

2024 Annual Report to the School Community

School Name: Diamond Creek Primary School (1003)



- 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 15 April 2025 at 11:23 AM by Jacqui Abrahams (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 30 April 2025 at 09:00 AM by Jacqui Abrahams (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

Diamond Creek Primary School sets a clear vision that places students at the centre and embraces effective learning and teaching as its core purpose. Learning experiences are informed by the latest research to ensure we are supporting all students to thrive, both in terms of their learning and wellbeing. The school aims to provide a stimulating, safe, happy and caring environment delivering quality education that promotes personal growth and enthusiastic learners. All students are given the opportunity for individual development in a supportive learning environment that encourages positive self-esteem, personal excellence and uniqueness. The school values of; Respect, Cooperation, Persistence and Striving for Excellence are used to prepare and support our students, as they become positive and thoughtful citizens within their community. Our values are the foundation to our school-based personal and social development programs.

The importance of learning is emphasised in our programming and students are encouraged to discover, question and create. A stimulating curriculum caters for the individual learning needs of each student and provides many opportunities for growth, discovery and success. Students are challenged and inspired, and as they grow as learners, they develop the skills for lifelong learning. Working with our students, we empower them to progressively take ownership of their learning, to make purposeful contributions to their learning environments, and to be responsive to issues arising in the world around them. Their achievements and effort are well-recognised and celebrated. Specific emphasis is placed on individual development in English and Mathematics and additional assistance and extension is offered to students in need. Information and Communication Technologies are an integral part of student experiences where learning seamlessly extends beyond the local school environment to the broader global community. Modern, purposefully designed learning spaces promote a collaborative learning experience for students, enhanced by a plentiful array of technological tools in addition to our BYOD 1:1 iPad program for our year 5 and 6 students. Complementing the high-quality classroom curriculum is a comprehensive range of specialist programs, which incorporates The Arts, with dedicated classes in Language Arts (Italian), Visual Arts and Performing Arts (including Music and Drama), Physical Education and STEAM (Science, Technology, Engineering, Art and Mathematics). Specialist teachers in these curriculum areas challenge and extend students through the outstanding programs offered.

Diamond Creek Primary School is situated on a large and well-maintained allotment in the outer suburb of Diamond Creek. A walk through the school is a walk through history with the original Diamond Creek Primary School building, constructed in 1870, still being used productively as high-quality classrooms. The Art room and multipurpose room, (incorporating the Performing Arts/Languages facility and the Out of School Hours Care facility), along with other established learning areas have all been constructed at various stages throughout the life of the school. With years of programmed maintenance and renovations, the school offers excellent learning spaces. Students, families and staff are very proud of the attractive, natural school setting with the entire community working together to ensure it is well maintained, as are the grounds and picturesque gardens. The Diamond Creek Primary School grounds are spacious and generously provide room for all types of play and outdoor experiences. Included is a full-sized basketball court, a synthetic-grass oval, four adventure playgrounds, shaded areas including the central courtyard, gardens and a purpose-built outdoor learning space. There is also a landscaped veggie patch area and hot

house, cubby houses, 'hotshots' tennis courts, rebound walls, and several hard surface areas suitable for ball games, skipping and many other outdoor activities.

In 2024 the school maintained overall student numbers, with 253 students; 135 males and 120 females. The school SFOE value is low. The average class size in 2024 was 18 students in the year F-2 levels, and 25 students for the year 3-6 levels. The staff of 27 consisted of 1 Principal class, 1 Assistant Principal, 1 ETF Leading Teacher, 1 Learning Specialist, 11 full time Teacher Class, 5 part time Teacher Class and 7 Education Support staff (2 part time Office Staff members and 5 part-time Integration Aides). Diamond Creek Primary School is a dynamic learning community, fostering collaboration and collective responsibility for all students. This is reflected by strong and productive partnerships with families and the wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2024 the staff participated in a range of professional learning opportunities including working collaboratively in Professional Learning Communities to maximise the student learning outcomes in numeracy and literacy. Staff focussed on improving their knowledge of the Victorian Curriculum in preparation for implementing Mathematics and English Victorian Curriculum 2.0 from the beginning of 2025. These professional learning priorities improved teacher knowledge of the curriculum, high quality teaching practices and quality assessment of student learning. Staff worked collaboratively to update our whole school literacy and numeracy documents to ensure they align with the new curriculum and reflect research-based teaching practices.

In 2024 our teacher judgement data showed a significant improvement in the number of students achieving above the expected in both English and Mathematics with 40.5% of our students achieved above the expected level in Reading, 27.5% in Writing and 38.6% in Number and Algebra. Furthermore, our teacher judgement data showed that 89.5% of our students achieved at or above expected level in English and 91.9% in Mathematics both results are above the state average.

In terms of our NAPLAN data, we were very pleased to see an improvement in the percentage of Year 3 students who achieved strong or exceeding proficiency in both Reading and Writing, however unfortunately we saw a decline in Numeracy. 84% of our Year 3 students achieved strong or exceeding proficiency in Reading, 81% in Writing and 66% in Numeracy. Although we saw a decline in our Numeracy results in 2024 our performance remained above state average and our two-year average remains above both similar schools and state averages. Pleasingly our 2024 Year 5 NAPLAN results saw an increase in the percentage of students achieving the exceeding proficiency in all areas with 28% of students achieving exceeding proficiency in Reading, 8% in Writing and 20% in Numeracy.

Wellbeing

Throughout 2024 Diamond Creek Primary School began to implement School Wide Positive Behaviour Supports (SWPBS) across the school. This initiative has seen an increase in the focus on our school values and has provided a framework for our staff, students and parents to develop a consistent understanding of how these values are demonstrated daily both inside and outside of the classrooms.

2024 also saw an increase in the use of neuro-affirming practices across the school including incorporating a wide range of 3-tier supports such as calm corners, brain breaks, assistive technology and individualised support from our fantastic Education Support staff. These supports are all designed to increase student engagement, wellbeing and achievement.

Our increased focus on student wellbeing has also been reflected in the communication between families and teachers with more regular conversations regarding how students are progressing in terms of their social and emotional development.

In terms of our wellbeing data, we were pleased to see an improvement in our student Attitude to School Survey data in terms of emotional awareness and regulation, help seeking and resilience. This was further reflected in our PAT Social and Emotional Wellbeing Survey also showing an improvement in the areas of 'I like being at school' and Parent Opinion Survey data regarding not experiencing bullying. Unfortunately, the PAT Social and Emotional Wellbeing Survey showed a slight decrease in overall social-emotional wellbeing and 'I talk to someone when I feel bad'. This data has been used to identify specific cohorts and social skills which have since become specific teaching focuses to ensure students are supported in this area. Similarly, our Parent Opinion Survey also saw a decrease in 'confidence and resiliency skills' and 'parent participation and involvement' which will continue to be focuses for further improvement in 2025 and beyond.

When we take a closer look at our Attitudes to School Survey data our students feel supported and have strong relationships with their teachers. The factors of 'effective classroom behaviour', 'sense of inclusion', 'teacher concern' and 'high expectations of success' have all increased and have achieved a higher percentage of positive endorsement when compared with both similar schools and state averages.

2024 has been a year of renewed focus on student wellbeing across the school which is demonstrated not only in our strong wellbeing data, but also in the wellbeing resources and increased professional knowledge in this area.

Engagement

In 2024 Diamond Creek Primary School continued to support and develop all our students as active learners. Our dedicated staff and smaller school size allow students to have good relationships with staff across the school. Staff use the information they know about each student to design engaging teaching and learning programs which are based on student interests and preferred learning styles. This approach has seen our students being actively engaged in their learning and is also reflected in our attendance data which has our students attending an average of 89.7% of the school year, which is on par with both similar schools and the state. As a school we utilise a range of data sets to seek feedback from students, staff and parents to identify our areas of strength and areas for improvement. In 2024 the Parent Opinion Survey showed that

87% of respondents reported a positive endorsement for the factor of School Connectedness. This was reflected similarly from students in the ATOSS survey showing 74% of students with a positive endorsement for School Connectedness.

When it comes to Student Voice and Agency the percentage of positive endorsement in the ATOSS increased slightly from 65% to 68%. Similarly, the Parent Opinion Survey showed a slight increase from 65% to 66%. It should be noted that student voice and agency has been identified as a future area of improvement in the new strategic plan and will be a school priority in 2025 and beyond.

When we take a closer look at our Attitude to School Survey results our students feel connected and safe at school with 91% of students responding that they have an 'advocate at school'. The results also show that our students are highly engaged in their learning with 95% of respondents reporting 'differentiated learning challenge' and 97% reporting that teachers have 'high expectations for success'. This is consistent with the daily experience of our school which shows students actively engaging in their learning and being provided with quality teaching and learning practices across the curriculum.

Other highlights from the school year

2024 was another terrific year for Diamond Creek Primary School with many highlights including;

- strengthened Science of Learning approach to teaching and learning with a strong focus on providing students with explicit teaching to ensure they master key concepts in both literacy and numeracy
- opening a new wellbeing zone which provides students with support to re-regulate during both structured and un-structured time which ensures they are able to positively participate in all aspects of the school day
- our Grade 5/6 students once again had the opportunity to demonstrate their understanding of financial mathematics and creativity during our 'Market to Market' experience

As a school we highly value the learning opportunities that extra-curricular experiences provide our students. In 2024 our students had the opportunity to develop a range of skills by participating in the following;

- Student Leaders Program- designed to actively build the leadership skills of our student leaders which they utilised to lead an active research project which focussed on improving student engagement in the yard and during lunchtimes
- State Schools Spectacular- an opportunity for students to further develop their passion for the creative arts as they participated in the rehearsals and final performance as part of the mass choir
- Human Powered Vehicle event- our team participated in this 3-day event which involves working as a team to prepare the vehicle, answer questions as part of scrutineering, present a performance about the sustainability of the event and an endurance race against many other schools. This event develops students' ability to work as a team, resilience, persistence and leadership skills

- Camp Program- students across the school have the opportunity to experience the school camp program starting with the Prep Breakfast, then progressing to the Grade 1 dinner, Grade 2 Sleepover and then a two-night camp for all Grade 3-6 students
- Interschool Sport program- students from years 4-6 are provided with the opportunity to participate in a range of sports and develop qualities of good sportspeople as they experience competing against other schools each week

The wider school community were actively involved in not only the daily operation and events of our school but they also participated in a range of parent information evenings on topics such as Cyber Safety and Puberty. Diamond Creek Primary School is a terrific small school community which has the benefit of students, staff and parents working in partnership to support our young people. This partnership was celebrated with a range of events including, a Family Night at the beginning of the year which provided new families with the opportunity to be welcomed into the DCPS community and the Carols evening as an end of year celebration. Due to construction works our Carols relocated to the Diamond Creek Cricket Club for 2024 which provided the opportunity for the wider community to join the end of year celebration. 2024 was a year full of learning, fun and connecting with others. We look forward to continuing to support our students and community in 2025 and beyond.

Financial performance

Diamond Creek Primary School maintained a sound financial position throughout 2024. The School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities. Careful financial management of the school allowed the Student Resource Packaging funding to be allocated to support the learning of our students through targeted allocation of both physical and human resources. The 2024 school year also saw a number of maintenance items being required to ensure that our fantastic school facilities were maintained in a manner which provides our school community with safe and well presented buildings and grounds. This included the addition of a new mural on our Art building, replacement of retaining walls and updates to our Friendship Garden. We received grant funding for specific projects which supported our sport and garden programs. The School Council reported that there were additional expenses associated with staffing and maintenance in 2024 which saw the school operate at a deficit of \$17,416. The school finished the 2024 school year with \$122,755 combined funds in our High Yield and Official Accounts.

**For more detailed information regarding our school please visit our website at
<https://www.diamondcreekps.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 254 students were enrolled at this school in 2024, 121 female and 133 male.

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

Overall Socio-Economic Profile

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

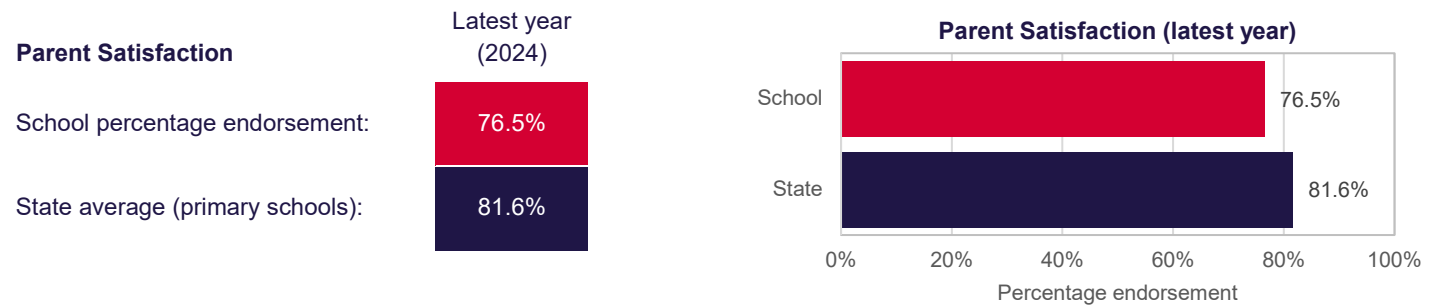
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

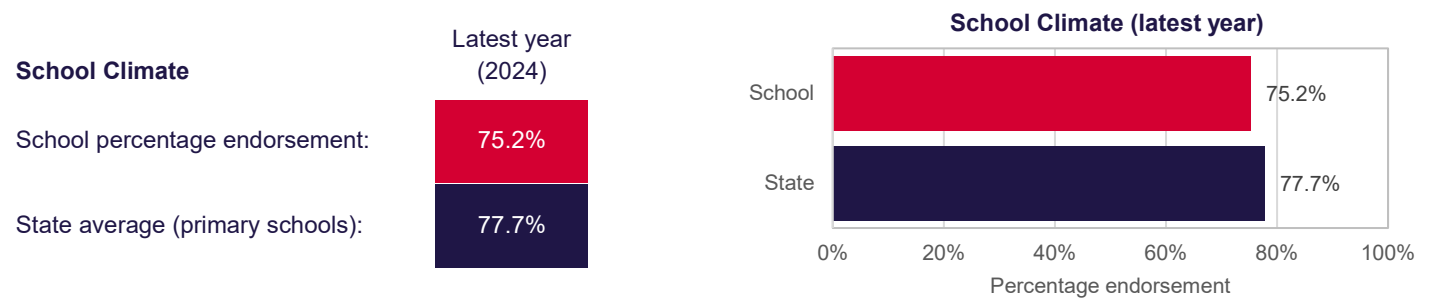


School Staff Survey

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

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

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



LEARNING

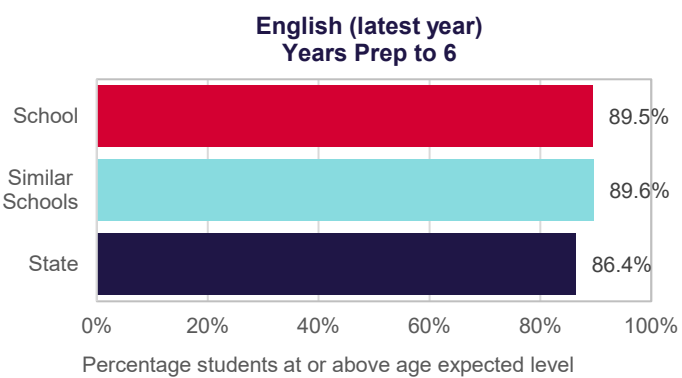


Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

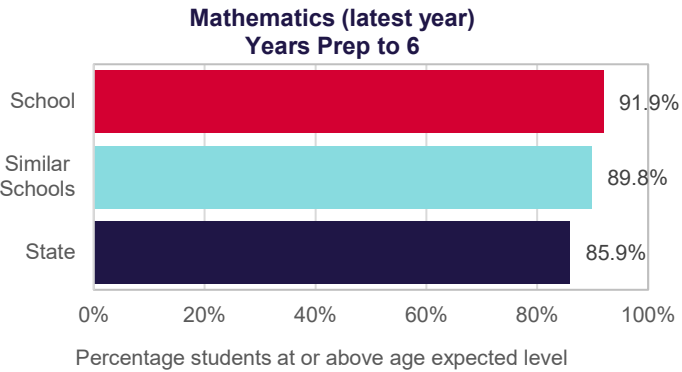
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.5%
Similar Schools average:	89.6%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.9%
Similar Schools average:	89.8%
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.

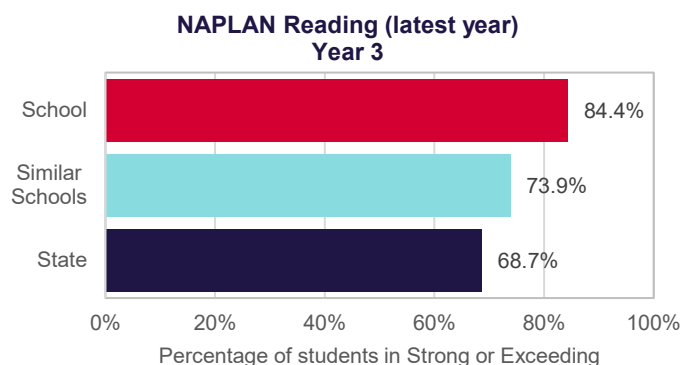
NAPLAN

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.

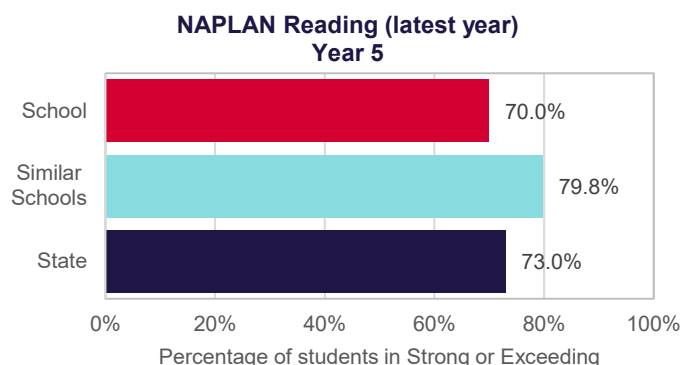
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	82.8%
Similar Schools average:	73.9%	74.3%
State average:	68.7%	69.2%



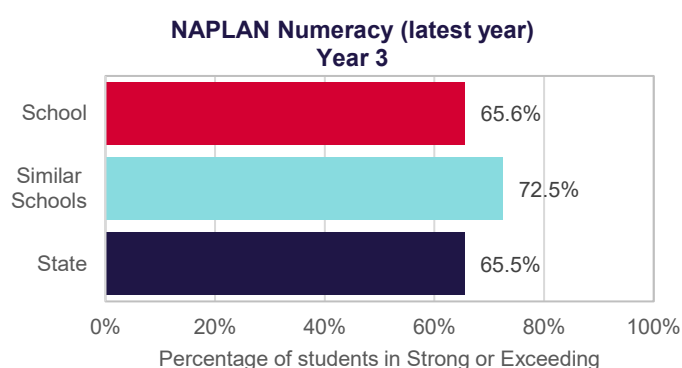
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	80.6%
Similar Schools average:	79.8%	81.7%
State average:	73.0%	75.0%



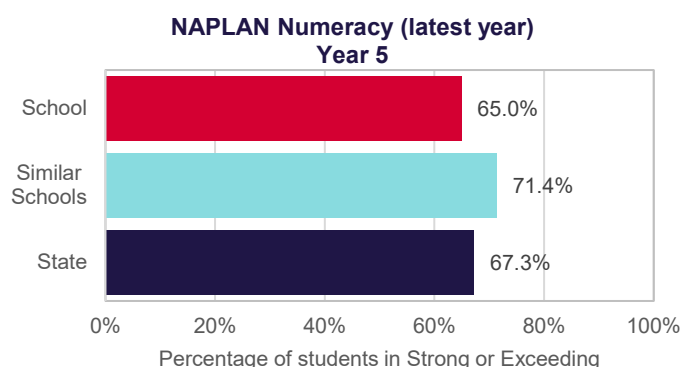
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.6%	76.6%
Similar Schools average:	72.5%	72.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.0%	69.4%
Similar Schools average:	71.4%	72.6%
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:

78.0%

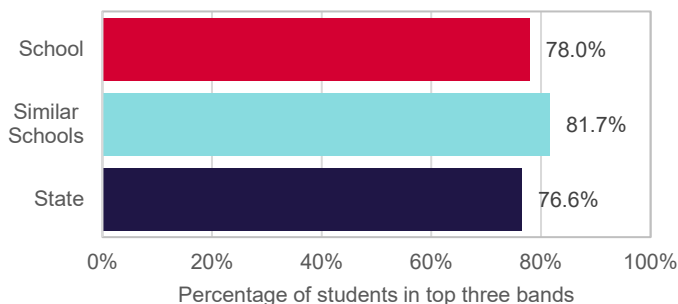
Similar Schools average:

81.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

70.7%

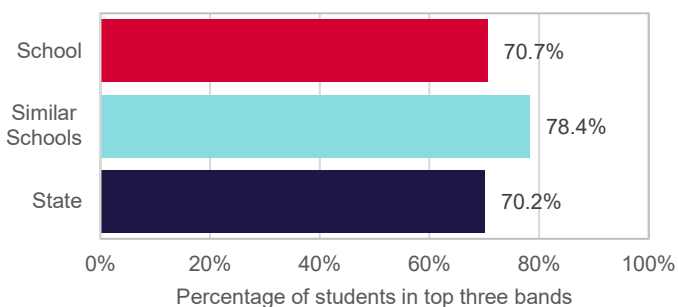
Similar Schools average:

78.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

53.8%

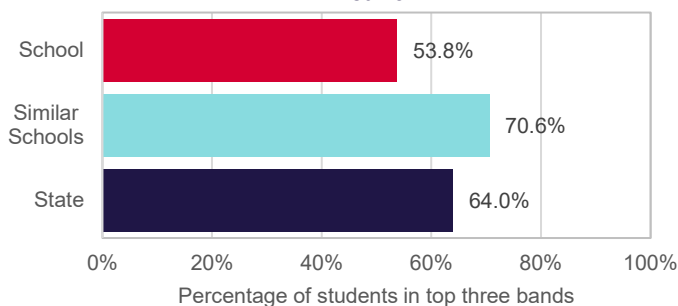
Similar Schools average:

70.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

37.5%

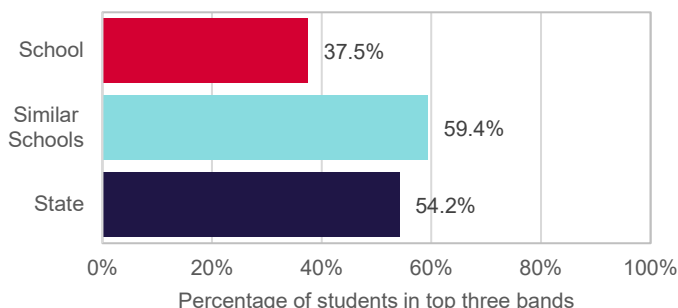
Similar Schools average:

59.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

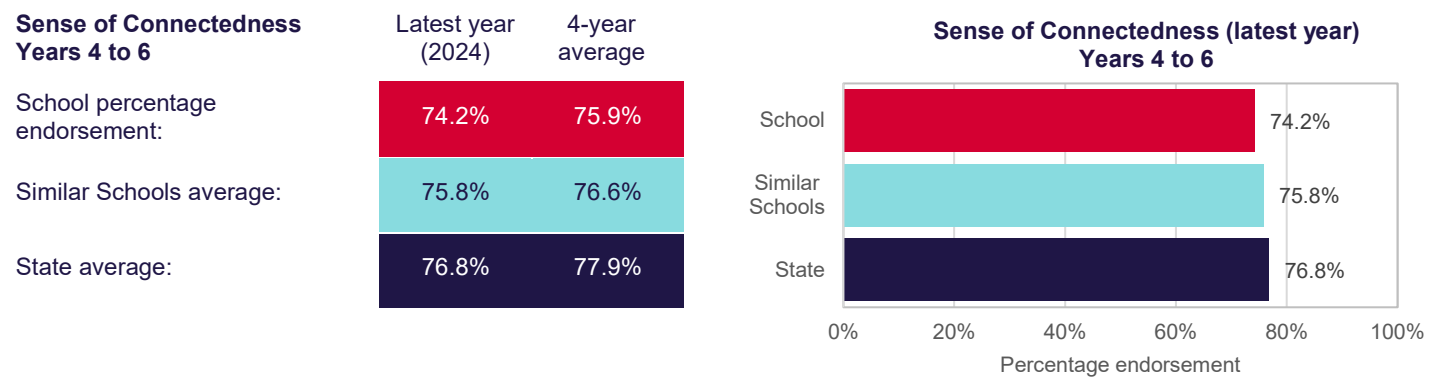


WELLBEING

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.

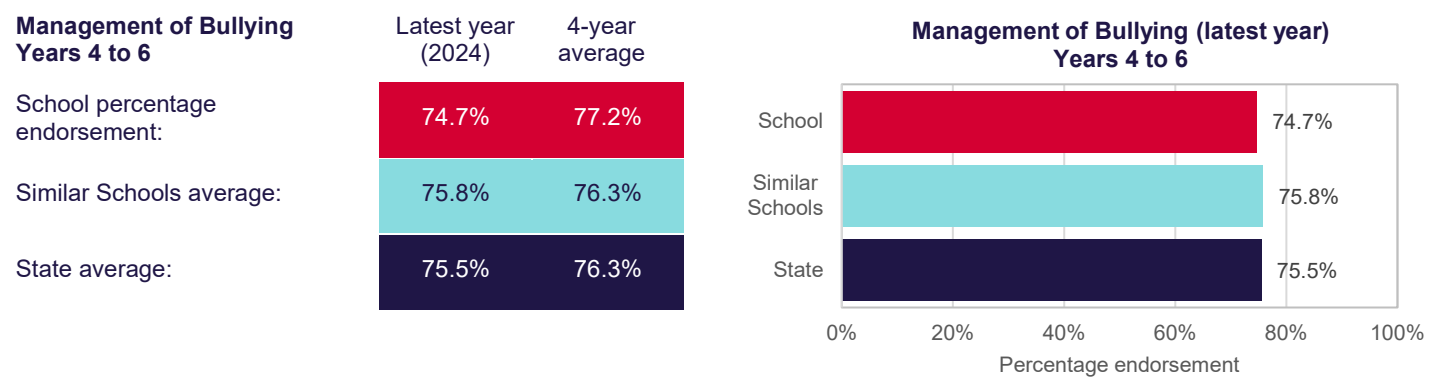
Student Attitudes to School – Sense of Connectedness

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).



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).

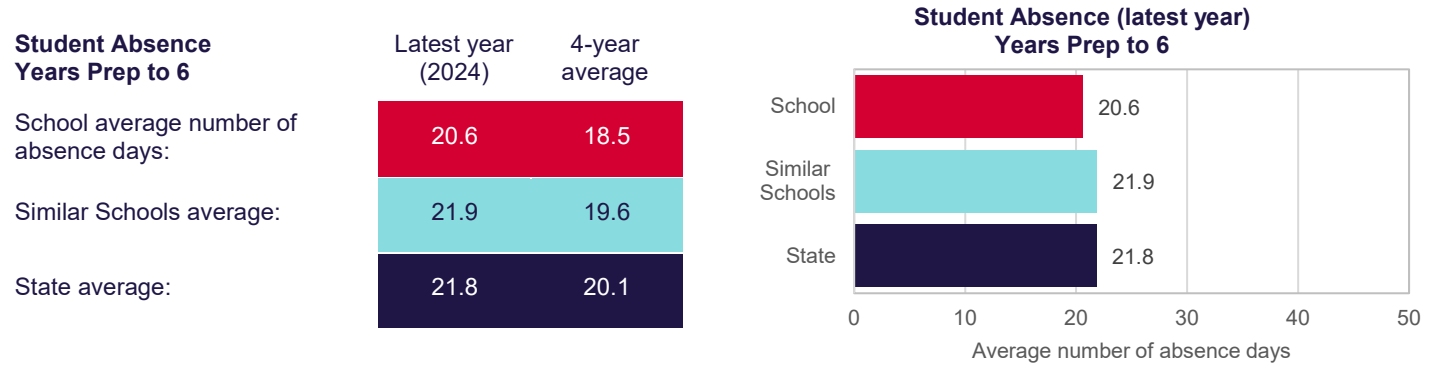


ENGAGEMENT

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):	92%	92%	90%	91%	89%	89%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,510,792
Government Provided DET Grants	\$291,174
Government Grants Commonwealth	\$0
Government Grants State	\$7,000
Revenue Other	\$38,785
Locally Raised Funds	\$259,401
Capital Grants	\$0
Total Operating Revenue	\$3,107,152

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,945
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,945

Expenditure	Actual
Student Resource Package ²	\$2,512,255
Adjustments	\$0
Books & Publications	\$431
Camps/Excursions/Activities	\$100,226
Communication Costs	\$2,672
Consumables	\$62,700
Miscellaneous Expense ³	\$9,584
Professional Development	\$23,682
Equipment/Maintenance/Hire	\$32,670
Property Services	\$116,012
Salaries & Allowances ⁴	\$218,745
Support Services	\$1,053
Trading & Fundraising	\$15,177
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,362
Total Operating Expenditure	\$3,124,568
Net Operating Surplus/-Deficit	(\$17,416)
Asset Acquisitions	\$0

- (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	\$96,323
Official Account	\$26,432
Other Accounts	\$0
Total Funds Available	\$122,755

Financial Commitments	Actual
Operating Reserve	\$102,052
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,000
School Based Programs	\$24,001
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,950
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$152,003

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.

