

# 2023 Annual Report to the School Community

School Name: Dandenong West Primary School (4217)



- 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 26 April 2024 at 03:59 PM by Beverley Hansen (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 09:21 AM by Sladjana Jovic (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

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

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

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

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

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

# About Our School

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## School context

The Dandenong West School vision is to 'Inspire a passion for learning that motivates us to live life with enthusiasm and a positive attitude'. Our school values are known by the acronym 'HEART' this stands for Honesty, Empathy, positive Attitude, Respect, and Tolerance. We have developed a set of Guiding Principles that describe our commitment to learning, community and wellbeing. These documents underpin learning, teaching and all aspects of our school. Dandenong West PS is situated within the City of Greater Dandenong, the most culturally diverse locality in Victoria. Our 2023 Student Resource Package was based on an enrolment of 298 students, our SFO was 0.7391, the SFOE was 0.5819, with slightly less than two thirds of our students receiving EAL contingency funding. The largest proportion of our students come from Afghanistan and other regions of South Asia, we have students from countries in South East Asia, Northern Africa, Eastern Africa, Western Africa and from the Pacific region of the world. There are forty-two languages spoken by our student cohort, with the majority speaking a language other than English at home. Our workforce consists of: a Principal, two Assistant Principals, two Learning Specialists, seventeen point two effective full time teachers, and fourteen point six effective full time Education Support Staff.

The school implements the priorities of the Victorian Education System, emphasising the importance of providing all students with strong foundations in literacy and numeracy. The school has developed a number of programs to improve student progress; including Reading Intervention and phonemic awareness programs. We have employed tutors to support students who have not progressed as expected. To ensure we are continuing to build teacher capacity our Assistant Principals and Learning Specialists work closely with teams and individual teachers providing professional learning, coaching and mentoring. To ensure all learning is focused on student progress, we are committed to implementing the DET Professional Learning Communities initiative, with rigor and fidelity.

The Dandenong West Wellbeing Team supports the needs of students and families. We have developed numerous partnerships with agencies, services, schools and organisations that enable us to offer a broad range of opportunities to all students and families. The Dandenong West Community Hub supports the building of the social capital and engages parents and carers with the school and student learning.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In Term 1 2023 Dandenong West PS completed the self-evaluation of the 2018-2022 Strategic Plan. The 2022-2026 Strategic Plan was developed from the recommendations of the review report. The intention of our new strategic plan is to improve the learning growth of all students along with student engagement and wellbeing. It is imperative that we focus on student growth to decrease the number of students who are not meeting their age expected standards. Over the next year four years we will prioritise the following Key Improvement Strategies:

1a Implementing evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching

1b Embedding the school's capability to effectively and consistently implement the instructional model

2a Building a shared understanding of and activating student voice, agency and leadership for all students

2b Strengthening proactive and supportive approaches to physical and mental health and wellbeing.

During 2023, to work towards meeting our new goals and targets, we prioritised Key Improvement Strategies 1B and 2B from above. Due to the large turnover of staff we focused on developing a shared and consistent understanding of our Instructional Model and strengthened the work of our Professional Learning Communities through professional learning, including coaching. We also committed to undertake Berry St Educational Model training again, so that new and existing staff developed a deeper understanding of these positive practices. We continued to plan for student progress by using student data to inform decisions about what students were ready to learn next. Teachers provided specific feedback to students to improve the quality of their work, and worked closely with parents when students required additional support.

Our 2023 data identifies both areas of growth and areas for us to focus on over the coming years. For the first time in many years our Parent Satisfaction Survey results have dropped below state, this may have been due to the large turnover of staff. We will continue to work alongside parents to gather feedback and improve. Our School Staff Survey results demonstrated strong growth, that was acknowledged at the Network level, we aim to continue this trend.

Our Prep to Year 6 teacher judgement data is slightly behind similar schools in Reading, the gap widens in Numeracy. The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available. Our Naplan data demonstrates that, the percentage of students in the Strong or Exceeding proficiency levels, in Year 3 Reading is slightly lower than similar schools, this gap widens at Year 5. The Numeracy data demonstrates a wider gap in both Year 3 and Year 5. We have identified areas for improvement, in Reading and Writing, but will focus on Numeracy. Our improvement will be supported by staff professional learning, consistent teaching practices and through intervention for targeted students. We will continue to closely monitor student learning, tracking individual student data, to ensure we are meeting each individual student's learning needs. In 2024 we will refocus our efforts to strengthen teacher capability in the teaching of Mathematics.

We have supported the outcomes for students who are funded through the Program for Students with Disabilities by providing Education Support Staff in classrooms and by providing resources to enhance their learning, these students continue to progress in their learning.

During the year survey results indicated significant progress towards our 2022-2026 Strategic Plan targets:

#### **Attitudes to School Survey**

In 2023 positive endorsement of Stimulated Learning **increased** to 71% - 2026 target is 74%

In 2023 positive endorsement of Perseverance **increased** to 74%- 2026 target is 73%

#### **School Staff Survey**

In 2023 positive endorsement of Academic Emphasis **increased** from to 52% - 2026 target is 66%

In 2023 positive endorsement of Collective Efficacy **increased** from to 70% - 2026 target is 65% (MET)

In 2023 positive endorsement of Understand how to analyse data **increased** from to 71% - 2026 target is 75%

In 2023 positive endorsement in Instructional Leadership **increased** from to 72% - 2026 target is 76%

## **Wellbeing**

At Dandenong West we are committed to ensuring the Wellbeing of our students and families. Our Wellbeing Team is led by an Assistant Principal who works alongside a School Chaplain, a Youth Worker, a Youth Counsellor, our Community Hub Leaders, and Education Support staff to plan programs and interventions to support students and families. Our Community Hub offers learning and engagement opportunities for adult learners everyday, aiming to build the social capital of families. In 2023 we held a highly successful Community Festival. The Festival brings together the wider Dandenong West community with organisations and agencies who can offer a range of support to families.

Our wellbeing team is available to counsel students and support those having issues or problems at school. Dandenong West Primary School has a strong transition program in place to support the various transitions of our students, including into Foundation, out of grade six and through the levels within the school. We maintain strong links with the local Secondary Schools to ensure a smooth transition process. We have implemented a range of programs to improve safety through developing empathy and understanding of each other and providing opportunities for students to engage in a range of activities. During 2023 we continued to support families by providing food packages, accessing agencies and organisations for additional support, such as medical, food, baby needs etc.

Our Attitudes to School Survey, Sense of Connectedness, data is slightly behind similar schools, the gap is a little wider for Management of Bullying. We will continue to support our students to understand what Bullying is, what they can do to seek help and the processes we have in place to support both the victim and the bully.

During the year survey results indicated significant progress towards our 2022-2026 Strategic Plan targets:

#### **Attitudes to School Survey**

In 2023 the positive endorsement for students Not experiencing bullying increased from 57% to 73% - 2026 target is 75%

#### **Parent Opinion Survey**

In 2023 the positive endorsement for not experiencing bullying **increased** from 58% to 62% - 2026 is 75%

## **Engagement**

At Dandenong West we believe that learning and Student Engagement are dependent on building deep relationships between, students, teachers and families. Our HEART values (Honesty, Empathy, positive Attitude, Respect, Tolerance) and our school rules aligned to these values guide all interactions with and between students and teachers. The implementation of the Berry Street Educational Model has further strengthened relationships on which all learning is built and has led to consistent language, expectations and strategies across the school. We have a range of opportunities for students to participate in leadership activities both within and beyond the school and a number of programs that are directly aimed at improving school engagement; these include; Social and Friendship groups, Chill Out Zone, Play Leader training so students could run break time activities. We also have

dance troupes and numerous sporting activities both within the school day and after school. We are confident we are implementing programs and supports that address student learning needs while engaging our students in authentic learning opportunities. Across all levels we provide opportunities for students to inquire into their learning to promote oral language and to engage students in hands on learning enabling them to actively explore real-world problems and challenges. In the past our Attendance data has typically been strong, over the past two years we have noticed a considerable increase in the average number of days absent for students from Prep - Year 6, we believe this to be due, in part, to the Covid 19 messages to keep children at home if they have cold symptoms and because of extended overseas family holidays to visit relatives.

Our teachers and Wellbeing Team monitor attendance contacting parents when there are concerns and supporting families to get their children to school. While our average number of days absent was slightly higher than similar schools the four year average remains lower.

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## Other highlights from the school year

During 2023 there were many opportunities for families and the wider community to engage with our school.

These included:

- A school production at the Drum Theatre
- A Community Festival that attracted app. 1000 participants and was supported by numerous organisations and agencies
- Events each term specifically for fathers/males to engage with the school.
- Mother's Day and Father's day events in the evening attended by a large number of families
- Cultural celebrations; Eid, Diwali, International Women's Day
- Community Hub members re-established the Community Garden

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## Financial performance

At the end of 2023 Dandenong West PS finished with a significant surplus. This was not planned and was due mainly to the impact of the staffing shortage. Over the course of 2023 we had several staff either move school or take extended leave. The Staff who moved schools were replaced with staff at lower salary ranges. Several staff had extended sick leave and were either not replaced (because of the shortage) or were replaced with Casual Relief Staff. This combined with a significant increase in our student enrolments left us with a credit surplus. However the significant increase in our Casual Relief Teacher expenditure led to a decrease in the bank balance. Our school has chosen to use a significant portion of our Equity Funding to employ staff for specific programs or roles that have led to improvements in student learning and wellbeing outcomes. The school has received funds from the Federal Government for a Chaplain, from Community Hubs Australia for Community Hub leaders, from City of Greater Dandenong and the Dandenong Rotary Club to support a number of programs and initiatives. Staff are encouraged to source funding through grants to support improved learning and wellbeing outcomes.

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

**<https://www.dandenongwestps.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 301 students were enrolled at this school in 2023, 154 female and 147 male.

79 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).

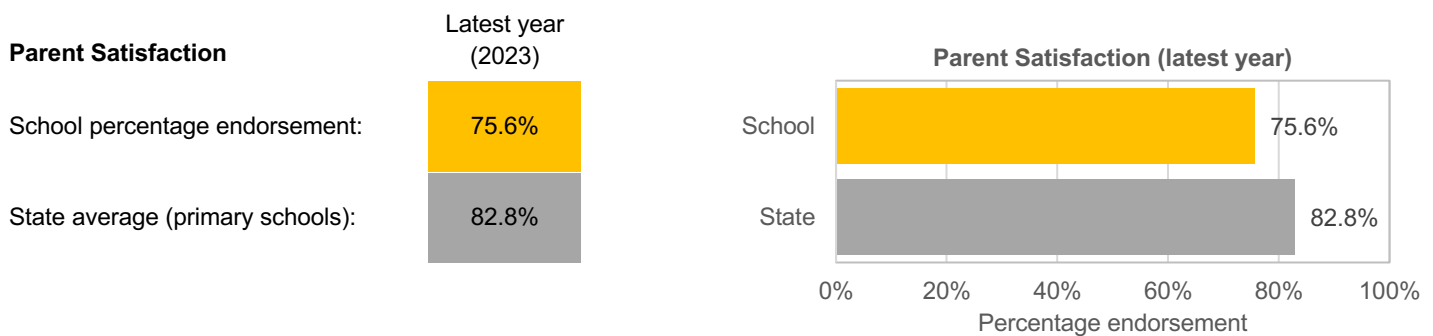
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

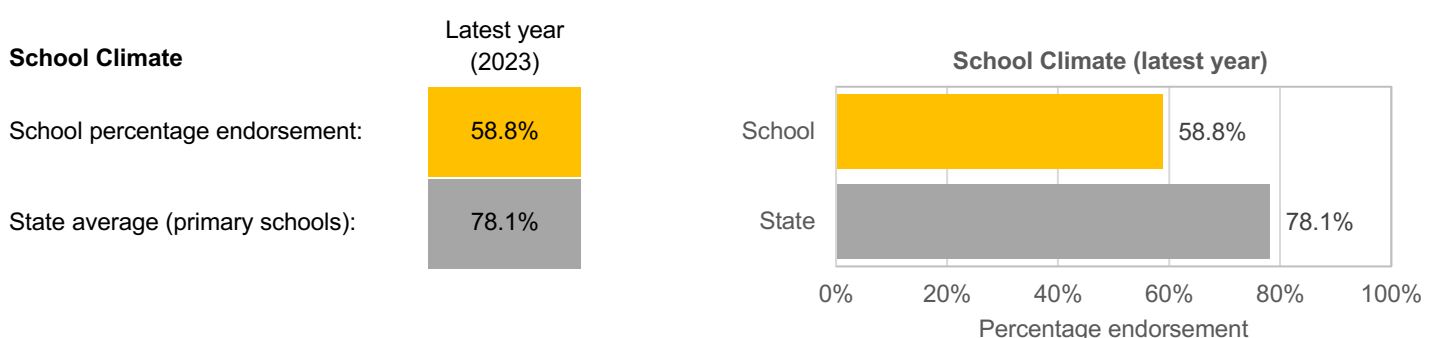


### School Staff Survey

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.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

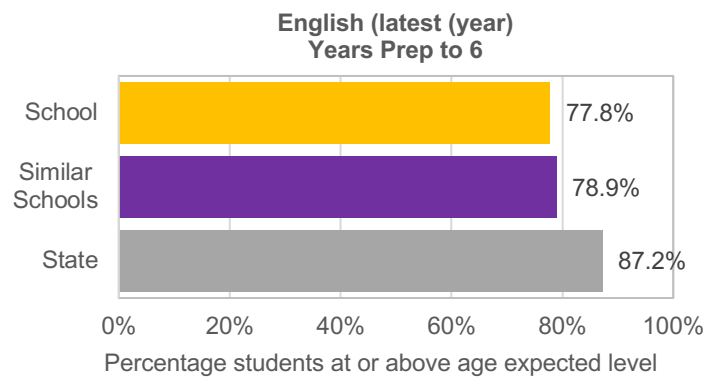
77.8%

Similar Schools average:

78.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

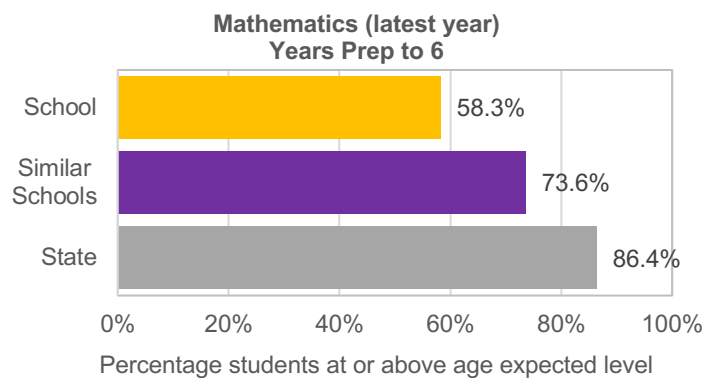
58.3%

Similar Schools average:

73.6%

State average:

86.4%





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.3%

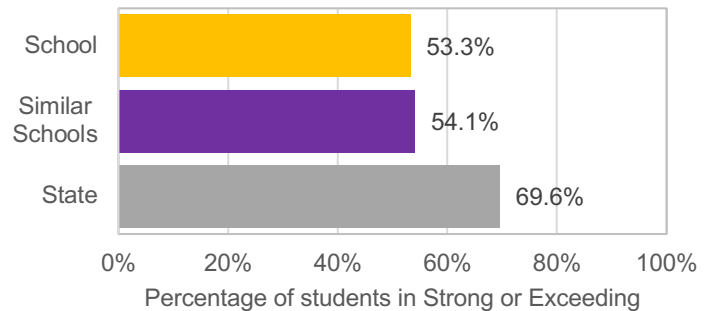
Similar Schools average:

54.1%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

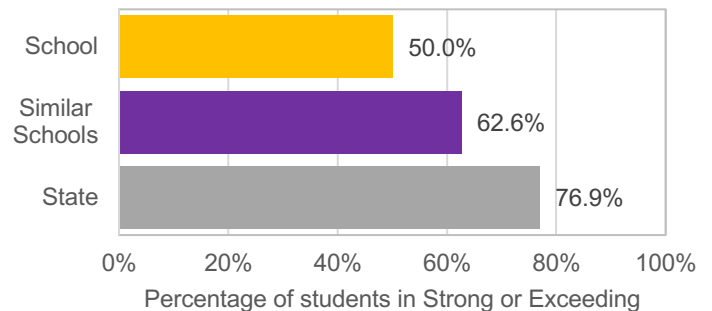
Similar Schools average:

62.6%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.8%

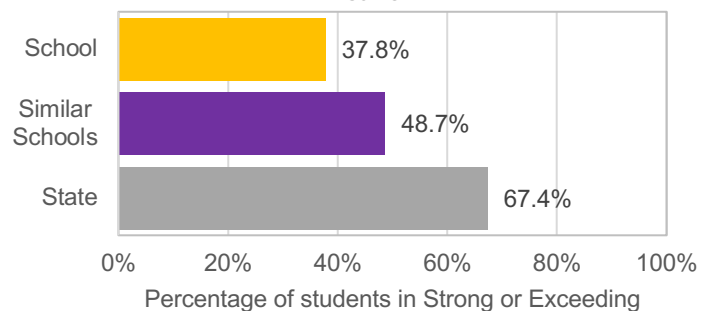
Similar Schools average:

48.7%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.2%

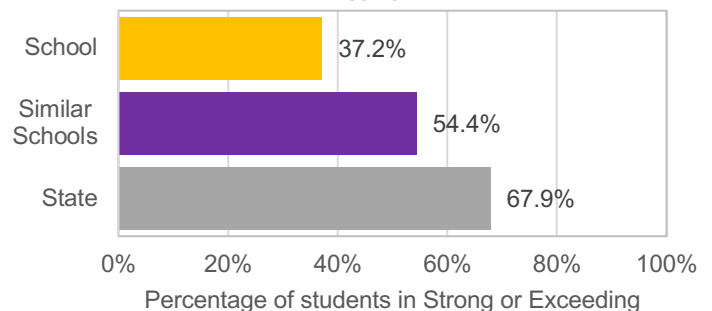
Similar Schools average:

54.4%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## LEARNING (continued)

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

### NAPLAN 2022

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

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

#### Reading Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

67.7%

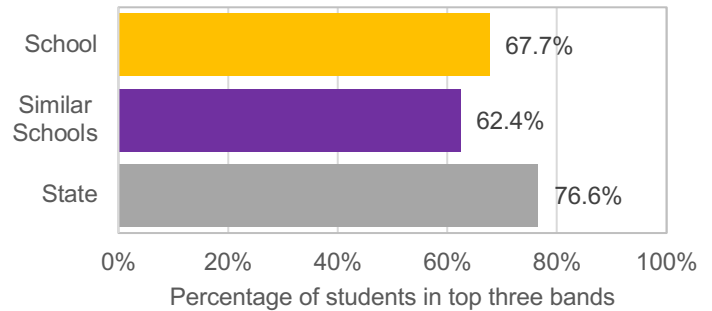
Similar Schools average:

62.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

41.9%

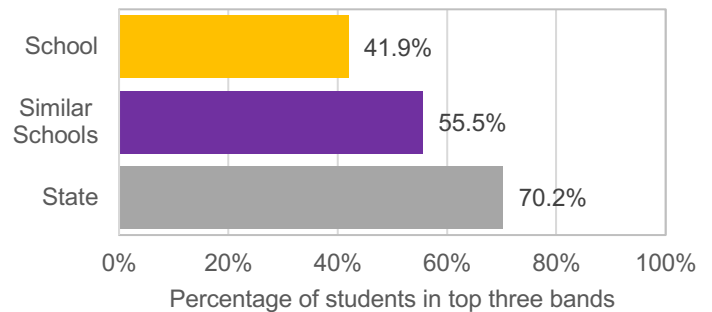
Similar Schools average:

55.5%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

38.7%

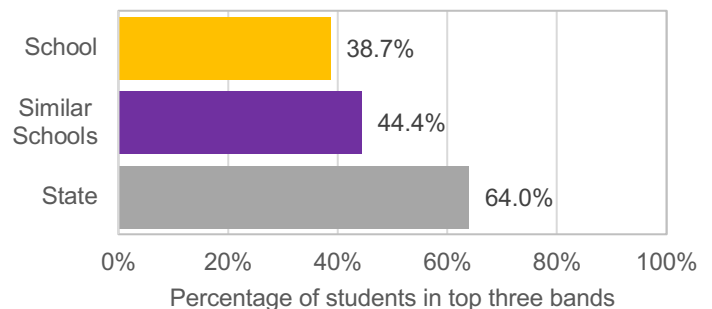
Similar Schools average:

44.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

27.3%

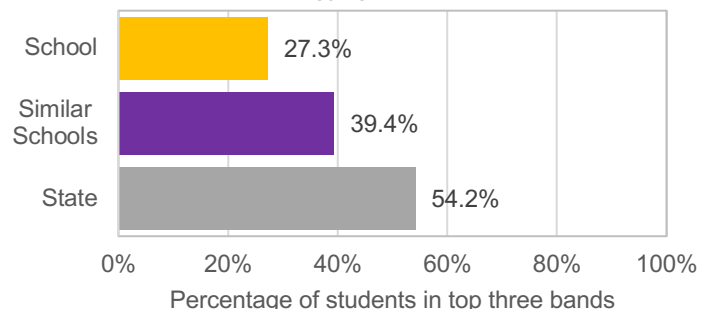
Similar Schools average:

39.4%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

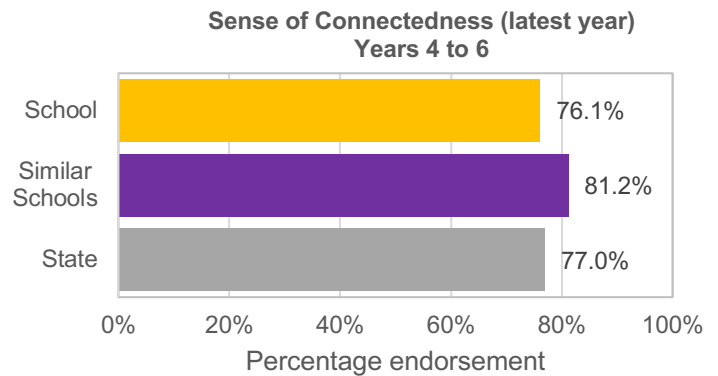
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.1%	77.8%
Similar Schools average:	81.2%	82.4%
State average:	77.0%	78.5%

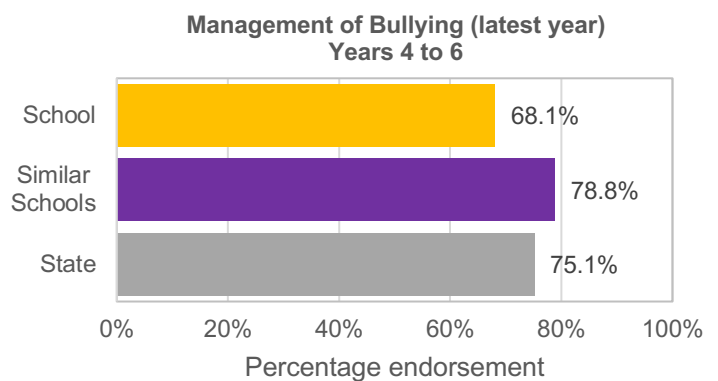


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	68.1%	70.6%
Similar Schools average:	78.8%	79.9%
State average:	75.1%	76.9%



## ENGAGEMENT

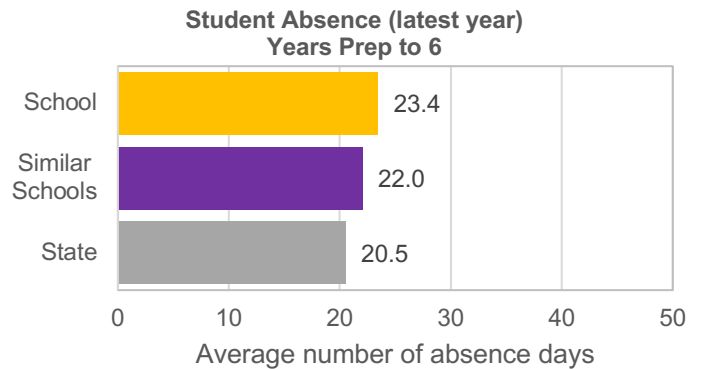
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.4	19.3
Similar Schools average:	22.0	21.2
State average:	20.5	18.1



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	86%	87%	91%	90%	89%	87%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,816,514
Government Provided DET Grants	\$573,416
Government Grants Commonwealth	\$74,469
Government Grants State	\$0
Revenue Other	\$28,739
Locally Raised Funds	\$53,037
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,546,174</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$611,016
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$611,016</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,408,962
Adjustments	\$0
Books & Publications	\$8,017
Camps/Excursions/Activities	\$59,875
Communication Costs	\$9,485
Consumables	\$71,305
Miscellaneous Expense <sup>3</sup>	\$22,287
Professional Development	\$25,236
Equipment/Maintenance/Hire	\$88,511
Property Services	\$68,960
Salaries & Allowances <sup>4</sup>	\$157,809
Support Services	\$294,504
Trading & Fundraising	\$29,292
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2
Utilities	\$32,081
<b>Total Operating Expenditure</b>	<b>\$4,276,327</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$269,847</b>
<b>Asset Acquisitions</b>	<b>\$33,208</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$394,816
Official Account	\$52,066
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$446,882</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$137,358
Other Recurrent Expenditure	\$6,766
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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
<b>Total Financial Commitments</b>	<b>\$144,125</b>

*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.*