

2025 Annual Report to the School Community

School Name: Grovedale West Primary School (5076)



- 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 24 March 2026 at 10:58 AM by Murray Surkitt (Principal)

- As executive officer of the school council, I attest that this 2025 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 April 2026 at 09:22 AM by Murray Surkitt (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Grovedale West Primary School (GWPS) is situated between the Great Ocean Road and Surfcoast Highways in the Geelong suburbs of Waurin Ponds and Grovedale. The school has a strong focus on excellence encompassing differentiated and inclusive practice to meet the needs of all students, strengthened by a comprehensive student wellbeing program. The curriculum and learning design enable students to use their explicitly taught Numeracy and Literacy skills during authentic learning experiences, to maximise purpose and engagement.

Classrooms are well resourced and include extensive ICT infrastructure. The school has generous sporting and recreational facilities with expansive grounds including three playgrounds, a gym, football areas with synthetic basketball courts and soccer pitch/hockey field. Student activity areas also include active and passive spaces and outdoor discovery learning areas.

The school has a purpose designed Prep – 2 Junior Learning Centre, Kids Kitchen, Library, Science Centre and Outdoor Learning environment. The Out of School Hours Care (OSHC) facility provided care for up to 75 children before and after school, with places usually fully booked.

The Geelong Deaf Education Centre (P-12) is facilitated by GWPS with Deaf and Hard of Hearing students attending the school before transitioning to Grovedale College in Years (7-12). The Centre provides specialist staff including Teachers of the Deaf and Auslan Communication Assistants.

The school's vision is based on the Mparntwe Education Declaration Educational Goals for Young Australians. The goals enable students to love learning, to embrace life and to become successful learners, confident and creative individuals, and active and informed citizens. Our school values align to our School Wide Positive Behaviour approach and all that we do as a learning community at Grovedale West Primary School. The school's RISE values form the basis to acknowledge and celebrate student learning, social engagement and citizenship.

- Responsible - We are responsible for making good choices and being reliable.
- Inspiration - We lead by example, sharing creative ideas.
- Strength (of Character) - We are resilient and use a growth mindset.
- Empathy - We are inclusive and respect and care for others and our world.

The socioeconomic band (SFOE) in 2024 was Low / Medium with 324 students in sixteen home-groups, an average class size of 20 students. The school followed the neighbourhood boundary enrolment guidelines and the learning communities consisted of four Pods - Prep, JPOD (1 and 2), MIPOD (3 and 4) SIPOD (5 and 6). Specialist programs included Languages (Auslan), Science/STEM, Art/Performing Arts, Library, Music and Physical Education. The workforce composition consisted of a Principal, Assistant Principal, two Learning Specialists, twenty-one

teachers, seven education support staff, three Teachers of the Deaf, three Auslan Communication Assistants, a full-time business manager and administrative assistant, a Tutor, a Mental Health and Wellbeing Leader and an Inclusion Leader as well as a Out of School Hours Care coordinator.

Progress towards strategic goals, student outcomes and student engagement

Learning

To address the 2023-2027 School Strategic Plan goal of 'Maximise learning growth for all students in Literacy and Numeracy', the educational program provided explicit teaching supported by authentic learning experiences that enabled students to develop their skills and self-reflective capabilities. Community engagement was strengthened through parent and carer involvement in Learning Showcases and other school-based events. The school valued the positive community support received from parents and members of the community. The strong connection with Deakin University and other universities continued by supporting pre-service teachers and hosting Occupational Therapy students.

The Stephanie Alexander Kitchen Garden program placed a strong focus on positive food education, environmental sustainability and food science. The Junior Landcare group continued to maintain areas around the school, creating native food gardens in addition to the Junior Landcare Healthy Habitat Garden.

To support implementation of the 2025 Annual Implementation Plan, a focus included implementation of the Victorian Teaching and Learning Model (VTLM) 2.0, requiring changes to curriculum delivery and assessment of student learning, particularly for Maths. Quality differentiated practice, a targeted focus on Phonics, Literacy and Numeracy and a comprehensive tutoring program were provided. A key focus was placed on the Early Years with the younger students supported to build their learning engagement and foundational Literacy and Numeracy skills. The tutoring program targeted support for students across the school. Key to this work was a focus on oral language, phonics development and executive functioning to support students to be school and learning ready as well as to extend higher achieving students.

Comprehensive professional learning for teachers included Literacy and Numeracy in addition to strengthening teacher practice to support students with varied inclusion and social / emotional needs.

Teacher Judgement of student achievement was below Similar schools for English and Maths. This can be attributed to implementation of the new Victorian Teaching and Learning Model 2.0, requiring changes to curriculum delivery and assessment of student learning. The school anticipates Teacher Judgements will return to at or above Similar Schools once these changes are embedded.

NAPLAN results, compared to Similar schools, showed:

- Year 3 students were above for Reading, Writing, Spelling, Grammar and Punctuation, and below for Number.
- Year 5 students were above for Reading, Spelling, Grammar and Punctuation, just below for Writing (1%) and below for Number.
- The percentage of students in the top 2 bands from Year 3 (2023) to Year 5 (2025) increased for Reading, Spelling, Number, Grammar and Punctuation.

While NAPLAN was one measure of performance, the school continued to strengthen the students' critical thinking, wellbeing and problem-solving skills to enable them to be well rounded and reflective students.

Teachers provided high quality practice in inclusion and highly differentiated practice, particularly in Year 5. With the number of students increasing from fifty to sixty, a third class was introduced in Term 2 to reduce class sizes from thirty to twenty students. One class was housed in the Library away, from the other Year 5 classes, and a new home group teacher was employed.

Wellbeing

To address the 2023-2027 School Strategic Plan goal of 'Improve students' engagement and wellbeing', the school continued to focus on implementing the School Wide Positive Behaviour and Respectful Relationship programs. The school's RISE Positivitree student recognition process celebrated student citizenship, social and emotional interaction and promoted the school values.

The school focused on implementing the Positive Classroom Management Strategies of Classroom Expectations and Classroom Procedures and Routines to set the conditions for providing a positive climate for learning. The Attitudes to School Survey completed by students in Years 4-6 were below Similar Schools for Sense of Connectedness and Managing Bullying. Year 5 data, the largest cohort in the school, impacted these results as a third class and teacher was introduced in Term 2 and located in the library away from the other two classes.

The school provided a transition program for students into, through and from our school. A comprehensive Prep transition program was provided with teachers and inclusion leaders engaging with Early Years providers to discuss student transition needs. Similar support was provided for students moving to secondary school with the Year 6 students appreciating the opportunity to participate in transition sessions at neighbouring Grovedale College.

The school offered an intervention program called 'Peaceful Kids', an 8-week evidence-based program which draws on principles from Mindfulness and Positive Psychology. The program was designed to help children build their emotional resilience and reduce stress and anxiety.

Through each year level and more comprehensively in Year 6, students developed their leadership skills. This was enabled through involvement in the planning and facilitation of fundraising activities and events as well as planning and leading school assemblies. The distributed student leadership model supported the students to engage in authentic school leadership.

The school had a comprehensive inclusion and wellbeing support team with students, teachers and families supported by a Mental Health and Wellbeing Coordinator, Inclusion Leader and School Chaplain as well as by agencies including Student Support Services and Barwon Bridge. Teachers engaged regularly with external health providers to support goal development and shared support for individual students. This assistance was invaluable in supporting student wellbeing and inclusion. The Inclusion Leader also facilitated the Disability Inclusion Profile process for eligible students.

The Community Engagement Team from Geelong Police provided online information sessions for students and parents/carers and all students engaged in the Life Education program to develop self-awareness and life skills, such as 'stranger danger'.

The Mental Health and Wellbeing Leader provided valued support through the provision of Social Skills programs, the 'Flow Hour' and Lunchtime Play activities. The Chaplain provided highly valued pastoral care and support for our school community.

Engagement

To address the 2023-2027 School Strategic Plan goal of 'Improve students' engagement and wellbeing', celebrating learning was a key feature of our school and many opportunities were provided for the students to share and celebrate their learning through Learning Showcases, SeeSaw Portfolios, sporting events, assemblies, choirs, Circus Troupe and performances. A renewed 'Link' school newsletter also regularly showcased student voice and learning.

The year culminated in the annual School Concert, Assembly, Awards Presentation and Year 6 Graduation. Our students were acknowledged for their individual achievements, learning growth and contribution to their own learning and their school community.

Teachers developed student learning dispositions, agency and active engagement in learning using the 6C capabilities (collaboration, critical thinking, creativity, citizenship, character and communication). Engagement in problem-solving experiences and learning showcases enabled students to demonstrate their knowledge and skills to engaged audiences. Students in the early years enjoyed active participation in play-based learning, strengthening their learning confidence and engagement. The school's Music program was supported by the valued contribution of the Song Room program, strengthening oral language skills through music engagement, with a highlight

being the 'Big Day Out' performance attended by parents and community members. Students also enjoyed the opportunity to attend a Broadway performance at a Melbourne theatre.

Many students across all year levels enjoyed participating in the Stephanie Alexander Kitchen Garden program, cooking in the Kids Kitchen and providing hands on help in the Junior Landcare programs.

The school had a strong student leadership program. The Year 6 student Captains and Vice-captains planned and lead school assemblies to celebrate student achievements and acknowledge those who received RISE values. The Grade 6 Sports Captains planned and lead whole-school sports days, with students enjoying the opportunity to engage in sporting activities with others in the school.

Our students also engaged in several community partnerships including regular use of the Waurn Ponds Library, engagement in Landcare and other sustainability organisations. Students participated in a broad range of school based and inter-school sporting events, excursions, incursions, camps and performances with several students participating in the State Athletic finals. Other highlights for the children were performing at the Geelong Music Festival and Annual School Concert, engaging in an extensive Swimming program and Year P - 6 Cross Country and athletic events.

Student attendance continued to be a school priority and students with extensive absenteeism were supported with re-engagement programs, parent support and guidance from the Department of Education, Student Support Services team and Barwon Bridge. The following data indicates improved consistency in attendance across levels and positive parent satisfaction and school climate data.

- 2025 Absence Days - Average number of absence days was above Similar Schools with Year 5 recording the lowest percentage of attendance (85.1%). Students with twenty or more days absent across the school was below Similar Schools, with Year 5 data well above Similar Schools. Common reasons for non-attendance included illness and extended family holidays.
- 2025 - Parent Survey - General School Satisfaction - percentage endorsement above Similar schools.
- 2025 - School Staff Survey - School Climate - percentage endorsement above Similar schools.

Other highlights from the school year

The school provided an extensive Camps program with all Prep-6 students participating in day camp activities and two and three day urban, country and coastal camps. Senior students had extensive involvement in sporting events with participation in swimming, tennis, basketball, girls' football and Winter and Summer Sport competitions with other schools. The school also held P-6 cross country and athletics events.

Music continued to be promoted through a student choir, Djembe drumming group, the teaching of Ukelele and the school concert. This was further supported by the popular Song Room program. The School Concert and Geelong Music Festival provided a forum for students to engage in performing arts and present to a large audience in a performance venue.

The Year Five and Six Circus Troupe also performed at school and community events. It has become a highlight for student participation as they reach the senior years. The Junior Landcare group and Year 4 Kitchen Garden students have been instrumental in developing large native and vegetable food gardens around the school with produce being used in the Stephanie Alexander Kitchen Garden program.

Celebrating Bookweek was again a highlight with students enjoying the author visits, along with engaging in bookweek activities and participating in the parade. Grade 5 and 6 students participated in the Victorian High Ability Program (VHAP) providing extension tasks for higher achieving students. The Year 5 VHAP students attended 'plastic pollutions' extension programs in Bacchus Marsh and Melbourne.

Throughout Term 3 and 4 students from grades 5 and 6 designed, built and tested solar powered boats. Teams travelled to Scienceworks where they competed against students from primary schools and high schools from across Victoria. Ecolink incursions focused on sustainability were held, linked to Year 5 novel studies. Students in Year 2, 4 and 6 attended excursions to the EarthEd Centre in Ballarat for Science/STEM activities.

The school continues to have a valued link with the Waurn Ponds library with students frequently visiting to use this community resource. Sharing of facilities and resources has occurred, strengthening connections with neighbourhood Kindergartens. Another highlight was the end of term celebration and casual dress days, with competitive Teacher v Student matches for AFL and Netball which all students and parents/carers enjoyed watching.

Financial performance

The school provided quality resources to ensure continuous school improvement.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school consistent with Departmental policies, School Council approvals and the intent or purpose for which the funding was approved or raised.

In 2025, surplus funds were committed to the appointment of additional inclusion staff, tutors, a new synthetic soccer pitch/hockey field, a new senior playground with shade sail replacement,

installation of a new telephone system, internal painting, replacement of student devices (eg. chromebooks) and re-sheeting of the Gym roof.

The school received a grant from the Beth MacLaren Smallwood Foundation to provide an additional Language Support Teacher to assist our Deaf and Hard of Hearing students.

In 2025 the school received equity funding which was used for an additional Learning Specialist to work with each team to continually strengthen the learning program across the school.

Additional funding was also received for Tier 2 Inclusion, Tutoring and Mental Health in Primary Schools and was fully expended with additional funds used to strengthen the support.

**For more detailed information regarding our school please visit our website at
<https://www.gwps.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 320 students were enrolled at this school in 2025, 161 female and 158 male. 8% had English as an additional language and 3% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	85.7%	
	Similar schools	80.0%	
	State	82.0%	

School Staff Survey


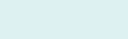


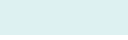

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	77.8%	
	Similar schools	76.5%	
	State	77.4%	

LEARNING


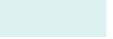


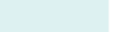


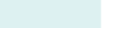




Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	81.1%	
	Similar schools	86.3%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	77.2%	
	Similar schools	85.9%	
	State	84.2%	

NAPLAN

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


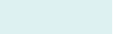


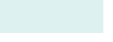

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	74.4%		68.9%
	Similar schools	69.5%		69.3%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	71.9%		78.1%
	Similar schools	71.5%		72.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	58.1%		56.6%
	Similar schools	65.2%		64.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	57.1%		67.6%
	Similar schools	64.3%		65.3%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


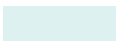

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	52.8%	
	Similar schools	72.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	56.9%	
	Similar schools	67.9%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	64.1%		77.7%
	Similar schools	75.2%		74.9%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	57.7%		74.8%
	Similar schools	75.0%		74.1%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	24.0	22.1
	Similar schools	21.5	21.9
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	89.0%	
Year 1	School	90.2%	
Year 2	School	88.2%	
Year 3	School	89.2%	
Year 4	School	86.4%	
Year 5	School	85.1%	
Year 6	School	88.7%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,348,219
Government Provided DET Grants	\$529,005
Government Grants Commonwealth	\$295,404
Government Grants State	\$124,608
Revenue Other	\$82,492
Locally Raised Funds	\$318,351
Capital Grants	\$0
Total Operating Revenue	\$5,698,078

Equity	Actual
Equity (Social Disadvantage)	\$87,083
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$87,083

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

Expenditure	Actual
Student Resource Package ¹	\$4,314,244
Adjustments	\$0
Books & Publications	\$14,836
Camps/Excursions/Activities	\$110,860
Communication Costs	\$5,698
Consumables	\$115,234
Miscellaneous Expenses ²	\$17,204
Agency Staff	\$164,173
Professional Development	\$10,986
Equipment/Maintenance/Hire	\$75,199
Property Services	\$172,274
Salaries & Allowances ³	\$268,249
Support Services	\$114,772

Expenditure	Actual
Trading & Fundraising	\$44,351
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,057
Total Operating Expenditure	\$5,457,138
Net Operating Surplus/-Deficit	\$240,940
Asset Acquisitions	\$282,189

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,650,697
Official Account	\$148,579
Other Accounts	\$0
Total Funds Available	\$1,799,275

Financial Commitments	Actual
Operating Reserve	\$190,482
Other Recurrent Expenditure	\$4,015
Provision Accounts	\$9,429
Funds Received in Advance	\$203
School Based Programs	\$11,159
Beneficiary/Memorial Accounts	\$87,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$228,531
Repayable to the Department	\$216,344
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$110,097
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$857,760

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.