2024 Annual Report to the School Community

School Name: Mentone Primary School (2950)

- 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 21 March 2025 at 10:40 AM by Andrew Holmes (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 21 March 2025 at 10:40 AM by Andrew Holmes (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Mentone Primary School is situated in the residential beachside suburb of Mentone in the local government area of the City of Kingston on Bunurong Country. Mentone PS has been educating local children since 1889 and with 135 years of serving the local community's learning needs, we have developed a strong sense of tradition and values.

'Mentone Primary School aspires to foster a vibrant community where every student thrives academically, socially and emotionally. By nurturing meaningful connections that embrace the rich diversity of our students' cultural backgrounds, individual needs and unique abilities, we aim to empower them with the knowledge, skills and dispositions to shape the world around them.'

Our school's agreed values include being Respectful, being Honest, being a Team Player, being Friendly and being Caring.

At Mentone PS we provide students with a broad range of excellent learning programs designed, developed and evaluated consistently by leadership and the staff professional learning teams within the school. All staff work collectively and collaboratively in Professional Learning Communities (PLCs) to design, develop and refine exciting and flexible learning experiences. These learning experiences are created to meet individual needs and challenge all students.

We have a diverse range of Literacy and Numeracy programs supporting the improvement of individual student's levels of achievement, alongside quality learning programs delivered through an integrated and inquiry approach to learning in all other curriculum areas. The school curriculum is further enhanced through specialist programs consisting of Auslan, Library, Physical Education, STEM and Visual Arts. In addition, the school has a strong focus on sustainability and student leadership enabling students to become environmentally aware and socially competent. We have a strong commitment to the development and integration of technologies across the school curriculum providing excellent access at every level to flexible use of devices to complement learning programs.

Mentone Primary School proudly promotes an inclusive learning environment. We have a number of students with a Disability Inclusion Profile (Tier 3), who are well supported by a collaborative team of teachers and education support staff. Tier 2 funding ensures students with additional needs are catered for through a variety of targeted interventions.

Our school also provides students with a comprehensive outdoor education program from Year 3 through to Year 6; inclusive of camps and interschool competitions. Our student leadership program includes PLAY leaders, student leaders and four school captains.

Mentone Primary School's out of school hours care provider is Team Kids - a leader in the area of Before and After School Care, and Holiday Programs. Our students benefit from a Breakfast Club which operates in conjunction with Food Bank.

Our school is compliant with the Child Safe Standards and promotes the safety, wellbeing and inclusion of all children. A high level of community spirit exists at Mentone Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

This year, we made significant progress toward our key goals, particularly in curriculum implementation, formative assessment, and professional learning. Our actions have led to significant progress toward the expected outcomes and success indicators. Implementing the new Numeracy scope and sequence has supported teachers in delivering a guaranteed and viable curriculum with a clear structure. This shift allowed for a concentrated focus on individual concepts, which in turn has strengthened teachers' planning and formative assessment practices. Consistent with the outcome expectations, teachers are now using short- and medium-cycle formative assessments more effectively, enabling targeted differentiation and goal setting for students based on real-time learning data.

Professional learning specific to formative assessments has noticeably influenced teacher practices, as evidenced by their ability to plan for and execute assessments more strategically. Teachers now document differentiation within their curriculum planning, and students with Individual Education Plans (IEPs) are receiving tailored support aligned with tutoring and classroom activities. The introduction of daily reviews in Numeracy across all year levels has also helped reinforce core skills consistently.

The new Numeracy scope and sequence has provided a structured approach, enhancing teacher planning and assessment. Short- and medium-cycle formative assessments are now more effectively used to support differentiation and student goal setting. Daily Numeracy reviews have also strengthened core skill retention.

School-wide curriculum templates and targeted professional learning have been key in supporting differentiation across classrooms. Moreover, students’ end-of-semester reflections provide insight into their engagement with personal learning goals, a critical component of our objectives. Observational feedback from learning walks has shown a steady alignment between teaching practices and the structures outlined in our planning documents, particularly in the areas of lesson structure and assessment routines.

This year, we initiated professional development with Dr. Nathanial Swain, aimed at enhancing our approach to reading instruction and ensuring consistency in skill-building across literacy levels. Additionally, while formative assessment strategies were trialled across multiple year levels, a deeper understanding of short-cycle formative assessments is needed. This insight has informed future plans to reinforce assessment knowledge, particularly in reading and writing.

The school successfully refined the PLC process through rapid improvement cycles, initially focusing on the English Writing domain. Beginning in Term 3, we concentrated on punctuation, allowing teachers to implement targeted strategies and monitor progress. This focus has strengthened students’ foundational writing skills, with noticeable improvements in clarity and consistency across writing samples. The structured, cyclical approach has enabled teams to apply data-driven strategies, assess outcomes, and adjust instruction based on observed needs, solidifying the effectiveness of our PLC process in achieving sustained improvement in student writing. The focus on cohesion during PLC sprints led to a marked improvement in the way teachers approached writing instruction. By collaboratively assessing and moderating student writing samples, teachers were able to standardize their assessment practices and make data-

informed decisions about instructional strategies. As a result, students have shown improvement in their ability to construct cohesive written pieces.

In 2024 English Teacher Judgements, 94.1% of our students from Prep - Year 6 were assessed at or above age expected standards. In Mathematics Teacher Judgements, 92.3% of our students from Prep - Year 6 were assessed at or above age expected standards.

Our NAPLAN results are strong across Reading and Numeracy. Year 3 Reading percentage of students in 'strong or exceeding' – 83.3%. Year 5 Reading percentage of students in 'strong or exceeding' – 98.0% Year 3 Numeracy percentage of students in 'strong or exceeding' – 85.2%. Year 5 Numeracy percentage of students in 'strong or exceeding' – 89.3%.

Wellbeing

This year, we have strengthened our behavioural expectations through clear signposting, including school values posters, behaviour expectation signage, and classroom Codes of Cooperation. The Mentone Primary School Behaviour Matrix has provided a consistent reference for students and staff, supported by new Compass Chronicle categories for systematic behaviour tracking. The implementation of Compass Pulse has allowed for deeper trend analysis, leading to more targeted interventions.

Positive behaviour reinforcement has been a priority, with Dolphin Tokens and Learner Power certificates effectively engaging students. Public recognition at assemblies and in newsletters has further reinforced a culture of respect and achievement. School Council and parent feedback has been overwhelmingly positive, highlighting the success of these initiatives.

Leaders conducted regular learning walks to observe classroom management and provide feedback on SWPBS and AERO routines. Structured routines, such as roll order lining up and movement protocols, have created predictable, calm learning environments, reinforcing student engagement.

The Student Wellbeing tracker, in collaboration with the School Chaplain and external agencies, has enabled Tier 2 interventions for students requiring extra support. The counselling program has expanded from one to three counsellors, and additional partnerships have been established for specialised support.

New wellbeing programs have been introduced, including:

- Therapy Dog Program, providing emotional support and stress management for students.
- Story Dogs Program, improving literacy and confidence in Year 2 students.
- Social Stencil Program, developing social skills in Years 4 and 5.
- PLAY (Positivity, Leadership, and Activated Youth) Program, empowering Year 5 students as leaders during recess and lunch.

Moving forward, we will provide professional development in trauma-informed practices and behaviour management, introduce coaching and peer observations, and implement a monthly focus on school values to embed positive behaviours across the school. These initiatives position Mentone Primary School for continued success in fostering respect, inclusion, and student well-being.

In 2024, the ATOSS measures overall reported a positive endorsement from our Year 4-6 cohort. Sense of connectedness 88.4%, above similar schools and the state average. Management of bullying 88.8%, above similar schools and the state average. Overall parent satisfaction was a positive endorsement of 78.6%. School staff results indicate a positive endorsement for school climate 86.3%, this was above state average (primary schools).

Engagement

In 2024, the average number of absence days per child was 19.9%. This figure was below the state average. All year levels had an average attendance of 88% or above, acknowledging our Prep and Year 1 students averaging the highest attendance rate of 93% respectively. This measurement is a positive endorsement of our strong connection with students and families. Attendance data highlights the importance of continued focus on early intervention strategies to support regular attendance. Our efforts have included regular communication with families, attendance monitoring through Compass, and targeted student support plans for those with ongoing attendance concerns.The importance of school attendance was also communicated in the school newsletter.

Engagement Highlights

1. Enhanced Student Leadership and Voice – This year, we expanded opportunities for student leadership, empowering students to co-design school initiatives and contribute to decision-making. The introduction of student-led assemblies and leadership forums provided platforms for student agency and strengthened school culture.
2. Wellbeing and Inclusion Initiatives – Programs such as the Therapy Dog Program and Story Dogs literacy support have positively impacted student engagement and emotional wellbeing. Feedback from students, staff, and families highlights the value of these initiatives in reducing anxiety, improving focus, and fostering a sense of belonging.
3. Extracurricular Enrichment – A broad range of extracurricular activities, including sports competitions, performing arts showcases, and lunchtime clubs, have supported student engagement beyond the classroom. The introduction of the PLAY (Positivity, Leadership, and Activated Youth) Program has encouraged peer-led recreational activities, enhancing student connections and lunchtime engagement.
4. Targeted Support for Attendance and Retention – To address attendance challenges, we have strengthened our attendance follow-up procedures and introduced engagement strategies for at-risk students, including mentorship programs and wellbeing interventions. These efforts aim to re-engage students, particularly in the afternoons, where attendance patterns indicate increased absenteeism.

Looking ahead, we will continue refining our attendance strategies, further embedding student voice initiatives, and expanding wellbeing programs to ensure high levels of engagement and attendance across all year levels.

Other highlights from the school year

In 2024 Mentone Primary School offered numerous events throughout the year, highlights included:

- 3 day camps for students in Years 3, 4, 5 and 6
- Swimming and Beach programs
- Kindness Week and Lachie's Walk
- POTH (Putting On The Hits) for students in Years 5 and 6
- Engagement with the Dolphin Research Institute, with our Year 5 DRI ambassadors leading sustainable practices across the school
- A variety of excursions and incursions across the school Prep - Year 6
- A variety of sporting opportunities were provided throughout the year (Athletics, Cross Country, Interschool Sport, Lacrosse, Rugby, Swimming).

Financial performance

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. The school operated within the designated expenditure budget for the 2024 year. The school budget funded a number of educational programs, school facilities and maintenance projects. Mentone Primary School remains in a sound financial position with a net operating surplus in 2024. Well planned budgets are monitored against the annual budget to ensure the school's resources support its educational priorities. The school monitors parent contributions and user pay activities to meet the needs of the students. School council was informed at each meeting of the school's financial position.

1. The Financial Performance and Position report shows a total of $573,981 being available at the end of the year.
2. Included in the positive cash balance was a cumulative $33,1770.20 of fundraising from our Community Engagement sub-committee of School Council. Some of these funds have been spent on the re-surfacing of the school's oval drawing on previously accumulated fundraised monies, acoustic soundboards throughout the administration, upstairs learning spaces and the library, enhancements to the school's gardening program inclusive of garden beds and retaining walls in the library courtyard.
3. The school was in receipt of $69,430 of 2024 parent payment contributions, $1,626.20 Building Fund donations, $1,605 Library Fund donations, before the end of the 2024 school year.
4. As the school responsible for the Kingston Network of schools, the school was holding $24,194 of network funds.
5. The school received a small amount of Equity Funding, $19,524, which contributed towards the employment of a staff member for student wellbeing initiatives such as Social

Stencil, PLAY leader training, therapy dog training and the use of a school-based counsellor.

All expenses have been signed off by the Principal, Business Manager and School Council nominee. The Finance subcommittee, in consultation with the School Council, has been diligent in monitoring and overseeing the 2024 Cash Budget and is acknowledged for its work.

For more detailed information regarding our school please visit our website at https://www.mentoneps.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 345 students were enrolled at this school in 2024, 191 female and 154 male.

14 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

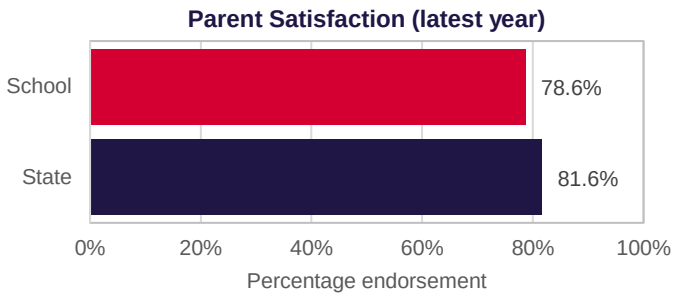
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	78.6%



State average (primary schools):	81.6%

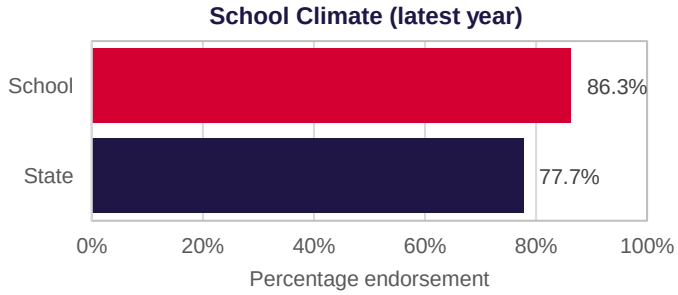
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2024)
School percentage endorsement:	86.3%
State average (primary schools):	77.7%



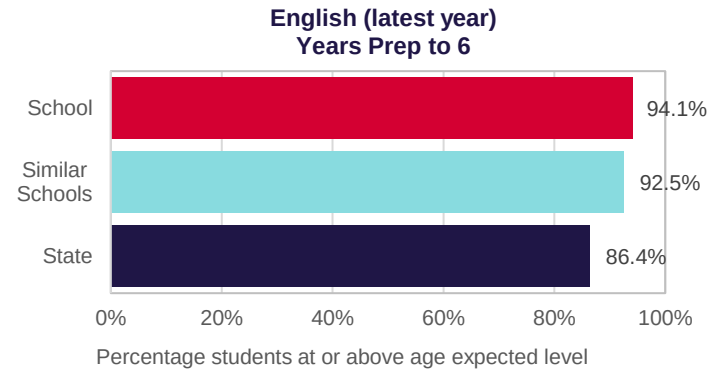
LEARNING

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

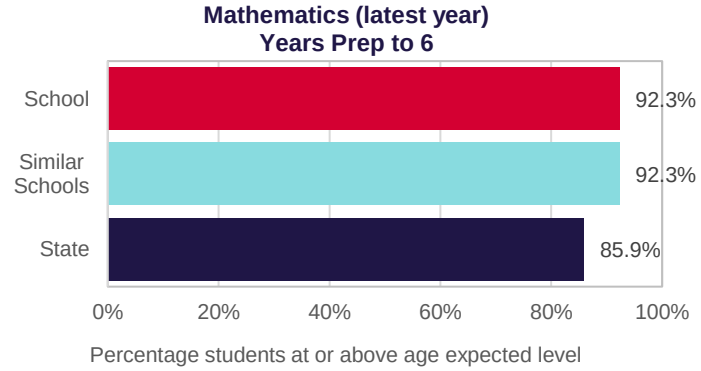
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.1%
Similar Schools average:	92.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.3%
Similar Schools average:	92.3%
State average:	85.9%



LEARNING (continued)

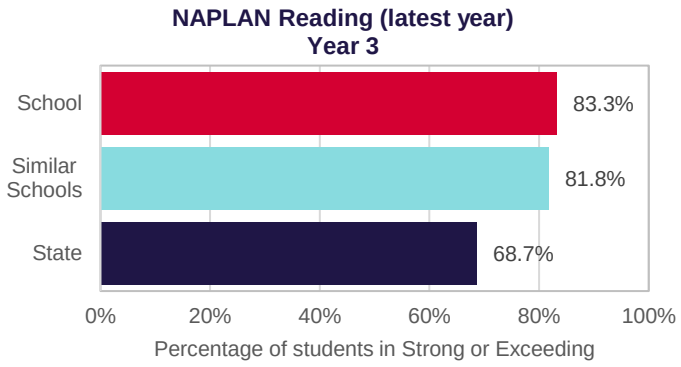
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

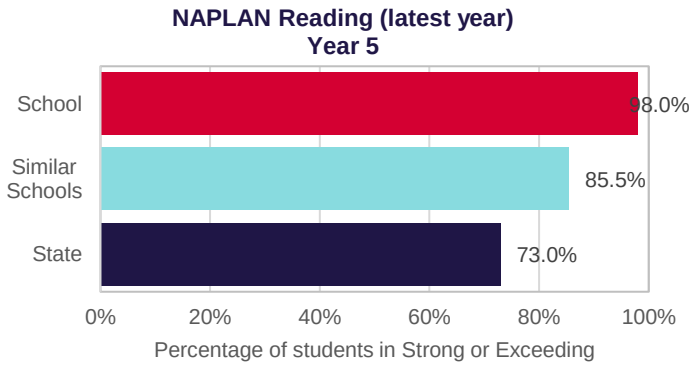
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

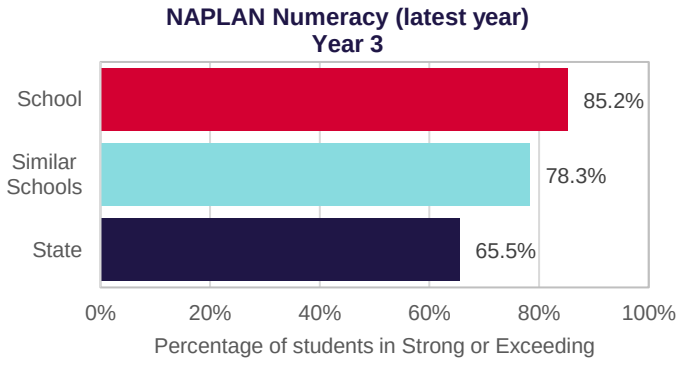
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	76.2%
Similar Schools average:	81.8%	81.4%
State average:	68.7%	69.2%



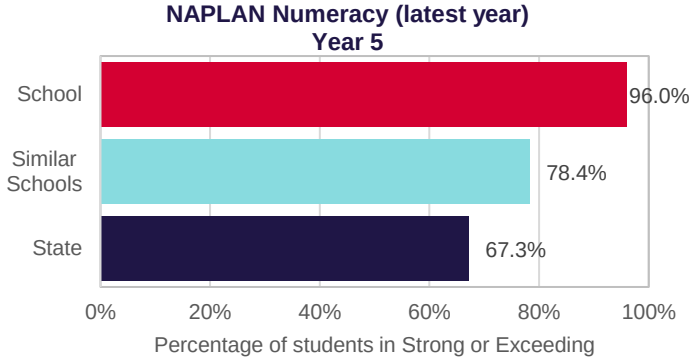
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	98.0%	95.1%
Similar Schools average:	85.5%	87.1%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.2%	81.0%
Similar Schools average:	78.3%	79.0%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.0%	89.3%
Similar Schools average:	78.4%	79.5%
State average:	67.3%	67.6%



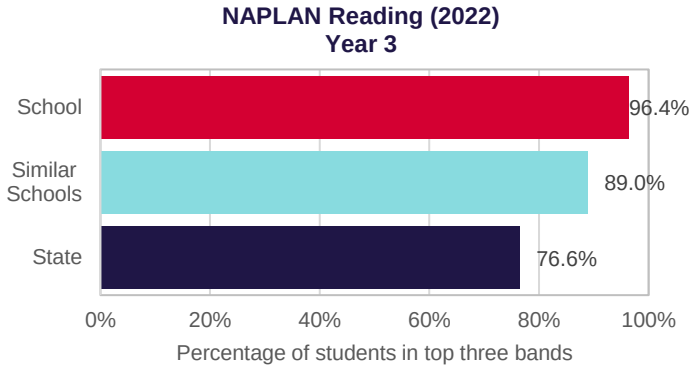
LEARNING (continued)

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

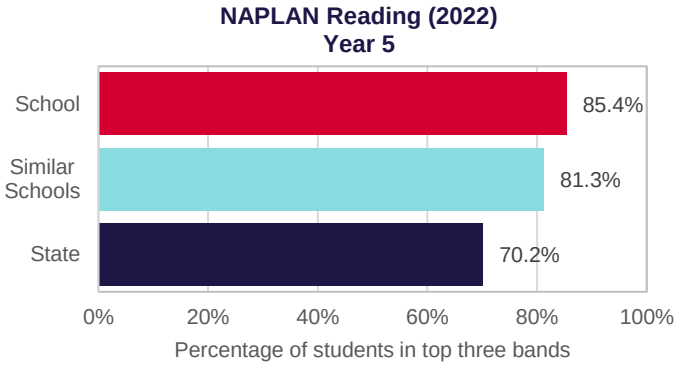
NAPLAN 2022

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

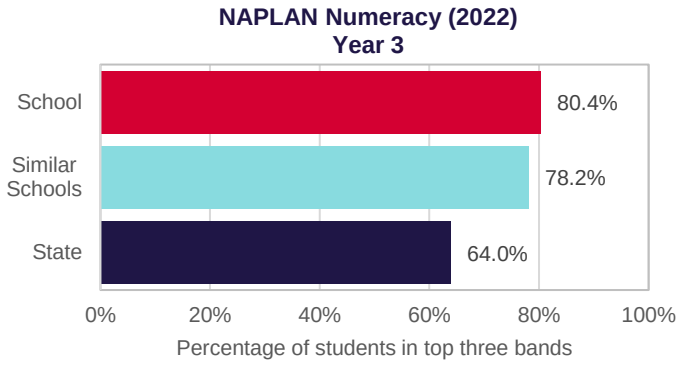
Reading Year 3	(2022)
School percentage of students in the top three bands:	96.4%
Similar Schools average:	89.0%
State average:	76.6%



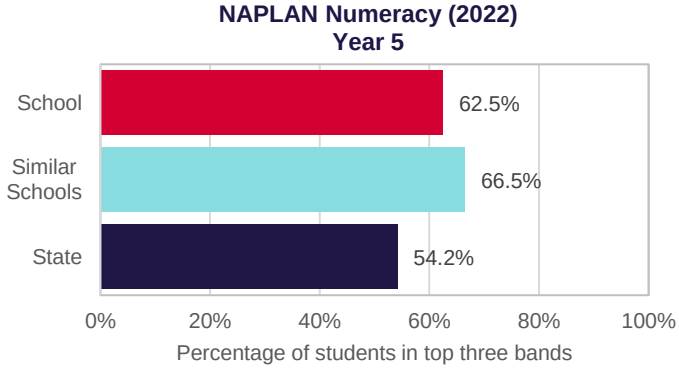
Reading Year 5	(2022)
School percentage of students in the top three bands:	85.4%
Similar Schools average:	81.3%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	80.4%
Similar Schools average:	78.2%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	62.5%
Similar Schools average:	66.5%
State average:	54.2%



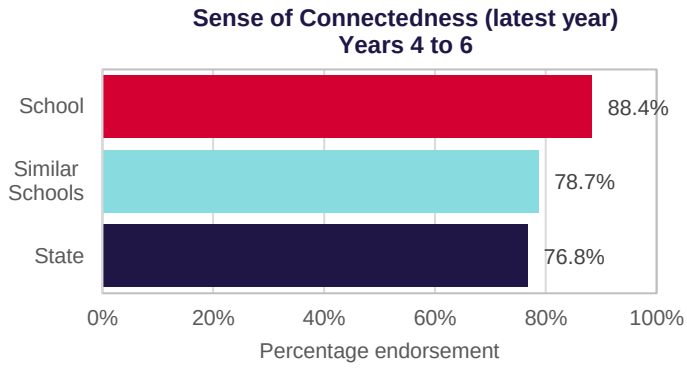
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

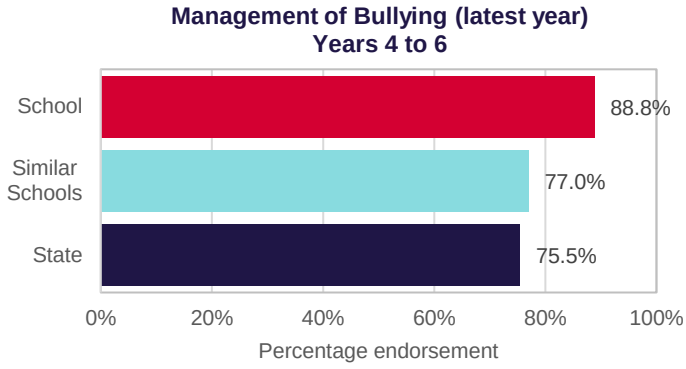
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	88.4%	90.9%
Similar Schools average:	78.7%	78.3%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	88.8%	92.8%
Similar Schools average:	77.0%	77.0%
State average:	75.5%	76.3%



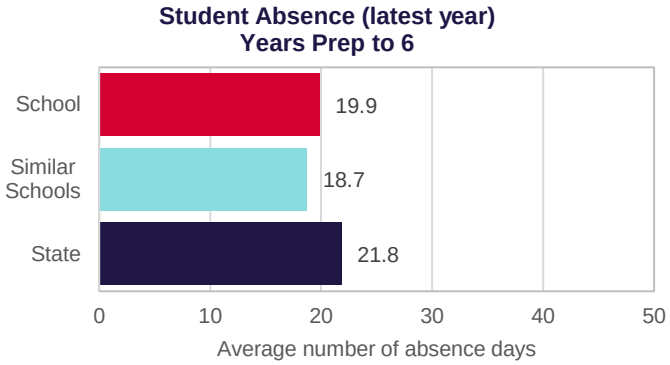
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	19.9	18.4
Similar Schools average:	18.7	17.1
State average:	21.8	20.1



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 (2024):	93%	93%	91%	89%	88%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,535,744
Government Provided DET Grants	$363,584
Government Grants Commonwealth	$17,900
Government Grants State	$0
Revenue Other	$62,411
Locally Raised Funds	$365,255
Capital Grants	$0
Total Operating Revenue	**$4,344,895**

Equity [1]	Actual
Equity (Social Disadvantage)	$19,524
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$19,524**

Expenditure	Actual
Student Resource Package [2]	$3,663,171
Adjustments	$6,005
Books & Publications	$6,871
Camps/Excursions/Activities	$104,942
Communication Costs	$10,406
Consumables	$92,391
Miscellaneous Expense [3]	$28,299
Professional Development	$31,309
Equipment/Maintenance/Hire	$92,245
Property Services	$159,357
Salaries & Allowances [4]	$44,084
Support Services	$156,194
Trading & Fundraising	$28,506
Motor Vehicle Expenses	$0
Travel & Subsistence	$258
Utilities	$28,654
Total Operating Expenditure	**$4,452,691**
Net Operating Surplus/-Deficit	**($107,796)**
Asset Acquisitions	**$243,448**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$468,053
Official Account	$79,539
Other Accounts	$26,389
Total Funds Available	**$573,981**

Financial Commitments	Actual
Operating Reserve	$0
Other Recurrent Expenditure	$0
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
Total Financial Commitments	**$0**

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.