

2024 Annual Report to the School Community

School Name: Pentland Primary School (5369)



- 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 03 April 2025 at 08:19 PM by Andrew Harrison (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 04 April 2025 at 04:48 PM by Andrew Harrison (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

School Context

Pentland Primary School provides an exceptional educational experience within a safe, supportive, and inclusive environment. Our dedicated staff, engaged parents, and strong community partnerships create a warm and family-oriented atmosphere where every child is valued and empowered to thrive.

We foster a culture of responsibility, success, cooperation, and self-discipline, ensuring students develop a lifelong love for learning. Our class structures allow for smaller home groups, maximizing meaningful interactions between teachers and students. Every learner is encouraged to achieve their personal best through engaging, purposeful activities tailored to individual needs and aspirations.

Our curriculum is comprehensive, with a strong emphasis on excellence in English and Mathematics. Students benefit from specialist programs in Art, Music, STEM, Respectful Relationships and Physical Education, all aligned with the Victorian Curriculum. In 2024, Pentland Primary School had a highly skilled teaching staff equivalent to 30.4 full-time teachers, three Principal class members, and 10.8 Education Support Staff. With an enrolment of 496 students across 20 classes. We pride ourselves on fostering a dynamic and diverse learning environment.

At Pentland Primary School, student wellbeing is at the heart of everything we do. We provide a structured and caring environment that challenges students both socially and academically, enabling them to reach their full potential. Success and mutual respect underpin our positive learning culture, and our strong parental involvement further enhances student development. Our active and supportive School Council strengthens the partnership between home and school, reinforcing our shared commitment to student success.

We believe that learning is limitless. Each child progresses at their own pace, supported by the encouragement, guidance, and dedication of both teachers and families. We are committed to providing an enriching and inspiring education that nurtures curiosity, resilience, and a passion for lifelong learning.

Our Vision for Pentland Primary School

We believe every child will succeed through:

- A broad and engaging curriculum
- A safe, happy, and academically stimulating environment
- A culture of inquiry and persistence to achieve personal best
- Access to innovative and up-to-date learning resources
- Teaching that supports diverse learning styles
- A rich array of extracurricular opportunities
- Strong, effective learning partnerships
- Student Voice and Agency through reflective and open-minded practices

- Collaborative and community-driven learning experiences

Our Core Values

At Pentland Primary School, our values shape everything we do. They define our identity, guide our actions, and reflect our commitment to excellence. Our core values are:

- **Respect**
- **Pride**
- **Endeavour**
- **Creativity**
- **Empathy**

We also uphold Honesty, Trust, Communication, and Teamwork as essential principles that guide our school culture.

Our School and Facilities

Pentland Primary School is located on the northern edge of Bacchus Marsh at the base of the Pentland Hills. Since opening in 1993, our school has grown alongside the community, welcoming students from Bacchus Marsh and surrounding areas. With ongoing housing developments in our local neighbourhood, we continue to expand and enhance our facilities.

Our modern campus features ten permanent classrooms, five mod 5 portable classrooms, two mod 10 double story buildings, a music room, an art room, a food technology room, and a fully equipped gymnasium. In 2024, the Department of Education added another relocatable toilet block bring the total 2, and in 2023, the Department of Education provided an additional relocatable administration building. All learning spaces are climate-controlled for comfort, and our outdoor areas are continually developed to provide beautiful and engaging learning environments.

At Pentland Primary School, we are committed to providing an outstanding education that empowers every student to achieve their best and become confident, capable, and compassionate individuals. We look forward to welcoming families into our vibrant school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

Pentland Primary School has a strong commitment to enhancing student learning outcomes with the Victorian Curriculum at the heart of this educational approach. With the dedicated staff actively deepening their knowledge and expertise in the Victorian Curriculum 2.0, there is a purposeful focus on delivering high-quality education tailored to each student's unique needs. By designing authentic and challenging learning experiences, staff ensure that students engage with content meaningfully, pushing boundaries and encouraging critical thinking. Differentiating instruction to align with student's point of learning allows for targeted support and enrichment, fostering a dynamic environment where every learner can thrive. Our tutor learning program was

implemented within the Year 1 and 2 area of the school to support learning catch up and extension. Enhancing student outcomes requires a multifaceted approach that meets the diverse needs of learners while fostering engagement, critical thinking, and personal growth. Some of the effective strategies we employed throughout 2024 included differentiated instruction, data-driven decisions, fostering growth mindset, authentic learning experiences and building relationships.

The P-6 Teacher Judgement Data demonstrates remarkable achievements in both English and Mathematics. In English, the school's percentage of students at or above age-expected standards is notably higher than both the state average and similar schools, reflecting the exceptional teaching and learning strategies in place. Similarly, the Mathematics data showcases strong performance, with the school percentage equalling the state average and surpassing that of similar schools. These results collectively highlight the school's unwavering commitment to academic excellence and its ability to create a nurturing and effective learning environment across core subjects.

The 2024 NAPLAN data for Year 5 Reading reflects outstanding achievement, with the school percentage of students in the Strong or Exceeding categories surpassing both the state average and that of similar schools. This exceptional outcome highlights the school's unwavering commitment to literacy excellence and its effective strategies for fostering student success. Adding to this, the two-year average of students in the Strong or Exceeding categories for Year 5 Numeracy is also higher than both the state average and similar schools. This consistent performance in both literacy and numeracy demonstrates the school's holistic approach to education, providing students with the tools they need to excel across key learning areas. Such results are a source of immense pride and a foundation for continued academic success.

Wellbeing

Wellbeing

The Student Engagement and Wellbeing Team is dedicated to fostering a supportive and inclusive environment that prioritizes the well-being of every student. By implementing a diverse range of processes and programs, the team ensures that students are equipped with the tools and support they need to thrive. The Breakfast Club program provides students with a nutritious start to their day, while the Budget Busters Box initiative offers practical assistance to families in need. The Nurture Room creates a safe and calming space for students to access during times when they are not ready to engage in learning, promoting emotional regulation and readiness. The school has also invested in an Educational and Developmental Psychologist to provide specialized support for individual students, and the Speech Therapy Assistance Program continues to provide support for individuals in articulation and auditory processing. Through the disability and inclusion process the school continues to secure essential financial resources for students requiring tier 3 supports. Our Foundation Reception program continued to support the transition of pre school children commencing in Foundation at Pentland. We maintained our prep buddies and kinder buddies programs. Student Support Group meetings were maintained throughout the year. Together, these initiatives reflect the team's unwavering commitment to enhancing student well-being and building a strong foundation for both personal and academic success.

Pentland Primary School implements the Respectful Relationships Program, which plays a vital role in fostering a strong sense of connectedness to school by promoting inclusivity, respect, and emotional well-being. By embedding the principles of this program into daily school life, students

are empowered to build positive relationships, navigate challenges with resilience, and feel a deep sense of belonging within their school community. The program's focus on rights and respect creates a safe and supportive environment where every student feels valued and understood. This proactive approach not only enhances social cohesion but also strengthens engagement, laying the groundwork for both academic success and personal growth. It exemplifies the school's commitment to nurturing well-rounded individuals who thrive in a connected and resilient community. This is exemplified by the school's outstanding performance in the Attitudes to School Survey, where the percentage of student endorsement for a sense of connectedness surpasses both similar schools and the state average. Furthermore, the school's percentage endorsement on the Management of Bullying also exceeds both the state and similar schools. These impressive results underscore the school's unwavering commitment to cultivating a safe, inclusive, and supportive environment where students feel secure, valued, and engaged. Together, these achievements highlight a holistic approach to fostering positive relationships and a thriving school culture.

Engagement

Engagement

In 2024 we maintained an unwavering commitment to promoting the importance of student attendance, recognizing that consistent attendance is fundamental to academic success and overall well-being. To inspire and celebrate strong attendance, we continued our 100% club and fortnightly attendance shield awards for students who demonstrated exemplary dedication to being present at school. Routinely, student attendance data was meticulously analysed to identify trends and address concerns proactively. When patterns of increased absences emerged, our Assistant Principals, took decisive action by engaging with families through phone calls, sending formal letters of concern, conducting home visits, and creating individualized attendance plans tailored to each student's needs. Furthermore, collaborating closely with teachers, support staff, and families to implement targeted strategies to re-engage students was essential. These proactive and strategic efforts have resulted in our school achieving a reduction in the number of students demonstrating significant absence from school. By maintaining a relentless focus on attendance, we continue to ensure that every student is equipped with the best opportunities to remain engaged, succeed in their learning, and reach their full potential.

Pentland Primary School created an exceptional and dynamic learning environment, enriching student experiences through a diverse array of extracurricular activities that strengthened community bonds and fuelled engagement. Memorable events such as the Colour Run, Footy Colours Day, Book Fair, Prada Willi Day, Melbourne Symphony Orchestra event, school student leadership incursion and our Book Parade infused excitement and energy into school life, making learning enjoyable, interactive, and inspiring for students. A standout moment of the year was the highly anticipated annual school concert, which united families in an extraordinary celebration of student talent, complemented by lively festivities and food trucks that added to the joyous atmosphere. These initiatives exemplify the school's dedication to creating a vibrant, connected, and inspiring educational experience for all.

Pentland Primary's steadfast dedication creates a foundation for academic growth, personal development, and lifelong learning.

In 2024 the average number of absence days for Pentland Primary School was below that of similar schools, schools within our network and below the state average.

Other highlights from the school year

Other highlights from the year

Throughout 2024 Pentland Primary School experienced a busy and exciting year that included: sustained significant student enrolment growth, welcomed new teaching and education support staff, completed the construction of a new boundary fence, significant fundraising by our Parents Club, continued the expansion of our IT infrastructure, improved curriculum and planning through the use of Teacher Professional Practice Days, maintained our comprehensive school camps program, general improvement of the school facilities such as painting, repairs and refurbishment of gardens and paths, the landing of new classrooms in the form of a 10 mod relocatable double story building provided by the Department of Education and successfully conducting our largest and longest school concert.

The school camp program at Pentland Primary School offered exceptional opportunities for learning and well-being, fostering students' growth and development outside the traditional classroom setting. Each year level engaged in activities purposefully designed to cultivate independence, strengthen resilience, and enhance teamwork skills, providing invaluable experiences that enriched their personal and social development. Mention the camping experiences

Sport was a cornerstone of fostering teamwork, resilience, and a strong sense of school spirit at Pentland Primary School. Students enthusiastically took part in various network, regional, and divisional sporting competitions, demonstrating their talents and determination throughout the year. Events such as the senior swimming program, whole school athletics carnival, interschool sports, district cross country, district athletics meet, and district swimming carnival offered students valuable opportunities to push their limits, collaborate effectively, and proudly represent the school within the wider community. These experiences not only highlighted their dedication but also strengthened the school's commitment to cultivating a vibrant and supportive environment.

Financial performance

Financial

Pentland Primary School demonstrates a steadfast commitment to ensuring all funds received from the Department of Education, as well as those raised by the school community, are strategically utilised to maximize educational outcomes and efficiently support the school's operational needs. Every dollar has either been allocated to immediate use or thoughtfully committed to future initiatives, guaranteeing sustained impact and alignment with the school's long-term goals. These financial decisions are made in accordance with Department of Education policies, reflecting the school's dedication to transparency, accountability, and the delivery of high-quality education. Through careful planning and resource management, Pentland Primary School ensures that its students benefit from an enriching and supportive learning environment, while simultaneously addressing the broader operational requirements essential for the school's ongoing success and growth. This approach underscores the unwavering focus on creating a foundation for excellence in education and community collaboration. Throughout 2024 school

finances were strategically targeted to upgrade the heating and cooling in our permanent buildings, replacement of carpet in our permanent buildings, purchase of resources to create classroom libraries, upgrading of student ipads and netbooks, providing additional outdoor seating, cubby houses and improved landscaping.

**For more detailed information regarding our school please visit our website at
<https://pentlandps.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 499 students were enrolled at this school in 2024, 238 female and 261 male.

20 percent of students had English as an additional language and 5 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).

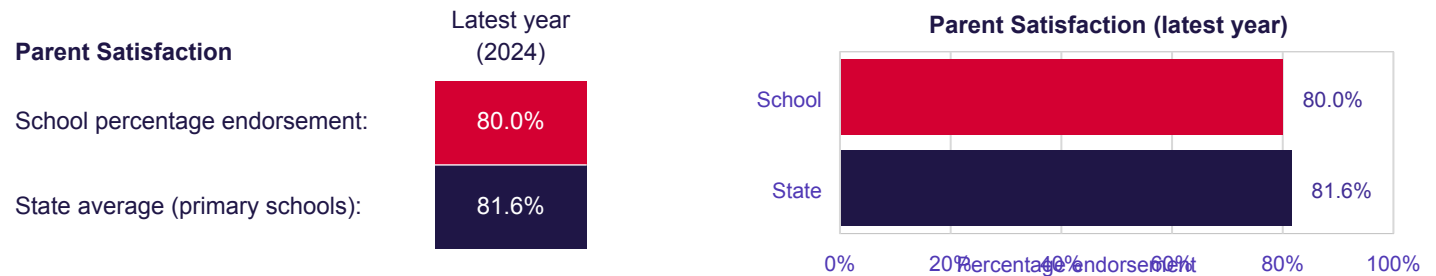
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

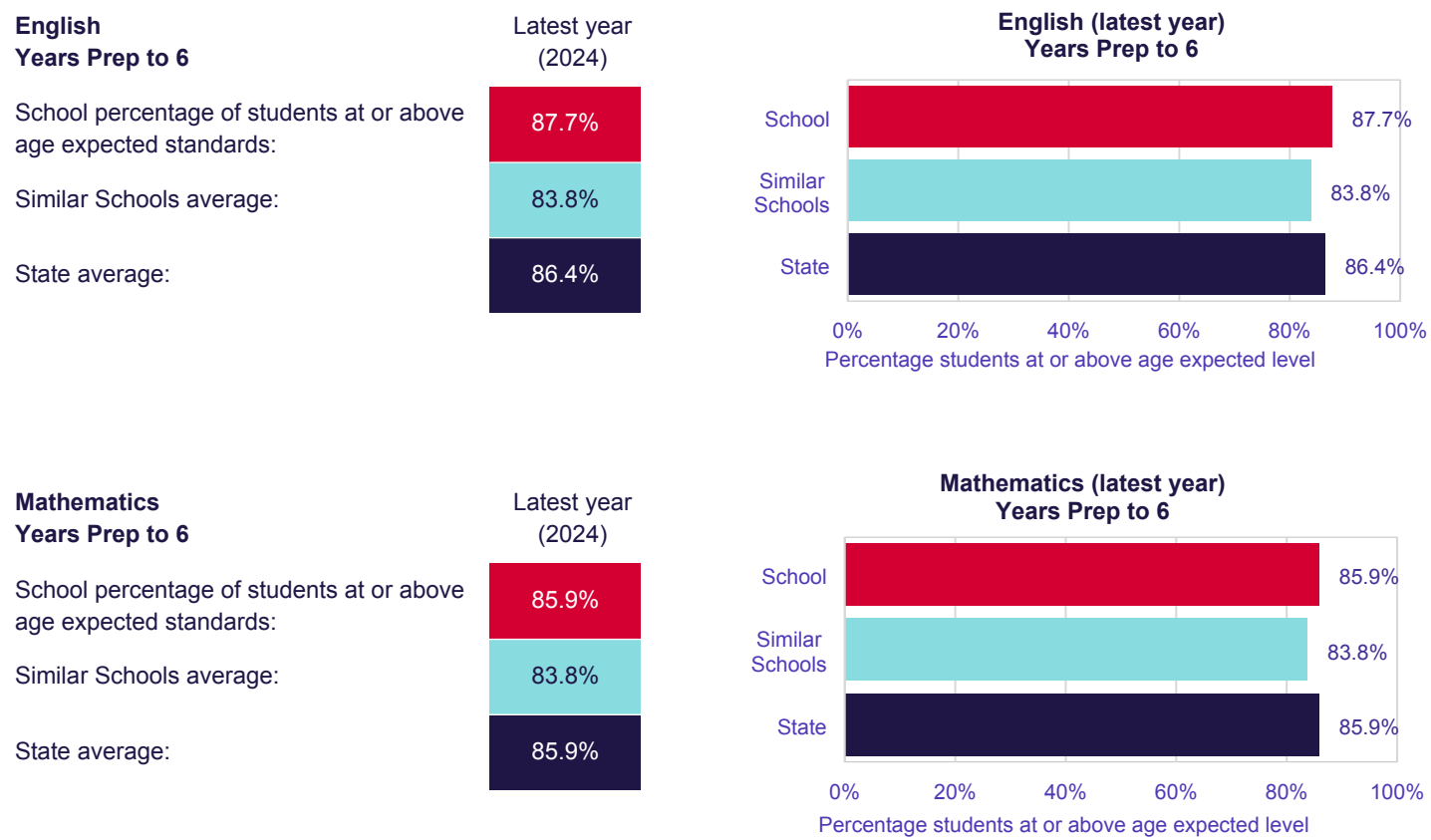


LEARNING

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.



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.

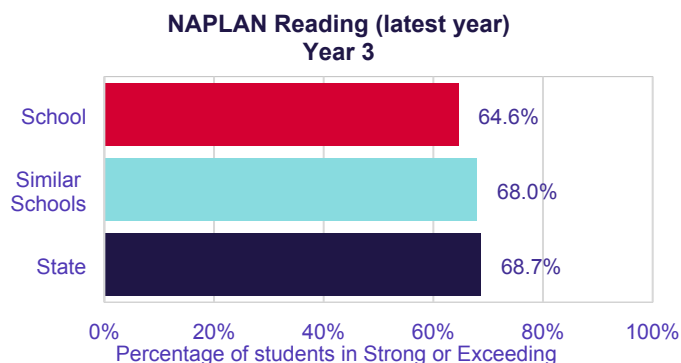
NAPLAN

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.

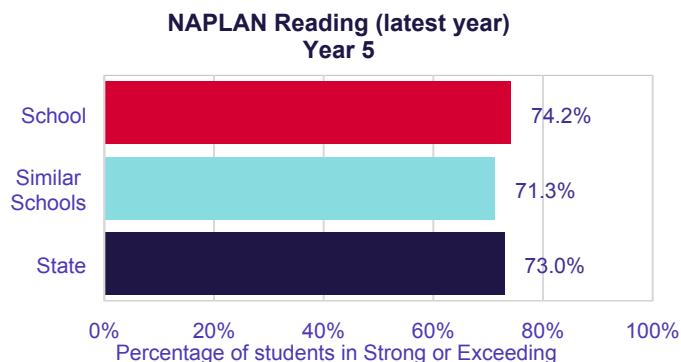
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.6%	66.4%
Similar Schools average:	68.0%	67.6%
State average:	68.7%	69.2%



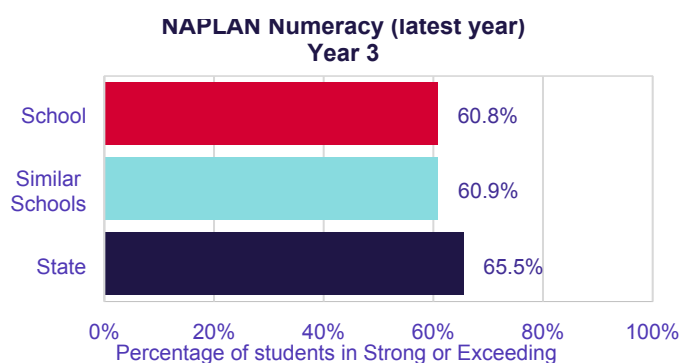
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.2%	75.7%
Similar Schools average:	71.3%	73.5%
State average:	73.0%	75.0%



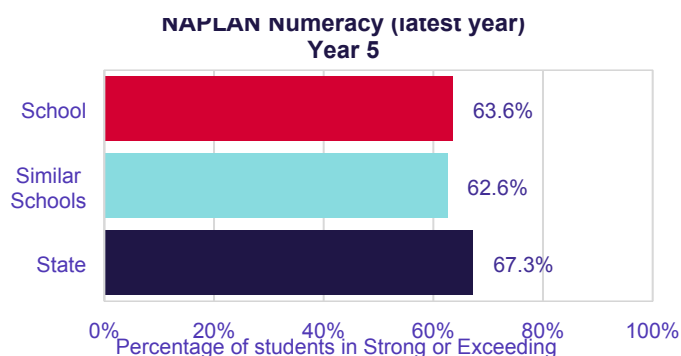
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.8%	62.9%
Similar Schools average:	60.9%	62.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	69.6%
Similar Schools average:	62.6%	63.8%
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:

79.0%

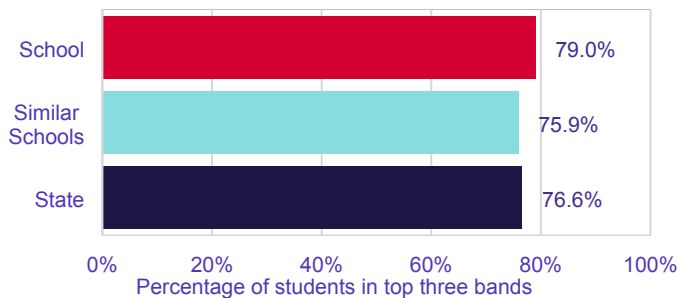
Similar Schools average:

75.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

61.8%

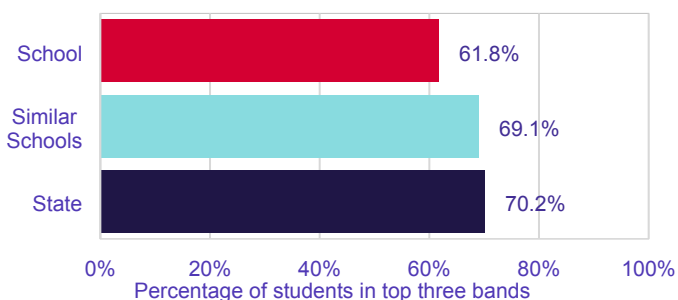
Similar Schools average:

69.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

61.3%

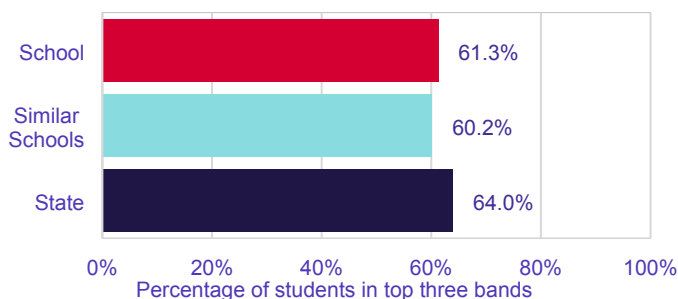
Similar Schools average:

60.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.1%

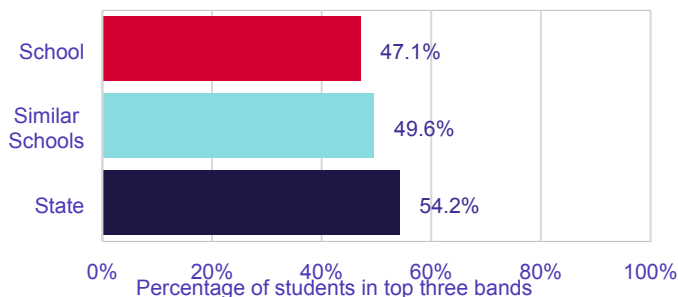
Similar Schools average:

49.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

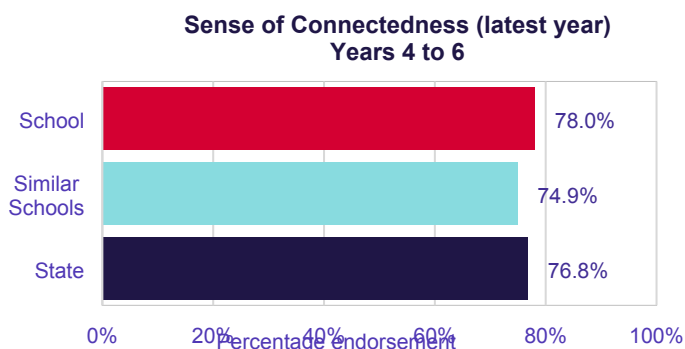
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	78.0%	74.7%
Similar Schools average:	74.9%	75.8%
State average:	76.8%	77.9%

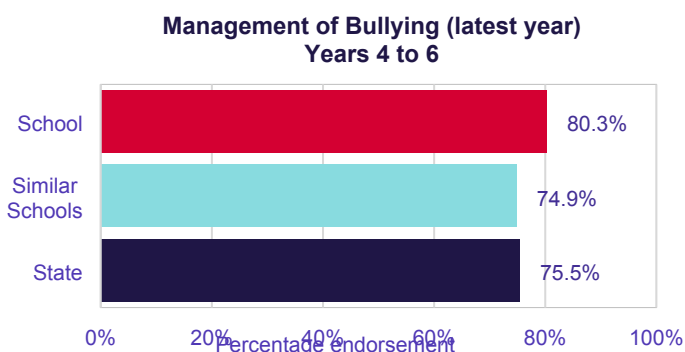


Student Attitudes to School – Management of Bullying

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:	80.3%	75.9%
Similar Schools average:	74.9%	74.6%
State average:	75.5%	76.3%

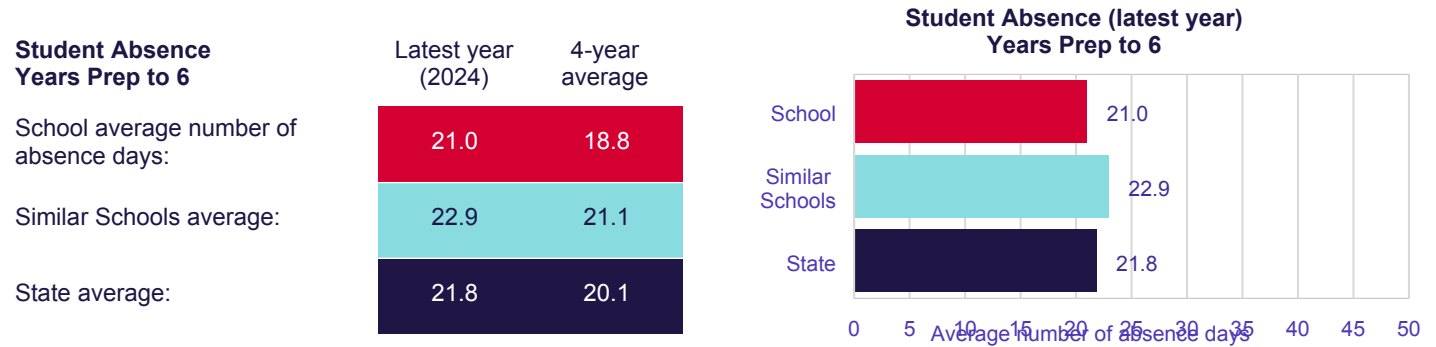


ENGAGEMENT

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.



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):	90%	88%	89%	89%	90%	89%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,971,934
Government Provided DET Grants	\$1,218,296
Government Grants Commonwealth	\$3,648
Government Grants State	\$0
Revenue Other	\$32,338
Locally Raised Funds	\$181,442
Capital Grants	\$0
Total Operating Revenue	\$6,407,659

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,274
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,274

Expenditure	Actual
Student Resource Package ²	\$4,427,633
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$103,622
Communication Costs	\$6,938
Consumables	\$161,870
Miscellaneous Expense ³	\$9,183
Professional Development	\$32,696
Equipment/Maintenance/Hire	\$223,118
Property Services	\$245,389
Salaries & Allowances ⁴	\$164,274
Support Services	\$171,365
Trading & Fundraising	\$28,286
Motor Vehicle Expenses	\$14,023
Travel & Subsistence	\$0
Utilities	\$40,268
Total Operating Expenditure	\$5,628,664
Net Operating Surplus/-Deficit	\$778,994
Asset Acquisitions	\$132,803

(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 04 Apr 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	\$566,628
Official Account	\$6,293
Other Accounts	\$0
Total Funds Available	\$572,921

Financial Commitments	Actual
Operating Reserve	\$202,571
Other Recurrent Expenditure	\$9,042
Provision Accounts	\$0
Funds Received in Advance	\$219,611
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	\$72,894
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$604,118

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.