**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 03:15 PM by Kristy Mullins (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 26 April 2023 at 08:50 AM by Tom Arnold (School Council President) | |

School Name: Wangaratta West Primary School (4642)

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**

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| **School context** |
| Wangaratta West Primary School, opened in 1950, is located between Phillipson and Donald streets in Wangaratta. In 2022 the school’s enrolment was 489 students across 22 classes.  Most students were drawn from within Wangaratta, with a small number travelling into the school by bus from surrounding rural areas. The school itself was rebuilt between 2011 and 2014 to include 14 classroom learning spaces located within four permanent blocks, a large multi-purpose hall with attached canteen and music room, administration building, library and art room. Since then 4 relocatable buildings have been added to the site in response to growing enrolments, with the last one arriving late 2022. Within the school grounds are four adventure playgrounds, the last of which was installed in 2022. The school grounds also boast a large hard-court area with newly erected permanent cover, grassed playing areas and a number of shade sails.   The staff profile in 2022 consisted of a principal, two full time Assistant Principals, two Learning Specialist teachers, 29 either full or part time teachers (including specialist subject teachers) and 3 Learning Tutors. The Education Support team consisted of 20 classroom support and administrative support staff, a chaplain, a wellbeing officer and a full time Business Manager.   The vision of Wangaratta West Primary School is to create learners for life who care for themselves, others and the environment.  Values that support this vision include developing: - Connection - Resilience - Safety - Success Wangaratta West Primary School was selected as a PLC Link School again in 2023, for the third consecutive year. As part of this, teams continued to engage in weekly PLC meetings where they collaborate around the best ways to teach individual students and content, ensuring that teacher professional development is focused on student learning whilst drawing on the significant expertise already within the school. As a PLC Link School, Wangaratta West Primary has also focussed on sharing best practice across the network of governments schools through partnering, modelling, demonstrating and practice sharing. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The school's intent (purpose) is to maximise the learning growth and achievement of all students in Literacy and Numeracy. In 2022 emphasis was placed on high impact, data-informed practice in all areas of the curriculum but particularly within the areas of reading, writing and mathematics. The school focussed on developing and embedding a whole-school curriculum planning approach and making authentic links between Literacy, Numeracy learning and real-world contexts. The school further focussed on developing all teachers’ capability to effectively engage students through differentiated and challenging learning experiences.**2022 AIP Learning targets were as follows:****NAPLAN Year 5 Top Two Bands** Writing from 21% (2021) to 25% (2022 target) – Not achieved (18% actual)Numeracy from 19% (2021) to 25% (2022 target) – Not achieved (12% actual)**Notable results from NAPLAN include:**50% of year 3 students and 40% of year 5 students achieving in the top 2 bands for reading (with only 13% of year 3 and in the bottom 2 bands 12% of year 5). Year 5 students outperformed Similar schools and Network.45% of year 3 students achieved in the top 2 bands for writing, with no students in the bottom 2 bands (above Similar Schools and Network).35% of year 3 students achieved in the top 2 bands for numeracy (above Similar Schools and Network)32% of year 5 students achieved in the top 2 bands for Grammar and Punctuation (above Similar schools and Network, and equal to State results).**Staff Survey targets:**Academic emphasis from 50% (2020) to 60% (2022 target) – **Nearly achieved (58% actual)**Collective efficacy from 63% (2020) to 70% (2022 target) – Not achieved (60% actual)Guaranteed and viable curriculum from 66% (2020) to 75% (2022 target) **– Achieved (77% actual)****Notable results from the Staff Survey include:**Results equal to or Above Similar schools and Network in twelve categories: Teacher collaboration (75% positive) , Staff trust in colleagues (85% positive), Shielding/buffering (69% positive), Collective responsibility (89% positive), Collective focus on student learning (93% positive), School level support (88% positive), Renewal of knowledge and skills (91% positive), Feedback (81% positive), Active Participation -professional learning (79% positive), Instructional Leadership (83% positive), Intellectual Stimulation (80% positive), and Visibility (87% positive). Furthermore, the school outperformed Similar schools on a further 9 categories (all except four).Overall, the percentage of students at or above age expected standards in 2022 for English was 88% and for Mathematics was 87.5%, both of which were above the average of Similar schools and State. 4 year averages for Reading at both years 3 and 5 were also above Similar schools and State, as was Numeracy at year 3. |
| Wellbeing |
| The school further sought to improve the wellbeing of all students through a multifaceted approach including the strengthening of all staff members’ capability to implement agreed, multi-tiered wellbeing approaches and inclusive practices, as well as implementation of wellbeing-strengthening initiative and strategies. These included (but were not limited to):Provision of professional learning for staff within the areas of Trauma Informed Practice and Functional Behaviour Assessments to increase staff understanding of student behaviour triggers, motivations and responses.Review and refinement of the whole school approach to School Wide Positive Behaviour Supports and communicate across the school community.Provision of professional development for Education Support staff in the areas of behaviour management through peer observations, school visits and professional readings.Overall, the school's results for Management of Bullying in 2022 (83.3%) and four year average (81.1%) both surpassed the average of Similar Schools and State.**Attendance**The school also focused on improving student attendance rates through the implementation of an attendance data wall, the establishment of an attendance monitoring team, and the scheduling of regular meetings. Despite individual improvements, student absences of 20+ days increased between 2021 and 2022, due in large to factors such as mandatory Covid isolation periods, a challenging flu season and an increase in family holidays post-lockdown. At the end of 2022, 37% of students were absent for 20+ days and of these, 19% were absent for 30+ days. This is in comparison to 2021 data which consisted of 23% of students missing 20+ days (of which 12% were absent for 30+ days).**Performance against the school's 2022 Annual Improvement Goals of WELLEING (Attendance) are as follows:**Reduction in days absent for students identified within the target group (monitored weekly) of at least 20% per student by the end of year (based on 2021 data) - Partially achievedReduction in in the percentage of students with 30+ days (from 10% in 2021 to 8% in 2022) and with 20-30 days (from 9% in 2021 to 7% in 2022) - Not achieved (as above)Student Attitudes to School Survey data (Attitudes to School Attendance) to increase from 84% in 2021 to 88% positive -**Achieved - 90% positive** Overall, the school's results for student absence (average number of absence days) for Prep-6 in 2022 (19.9) and four year average (16.2) were both lower than the average of Similar Schools and State. |
| Engagement |
| The school put in place a number of strategies in 2022 to enhance student engagement. One such strategy included continued focus on Inquiry learning, with units of work focusing around common global themes and culminating in  showcase pieces of work, which helped to stimulate students' curiosity, independent research skills and global thinking.Student learning opportunities were designed specifically to target the learning needs of students at their individual level. This was achieved through differentiated learning tasks and activities offering enablers (supports) and extenders. Individual Education Plans were also developed for students requiring further adjustments, articulating individualised goals and strategies specific to each child's needs.A range of intervention and engagement programs were also available to students, including the Tutor Learning Intervention (TLI), Reading Intervention program and  Hands On Learning program.The TLI program involved small group intervention run as a hybrid approach - based either within the classroom or a designated intervention space - focussing on the skills and knowledge relevant to individual students to assist them to make accelerated growth or 'catch up' following periods of remote and flexible learning.The Reading Intervention program included explicit teaching of the MiniLit and MultiLit programs, focussing on developing students' reading skills and understandings within either a small group (MiniLit) or one-on-one context.The Hands On Learning program which ran as an opt-in, semester long program of two hours per week for senior students to experience learning  through hands on, real world, practical learning tasks.A number of positive recognition strategies were also used to celebrate successes including Principal awards/Student Of The Week awards, class reward systems and postcards written by staff to students.**Performance against the school's 2022 Annual Improvement (AIP) targets.**Student Attitudes to School Survey data showed progress against AIP targets (as follows)Motivation and interest from 76% (2021) to 80% (2022)**- Achieved (80%)**Differentiated learning challenge at 85%**- Achieved (87%)**Stimulated learning from 73% (2021) to 78%**(2022) - Achieved - (82%)**Effective classroom behaviour from 80% (2021) to 82% (2022) – Not Achieved (79%)Respect for diversity from 84% (2021) to 85% (2022) – **Almost achieved (84%)**Teacher concern from 78% (2021) to 80% (2022) – Not achieved (73%Sense of confidence from 79% (2021) to 80% (2022) –**Achieved (80%)**Overall, the Student Attitudes to School Survey showed excellent improvement across almost all factors. Between 2021 and 2022, the most significant growth occurred in the following factors:Stimulated learning (increasing from 73% in 2021 to 82% in 2022)Attitudes to attendance (increasing from 84% in 2021 to 90% in 2022)School stage transitions (up from 68% in 2021 to 97% in 2022)Student voice and agency (up from 70% in 2021 to 75% in 2022).**Data improved between 2021 and 2022 in fourteen out of nineteen categories,** including: Differentiated learning challenge, effective teaching time, stimulated learning, attitudes to attendance, motivation and interest, self-regulation and goal setting, sense of confidence, advocate at school, managing bullying, respect for diversity, school stage transitions, student voice & agency, effort, high expectations for success.**The school also matched or outperformed Similar schools, Network and State in all nineteen out of nineteen categories!** These included: Differentiated learning challenge, effective classroom behaviour, effective teaching time, stimulated learning, attitudes to attendance, motivation and interest, perseverance, self-regulation and goal setting, sense of confidence, advocate at school, managing bullying, respect for diversity, School stage transitions, sense of connectedness, sense of inclusion, student voice and agency, effort, high expectations for success and teacher concern.In relation to the**Parent Opinion Survey,** the Annual Implementation Plan included the target P*romoting positive behaviour moving from 95% (2021) to 96% (2022 target)*. This was not achieved (89% in 2022) but the school's data was still above Similar schools, Network and State in relation to this factor. Overall, the School’s positive endorsement percentage in 2002 was 85.8% (above State levels). |
| **Other highlights from the school year** |
| **Production**: The 2022 school production *A World Of Innovation* took place across the evenings of Wednesday 12th of October and Thursday 13th of October at the Wangaratta Performing Arts Centre. The show included lip sync videos and live dances performed by each class to songs of different decades as the audience took a journey through time, exploring the technological advances throughout the years. There was also a live performance by the school band and choir, and an Auslan enactment of the song ‘I can sing a rainbow’.  It was a wonderful celebration of the performing arts and community event. |
| **Financial performance** |
| The school remains in a stable financial position.**Equity funding** was expended on iPad lease costs for equity funded students (approximately 1/3 of the school), wellbeing program costs, resilience program costs, and staffing costs (chaplain, wellbeing leader/social worker, speech therapist(one day per week), and staff delivering reading intervention).**Major expenses** for the year included the landscaping of the Out of School Hours Care area, recarpeting of the 5/6 building, installation of additional air conditioners in portable buildings, resurfacing of a basketball court,**Professional Development** costs included consultancy by Berry Street (Trauma Informed Practice – 2 days), Misty Adeniou (writing and grammar – 1 day), Narissa Leung - Auslit teacher (6+1 writing traits – 1 day) and Michael Ymer (Mathematics – 1 day). |
| **For more detailed information regarding our school please visit our website at <http://www.wangwestps.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 492 students were enrolled at this school in 2022, 236 female and 256 male.

4 percent of students had English as an additional language and 3 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 85.8% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 71.0% |
| State average (primary schools): | 73.4% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 88.0% |
| Similar Schools average: | 83.2% |
| State average: | 87.0% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 87.5% |
| Similar Schools average: | 83.8% |
| 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 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.

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| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 72.6% | 77.5% |
| Similar Schools average: | 73.2% | 72.8% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 65.4% | 69.8% |
| Similar Schools average: | 64.6% | 65.0% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 65.0% | 67.1% |
| Similar Schools average: | 60.9% | 62.1% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 41.0% | 52.3% |
| Similar Schools average: | 46.8% | 52.2% |
| 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 79.1% | 77.6% |
| Similar Schools average: | 76.5% | 77.5% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 83.3% | 81.1% |
| Similar Schools average: | 76.8% | 78.1% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 19.9 | 16.2 |
| Similar Schools average: | 23.8 | 17.8 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 90% | 90% | 90% | 91% | 91% | 90% | 87% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $4,883,768 |
| Government Provided DET Grants | $695,526 |
| Government Grants Commonwealth | $189,828 |
| Government Grants State | $25,000 |
| Revenue Other | $36,389 |
| Locally Raised Funds | $357,537 |
| Capital Grants | $24,500 |
| Total Operating Revenue | **$6,212,548** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $208,688 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$208,688** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,839,484 |
| Adjustments | $0 |
| Books & Publications | $3,054 |
| Camps/Excursions/Activities | $125,643 |
| Communication Costs | $9,907 |
| Consumables | $114,721 |
| Miscellaneous Expense 3 | $20,758 |
| Professional Development | $52,385 |
| Equipment/Maintenance/Hire | $142,699 |
| Property Services | $233,249 |
| Salaries & Allowances 4 | $391,520 |
| Support Services | $58,437 |
| Trading & Fundraising | $64,402 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $56,273 |
| Total Operating Expenditure | **$6,112,531** |
| Net Operating Surplus/-Deficit | **$75,517** |
| 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 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 | $436,718 |
| Official Account | $77,659 |
| Other Accounts | $0 |
| Total Funds Available | **$514,377** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $192,806 |
| Other Recurrent Expenditure | $22,120 |
| Provision Accounts | $1,931 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $73,839 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $30,000 |
| Capital - Buildings/Grounds < 12 months | $55,000 |
| Maintenance - Buildings/Grounds < 12 months | $93,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$468,695** |

*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.*