

2024 Annual Report to the School Community

School Name: Southmoor Primary School (4910)



- 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 25 April 2025 at 04:07 PM by Jenny Siriopoulos (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 25 April 2025 at 04:07 PM by Jenny Siriopoulos (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

Southmoor Primary School, founded in 1963, is located on a spacious 5-hectare site in the Bayside suburb of Moorabbin, just 21 km southeast of Melbourne's CBD. Our beautifully maintained grounds provide students with ample open spaces for extracurricular activities and foster a vibrant community atmosphere. We prioritise applying learning to real-life situations through our programs, bridging the gap between curriculum and practice. We are committed to being a community-focused school that values collaboration, inclusivity, and diversity. Our mission is to empower every member of our school community to learn, grow, and thrive.

In 2024, 399 students were enrolled at our school, 192 and 207 males. 62% of our students had English as an additional language. Staff structure profile 2024 included 1 principal, 2 assistant principal class employees, 24 FTE teaching staff, 1 learning tutor, and 8.2 FTE education support staff.

Due to the positive changes being reinforced, our students are reporting feeling connected and supported within our school. Additionally, parents report stronger connection and communication regarding overall student learning and wellbeing, highlighting parent connectedness, support, and collaborative working relationships between school, home, and community.

A continued focus is building upon a stronger whole school culture towards teaching and learning confidence, with a clearer strategic direction for our school towards the Explicit Direction Instruction approach to our 'teaching and learning', incorporating the Gradual Release of Responsibility Model. This evidence-based approach to 'teaching and learning' supports all learners towards increasing student learning outcomes. This model, often described as "I do, we do, you do," involves stages of teacher modeling, guided practice, and independent application. The teacher demonstrates the skill or concept, providing clear instructions and examples. The teacher and students work together, with the teacher providing support and guidance as students practice the skill. Our students apply the skill independently, with the teacher providing feedback and support as needed.

Southmoor Primary School, 'Living for today with tomorrow in mind.'

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Southmoor Primary School remained committed to improving student learning by establishing a consistent, evidence-based approach to reading and mathematics. Through structured teaching methods, clear classroom routines, and a focus on high-impact instructional strategies, we have worked to enhance both engagement and achievement across all year levels.

Key achievements in 2024 include:

- **Early Literacy Development:** The successful implementation of a systematic synthetic phonics program in Foundation to Year 2, providing a strong foundation in reading and spelling.
- **Evidence-Based Teaching:** The adoption of Teach Like a Champion 3.0 strategies and the introduction of knowledge-rich units to deepen student understanding and comprehension.
- **Mathematics Instruction:** A structured, consistent approach to numeracy, ensuring lessons follow a logical sequence and build student confidence.
- **Behaviour & Engagement:** The full implementation of School-Wide Positive Behaviour Support (SWPBS), leading to a positive and supportive learning environment for all our students.
- **Classroom Structure & Routines:** The establishment of clear, consistent classroom routines, minimising disruptions, and maximising student engagement whilst raising awareness on the Cognitive Load Theory, designing teacher instruction to maximise learning by minimising cognitive load.

The impact of these initiatives is evident in our 2024 NAPLAN results, with Year 3 and Year 5 students performing close to or above Similar Schools' averages. In Year 3 Reading, 78.9% of students achieved results in the Strong or Exceeding categories, just 2% below the Similar Schools average of 80.9%. In Numeracy, 77.2% of students reached these levels, closely aligning with the 80.5% average of Similar Schools.

Our Year 5 results highlight strong performance across both domains. In Reading, 83.8% of students achieved in the Strong or Exceeding range, just 2.7% below the Similar Schools' average of 86.5%. In Numeracy, Southmoor students outperformed Similar Schools, with 82.4% achieving at the higher levels compared to the 81.8% average. Teacher Judgement of student achievement against the Victorian Curriculum shows the percentage of students working at or above age expected standards in English and Mathematics. These scores were similar to the state average.

These results reflect the impact of our structured literacy and numeracy approaches and reinforce our commitment to ongoing improvement.

Wellbeing

In 2024, Southmoor Primary School implemented key initiatives to strengthen its foundation and enhance consistency across the school. 'Do Now' activities were introduced each morning, alongside standardised entry and exit routines and smooth transitions between classes. These strategies have contributed to a structured and productive learning environment while also reinforcing positive behaviour through a 4:1 ratio of positive behaviour and reinforcement. Additionally, Class Dojo was further embedded as the main school-wide communication tool, strengthening the connection between staff and the parent community.

School-wide Positive Behaviour Support (SWPBS) is an evidence-based approach that improves behaviour, wellbeing, and learning for students. When implemented effectively, SWPBS allows teachers and students to spend more time building positive relationships and focusing on learning. It benefits everyone further,

- increasing respectful and positive behaviour
- allowing more time for focused learning in the classroom
- enhancing social and emotional wellbeing
- strengthening positive and respectful relationships between students and staff
- creating a safe, orderly, and supportive school environment.

Southmoor continued implementing the program in its second year, showing overall positive whole-school results, moving in the right direction.

To further support student behaviour and progress monitoring, Compass Chronicle entries were introduced school-wide, streamlining tracking and documentation processes. This system has provided valuable insights, enabling educators to tailor interventions and support more effectively. Moving into 2025, this process will remain a key focus, with an emphasis on gathering and utilising data to further support student positive behaviour and engagement.

Additionally, a token system was introduced to promote positive behaviour during breaks. This initiative encourages social interaction, reinforces expected behaviours, and fosters a strong sense of community and well-being among students. The tokens are aligned with the school values of Freedom and Fairness, Friendship and Kindness, and Respect, with the fortnightly value focus determining the reasons students receive the tokens.

These strategies embedded throughout 2024 have continued to yield positive results, with the Attitudes to School Survey reflecting that students' Sense of Connectedness and Experience of Bullying remain in line with 'like schools' over the four-year average 77.3%

In forward planning, to be implemented in 2025, Southmoor Primary School remains committed to further strengthening students' emotional regulation by implementing targeted programs. This includes the introduction of the *Zones of Regulation*, which will support students in recognising and managing their emotions effectively, thereby fostering a positive and supportive learning environment. In addition, the *Friendology* program will be introduced as a structured friendship skills curriculum aimed at helping students develop healthy relationships, manage conflict, and build strong social-emotional capabilities. Alongside these initiatives, the school will continue to reinforce, refine, and enhance existing practices to ensure a consistent and effective approach towards developing self-regulation skills across all year levels.

Engagement

In 2024, student engagement and attendance rates overall improved significantly and remained positive. The average number of absence days for students was 19.9%. There was a 4.2% reduction in student absenteeism from the previous year.

To address absenteeism, school leadership and staff implemented clear attendance expectations and communicated them throughout the school community, increasing awareness and collective responsibility.

Attendance became a priority, bolstered by documented processes and well-defined responsibilities, and implementation. Timely interventions were facilitated through effective attendance recording and monitoring.

Additionally, strong evidence-based, streamlined programs and processes were established to prioritise concerns related to attendance. This proactive, whole-school approach has fostered a culture in which attendance is both valued and supported, further enhancing student engagement and learning success.

We also initiated further literacy interventions, established a Response to Intervention program, and secured increased funding under our Disability Inclusion program, alongside enhancing well-being initiatives through the Whole School Wide Positive Behaviour Program.

Our strong commitment to ensuring that all students experience a positive educational journey, characterised by excellence in teaching, learning, and student well-being, is rooted in best practices and rigorous decision-making supported by a solid evidence base. We have created a positive learning environment for all students with clear expectations on collective responsibility, as evidenced by our consistent whole-school routines and protocols, which have contributed to these positive results.

Other highlights from the school year

At Southmoor, we cultivate a dynamic learning environment dedicated to empowering every student to achieve their fullest potential. Our educators are deeply committed to fostering a culture that values both student learning and well-being, ensuring that every learner feels recognised and supported.

We offer engaging weekly library sessions designed to ignite a passion for reading in our students. These sessions provide an enriching experience, allowing students to explore a diverse selection of books that cater to various interests and year levels. By immersing themselves in literature, students not only enhance their literacy skills but also cultivate a lifelong love of reading.

Our strong Physical Education Program highlights the essential role of sports, health, and physical activity, promoting active participation from Foundation through Year 6. Students participate in weekly P.E. sessions and engage in school-wide events such as the Athletics Carnival, Swimming Program, and Cross Country. Our senior students also participate in the Summer and Winter Interschool Sports Seasons. These events are significant highlights of the school year, fostering a spirit of competition and teamwork. Throughout the year, students are supported and encouraged to compete at school, district, division, region, and state levels, celebrating their achievements within the community and representing Southmoor at the State level.

In Performing Arts, students participate in a range of music, dance, and drama activities through weekly lessons, school assemblies, and student-driven talent shows. Ongoing opportunities for whole school performances are provided throughout the year, with a whole school musical being a highlight that is organised every second year and performed for the school's community at the Moorabbin Town Hall.

In our Language Other Than English program, students at Southmoor learn Korean. They explore Korean culture and language through weekly lessons and whole-school cultural days throughout the year.

All grades attend excursions every term. Our Grade Four and Grade Six students attend camps, while the Grade Five students participate in a two-day experience in the city and local community.

Our STEAM (Science, Technology, Engineering, Art, and Mathematics) program is something we are extremely proud of, as it links directly to our garden space. We have two STEAM labs specifically designed to ensure students can collaborate, investigate, and explore concepts under the guidance of our STEAM specialist. Students attend STEAM lessons weekly,

The Stephanie Alexander Kitchen Garden Program (SAKGP) is offered for students in Years 3-6. Through this program, students learn about various processes involved 'from seed to plate,' while working closely with their classroom teachers, our kitchen expert, and parent volunteers. This hands-on program fosters a deeper appreciation of food systems, helping students cultivate culinary skills and learning about the importance of caring for our environment.

From Foundation to Year Six, students actively participate in caring for our outdoor school spaces, learning the essential principles of environmental stewardship. This initiative encourages a growth mindset, instilling a lifelong love for our environment that is shared within our school community and at home.

We are dedicated to forging strong connections with our local community through collaborative learning, fundraising initiatives, and various school projects. Our partnerships with community organisations are vital, prioritising student voice, agency, and leadership, allowing learners to engage meaningfully with their surroundings.

Southmoor Primary School truly brings learning to life, instilling a sense of purpose for knowledge that our students carry with them, beginning from within the classroom, their school community, and local communities.

Financial performance

Southmoor Primary School maintained a sound financial position throughout 2024. The School Strategic Plan, along with the Annual Implementation Plan, continued to provide the framework for the school council's allocation of funds to support school programs and priorities.

Funds have been spent on classroom curriculum resources and new classroom furniture. Southmoor Primary School receives funds from the department, and those raised locally have all been expended and or committed to subsequent years to support the operational needs of the school to provide the students with a high-quality education.

The school ended the year in a healthy financial situation with a bank balance of \$566,223.45. We have managed our SRP deficit from \$274,898 in December 2022 to \$103,669 in December 2023.

The school has been able to employ an Inclusion and Disability Coordinator to continue with the program, further supporting the teachers and students. There were no substantial extraordinary revenue or expenditure items during the year, and the funds received from fundraising were in excess of \$20,000.

The school budget has been managed to ensure the continuation of the school's extra-curricular programs into the foreseeable future.

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 394 students were enrolled at this school in 2024, 188 female and 205 male.

33 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).

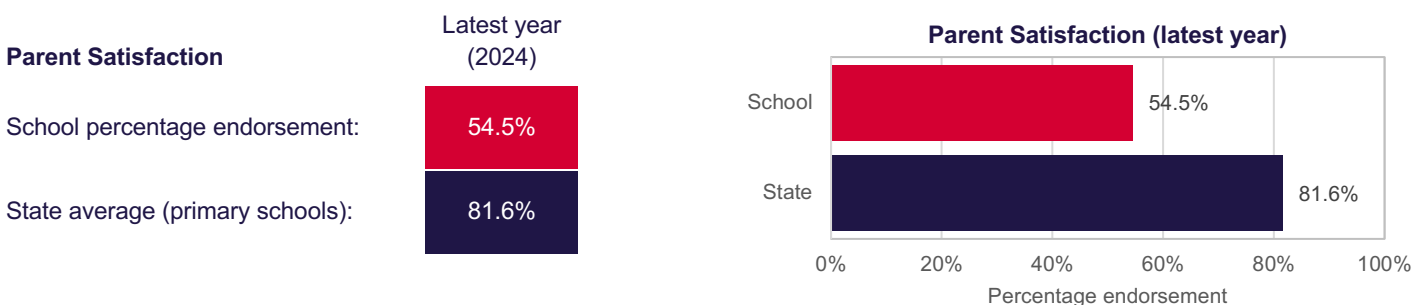
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

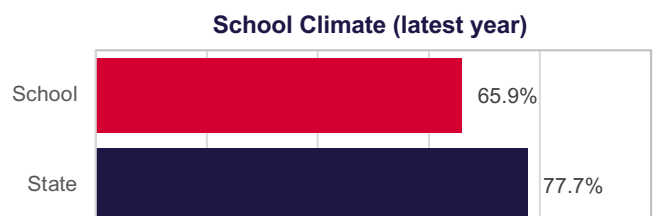


School Staff Survey

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.



School Climate	Latest year (2024)
School percentage endorsement:	65.9%
State average (primary schools):	77.7%

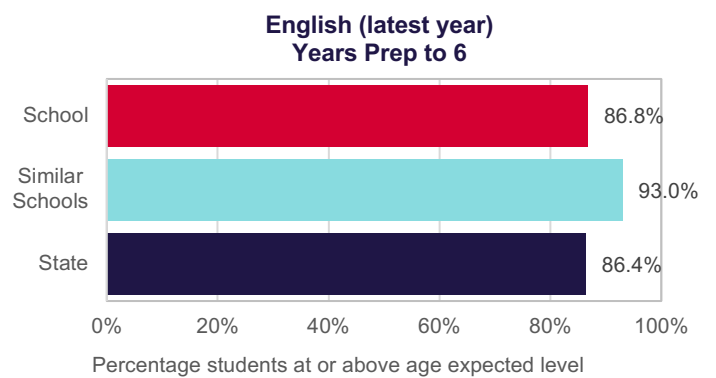
LEARNING

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

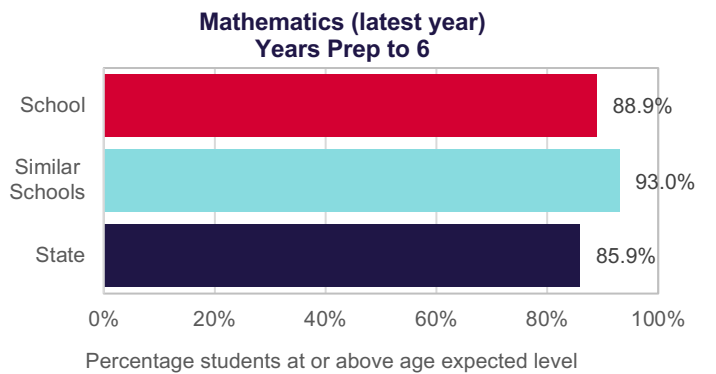
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	86.8%
Similar Schools average:	93.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.9%
Similar Schools average:	93.0%
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.

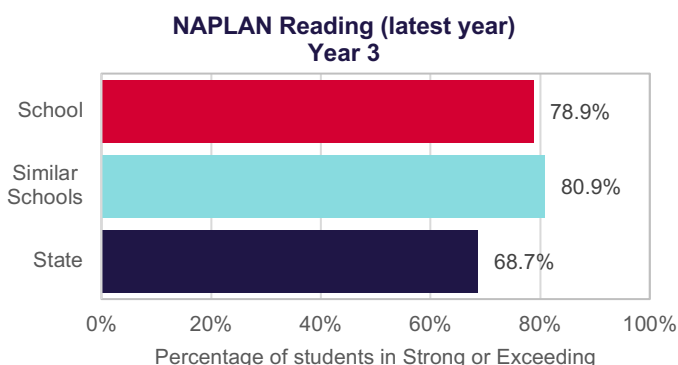
NAPLAN

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.

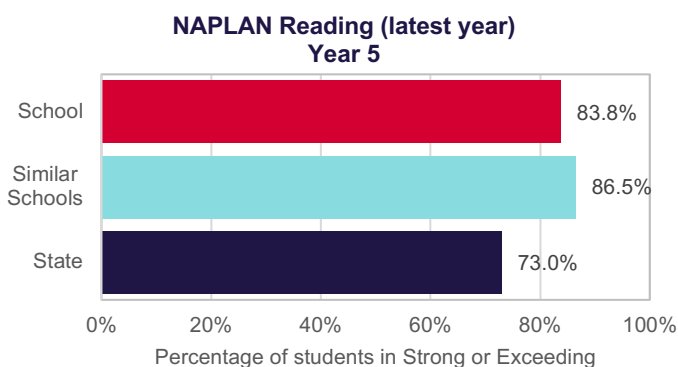
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.9%	79.1%
Similar Schools average:	80.9%	82.7%
State average:	68.7%	69.2%



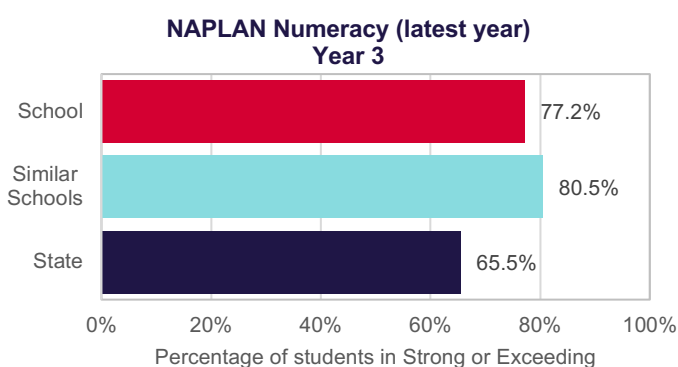
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.8%	83.3%
Similar Schools average:	86.5%	88.1%
State average:	73.0%	75.0%



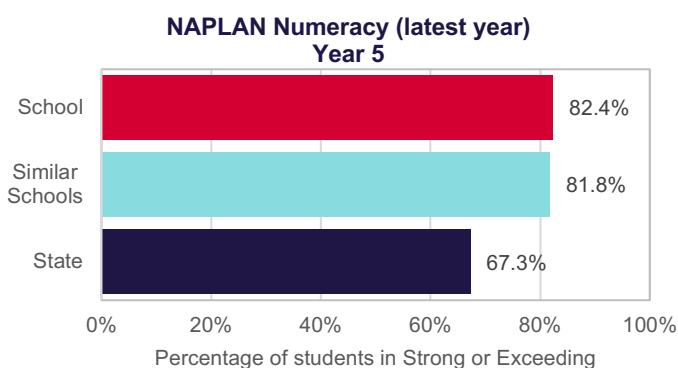
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.2%	77.4%
Similar Schools average:	80.5%	81.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	81.8%
Similar Schools average:	81.8%	82.4%
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:

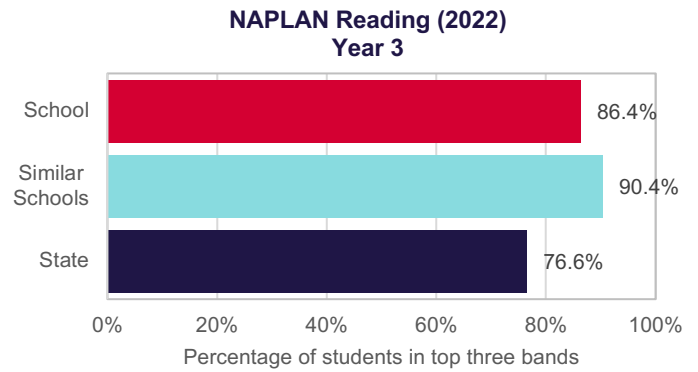
86.4%

Similar Schools average:

90.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

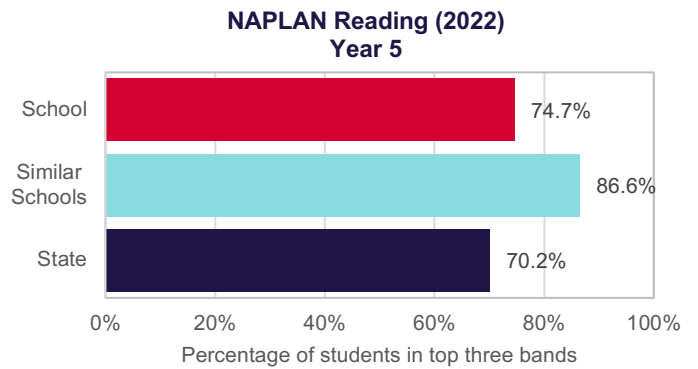
74.7%

Similar Schools average:

86.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

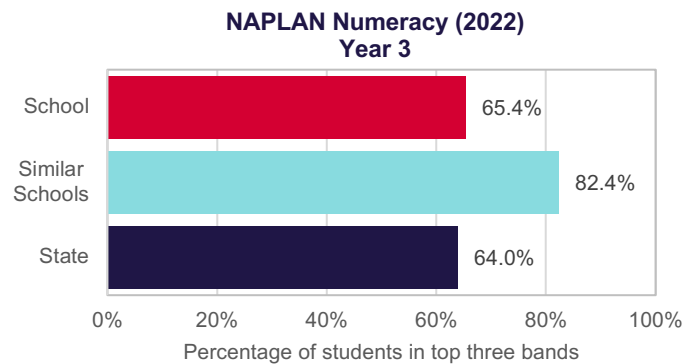
65.4%

Similar Schools average:

82.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

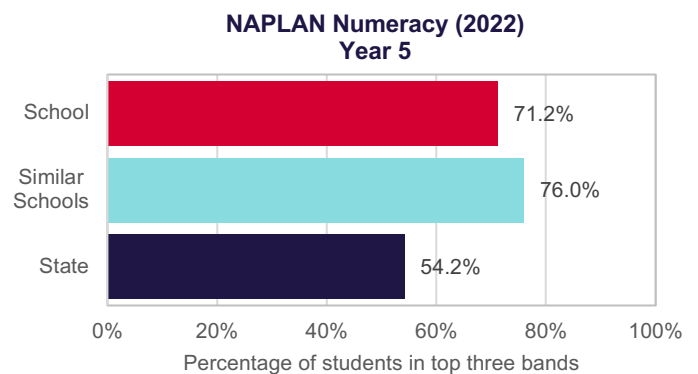
71.2%

Similar Schools average:

76.0%

State average:

54.2%



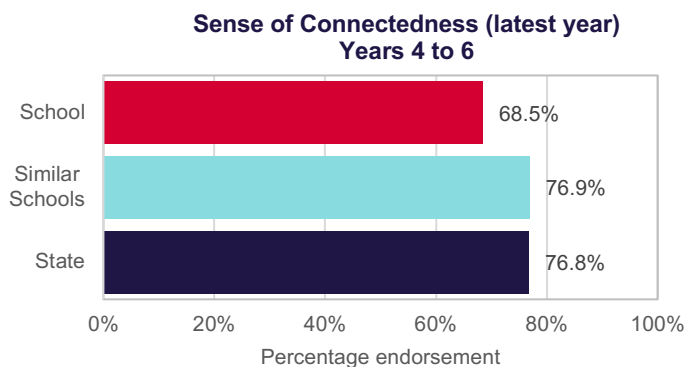
WELLBEING

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).

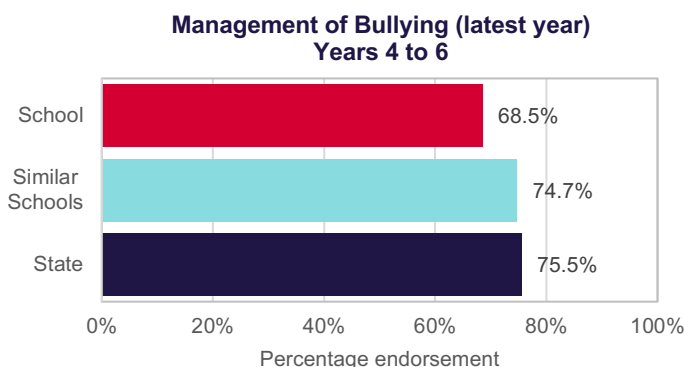
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	68.5%	77.8%
Similar Schools average:	76.9%	78.7%
State average:	76.8%	77.9%



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:	68.5%	77.3%
Similar Schools average:	74.7%	76.3%
State average:	75.5%	76.3%



ENGAGEMENT

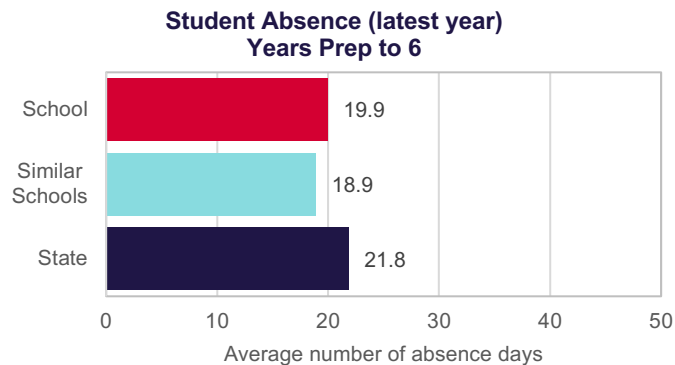
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.9	18.7
Similar Schools average:	18.9	16.9
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%	90%	90%	91%	90%	88%	89%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,224,149
Government Provided DET Grants	\$254,081
Government Grants Commonwealth	\$14,930
Government Grants State	\$0
Revenue Other	\$55,318
Locally Raised Funds	\$405,374
Capital Grants	\$0
Total Operating Revenue	\$4,953,853

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,717
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,717

Expenditure	Actual
Student Resource Package ²	\$4,355,110
Adjustments	\$0
Books & Publications	\$380
Camps/Excursions/Activities	\$116,615
Communication Costs	\$6,662
Consumables	\$92,369
Miscellaneous Expense ³	\$36,114
Professional Development	\$18,297
Equipment/Maintenance/Hire	\$82,847
Property Services	\$110,532
Salaries & Allowances ⁴	\$116,432
Support Services	\$132,429
Trading & Fundraising	\$85,439
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,781
Total Operating Expenditure	\$5,212,007
Net Operating Surplus/-Deficit	(\$258,154)
Asset Acquisitions	\$32,075

- (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	\$566,223
Official Account	\$8,154
Other Accounts	\$0
Total Funds Available	\$574,378

Financial Commitments	Actual
Operating Reserve	\$144,229
Other Recurrent Expenditure	\$9,323
Provision Accounts	\$0
Funds Received in Advance	\$11,196
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,250
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$184,998

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.