

2024 Annual Report to the School Community

School Name: Essendon North Primary School (4015)



- 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 02 March 2025 at 01:09 PM by Kate Barletta (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 18 March 2025 at 01:26 PM by Kate Barletta (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

At Essendon North Primary School (ENPS), our vision is to be 'Global learners and leaders, exceeding expectations.' Our mission is 'We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.' We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected. Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP). This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years Three to Six our focus builds breadth and depth. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through a lens of wellbeing.

At ENPS, we have developed a comprehensive program and service structure for students with additional and complex needs including participation in the Victorian Student Excellence Program and external opportunities (Gateways, International Competitions and Assessments for Schools (ICAS), Science Talent Search) and comprehensive support for students with disabilities and students at risk. In 2024 the Disability Inclusion (DI) Reform was further implemented at ENPS as a part of the Department of Education (DET) roll out, replacing the Program for Students with Disabilities (PSD).

ENPS is located 12kms from the city of Melbourne and is a very diverse community. In 2024 we had 225 students who speak a language other than English at home, with 41 different languages spoken by our students. In 2024 we a small number of students who identified as Aboriginal. Our school has four principal class members, two Learning Specialists and nine Professional Learning Communities (PLC). In 2024, the school had 46.9 full time equivalent staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2024 school year has been one of many successes and unprecedented challenges. Our commitment to learning growth for every student in both literacy and numeracy has remained our united focus, with ongoing development in alignment with the Victorian Teaching and Learning

Model 2.0 and curriculum revisions. Our sustained partnership with the Mathematical Association of Victoria (MAV) to build teacher professional knowledge in effective instructional practices and support our coaching practices has continued to have a significant impact in our context.

Whilst our NAPLAN achievement targets were not met, we are continuing to see significant growth in our teacher judgement and Progressive Achievement Tests (PAT) scale score results, across both literacy and numeracy. The intentional development of our School Improvement Team and investment in our Learning Specialists is having a positive impact on learning and teaching.

There has been a significant increase in the specific indicator on the Staff Opinion Survey data of 'use student feedback to improve practice' from 50% in 2023 to 66% positive endorsement in 2024, exceeding our target by 11%. Despite our work in the space of formative assessment and responsive teaching, this remains an area of focus for our school, with the percentage of positive endorsement of 'understand formative assessment' continuing to decline.

It is pleasing to note that there has been an increase in the specific indicator in the Attitudes to School Survey data of 'teacher concern' from 72% in 2023 to 77% in 2024, exceeding our target of 75%, resulting in the highest positive endorsement over the past five years.

Our Professional Learning Communities (PLC) continue to work collaboratively to focus on improving student learning outcomes. We have intentionally invested in the support and professional development of our PLC Leaders through the 2024 Professional Learning Communities Initiative with Cambridge Education, timetabled collaborative release time each week and weekly School Improvement Team meetings. We have engaged with professional readings to strengthen our collective leadership and have used a series of inquiry cycles to review our curriculum and instructional practices.

Our structured release of our High Ability Coordinator, together with parent education sessions and exhibitions of student learning has supported learning growth and strengthened home and school partnerships.

Peer observations have been significantly strengthened this year with all educators regularly participating in coaching sessions with both external and internal support. Our instructional coaching team will continue this work in 2025, with an increased focus on implementing the Victorian Teaching and Learning Model (VTLM) 2.0 and curriculum revisions within our context.

Wellbeing

In partnership with our Executive Team, the Mental Health and Wellbeing Leader (MHWL) and our Disability Inclusion Team have established a school wide approach to tiered support systems to foster the wellbeing and mental health of students. The success of our Disability Inclusion Profile (DIPs) Meetings is reflective of the documentation practices, Individual Education Plans and environmental adjustments we continue to develop within our context. All staff have engaged in professional development regarding inclusive teaching practices and providing adjustments to learning using a tiered system of support. We have regularly engaged with both internal and external expertise to strengthen our shared understanding and collective capacity to maximise the personal and social capabilities of every student.

Our Attitudes to School Survey data reflects an increase in student positive endorsement in the specific measures of advocate at school and management of bullying. In pleasing trends, both the

sense of inclusion and student voice and agency indicators have the highest levels of positive endorsement over a five-year period and surpassed the Annual Implementation Plan targets.

When analysing the Parent Opinion Survey trends we highlighted that 2024 was the first year we opened the survey to the whole community, with an increase in parent responses from 14 in 2023 to 98 in 2024. Although this is still only reflective of 20% of our parent community, the increase in response rate has contributed to considerable data shifts. Our parent education sessions have been well attended and our newsletter contributions compiled by our Mental Health and Wellbeing Leader (MHWL) have been well received and informative for our community.

Further learning has been undertaken by students, staff and our community in the Resilience, Rights and Respectful Relationships curriculum and School Wide Positive Behaviour Support (SWPBS). Our SWPBS Matrix and ongoing school-wide focus areas continue to elevate our collective expectations and support us to enhance social and emotional learning outcomes.

Whilst our sense of inclusion indicator has increased from 87% in 2023 to 89% in 2024 in our Attitudes to School Survey, we are continuing to explore avenues to further strengthen staff safety and wellbeing with Student Support Services, Employee Wellbeing Support Services (EWSS) and regional support.

Our community is increasingly informed on school-wide behaviour expectations and wellbeing initiatives, through our newsletter and behavioural expectations shared via Compass. Our home and school partnerships have been strengthened through effective communication and correspondence, with families feeling informed and valued as part of the ENPS community.

Consistent positive behavioural expectations and experiences for staff, students and community members will remain a focus in 2025.

Engagement

Essendon North Primary School has continued to achieve below the median against all Victorian government schools, and below the median for like schools, for School Attendance. Some of the main reasons for student absence in 2024 continued to be illness and family holidays which include extended international travel.

In 2024, the average attendance rate for students from Foundation - Year Six was 91%. Non-attendance was very closely monitored and addressed with the support of an Attendance Officer. Additional resources and support were continued throughout 2024 to support student engagement and wellbeing. This included the appointment of a Mental Health and Wellbeing Leader. This role was supported by the principal, Assistant Principal for Student Engagement, Wellbeing and Inclusion, school attendance officer, and continued commitment to working with the DET attendance officers as additional support in individual cases.

In 2024 the School Council of Essendon North Primary School continued an ongoing focus on Community Engagement and Communication. The purpose of this sub-committee has been to re-connect families and foster positive relationships within the school and the broader community. Strategic emphasis continued to be placed on having clear and transparent communication with all members of the community.

Other highlights from the school year

Essendon North Primary School is an authorised International Baccalaureate (IB) World School, delivering the Primary Years Programme (PYP) from Foundation to Year Six. The PYP aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The IB mission is reflected in the school's vision and the values, highlighting an emphasis on global citizenship, international mindedness and high expectations. The PYP is inquiry-based and provides a curriculum framework for all of the core learning areas of the Victorian Curriculum, including the personal, social, ethical and intercultural capabilities. In 2021, the school received an outstanding review through the five year re-accreditation and evaluation with the Council of International Schools (CIS) and International Baccalaureate (IB), which provided feedback and directions for continual improvement for 2024 and beyond. In 2024 the school undertook a comprehensive review of the Programme of Inquiry to ensure structured and comprehensive inclusion of literacy and numeracy within a transdisciplinary approach to learning. The school also undertook a CIS Preparatory visit in preparation for an Evaluation visit in 2026.

Community connection was yet again a highlight for Essendon North PS in 2024. In 2024, ENPS continued a project through the wonderful work of our Marrung Team, with First Nations Artist, Daen Sainsbury Smith. With permission from the Wurundjeri Council, the first stage of this project was implemented towards the end of the 2023, with Daen working collaboratively with over 400 students from Years One, Year Two and Year Four (as the year levels with our indigenous students) along with selected Year Five students, as future leaders of our school. Together they co-created four designs which, in 2024, became our school House Team and sports uniforms produced in collaboration with PSW for Baan (water), Biik (Earth), Gurrin (Wind) and Wiin (Fire) teams. In September of 2024 we launched the House Team shirts with a wonderful Smoking Ceremony and whole school event, inviting representatives from the Wurundjeri Council, DET and local and state government.

Financial performance

Essendon North Primary School (ENPS) was well positioned in 2024 due to the strategic and intentional management of our Student Resource Package. The total Department of Education and Training (DET) Government Cash grant for 2024 was \$558,274. This total figure is inclusive of additional revenue further allocated within the Student Resource Package (SRP) cash grant including: Equity funding of \$12,292, EAL funding across three levels of \$2,663, and targeted initiatives funding areas; Student Excellence Program of \$15,505, Early Years and Extended Koorie Literacy and Numeracy Program \$2120, and Swimming in Schools Grant of \$22,50. With the ongoing DET commitment to the Disability Inclusion Reform, ENPS received \$21,661 in Tier 2 Funding. In 2024, Victorian Government Schools also received funding aligned to the Schools Mental Health Fund at ENPS we received \$19,123. Taking into account the school demographic, ENPS received \$12,292 in Equity (Social Disadvantage) funding.

The Department of Education and Training (DET) Government Credit allocation for Essendon North Primary School was \$5,859,980, this revenue must be utilised for staffing requirements and encompasses \$46,400 for the DET Tutor Learning Initiative. An allocation of \$32,567 was received in credit to support the Career Start (Transforming the First Years of Teaching) program.

The credit component of the Disability Inclusion funding encompassed \$189,047 at Tier 2 and \$266,542 at Tier 3. To support English as an Additional Language, \$138,225 was allocated within the credit budget, across Levels 1, 2 and 3.

Despite the enrolment increase, the new DET Parent Payment Arrangements also reflected a reduction in the amount of voluntary contributions that were made by our parent community compared to previous historical data, again reducing the program budget allocations. In 2024 approximately 63% of families made voluntary contributions in alignment with the DET Parent Payment Arrangements.

Opportunities for locally raised funds in 2024 were undertaken to further support school wide initiatives, together with buildings and grounds upgrades. Locally raised funds were made up of a range of opportunities including our ENPS Walk-a-thon, Trivia Night and Movie Night. Locally raised funds supported outdoor learning environments that were further enhanced in 2024. A total of \$47,049.10 was raised through fundraising events throughout 2024.

In 2024 ENPS maintained the provision of Out of Hours Care with Team Kids, as well as a renewed contract for an instrumental music provider with Andrew Nunns School of Music. The hire of our gymnasium also provides additional revenue.

**For more detailed information regarding our school please visit our website at
<https://www.enps.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 603 students were enrolled at this school in 2024, 287 female and 316 male.

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

Overall Socio-Economic Profile

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

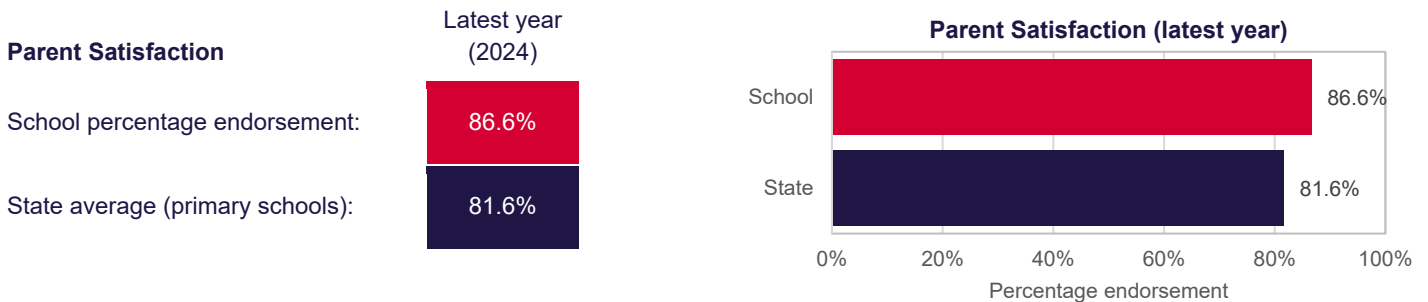
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

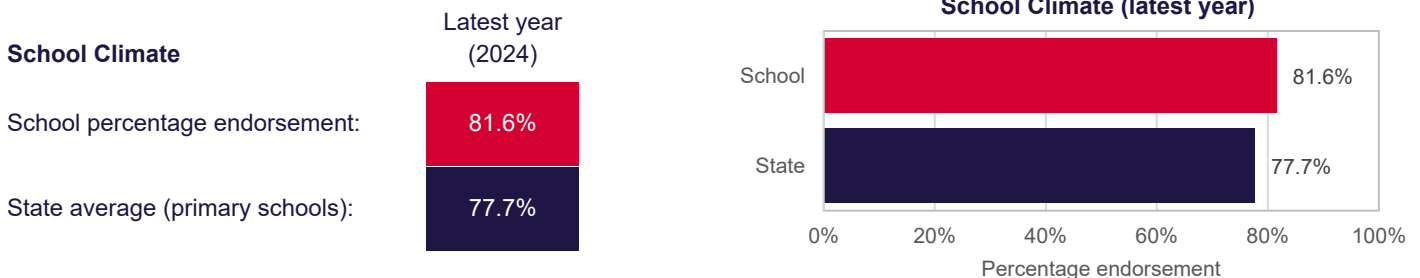


School Staff Survey

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
(2024)

School percentage of students at or above age expected standards:

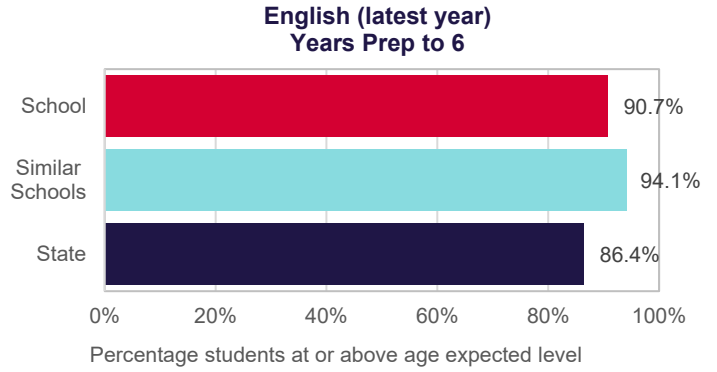
90.7%

Similar Schools average:

94.1%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

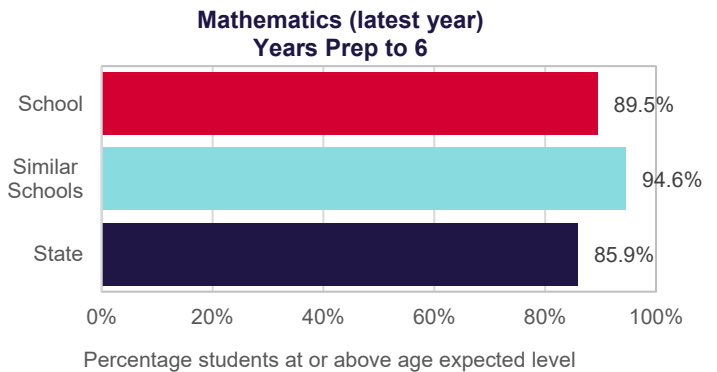
89.5%

Similar Schools average:

94.6%

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.

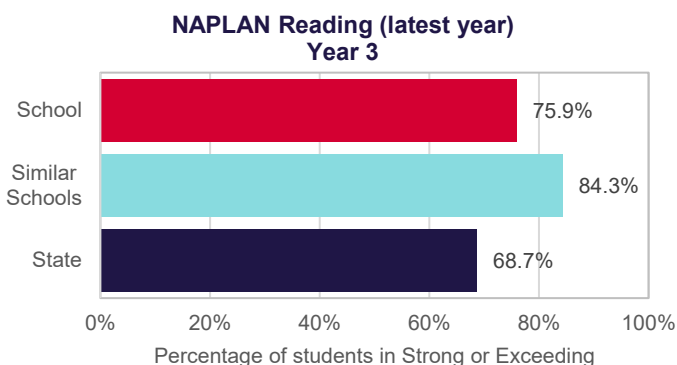
NAPLAN

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.

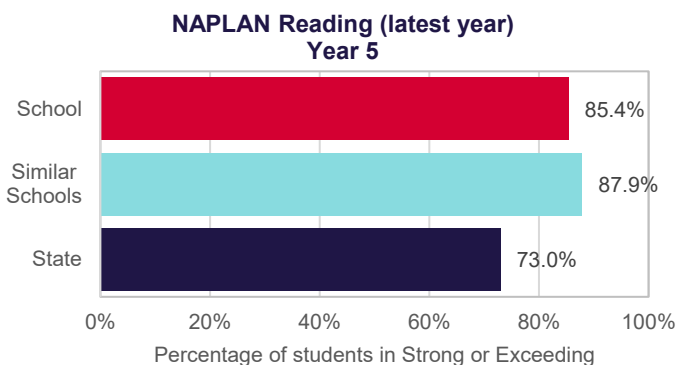
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.9%	81.4%
Similar Schools average:	84.3%	85.3%
State average:	68.7%	69.2%



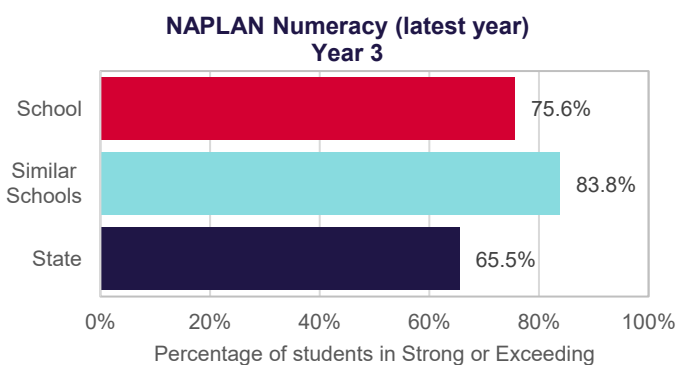
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.4%	89.1%
Similar Schools average:	87.9%	89.3%
State average:	73.0%	75.0%



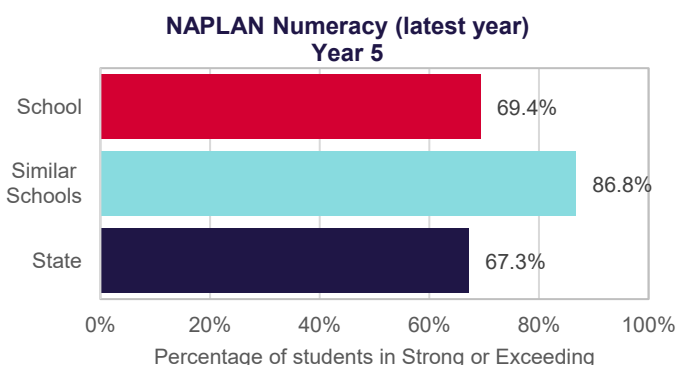
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.6%	81.8%
Similar Schools average:	83.8%	84.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.4%	76.4%
Similar Schools average:	86.8%	87.0%
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:

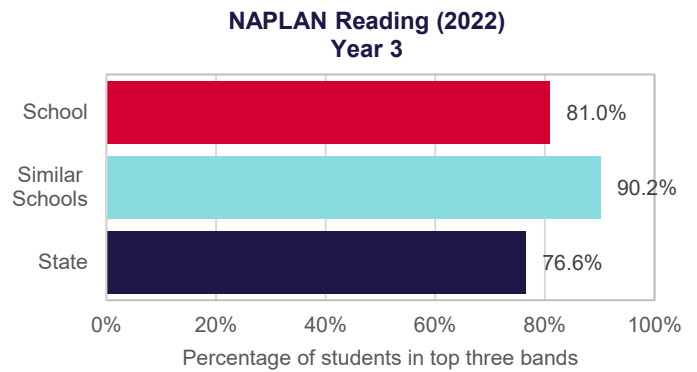
81.0%

Similar Schools average:

90.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

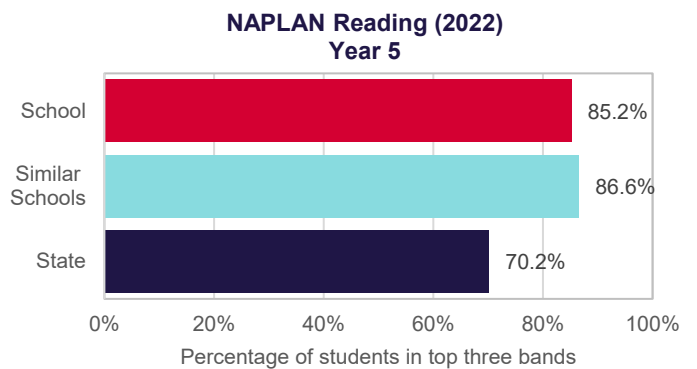
85.2%

Similar Schools average:

86.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

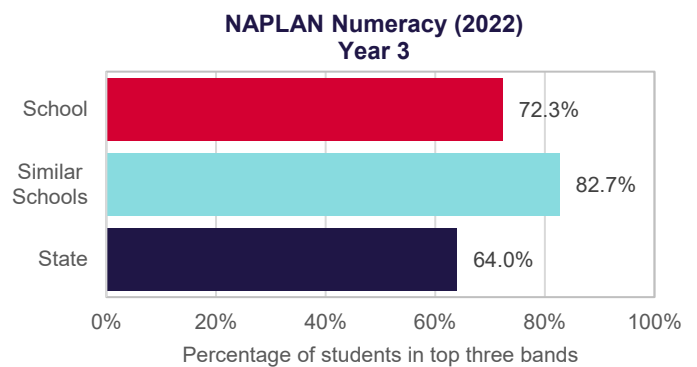
72.3%

Similar Schools average:

82.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

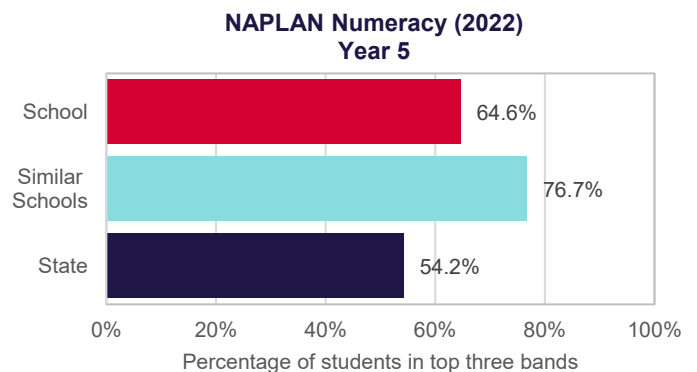
64.6%

Similar Schools average:

76.7%

State average:

54.2%



WELLBEING

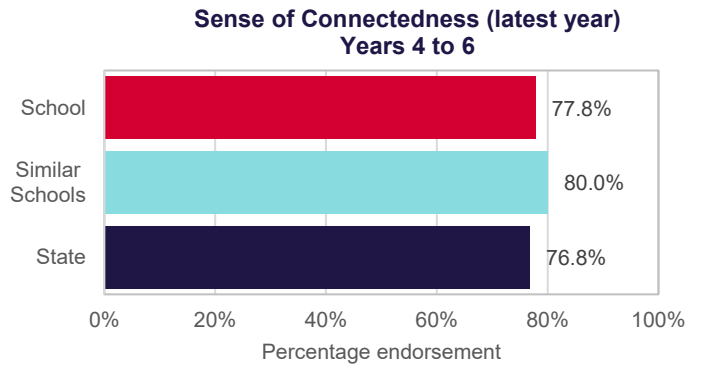
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.8%	78.4%
Similar Schools average:	80.0%	81.1%
State average:	76.8%	77.9%

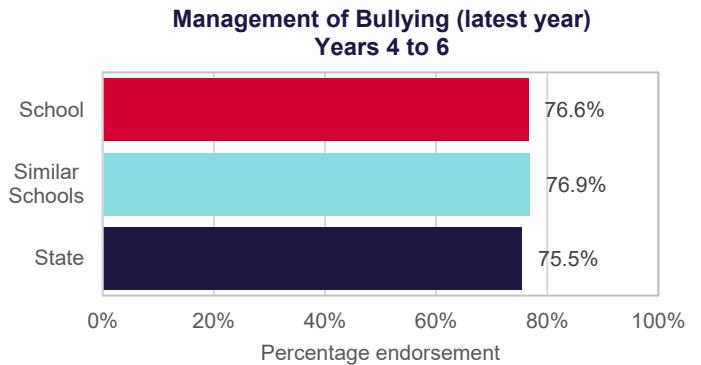


Student Attitudes to School – Management of Bullying

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:	76.6%	74.5%
Similar Schools average:	76.9%	78.0%
State average:	75.5%	76.3%



ENGAGEMENT

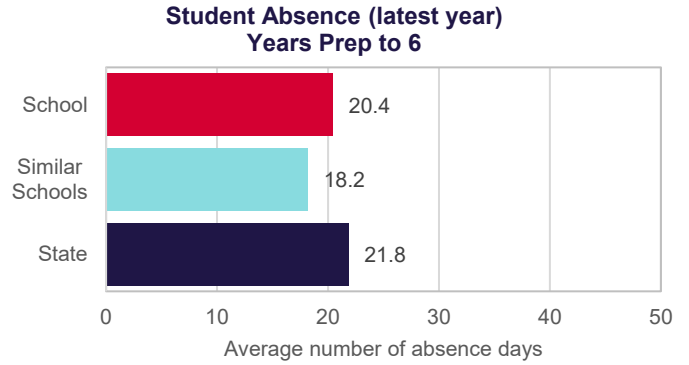
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.4	17.0
Similar Schools average:	18.2	16.3
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):	91%	91%	89%	91%	89%	89%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,859,980
Government Provided DET Grants	\$570,823
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$51,882
Locally Raised Funds	\$555,647
Capital Grants	\$0
Total Operating Revenue	\$7,043,432

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,065
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,065

Expenditure	Actual
Student Resource Package ²	\$6,016,930
Adjustments	\$0
Books & Publications	\$5,293
Camps/Excursions/Activities	\$190,065
Communication Costs	\$7,640
Consumables	\$187,472
Miscellaneous Expense ³	\$52,241
Professional Development	\$41,636
Equipment/Maintenance/Hire	\$87,679
Property Services	\$57,677
Salaries & Allowances ⁴	\$16,909
Support Services	\$298,787
Trading & Fundraising	\$20,070
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,907
Utilities	\$49,535
Total Operating Expenditure	\$7,035,843
Net Operating Surplus/-Deficit	\$7,589
Asset Acquisitions	\$38,304

- (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	\$757,907
Official Account	\$241,342
Other Accounts	\$2,658
Total Funds Available	\$1,001,907

Financial Commitments	Actual
Operating Reserve	\$172,292
Other Recurrent Expenditure	\$3,804
Provision Accounts	\$0
Funds Received in Advance	\$83,358
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	\$2,658
Maintenance - Buildings/Grounds < 12 months	\$144,202
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$406,314

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.

