

2022 Annual Report to the School Community

School Name: Waverley Meadows Primary School (5105)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2023 at 05:18 PM by Alison Lough (Principal)

- This 2022 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 24 April 2023 at 07:17 PM by Jen Coles (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Waverley Meadows is a school large in physical size with expansive grounds and beautiful internal spaces. Our grounds boast plenty of different options for students when it comes to play and exploration. We have a rural feel while being situated in the busy suburb of Wheelers Hill. We have been through a period of exciting growth and change over the past couple of years with significant improvements to our teaching pedagogy and curriculum programs, as well as facilities.

We have five buildings, all beautifully maintained and set up to allow for collaborative and flexible learning. In 2022, students voted to name the buildings in line with local indigenous flora and fauna using traditional Bunurong language names. Kowun (meaning echinda) is our junior learning module and contains our P-2 classes. Kowun has four classroom areas, a central collaborative space and tiered seating area and two break out spaces - one of which is used as a sensory room.

Kurboroo (meaning koala) is our senior learning module and contains our 3-6 classes. Kurboroo has four classroom areas, a central collaborative space and tiered seating area and two break out spaces - one of which is used as a sensory room. Tunparrim (meaning lizard) is our Arts Centre where our art room, music room, study space and kitchen/canteen are. Beal (meaning red river gum) is a community space that houses our multi-purpose room, science room, before and after school care space and gallery learning area. The Beal building is hired by local community groups outside of school hours and on weekends. Warnarup (meaning wattle) is our administration building and also contains our ever-popular state-of-the-art library.

Our outdoor spaces include basketball and netball courts, soccer and football ovals, green spaces, nature play space with dry river bed and decking, two playgrounds, two sandpits, shaded seating areas and outdoor classroom, an expansive vegetable garden and chicken coop. Our expansive grounds support our science program which has a large focus on the environment through an agricultural science lens.

The vision of Waverley Meadows Primary School is to develop our students to be critical and creative thinkers with a passion for learning while embracing opportunities for growth and acting with kindness and respect. The school motto of 'To Learn is to Grow' guides our daily practices and is underpinned by our STAR of values: Safety (we act in a manner that keeps ourselves and others safe); Teamwork (we work together to achieve our goals); Accountability (we take responsibility for our actions and our learning); and, Respect (we are kind and thoughtful in all we do).

Our purpose is to provide as many opportunities as we can to support student learning and growth, using a personalised learning approach.

Enrolment growth continues to be a focus. We have maintained our numbers this year and hope to continue increasing our reputation as a school of choice in the area. We hope to build our numbers through prep enrolments. Our kinder connections programs through year 5/6 reading and play sessions and invitations to use our library and grounds will continue, especially with the two early learning centres across from our school.

Waverley Meadows Primary School values our community culture and we promote strong partnership between home, school and local community. We pride ourselves for our inclusiveness and acknowledge and celebrate the diverse cultural and linguistic backgrounds of our students and families. Our core curriculum is supported by the specialist program and wider curriculum which includes The Arts (visual and performing), Physical Education, AUSLAN and Science (environmental/agricultural). We run an inquiry learning approach we call 'Inquisitive Minds' for our humanities subjects (history/geography) and other areas of science.

Staff have worked hard to develop, refine and embed strong Professional Learning Community priorities and processes, with a focus on development of data literacy and responding to individual student needs. Staff work collaboratively to analyse data, plan and implement their programs, which include fluid learning groups for literacy and maths aimed to target specific student learning needs.

ENROLMENT SUMMARY

In 2022 we had 115 students (49 female, 66 male). We ran 5 classes.

19% of students had language backgrounds other than English.

We had one family (two students) identified as Aboriginal.

We have not yet had any international enrolments post-Covid.

WORKFORCE SUMMARY

In 2022 we had 6.6 EFT* teachers, 2.5 EFT Education Support Staff

*Equivalent Full Time

Progress towards strategic goals, student outcomes and student engagement

Learning

At Waverley Meadows we are guided by the Victorian Curriculum which we differentiate to meet the needs of our students. English and Maths are taught using a personalised learning approach, meaning we respond to student data by placing students into like-ability learning groups where they can be challenged appropriately for their current level of skill and need. Our school review completed in 2021 provided a good opportunity to refine and redirect our future priorities to ensure we are maximising opportunities to improve school and student outcomes.

Our staff are highly motivated professionals who demonstrate exemplary classroom practice. Professional learning for teachers is regular and ongoing meaning we are constantly reviewing and improving our current teaching techniques and programs to ensure best practice. Staff have worked exhaustively to implement and embed research-based programs across the school, such as our reading program based on the science of reading, which has seen improvements in student data as outlined below. We have also implemented 6+1 traits of writing and introduced Top Ten Mathematics. Top Ten has been an engaging program for students and provided more regular opportunity for number fluency practise. Regular and ongoing assessment practices linked to these programs are also contributing to our student growth rates with teachers better able to respond to student learning needs.

We achieved outstanding NAPLAN results for 2022 in year 3 reading. The students in this cohort have been exposed to synthetic phonics through Little Learners Love Literacy to build their reading capabilities over the previous two years. As a result, 94.4% of year 3 students in 2022 achieved in the top 3 bands. This is 17.8% higher than the state average, and 8.8% higher than the similar schools average.

It is worth noting that our 2022 year 5 cohort undertaking NAPLAN was small and therefore not measured in the same way as other schools. This must be taken into account when reading the results. Teacher judgements (as assessed against curriculum standards using a variety of assessments) are more reliable than NAPLAN when it comes to particularly small cohorts of students. Our 4 year average reading results for year 5 remains 2.8% higher than the state average, despite a lower overall achievement in year 5 reading in 2022. We believe as our students continue to be exposed to high quality reading programs and interventions, results in our upper years will improve exponentially.

Our numeracy results in year 3 NAPLAN were equally impressive with a 2022 result of 88.9% of students achieving in the top three bands (24.9% higher than state average and 18% higher than similar schools). Year 5 numeracy results remain comparative with the state results, but slightly lower in 2022 than our similar schools.

According to teacher judgements 88% of students school-wide are working at or above expected standards (age expected levels) in English. This is 1% higher than the state average, but 1.3% lower than similar schools.

According to teacher judgements 88.6% of students school-wide are working at or above expected standards (age expected levels) in mathematics. This is 2.7% higher than the state average, and the same as similar schools.

Our goals under the Department's Framework for Improving Student Outcomes (FISO) in 2022 were to teach and support each student at their point of need, and specifically:

- to ensure that all students who have not made 12 months learning gain were identified and included as a part of the Tutor Learning Initiative (TLI)
 - with a target for these students to grow at least 12 months in their identified learning area from term 1 to term 4

I am pleased to report that we achieved this target and met our goal, with all students participating in the TLI making at least 12 months growth and more often exceeding that growth.

Our whole-school digital data wall has been a successful way to establish current student progress and track growth. The data wall can be accessed by all staff and helps with our collective responsibility and collaborative approach to improving outcomes for all.

Wellbeing

Wellbeing is an explicit focus at Waverley Meadows as we know that when students feel safe, supported and empowered, they are more able to learn effectively. We run an Emotional Intelligence approach to wellbeing that incorporates various programs and approaches such as Play Is The Way, Respectful Relationships, Restorative Practices, Mindfulness and Growth Mindset. Activities, conversations and guided social interactions using these methodologies build our students' personal and social capabilities (self-awareness, self-regulation, social-awareness and relationship management).

Our students are supported to become self-reflective, empathetic, empowered and socially competent. Five key concepts are what our school rules and values align with, these are:

1. Treat others the way you would like them to treat you;
2. Be brave - participate to progress;
3. Pursue your personal best no matter who you work with;
4. Have reasons for the things you say and do;
5. It takes great strength to be sensible.

Students are guided to reflect on these concepts using a language of self-mastery that includes a 'self-mastery checklist' which is a set of questions for students to refer to when a rule has been broken. Restorative conversations are staff-guided conversations between victims and perpetrators when there has been an issue or incident in order to restore trust, friendship and build empathy. We aim to continue conversations relating to bullying and provide students with a clearer understanding of what bullying is and what it looks like, as we may have skewed results in our performance summary around students experience of bullying, due to actually having exceptionally low rates of bullying incidences at our school.

We plan to increase parent education related to bullying and hope to put a focus in each newsletter for families to have open discussions at home. Some comments from students indicate they are mistaking times of fall-out with their friends as bullying. Hopefully our future survey results will further improve with a clearer understanding of the issues surrounding bullying for students and parents.

We are very lucky at Waverley Meadows to have such a kind, caring community of learners who genuinely take the time to treat others the way they would like to be treated.

Sense of connectedness is measured in the student attitudes to school survey that year 4-6 students participate in annually. Pleasingly, our school has increased in percentage of endorsement for this measure over the past few years, despite the years of Covid lockdowns and remote learning. Our 4 year average is 2.2% higher than the state average. In 2022, our percentage endorsement for this measure was at 80.3%, 2.9% higher than the similar school measure percentage.

Our school wellbeing dogs, Skippa and Oscar as well as our chickens, continue to be a source of great joy and comfort for students, particularly during times of dysregulation and for our students with trauma backgrounds.

Engagement

Our well-designed and implemented curriculum programs and lessons see students highly engaged in their learning. Walking around the school, there is a sense of calmness and support throughout each learning space. Students are given opportunities to work collaboratively, independently, across different learning groups and sometimes with different teachers. Students set learning goals for themselves that they consult with their teachers to develop and monitor. All students have access to digital technologies to support their learning and there is often choice associated with how they will present their work. We have worked hard towards ensuring there is genuine student agency throughout the school where students understand and take an active role in their learning journey, monitoring their own growth and progress.

We are pleased with the results of our 2022 parent survey, which indicates 89.9% endorsement (parent satisfaction levels) for our school. This is 9.9% higher than the state average.

An area of real celebration for us is in our school staff survey which indicates an 87.8% endorsement towards our school climate. This is 14.4% higher than the state average.

We believe close relationships with our families support students to be more engaged in their learning and we keep open lines of communication with parents and carers. Regular attendance at school is vital and we monitor and track attendance rates, encouraging regular and punctual attendance at school. Our student absence rate in 2022 matched that of the state average of

student absences. This is an average number of absence days of 23.4 per student. We believe this is too high and will continue to work with our families to ensure children are attending school regularly.

In 2022 students with the highest attendance rate were our year 3 students at 92%. Year 1 students also had attendance rates higher than 90%.

Other highlights from the school year

We had many highlights in 2022, most of these being related to our ability to open up to our community again and invite people into our school and run whole school community events. The Colour Fun Run is an example of this. It was a successful fundraiser for us but more importantly it was a terrific event for bringing families together and having great fun. Other community events included the family BBQ we held for the official opening of our nature play space, our Easter performances and parade and our whole school end-of year picnic and Christmas concert.

School Camp was also a success as we ventured off to Waratah Bay with all our year 3-6 students together. This was the first camping experience for many students and there were plenty of students who overcame obstacles and anxieties to participate and build their confidence and friendships.

A Student Market Day was run as a culmination to our entrepreneurship themed Inquisitive Minds unit. Students loved designing, making and selling wares to their peers to raise funds for the school. We hope to repeat this event again in the future.

Other events that have been highlighted by students and parents include our whole school swimming program, school disco, bake sale at the election BBQ, Kaboom Incursion, STOMP dance lessons, Science Works excursion, Mother's and Father's Day stalls and whole school athletics day.

In response to the high-level anxieties experienced by many students following the Covid years, we paired with some external programs, successfully applying for funding for these programs from Monash School Focused Youth Services. These programs included I Am Mindful for years 5 and 6 and Martial Arts Therapy for years 3-6.

Financial performance

Being a small school, we continue to operate with a small SRP*, meaning careful financial management is vital to ensure we are able to provide effective resources to support our curriculum programs that will enhance our student outcomes. Unfortunately over the past years of declining enrolments, our SRP reduction has left us with an excess of staff. We have been able to overcome this through staff transfers, staff leave and successfully applying for workforce bridging which has assisted us in reducing us back from an SRP deficit, to breaking even at the end of 2022.

Waverley Meadows Primary School socio-economic profile is rated low-medium. This means that based on the education and employment characteristics of our students' parents/carers, we have a low-medium level of socio-educational disadvantage. This results in our equity funding being minimal (\$7,225). We use these funds to increase education support staff hours in both junior and senior classrooms.

In 2022 we had 6 students funded under the Program for Students with Disabilities and their funding was used to employ education support (integration) staff. Integration aides work directly with the teachers of PSD students to develop and monitor Individual Education Plans and ensure an inclusive curriculum and environment is in place for these students.

**Student Resource Package (funding per student)*

For more detailed information regarding our school please visit our website at
www.waverleymeadowsp.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 115 students were enrolled at this school in 2022, 49 female and 66 male.

19 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).

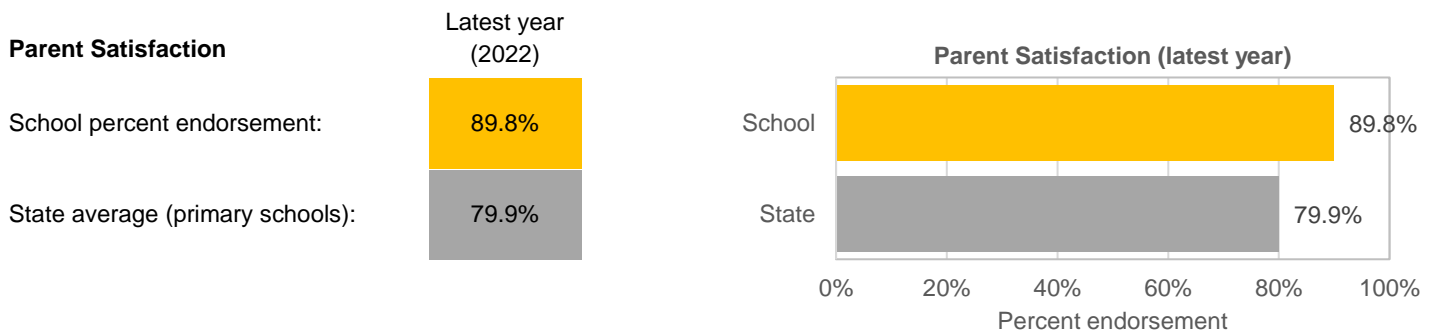
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

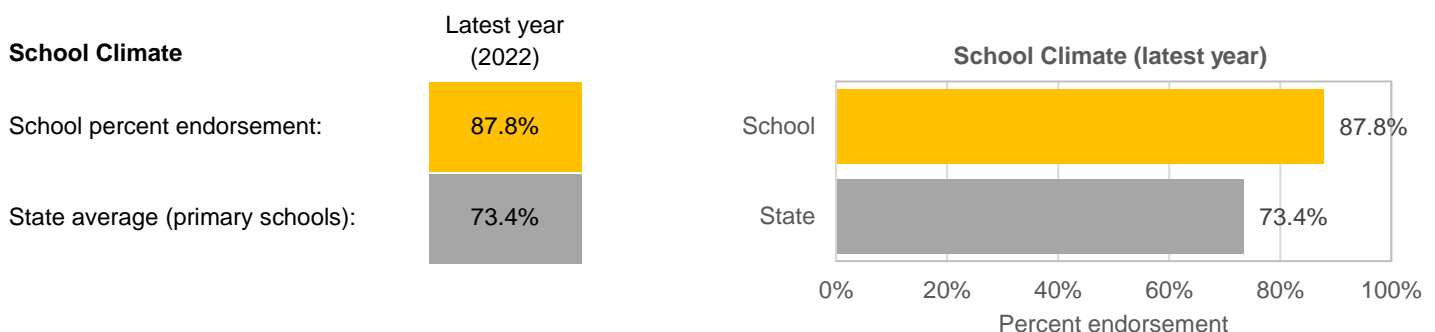


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

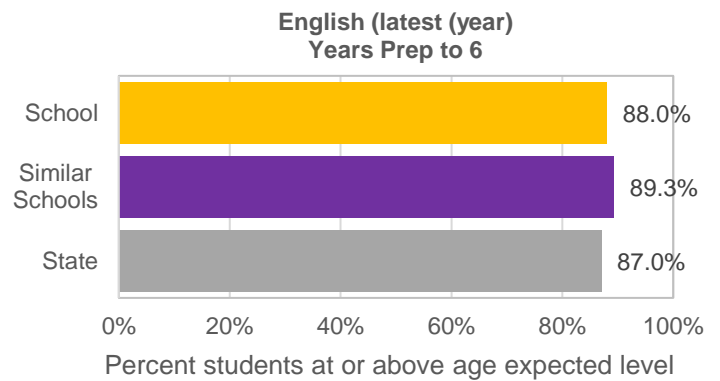
88.0%

Similar Schools average:

89.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

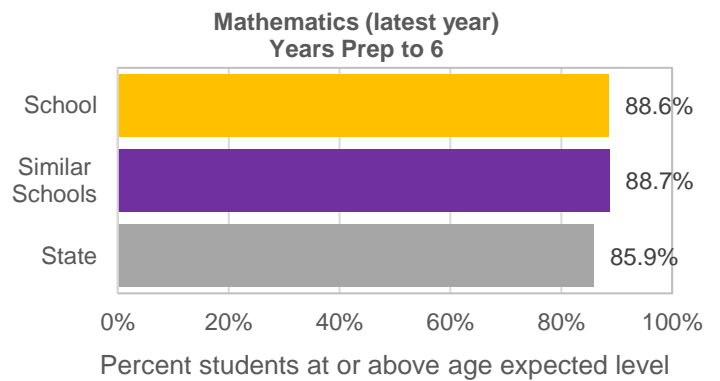
88.6%

Similar Schools average:

88.7%

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.

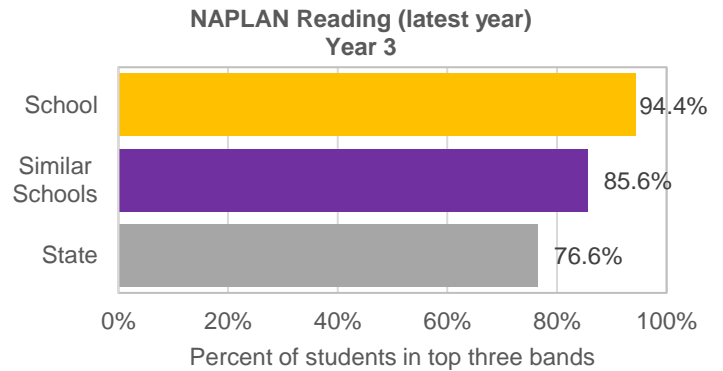
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

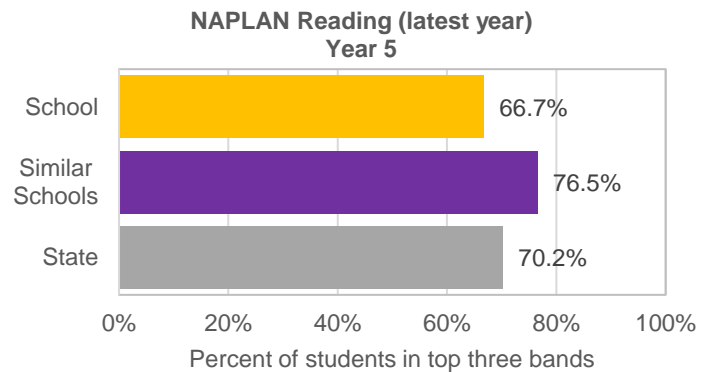
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.4%	79.7%
Similar Schools average:	85.6%	83.6%
State average:	76.6%	76.6%



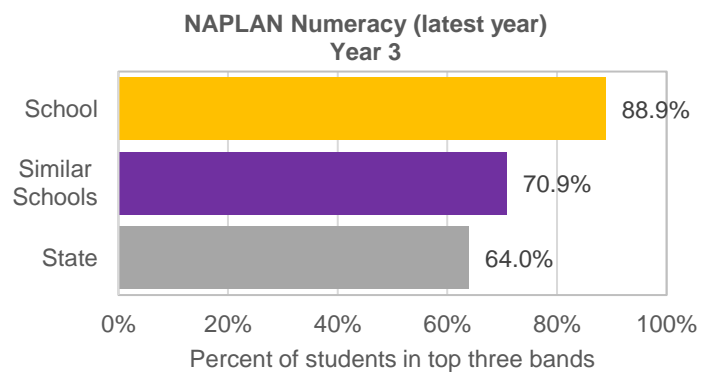
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	72.3%
Similar Schools average:	76.5%	76.0%
State average:	70.2%	69.5%



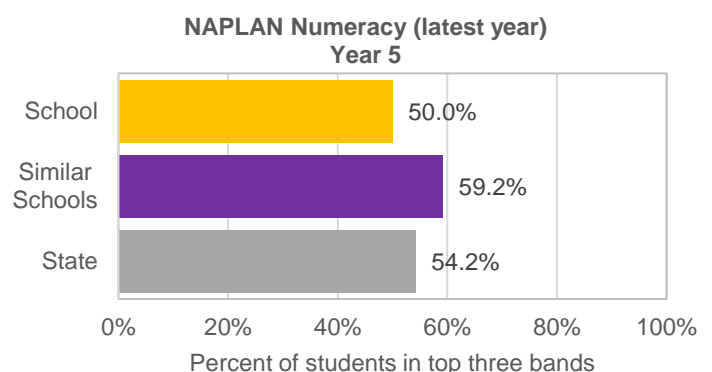
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	76.6%
Similar Schools average:	70.9%	72.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	66.1%
Similar Schools average:	59.2%	64.7%
State average:	54.2%	58.8%



WELLBEING

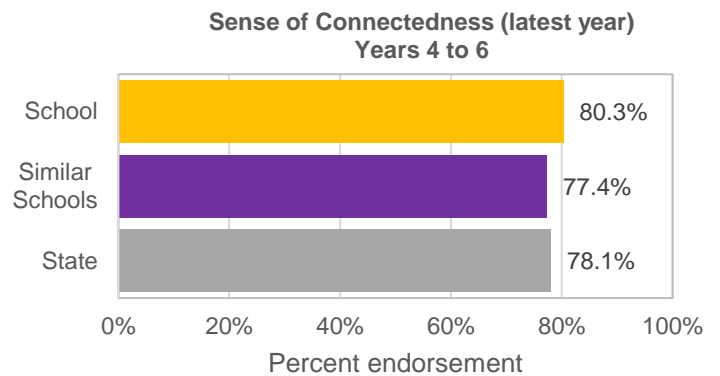
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	80.3%	81.7%
Similar Schools average:	77.4%	79.1%
State average:	78.1%	79.5%

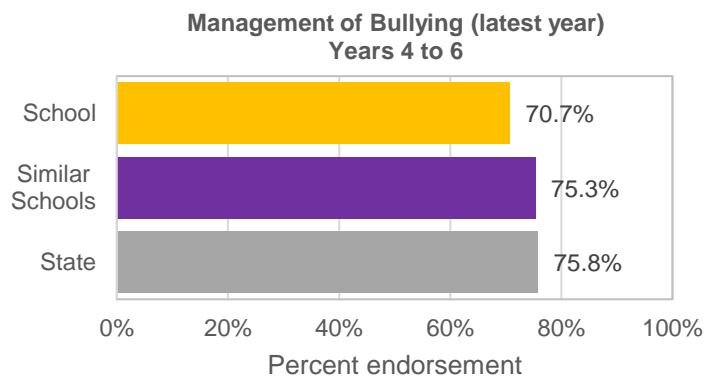


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	70.7%	76.7%
Similar Schools average:	75.3%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

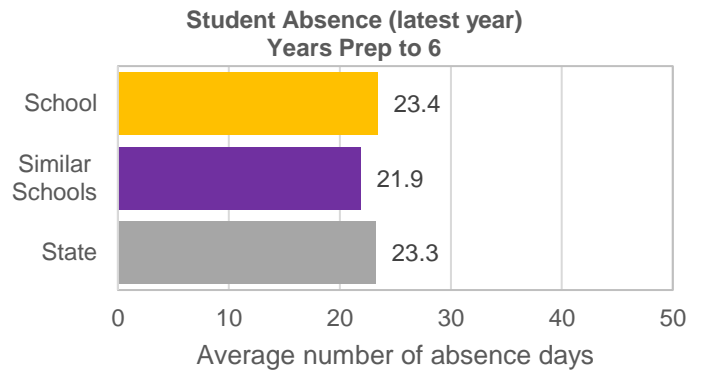
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	23.4	16.7
Similar Schools average:	21.9	15.6
State average:	23.3	17.0



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 (2022):	86%	91%	88%	92%	85%	89%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,156,757
Government Provided DET Grants	\$192,332
Government Grants Commonwealth	\$2,521
Government Grants State	\$19,680
Revenue Other	\$2,281
Locally Raised Funds	\$131,341
Capital Grants	\$0
Total Operating Revenue	\$1,504,911

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,225
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,225

Expenditure	Actual
Student Resource Package ²	\$1,159,394
Adjustments	\$0
Books & Publications	\$3,122
Camps/Excursions/Activities	\$47,701
Communication Costs	\$2,013
Consumables	\$28,889
Miscellaneous Expense ³	\$9,489
Professional Development	\$7,329
Equipment/Maintenance/Hire	\$20,769
Property Services	\$80,134
Salaries & Allowances ⁴	\$70,190
Support Services	\$21,798
Trading & Fundraising	\$12,163
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,869
Total Operating Expenditure	\$1,482,861
Net Operating Surplus/-Deficit	\$22,051
Asset Acquisitions	\$24,000

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$60,458
Official Account	\$14,470
Other Accounts	\$23,738
Total Funds Available	\$98,666

Financial Commitments	Actual
Operating Reserve	\$42,435
Other Recurrent Expenditure	\$9,595
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$47,368
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$99,398

All funds received from the Department, 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.