

2024 Annual Report to the School Community

School Name: Tyers Primary School (2182)



- 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 23 April 2025 at 10:15 AM by Adam Bailey (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 23 April 2025 at 10:17 AM by Adam Bailey (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

Our school grounds feature dynamic play areas catering to students of all ages. Recent upgrades include a new oval and an extensive capital works project boasting an massive undercover sports area have enhanced our facilities. Students enjoy the newly created Gar-Gar play area, a space where all students come together to interact and play from prep to grade six. Our inclusive nature is celebrated with a Murrung welcoming circle fostering conversations and learning, and serves as a place where our core values of respect, resilience, courage and empathy are shared by the entire school community. The grounds also offer two spacious basketball and netball courts, a sandpit, three distinct adventure playgrounds, a rotunda, a Fairy Garden, and numerous picnic tables, all designed as safe and special spaces for students to play. Our Veggie Garden and Chicken Coop allow students to harvest fruits and vegetables at their own discretion and collect eggs, which are shared with the community.

Our dedicated school team includes the Principal, Assistant Principal, and experienced educators who collaborate on school management and curriculum delivery. This team comprises four caring classroom teachers, along with part-time specialist teachers for Physical Education, Art, Music, ICT, and AUSLAN. Additionally, we are supported by a Business Manager, four exceptional Education Support Staff members, and a fantastic Before and After School Care Coordinator. Our before and after school care supports many of our families and the students love the well planned and engaged sessions the program has to offer.

Students benefit from passionate and skilled educators who actively participate in professional development, continually applying evidence-based research and best practices in education. As a cohesive team, we have built a well-regarded school that offers outstanding programs with a focus on the holistic development of each child. Positive relationships and a genuine focus on student well-being are central to our success in achieving strong learning outcomes.

At Tyers Primary School, we hold high expectations for our students, with a strong emphasis on personal learning growth. We balance academic rigor with a commitment to student well-being, as we recognise that both are interconnected. Our approach is guided by the most effective teaching methods, grounded in research-based practices.

Our staff is committed to fostering positive relationships with students and supporting those with diverse learning needs, ensuring an inclusive environment for all. We implement the Berry Street Education Model and the Zones of Regulation as proactive methods for teaching emotional regulation. These approaches are taught explicitly across all grade levels and are becoming integral to all aspects of life at Tyers Primary School.

We use an Explicit Direct Instruction (EDI) approach to teaching, focusing on the five core components of literacy: Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension. These components are carefully planned and taught using the most robust research, guided by the science of reading.

Our engaging specialist programs include AUSLAN from Prep to Year 6, along with Music, Physical Education, Art, ICT. Students also have the opportunity to participate in the school's Kitchen Garden program and assist in caring for the school's chickens.

Extracurricular activities play an essential role in supporting students' personal interests while fostering a sense of belonging, school pride, and connection. Students can participate in a wide

range of sports, including athletics, basketball, swimming, AFL, soccer, and cross-country running. We also showcase student artwork annually at the local Tyers Art Show Festival.

Tyers Primary School values its strong partnership with families and the local community, offering numerous opportunities for parental involvement. These include regular working bees, parent-teacher conversations, school council, and Parents Association events.

Progress towards strategic goals, student outcomes and student engagement

Learning

Tyers Primary School continues to demonstrate strong performance in student learning, with results that exceed expectations when compared with similar schools. According to the most recent School Performance Report, our learning outcomes are rated as High, with NAPLAN Year 5 results showing 71% of students achieving in the *strong and exceeding* bands for both Reading and Numeracy. These results reflect the impact of our consistent use of Explicit Direct Instruction (EDI) practices across all classrooms.

In the area of student wellbeing, Tyers is rated as Medium, comparable to schools of similar context. Our ongoing implementation of the Berry Street Education Model and the Zones of Regulation continues to support a positive and inclusive school culture.

Feedback from students, as captured in the Attitudes to School Survey, has shown a steady upward trend in recent years:

- Sense of Connectedness: 85%
- Student Advocacy at School: 92%
- Not Experiencing Bullying: 77%

These results are a clear indication of the success of our wellbeing initiatives and the overall positive climate at Tyers Primary School.

2024 Highlights and Priorities

In 2024, we continued our strong focus on both student learning and wellbeing. Key initiatives included:

- An increased focus on numeracy instruction, supported by daily reviews and a consistent, school-wide EDI model.
- Ongoing professional learning and peer observation opportunities, both within Tyers PS and in collaboration with partner schools, aimed at refining practice and enhancing student engagement.
- Notable improvements in literacy for students in Years 3 and 5, as reflected in NAPLAN data.

Our Schoolwide Teaching and Learning Handbook was completed in 2024, providing staff with a clear and cohesive framework for curriculum delivery and instructional practices.

Tyers Primary School remains committed to mobilising all available resources to support the wellbeing and mental health of our students—particularly those who are most vulnerable. At the end of 2024, approximately 30% of our student population (18 students) had Individual Education Plans (IEPs). These included:

- 5 students with approved Disability Inclusion (DI) or Program for Students with Disabilities (PSD) profiles
- 12 students with diagnosed disabilities not currently funded through DET
- 1 student in Court-Ordered Out of Home Care
- 2 Koorie students
- 1 student with English as an Additional Language (EAL)

Individualised learning goals were developed and reviewed each term through Student Support Group (SSG) meetings, with strong engagement from families and staff. The presence of Education Support (ES) staff at these meetings has been particularly effective, helping to highlight student strengths and guide targeted support.

A key development in 2024 was the successful funding of five Disability Inclusion profiles, enabling the school to enhance its inclusion practices. The allocation of ES staff to collaborate closely with the Principal on DI initiatives has been highly successful and will be sustained moving forward.

In 2025, Tyers Primary School will:

- Appoint an Assistant Principal – Mental Health and Wellbeing, who will also lead Disability Inclusion efforts and oversee the wellbeing team.
- Continue to focus on improving student engagement through tailored professional support for staff.
- Maintain a strong emphasis on peer observation and instructional coaching, both internally and with partner schools.

Wellbeing

Tyers Primary School has maintained a strong and unwavering focus on student wellbeing understanding the importance of happy, healthy students. The school continues to integrate the Berry Street Education Model and the Zones of Regulation as key components of our approach and focus on the prosocial development initiatives at a universal level. This year, we further refined our implementation of Berry Street practices and provided additional tools such as Ready to Learn plans and tailored educational learning plans supporting individuals to have the greatest opportunity to learn. We ensure that all staff across the school are equipped to support this approach and learn as a whole staff together. Dedicated time during PLC and staff meetings is used to revisit various components of these practices, ensuring consistency and upholding high expectations for a school-wide approach.

The students' feedback in the Attitudes to School Survey shows that they feel bullying is effectively managed, that teachers demonstrate a strong concern for their well-being, and that their learning is appropriately differentiated when necessary. This data continues to move in a positive direction and

it's becoming the culture of the school. Students also reported that classroom behaviour is conducive to learning. These aspects were rated significantly higher than the average responses from students across Victoria, demonstrating the success of our well-being and educational approaches.

A positive contribution to our nurturing school has been the implementation of our Wellbeing team. Our Wellbeing team focus on all students and provide tailored specific support for individuals and staff. We have a Disability and Inclusion officer who supports students, staff and families through supportive strategies and agencies to positively support students to engage.

Engagement

Tyers Primary School works closely with families and external agencies to provide holistic support for students who may experience difficulties transitioning into or maintaining consistent school routines. This support includes assistance in coordinating specialist appointments and offering additional in-school support as needed. Termly Student Support Group (SSG) meetings are held, providing opportunities for meaningful parent input into the development of personalised education goals. These partnerships between the school, students, and families are central to our inclusive and supportive learning environment.

To promote and maintain high levels of student engagement, Tyers Primary School implements the Inner Gippsland Approach to attendance, ensuring a consistent, structured, and proactive response. The school has established strong universal attendance practices, with staff and leadership teams closely monitoring attendance data to identify trends and intervene early at both individual and cohort levels. Tyers Primary School consistently demonstrates excellent attendance rates, which are further supported by a range of positive engagement initiatives, including our early morning Breakfast Club, structured recess and lunch activities, and community-building events such as Art shows, Silly Sock Day and Sports Day themes.

In addition, student leadership and voice remain key priorities at Tyers. The school has enhanced student leadership and further developed an active Junior School Council who actively influence change at our school. Our student leaders actively contribute to school culture, with regular opportunities to speak at internal assemblies, lead initiatives, and represent the school at external events. Their involvement in activities such as delivering the Welcome to Country reinforces their role as respected and confident voices within the school community.

Other highlights from the school year

Tyers Primary School is proud to be part of a partnership with several other rural schools, forming a strong and supportive small schools cluster. This network provides regular opportunities for students to come together for events such as inter-school sporting competitions and camps. These experiences are invaluable in helping students build meaningful, long-lasting friendships with peers from similar backgrounds. As they transition to secondary school, students benefit from already knowing a wider group of peers beyond their immediate school community. The collaboration also extends to staff, who work together to share expertise, resources, and professional learning.

In 2024, our Grade 5/6 students enjoyed an exciting adventure camp at Phillip Island Adventure Park, while our Grade 3/4 students took part in a fun and challenging stay at Camp Rumbug. These camps promote resilience, teamwork, independence, and a sense of adventure, making them a memorable highlight of the school year.

Our School Council continues to play an active and influential role in shaping the future of Tyers Primary School. Their support has helped drive several improvements across the school, most notably the completion of a major undercover capital works project. This upgrade now allows our basketball court to be used year-round, regardless of the weather. In addition, the development of the Gar-Gar play area and Murrung Circle has provided new and engaging spaces for students to connect, play, and interact meaningfully throughout the school day.

AUSLAN is highly valued at Tyers and is taught explicitly across all year levels. Each morning, students sign a warm “Good Morning” and positive welcome to one another. At our weekly Friday assemblies, the national anthem is signed as part of our inclusive school culture, and our school captains confidently lead the assembly by signing a respectful and cheerful “Good Afternoon.” Our students also shone in athletics in 2024, with several achieving exceptional results and progressing through district-level competitions. These achievements are supported by our dedicated Physical Education staff member, who helps students reach their full potential in sporting pursuits. To cap off a fantastic year, the school hosted its beloved annual Christmas Concert. The concert was well-attended and celebrated with a relaxed community picnic.

Financial performance

Tyers Primary School concluded the 2024 school year with a planned net operating deficit of \$50,000. This strategic financial decision enabled the school to continue offering four small class groups and four specialist programs, ensuring a high level of support and engagement for all students.

The school’s financial planning and expenditure were guided by the priorities outlined in the 2020–2024 School Strategic Plan and the 2024 Annual Implementation Plan. Funding allocations were carefully directed to support key educational programs and whole-school initiatives, including:

- Maintaining small class sizes to better support the 30% of students with Individual Education Plans (IEPs).
- Purchasing high-quality resources aimed at promoting social and emotional development.
- Employing a dedicated Wellbeing and Disability Inclusion staff member (0.4 FTE).
- Implementing a comprehensive, school-wide swimming program for all students.

The carried-forward deficit is expected to be recovered in 2025/26. This temporary financial position allowed for an increase in Education Support staffing levels while awaiting the approval of Disability Inclusion (DI) funding applications.

**For more detailed information regarding our school please visit our website at
<https://www.tyersps.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 66 students were enrolled at this school in 2024, 30 female and 36 male.

NDP 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).

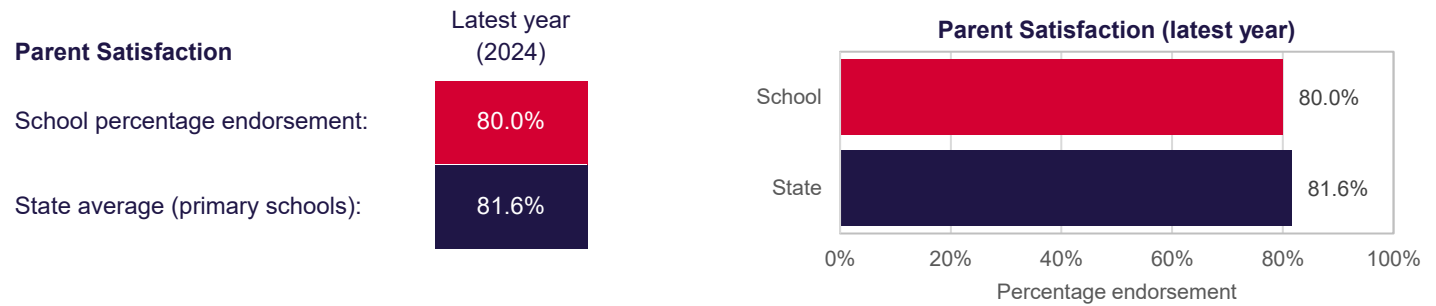
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

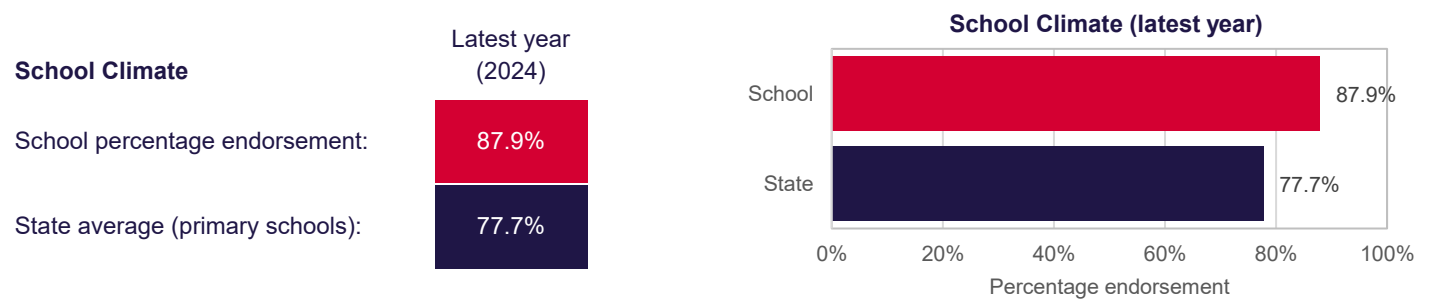


School Staff Survey

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

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

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



LEARNING

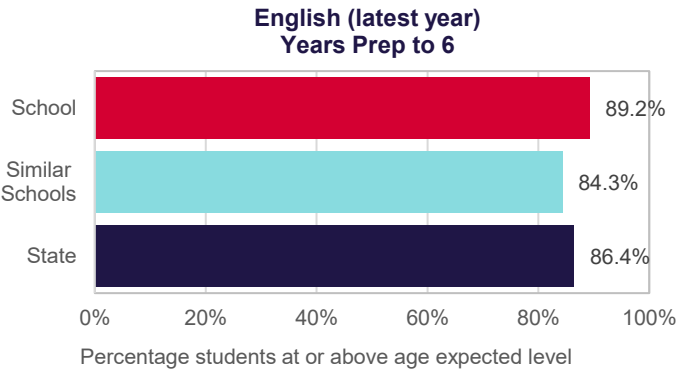
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

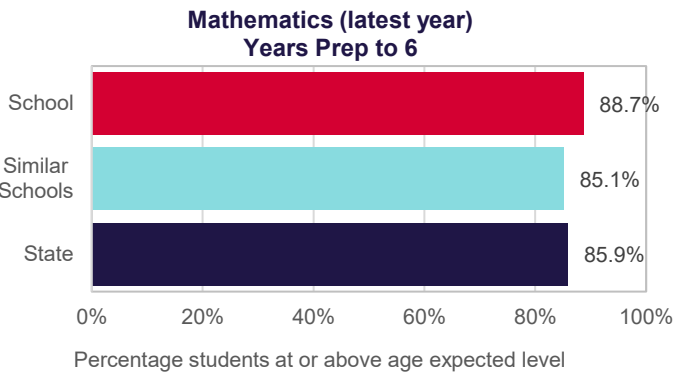
English
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	89.2%
Similar Schools average:	84.3%
State average:	86.4%



Mathematics
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	88.7%
Similar Schools average:	85.1%
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.

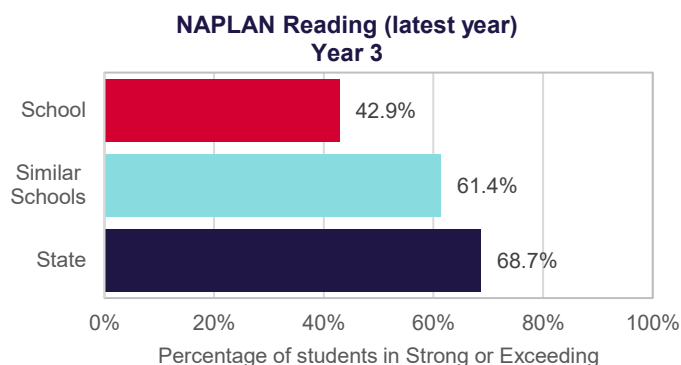
NAPLAN

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.

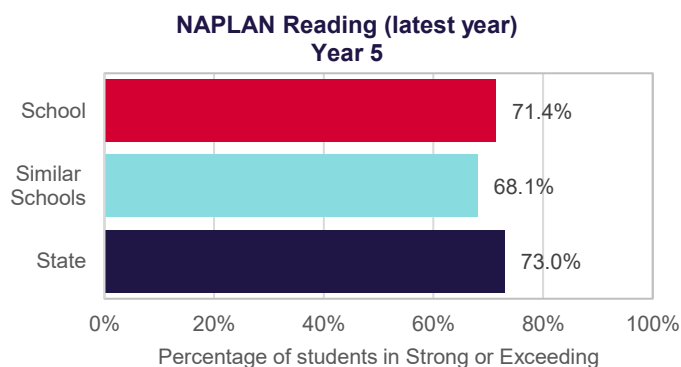
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	58.8%
Similar Schools average:	61.4%	61.0%
State average:	68.7%	69.2%



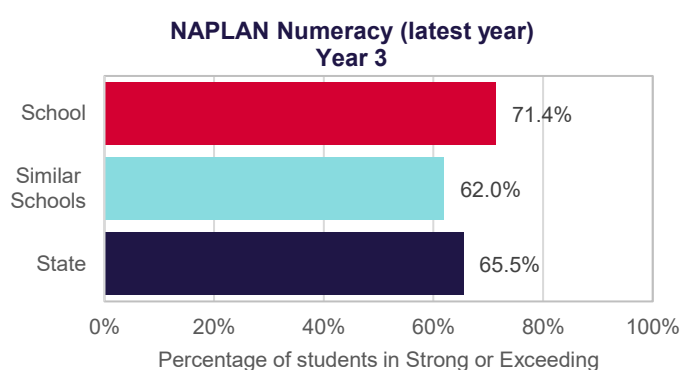
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	58.8%
Similar Schools average:	68.1%	70.9%
State average:	73.0%	75.0%



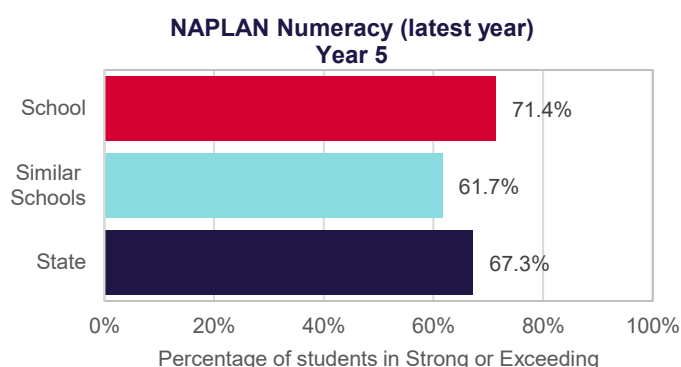
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	58.8%
Similar Schools average:	62.0%	63.5%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	52.9%
Similar Schools average:	61.7%	61.4%
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:

100.0%

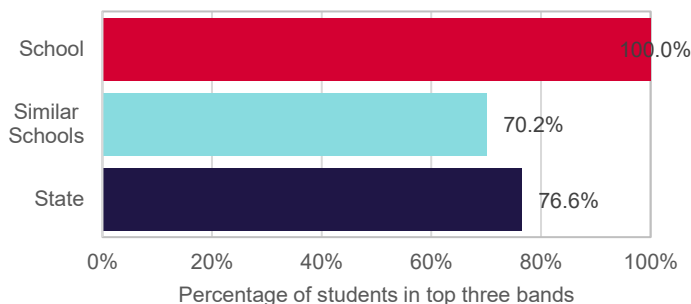
Similar Schools average:

70.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

77.8%

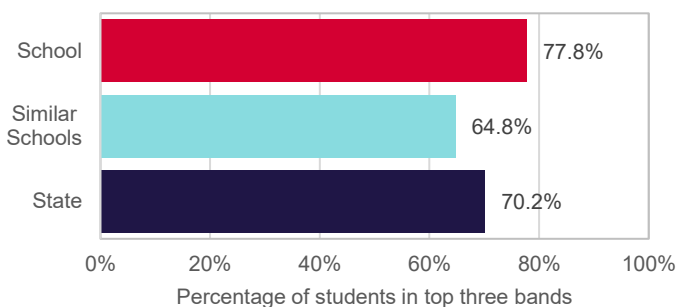
Similar Schools average:

64.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.0%

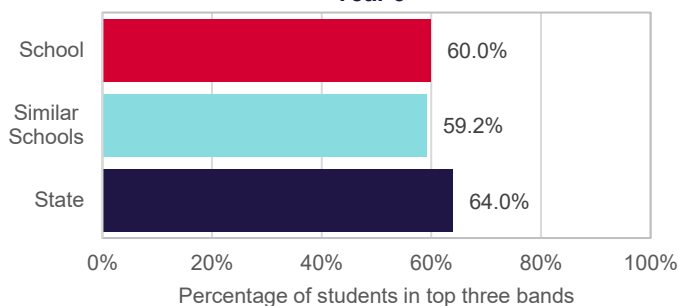
Similar Schools average:

59.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

22.2%

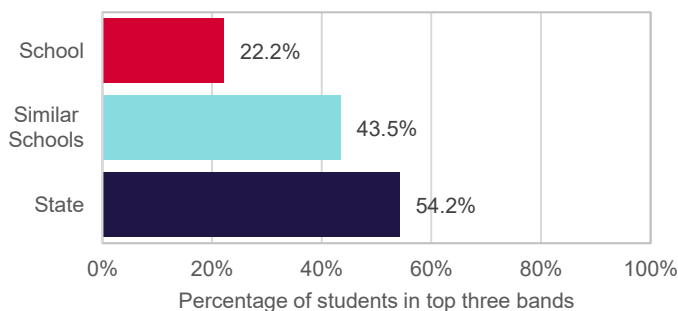
Similar Schools average:

43.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

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

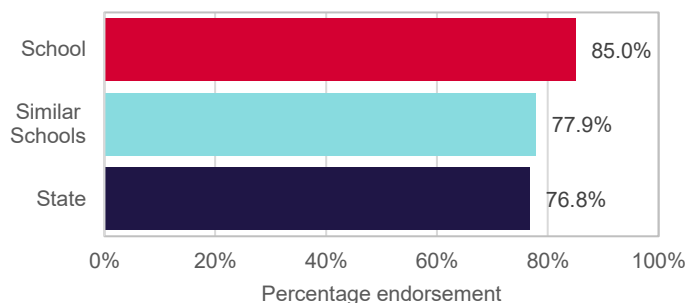
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	85.0%	78.9%
Similar Schools average:	77.9%	79.4%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



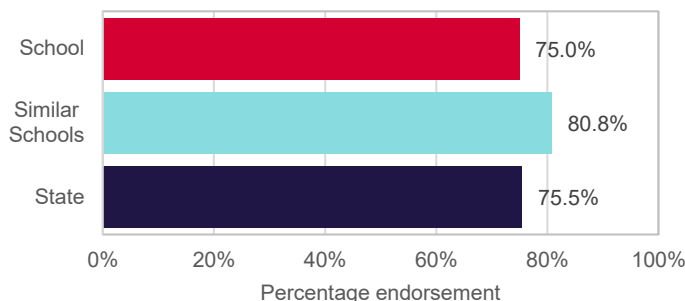
Student Attitudes to School – Management of Bullying

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:	75.0%	80.4%
Similar Schools average:	80.8%	81.7%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

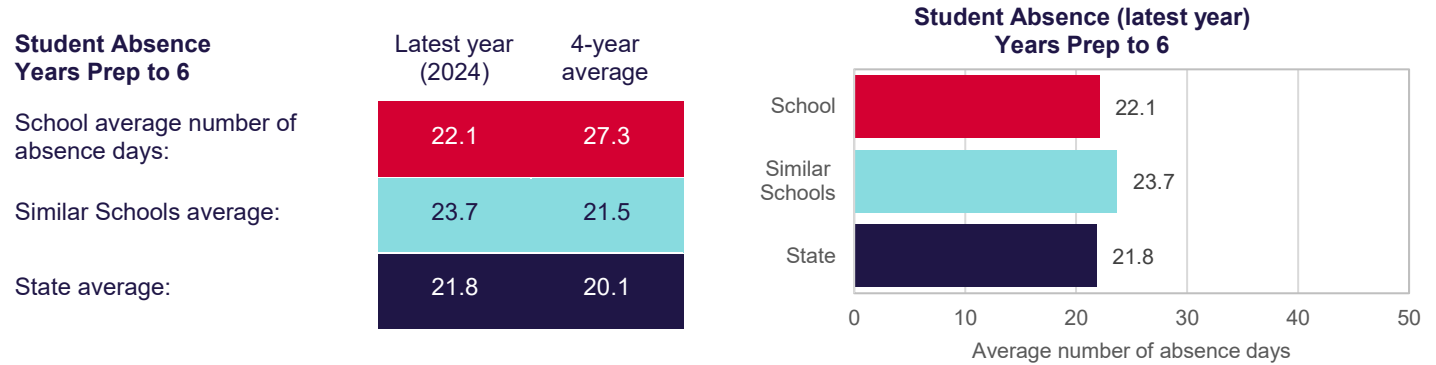


ENGAGEMENT

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):	91%	93%	88%	87%	89%	84%	87%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,023,276
Government Provided DET Grants	\$254,995
Government Grants Commonwealth	\$65,439
Government Grants State	\$0
Revenue Other	\$59,053
Locally Raised Funds	\$54,464
Capital Grants	\$0
Total Operating Revenue	\$1,457,227

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,334
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$58,334

Expenditure	Actual
Student Resource Package ²	\$1,120,957
Adjustments	\$0
Books & Publications	\$383
Camps/Excursions/Activities	\$37,501
Communication Costs	\$2,733
Consumables	\$25,949
Miscellaneous Expense ³	\$16,920
Professional Development	\$13,805
Equipment/Maintenance/Hire	\$35,782
Property Services	\$67,478
Salaries & Allowances ⁴	\$59,633
Support Services	\$10,311
Trading & Fundraising	\$20,239
Motor Vehicle Expenses	\$67
Travel & Subsistence	\$0
Utilities	\$7,263
Total Operating Expenditure	\$1,419,020
Net Operating Surplus/-Deficit	\$38,207
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	\$802,793
Official Account	\$23,222
Other Accounts	\$0
Total Funds Available	\$826,015

Financial Commitments	Actual
Operating Reserve	\$49,677
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$64,711
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	\$37,709
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$152,097

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.