

# 2024 Annual Report to the School Community

School Name: Lyndhurst Primary School (5521)



- 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 18 April 2025 at 10:51 AM by Monique Corcoran (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 18 April 2025 at 10:52 AM by Monique Corcoran (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Lyndhurst Primary School is located in the outer-south eastern suburb of Lyndhurst in the City of Casey. It is a Public/Private Partnership School. In 2024 the student enrolment was 925. The school offers a modern, spacious and stimulating learning environment. A special purpose, open-designed building houses the administrative and support areas, with an open access library resource area, visual arts areas and contemporary classroom spaces. Modern furnishings and information technology fittings provide a state-of-the-art teaching and learning environment. A multi-purpose activity area, with adjoining rooms for music and co-curricular activity, is an integral part of the special purpose facility. The school is providing the infrastructure requirements aligned to the school's large number of enrolments and includes classrooms, additional portables, purpose built outdoor play areas, staff learning spaces and a specialist science facility. The school is characterised by many different cultural groups and prides itself on inclusion for all. This diversity provides both opportunities and challenges, and the school has developed a range of foundation values, beliefs and high expectations for all. Currently, approximately 60% of students list English as an additional language, with families representing 52 language groups and 6 countries of birth. The school has 4 Principal class members, 4 Learning Specialists and 41 classes. Specialist subjects include: Visual Arts, Music, Spanish, Physical Education, Digital Technologies and Science.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

LPS commitment is to monitor and implement the goals of the SSP/AIP. Our primary focus continued to be on Writing in particular 6+1 Traits, developing teacher understanding and practice to improve student growth. In the latter half of the year, a Phonics Team was put together based on the Department's mandate on a minimum of 25 mins of daily explicit teaching of phonics and phonemic awareness. The Team explored programs at other schools, resources and developed a Lyndhurst vision for phonemic awareness and phonics instruction within our Play-based P-2 setting. The aim of this planning was to set us up for success in 2025.

2024 also saw an increased focus on the Four Proficiencies in Mathematics, and the Maths Curriculum Team began to draft and trial an Instructional Teaching Model for Mathematics.

In 2024, Learning Specialists designed and implemented Targeted Professional Learning in:

- Writing & Formative Assessment
- The Writing Classroom (Walkthroughs & Feedback)
- Success Criteria & Differentiation

- Maths Reporting & Formative Assessment
- English 2.0 (introduction & comparison analysis)

As a result, Staff Opinion Survey results highlighted the below achievements

- Use student feedback to improve practice 57% (2023) to 65% (2024)
- Understand how to analyse data 60% (2023) to 63% (2024)

PLT Leaders continued to engage in coaching and mentoring with their sub-school Learning Specialists. The work of the PLTs focused on collaborative planning of teaching sequences ensuring alignment with the Vic Curriculum. Planning learning sequences included differentiated tasks with clear learning intentions and success criteria.

LPS supported students relative to early intervention in literacy through the Reading Recovery Program, early intervention in English & Maths through the Tutor Learning Initiative and students relative to extension via the High Abilities Program (HAP) and Victorian High Ability Program (VHAP). Students in Years 3-6 also participated in the Children's University Program.

## Wellbeing

The LPS Wellbeing program is highly organised and intentional in its delivery, acknowledging the rights and responsibilities of all staff and students to work and learn within a positive, safe and orderly learning environment. We are committed to the Child Safe policies and strategies and to the inclusion, safety and wellbeing of all children in our care.

LPS focused on

- Implementation of MHiPS and finalising the role of the Mental Health and Wellbeing Leader (MHWL).
- The introduction and first two training days of the Berry Street Education Model (BSEM) which offers evidence-based strategies to support students with complex needs, enhancing engagement, self-regulation, relationships, wellbeing and academic achievement.
- Developing understanding on the structure and implementation of the Welcome Circle in all classrooms.
- Student participation in regular lessons of Social and Emotional Learning through Super Strengths and the Respectful Relationships curriculum.
- A successful grant application for the installation of a Sensory Room. Allied Health Specialists were liaised with for effective regulation related resources for this room. Students use it frequently as a calm down space or when needing a brain break, with ES staff supervision and as directed in their IEP or BSP.
- Continued commitment to supporting students with a disability and/or vulnerable, through the employment of an Inclusion Leader (IL). The IL's role includes oversight and organising of Student Support Group (SSG) meetings for students funded under the Program for Students with Disabilities (PSD) or Disability Inclusion Profiles (DIP), Aboriginal and Torres Strait Islander and Out of Home Care students are conducted each term.

- Tier 1 wellbeing strategies included the Play Cubby initiative led by trained Year 6 play leaders and Lunch Clubs.
- Whole staff professional learning on Child Safe Standards; this led to the formation of a Child Safe Team.

## Engagement

The LPS Engagement approach is structured and focused, with all staff, students, student leaders and the community playing their part in creating and promoting a welcoming and inclusive school environment.

The Specialist programs offered results in high student connection, motivation and engagement levels through the programs of Digital Technology, Language (Spanish), Music, Physical Education, Science and Visual Arts.

Our Years 3 to 6 students were provided opportunities to attend a Camp. The teachers worked closely with camp providers to plan adventurous and fun activities. All staff completed the annual Camps Online Module.

We are thankful for another year of PFA fundraising efforts. The focus for 2024 had a Wellbeing and Engagement lens and each year level was able to access funds towards an incursion or excursion for the students.

The transition process at LPS starts quite early, with staff going out to visit the local kinders. The aim of this is for kinder students to start to become familiar with LPS staff but also for us to plan any additional considerations or supports we may need to put in place for the new Prep cohort. Parent Information Sessions are hosted by the Prep AP and Teachers, and school tours for prospective families are offered. Student Transition begins with groups of Kinder students joining the Prep students for an Investigations session(s).

Student attendance/absences continued to be closely monitored by office staff, teachers and principal class through a clear process for monitoring and following up on extended absences and irregular attendance patterns. These are all monitored via the Compass platform. Towards the latter half of the year, Student Attendance Learning Plans (SALP) were introduced for students on extended family holidays, especially as many of our families travel overseas for extended periods of time.

## Other highlights from the school year

The school year began with our annual highlight: The Flying Start Celebration Day, a culmination of setting up classroom routines and expectations as a whole-school focus. Students eagerly participated by wearing house colours, creating their own values t-shirts, and meeting other teachers in their year level through rotating activities.

Additional noteworthy and successful 2024 celebrations include:

- Wellbeing Day – Coinciding with R U OK? Day in September, this event focused on promoting mental health and well-being.
- Walk to School Day – Staff greeted students and their families as they arrived on school grounds with music and dancing, creating a warm and energetic atmosphere.
- Harmony Day – Students were welcomed with music and dancing, with staff and community members joining in by wearing their own traditional dress. Students participated in drumming sessions, enjoyed live performances, and engaged in year-level rotational activities, including traditional cooking.
- Spanish Day – Each year level was assigned to a Spanish-speaking country and encouraged to dress in Spanish cultural attire, flag colors, or as notable figures. Activities included the preparation of Spanish churros.
- Summer Celebration (P-2 Concert) – A high turnout from the extended community enjoyed the dancing and singing performances by the junior school cohort. Families picnicked on the grounds and supported local businesses by purchasing food from various food trucks.
- Year 6 Graduation – Another successful offsite, catered graduation event, allowing for greater community participation and engagement.

### Sporting Achievements

- Run Club continued to grow in popularity, attracting even more participants in 2024. More families joined in, running alongside their children. Healthy eating was encouraged through generous fruit donations from our local Woolworths. Achievements were celebrated with certificates and medal presentations at assembly.
- Year 3-6 students competed in House Athletics Day at Casey Fields and House Cross Country at school. The Prep-2 cohort participated in a Junior Athletics Day, organized by student leaders.
- Prep–Year 4 students attended swimming lessons at The Swim Factory.
- Year 5-6 students participated in a full-day beach safety program at Mount Martha Life Saving Club.
- Year 6 students engaged in weekly interschool sports, as well as summer and winter Lightning Premiership tournaments in the local district.
- We hosted visits from Melbourne FC (AFL) and Melbourne City (A-League) players. Melbourne City FC attended the opening of our new soccer goals and ran a soccer clinic. We are grateful to our PFA for fundraising the money to purchase the new goals.

### Financial performance

LPS has continued to allocate resources in line with the Strategic Plan and AIP to achieve the school's goals and priorities.

A well-planned annual income and expenditure budget ensured that the school's resources effectively supported educational priorities and goals. Complete accounts and records are maintained, and internal controls are regularly monitored. As a result, financial commitments are met within expected timelines, and the school operates as planned within its budget.

The Finance Sub-Committee and School Council meet monthly to maintain a firm hold on the school's financial position. This includes reviewing monthly financial reports and distributing them to facilitate the ongoing monitoring of school finances.

#### Allocation of Funds

School Funds and Equity Funding have provided flexibility in staffing and resources to enhance student learning and meet AIP priorities. Funds were allocated in the following ways:

- Replacement staff to enhance professional learning, coaching, mentoring, and classroom observations.
- Professional learning to ensure high-quality and consistent teaching practices.
- Coaching program led by Learning Specialists, featuring structured peer reflection and explicit evaluation meetings.
- Professional development for PLT leaders, following whole-staff training with Michael Minus in 2023. In Term 1, Michael Minus—who has over 25 years of experience in education, specializing in problem-solving and student engagement—continued coaching PLT leaders.
- Berry Street Education Model (BSEM) Training – Staff participated in Days 1 and 2 of the training. BSEM is an educator-designed, evidence-based framework that empowers teachers to create learning environments where every student is ready to learn and thrive.

#### Targeted DET Initiatives

- Swimming in Schools Fund – Supported an intensive Foundation–Year 4 swimming program and Year 5–6 life-saving skills program.
- Student Excellence Program – Identified students participated in the structured Victorian High-Ability Program, while Learning Specialists led professional development to build teacher capability in extending high-ability students.
- Tutor Learning Initiative (TLI) – Ensured that students who may have fallen behind or become disengaged received additional support. The focus remained on Early Years Literacy Intervention and the introduction of a whole-school Writing, Grammar, and Punctuation program to enhance students' understanding of the English language.
- Mental Health in Primary Schools – Supported through the Schools Mental Health Fund.

#### Facilities, Buildings, and Grounds

The school's facilities, buildings, and grounds are primarily supported through the Public Private Partnership (PPP) model. Additionally, school-led initiatives, such as the installation of synthetic grass in the playground, were completed.

#### Additional Funding

- Grants – The Inclusion Grant funded the completion of the sensory room in 2024.
- Fundraising – The LPS Parents and Friends Association (PFA) raised \$38,351.12, which contributed to the purchase of new soccer goals and supported student well-being activities.

For more detailed information regarding our school please visit our website at <https://www.lyndhurstps.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 922 students were enrolled at this school in 2024, 465 female and 457 male.

60 percent of students had English as an additional language and 1 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).

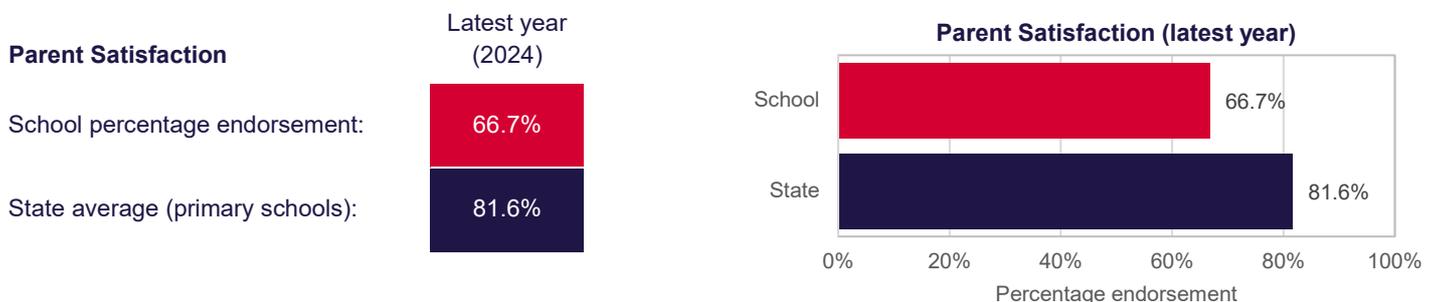
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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



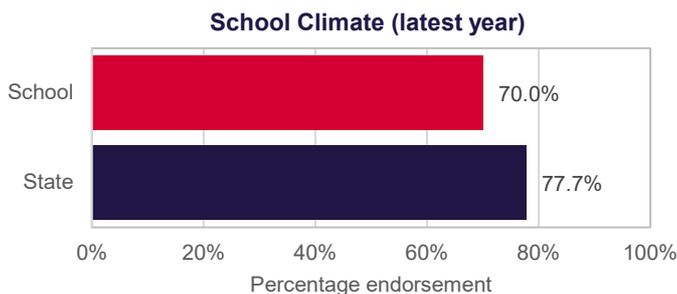
#### School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	70.0%
State average (primary schools):	77.7%



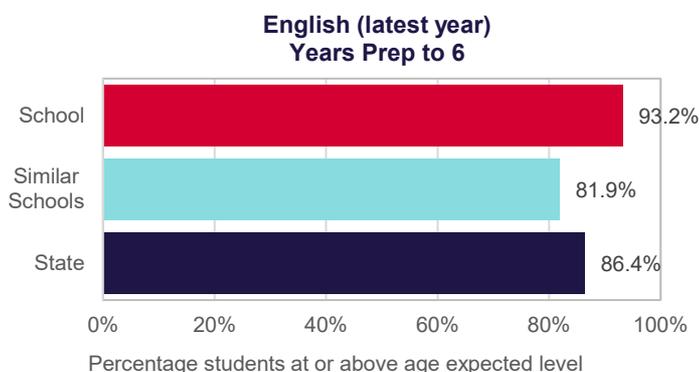
## LEARNING

**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.

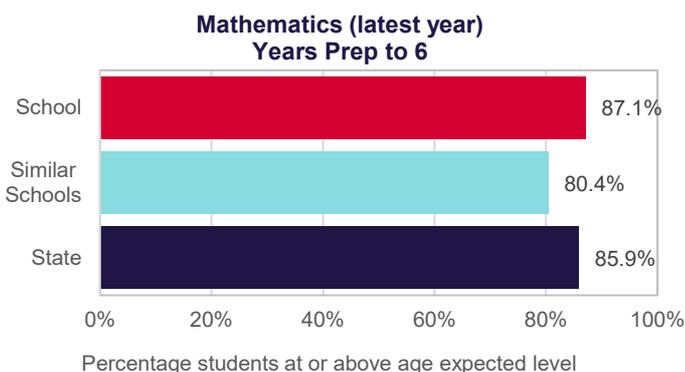
### Teacher Judgement of student achievement against the Victorian Curriculum

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:	93.2%
Similar Schools average:	81.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	87.1%
Similar Schools average:	80.4%
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

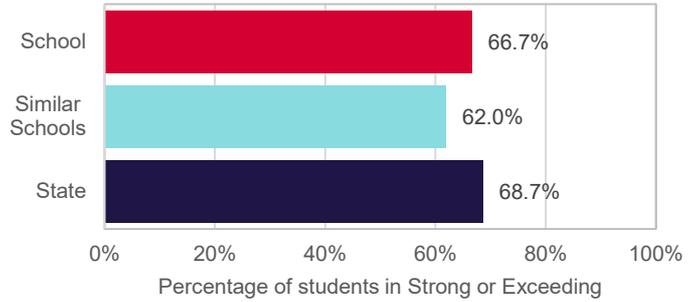
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	66.7%	65.3%
Similar Schools average:	62.0%	62.0%
State average:	68.7%	69.2%

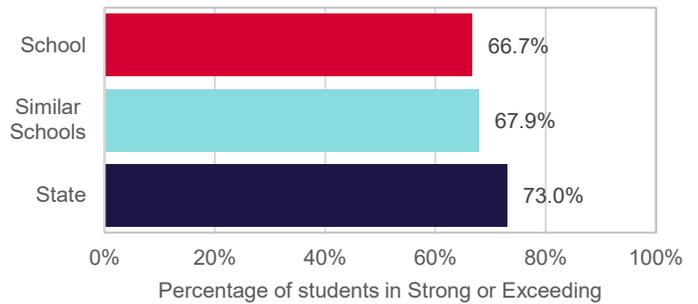
**NAPLAN Reading (latest year)  
Year 3**



#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	71.7%
Similar Schools average:	67.9%	70.2%
State average:	73.0%	75.0%

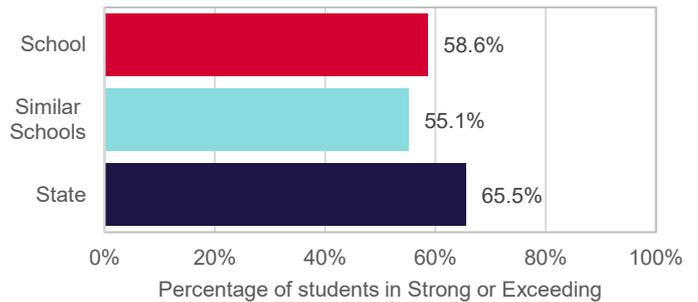
**NAPLAN Reading (latest year)  
Year 5**



#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.6%	63.5%
Similar Schools average:	55.1%	56.2%
State average:	65.5%	66.4%

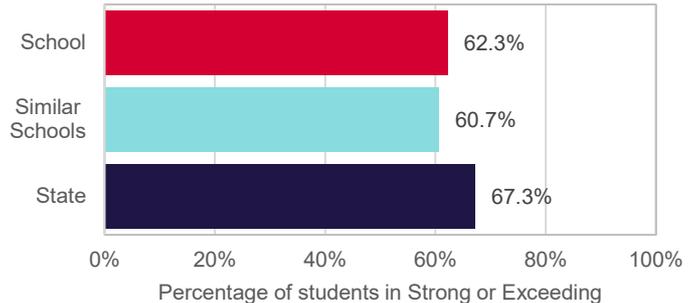
**NAPLAN Numeracy (latest year)  
Year 3**



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.3%	63.8%
Similar Schools average:	60.7%	60.7%
State average:	67.3%	67.6%

**NAPLAN Numeracy (latest year)  
Year 5**



## 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:

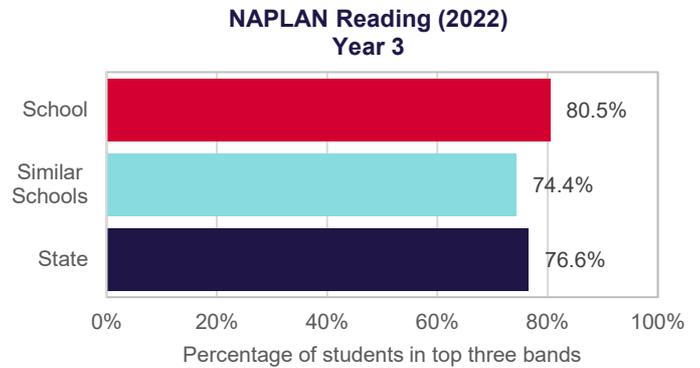
80.5%

Similar Schools average:

74.4%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

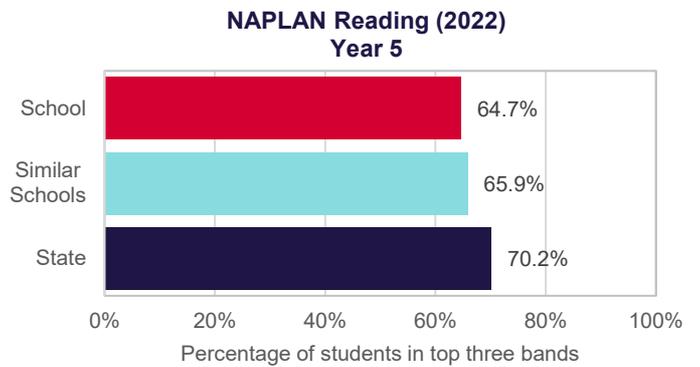
64.7%

Similar Schools average:

65.9%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

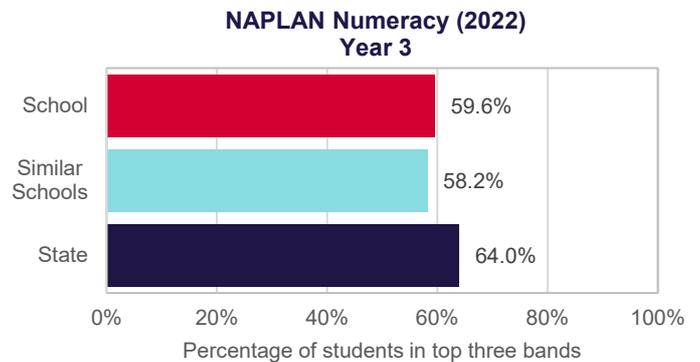
59.6%

Similar Schools average:

58.2%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

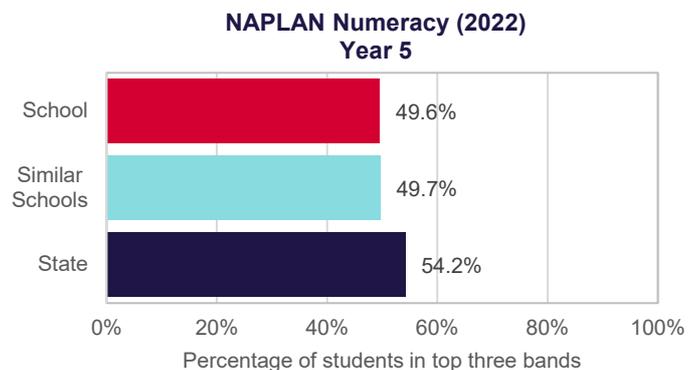
49.6%

Similar Schools average:

49.7%

State average:

54.2%



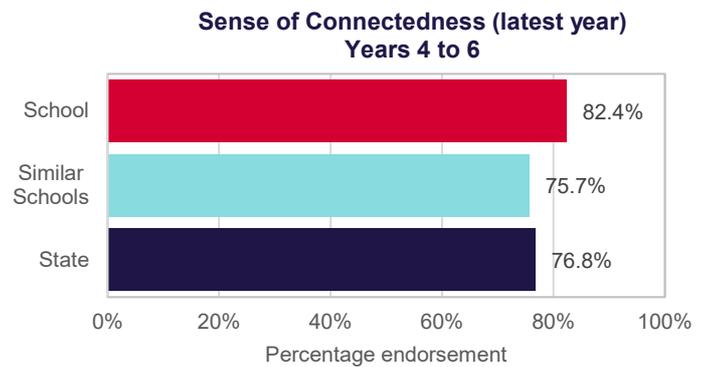
## WELLBEING

**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).

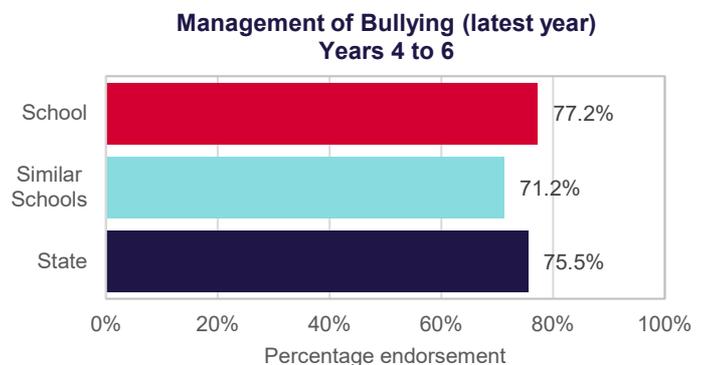
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	82.4%	81.3%
Similar Schools average:	75.7%	77.4%
State average:	76.8%	77.9%



### 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:	77.2%	76.3%
Similar Schools average:	71.2%	72.6%
State average:	75.5%	76.3%



## ENGAGEMENT

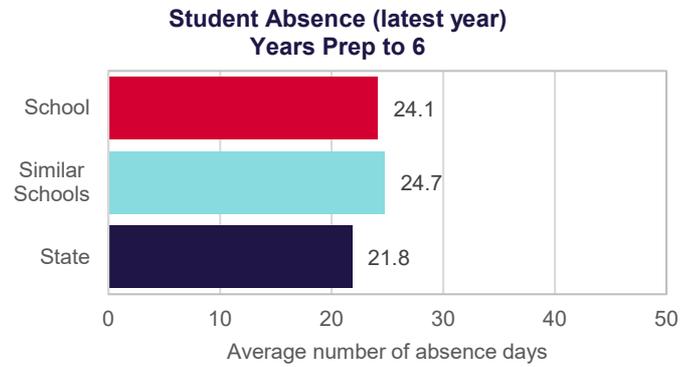
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	24.1	21.3
Similar Schools average:	24.7	23.2
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):	87%	89%	87%	87%	89%	89%	88%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,244,531
Government Provided DET Grants	\$1,160,693
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$83,640
Locally Raised Funds	\$462,378
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,951,242</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$344,165
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$344,165</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,750,923
Adjustments	\$0
Books & Publications	\$13,307
Camps/Excursions/Activities	\$199,524
Communication Costs	\$8,212
Consumables	\$202,292
Miscellaneous Expense <sup>3</sup>	\$44,987
Professional Development	\$101,504
Equipment/Maintenance/Hire	\$139,718
Property Services	\$193,033
Salaries & Allowances <sup>4</sup>	\$147,799
Support Services	\$615,936
Trading & Fundraising	\$29,107
Motor Vehicle Expenses	\$126
Travel & Subsistence	\$0
Utilities	\$68,498
<b>Total Operating Expenditure</b>	<b>\$10,514,966</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$436,276</b>
<b>Asset Acquisitions</b>	<b>\$92,843</b>

- (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 17 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$430,166
Official Account	\$72,014
Other Accounts	\$66
<b>Total Funds Available</b>	<b>\$502,245</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$237,198
Other Recurrent Expenditure	\$11,612
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$248,810</b>

*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.*

