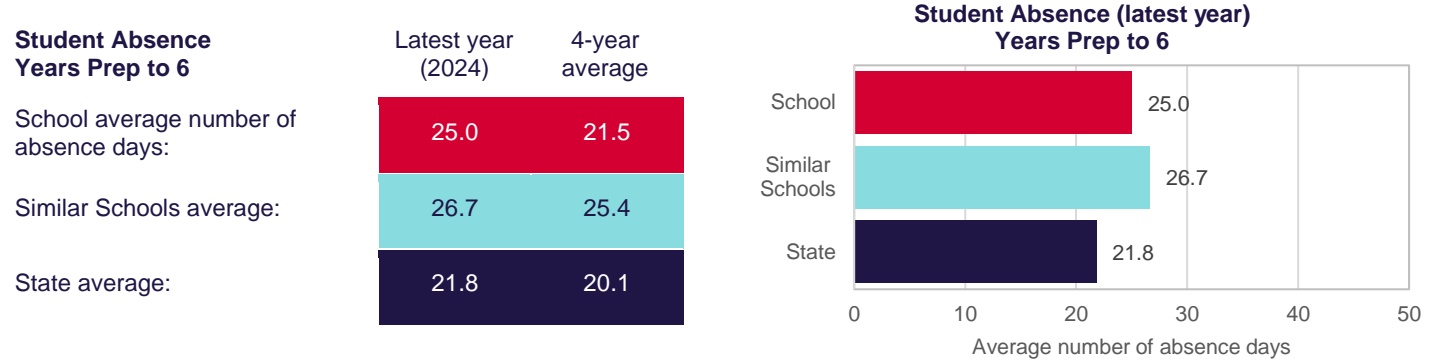


ENGAGEMENT

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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	87%	88%	84%	87%	89%	87%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,115,538
Government Provided DET Grants	\$566,139
Government Grants Commonwealth	\$1,000
Government Grants State	\$2,917
Revenue Other	\$49,811
Locally Raised Funds	\$104,710
Capital Grants	\$0
Total Operating Revenue	\$2,840,114

Equity ¹	Actual
Equity (Social Disadvantage)	\$378,576
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$378,576

Expenditure	Actual
Student Resource Package ²	\$2,002,474
Adjustments	\$0
Books & Publications	\$1,628
Camps/Excursions/Activities	\$69,258
Communication Costs	\$6,445
Consumables	\$61,256
Miscellaneous Expense ³	\$18,416
Professional Development	\$16,900
Equipment/Maintenance/Hire	\$26,580
Property Services	\$118,137
Salaries & Allowances ⁴	\$55,150
Support Services	\$76,165
Trading & Fundraising	\$97,123
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,661
Utilities	\$28,873
Total Operating Expenditure	\$2,582,066
Net Operating Surplus/-Deficit	\$258,049
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 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	\$951,700
Official Account	\$48,402
Other Accounts	\$0
Total Funds Available	\$1,000,102

Financial Commitments	Actual
Operating Reserve	\$96,624
Other Recurrent Expenditure	\$6,354
Provision Accounts	\$3,940
Funds Received in Advance	\$58,265
School Based Programs	\$26,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,193
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$36,000
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$254,776

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.