

2025 Annual Report to the School Community

School Name: Warrnambool East Primary School (4773)



- 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 12 March 2026 at 05:43 PM by Marina Milich (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 25 March 2026 at 09:18 PM by Marina Milich (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

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

About Our School

School context

Warrnambool East Primary School is uniquely located behind the sand dunes in the coastal, regional city of Warrnambool. Warrnambool East Primary School strongly advocates for the wellbeing needs of students to be addressed so that learning potential can be fully realised. We aim to reduce the impact of disadvantage on student outcomes, ensuring more students develop the skills, knowledge, and attributes they need to build healthy, happy, and prosperous lives. Our school values, alongside the Positive Education philosophy, Nurture Principles, Zones of Regulation, and the Respectful Relationships curriculum—collectively referred to as THRIVE—underpin the culture of our school. These approaches guide our work in creating a safe, inclusive, and supportive learning environment.

At Warrnambool East Primary School, our vision is to promote a culture of nurture, inclusion and high-quality education where every student is supported to thrive as a learner and to contribute proudly to their school and wider community. We are committed to creating a safe and supportive environment where students feel valued, respected and encouraged to achieve their personal best.

Our core values underpin everything we do and guide the way we learn, work and interact with one another.

- **Be Respectful** – We treat others with care, listen attentively and value the diverse perspectives and backgrounds within our school community.
- **Be Safe** – We follow our school expectations and take responsibility for caring for ourselves, others and the environment.
- **Be a Learner** – We remain curious, persevere through challenges, strive for our personal best and learn from our mistakes as part of the growth process.
- **Be Kind** – We support one another, speak politely and demonstrate empathy and compassion in our daily interactions.

Together, these values shape a positive school culture where students are encouraged to develop confidence, resilience and a strong sense of belonging. They underpin all aspects of school life and support our commitment to fostering engaged learners and responsible members of the community.

We value the inclusion of all cultures, backgrounds, and individual needs, with a strong emphasis on supporting students' emotional needs, overall wellbeing, and engagement. We are immensely proud of our school and have received both regional and state awards recognising our innovative wellbeing and learning programs. We also value strong partnerships with community groups that enhance and enrich these programs. Our curriculum places a strong emphasis on Literacy and Numeracy, alongside the development of character and learner dispositions. Our commitment to accelerating learning growth is demonstrated through the effective use of data and precise teaching practices to differentiate instruction and implement reasonable adjustments that respond to student need.

We support students who require scaffolding while also extending those who are thriving, embedding a culture of high expectations, continuous learning, and collaboration through the

Professional Learning Community framework. In parallel, we focus on effectively mobilising available resources to support student wellbeing and mental health, with particular attention to our most vulnerable learners. This is achieved through the development and implementation of a whole-school approach that supports both students and staff, strengthening wellbeing, inclusion, and a strong sense of belonging.

The school draws its students from its designated neighbourhood area, providing a diverse and vibrant population, including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, and students funded through a government disability support program. Students with disabilities receive targeted funding for classroom learning support and specialised resources and equipment to meet their needs, with Individual Education Plans developed each term in consultation with families and students. From 2026, the school will transition to the Disability Inclusion Profile framework.

Our curriculum has a strong emphasis on Literacy and Numeracy and the development of character and learner traits. Our commitment to accelerating learning growth is evident through use of data and precise teaching to differentiate and integrate reasonable adjustments.

Inquiry Learning emphasises open ended learning, cultivating curiosity and problem solving, and aims to include authentic student voice. Curriculum is enriched by choir, bands, group based music tuition, a wide range of sports, camps and major excursions and incursions. Science partnerships have a focus on sustainability, and Deakin University provides both practical and research support. Our school has a reputation for being innovative, with a focus on enabling students to leave the school as skilled learners who are confident, resilient, persistent, creative, curious and respectful citizens.

We are proud of our strong connection to the community and the wide range of opportunities we provide for families to engage with our school. These include regular assemblies, celebrations of learning, and opportunities to volunteer in school programs such as the breakfast club. We also invite parents and carers to information sessions to build understanding of how we support their children's learning and wellbeing.

Our community connections are further strengthened through the celebration of our extended curriculum and social events, including the Art Show, Science Night, trivia nights, parent music nights, and community picnics. These experiences foster belonging, partnership, and shared pride in our school. We are extremely proud of the strong, connected community we have built together.

One of our key challenges is balancing direct, explicit instruction with learning experiences that nurture curiosity, creativity, and student voice. Explicit teaching provides clarity, structure, and support for diverse learners, while student-led and creative approaches encourage engagement, independence, and deeper learning. Our focus is on intentionally integrating both approaches to ensure learning is inclusive, responsive, and meaningful for every student.

Our community is highly connected to the school through social and community-based activities; however, engagement is lower when families are invited to participate in learning-focused initiatives that build understanding of our teaching and learning practices. Our goal is to explore flexible engagement options, such as virtual platforms, to increase accessibility and strengthen family partnerships in supporting student learning.

Our school has seen a growing number of EAL students and families entering the community with limited or no English. This shift highlights the need for targeted support and inclusive practices. Through our Yes to Inclusion, No to Racism campaign, we are strengthening our focus on education and prevention, while building a culture of belonging and acceptance for all families within the school and broader community.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Warrnambool East Primary School, our commitment to our school values - *Be Respectful, Be Safe, Be a Learner and Be Kind* is reflected in our approach to teaching and learning. Throughout the year, staff continued to strengthen consistent, high-quality instructional practices across the school.

Whole-school approaches have supported greater consistency in teaching and enabled teachers to effectively differentiate learning for students. These structures have helped staff respond to a range of learning needs while maintaining clear and consistent classroom routines.

Collaborative planning has remained a key feature of our teaching practice. Teams use scheduled planning time to identify student learning needs, including opportunities for both support and extension. Staff engage in moderation of assessment data, share planning approaches and discuss strategies to improve learning outcomes for all students. Year-level assessment spreadsheets and whole-school data entry through Compass have supported the moderation, triangulation and tracking of student achievement, including alignment with semester reporting processes.

Professional Learning Communities (PLCs) continue to play an important role in strengthening teaching practice. Wednesday PLC sessions within Learning Communities have provided valuable time for staff to analyse data, discuss learning walks, unpack peer observations and reflect on teaching practices. Peer observations within year levels and the use of peer observation videos have supported greater consistency across classrooms and encouraged professional reflection.

The role of Learning Specialists has also supported this work through coaching and collaboration with teaching teams. This year, the coaching model focused on working with teams rather than one-to-one support, helping to expand the impact of professional learning across the school.

Looking ahead, the school will continue to prioritise the monitoring of student data, particularly for students requiring Tier 2 and Tier 3 intervention. Ongoing work will focus on refining whole-school data tracking processes and maintaining a balance between data-informed practice and responsive lesson planning. Further development is also planned for whole-staff PLC learning in numeracy initiatives.

Through these ongoing improvements, Warrnambool East Primary School remains committed to strengthening teaching practice and supporting every student to grow as a confident and capable learner.

Wellbeing

Student wellbeing continues to be a key priority at Warrnambool East Primary School, supporting

our commitment to ensuring all students feel safe, included and ready to learn. Throughout the year, the school strengthened its whole-school approach to wellbeing through the development of a clear, tiered system of support for both learning and wellbeing.

A Tiered Intervention Framework for Learning and Wellbeing was introduced and shared with staff early in the year. This framework provided clear guidance on the levels of support available for students and included links to relevant resources and strategies.

The school continued to embed a tiered approach to behaviour support through the School-Wide Positive Behaviour Support (SWPBS) framework. A strong focus was placed on Tier 1 supports, with expected behaviours explicitly taught and consistently promoted across classrooms to strengthen positive behaviour at the whole-school level.

Targeted programs were also developed to support students requiring additional assistance. The Calm Crew program was introduced to support students with Tier 2 and Tier 3 behavioural needs, focusing on regulation strategies and helping students develop skills to manage emotions and behaviour.

Inclusion remained a strong focus across the school community. Community Progress Leaders led a whole-school project promoting the message “Yes to Inclusion – No to Racism,” aligning with the Department of Education’s policy direction and reinforcing the school’s commitment to respect and belonging for all students.

This year also saw the introduction of the Mental Health in Primary Schools (MHIPS) role. The appointed leader participated in professional learning and a Community of Practice, and the role was formally introduced to staff during a Professional Learning Community session.

The Diversity and Inclusion Leader further supported staff by building capacity in developing effective SMART goals, strengthening Individual Education Plans (IEPs), and improving awareness and documentation of reasonable adjustments for students.

Together, these initiatives have strengthened the school’s proactive and inclusive approach to wellbeing, ensuring students are supported both socially and emotionally so they can fully engage in their learning.

Engagement

At Warrnambool East Primary School, student engagement and voice are central to building an inclusive and responsive learning environment. Throughout the year, students were actively involved in shaping school-wide practices and contributing to decisions that affect their learning and wellbeing.

Students had meaningful opportunities to participate in the School-Wide Positive Behaviour framework, including input into recess planning, restorative conversations, behaviour support plans, Individual Education Plans (IEPs), and modified timetables. Tools such as PIVOT feedback (collected in Terms 2 and 4) allowed students to provide feedback to teachers and set personal goals, strengthening their ownership of learning.

Student input also influenced the design of the 1/2 playground, and their perspectives informed further analysis of the Attitudes to School Survey, supporting ongoing inquiry into student experiences and engagement. Students were engaged in the school review process, contributing

ideas and reflecting on school practices.

Classroom practices also supported student engagement through a focus on Opportunities to Respond (OTRs) and Checks for Understanding (CFUs) during learning walks. A visual prompt was co-developed with students to increase awareness of how they could share their voice and actively participate in learning decisions. The school began enhancing student involvement in Student Support Groups (SSGs) and IEPs, a focus that will continue into the coming year.

In addition, a tiered flowchart was implemented to ensure a consistent and responsive approach to attendance, supporting student engagement by identifying and addressing barriers to participation.

These initiatives reflect Warrnambool East Primary School's commitment to empowering students, promoting agency, and fostering meaningful engagement in both learning and school life.

Other highlights from the school year

2025 was a year of growth, connection, and shared purpose across our school community. A strong and positive school climate continues to be the foundation of our success. Our staff culture is collaborative, supportive, and deeply committed to ensuring that every student feels valued, safe, and ready to learn. The dedication and professionalism of our staff underpin the welcoming and inclusive environment that our students and families experience every day.

Learning and Wellbeing remain central to all aspects of our work. We recognise that students thrive academically when they feel supported socially and emotionally. Throughout the year, staff have worked intentionally to foster strong relationships with students and families, ensuring that wellbeing is embedded in classroom practice, school initiatives, and community engagement. This shared commitment has strengthened our ability to support each learner to reach their full potential.

Our school community continues to thrive when we come together. We proudly embrace the diversity within our school and celebrate the many cultures, backgrounds, and experiences that enrich our learning environment. A highlight of the year was a powerful community-led initiative that reflected our commitment to inclusion and student voice.

Through analysis of the Attitudes to School Survey data, our student Community Project Leaders identified racism as an issue of concern. Demonstrating leadership, empathy and initiative, they used this information to design a campaign aimed at promoting understanding, respect and cultural pride within our school community.

This work culminated in a whole-school celebration titled Flavours of the World, an event that brought together students, families, and staff to celebrate the rich diversity of cultures represented in our community. The event was enthusiastically supported by families and provided both a celebration and an important educational opportunity.

The day featured cultural food from around the world, dance performances, craft activities, and a heartwarming assembly that honoured the many cultures and traditions within our school. Students shared stories, traditions, and experiences, creating meaningful opportunities for learning, reflection and connection.

Flavours of the World not only celebrated diversity but also reinforced our collective commitment to inclusion, respect and belonging. It demonstrated the power of student leadership and

highlighted the strength of a community that values and embraces difference through the Yes to Inclusion, No to Racism campaign.

We are incredibly proud of our students, staff, and families who continue to work together to build a school culture where everyone is welcomed, respected and celebrated.

Financial performance

In 2025, Warrnambool East Primary School again maintained a healthy financial position, finishing the year with a positive cash balance and credit surplus. This outcome reflects strong student enrolment numbers and careful financial management throughout the year. Surplus funds will be carried forward into 2026 to support ongoing programs and future initiatives that enhance learning and wellbeing across the school.

WEPS continued to benefit from Locally Raised Funds, which include parent payments, facility hire, significant fundraising efforts, and generous community donations. These contributions play an important role in supporting additional resources and improvements within the school. As a result of these efforts, the replacement of two playgrounds has been scheduled for 2026, with funding allocated through our fundraising sub-program.

While equity funding was lower than in previous years, it remained an important source of support for our students. These funds enabled the school to provide essential wellbeing supports and employ additional Education Support staff to assist in classrooms, strengthening the learning environment and ensuring students receive the support they need to succeed.

School funds were also allocated to buildings and grounds as part of the planned maintenance program set out by the Department of Education and the Victorian School Building Authority (VSBA). This program ensures that our facilities remain safe, functional, and well maintained. Maintenance work will continue in 2026, with a new maintenance plan scheduled to be implemented from 2027.

A significant portion of the budget was also invested in professional learning for staff to enhance classroom practise and the way we work together. This included Responsive Teaching professional development, DISC training, sessions with Ben Palmer focusing on Emotional Intelligence and whole-school First Aid training. These opportunities support staff to continually build their skills and strengthen teaching, learning, and wellbeing practices across the school.

All funds received from the Department of Education, along with those raised by the school community, have been expended or committed to future years to support the achievement of educational outcomes and the operational needs of the school.

**For more detailed information regarding our school please visit our website at
<https://www.weps.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 493 students were enrolled at this school in 2025, 232 female and 261 male. 8% had English as an additional language and 9% 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**.


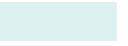

Parent Satisfaction Summary

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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	86.3%	
	Similar schools	83.6%	
	State	82.0%	

School Staff Survey


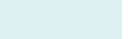


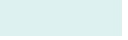

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.7%	
	Similar schools	77.1%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	79.2%	
	Similar schools	80.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	83.8%	
	Similar schools	79.4%	
	State	84.2%	

NAPLAN

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


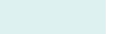


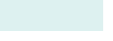

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%	62.6%
	Similar schools	65.1%	63.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	74.2%	71.6%
	Similar schools	68.8%	69.1%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	59.4%	61.8%
	Similar schools	64.0%	62.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	75.0%	65.3%
	Similar schools	62.2%	60.8%
	State	69.1%	68.1%

NAPLAN relative growth

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

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




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

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	74.1%	
	Similar schools	69.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	74.1%	
	Similar schools	67.1%	
	State	74.0%	

WELLBEING

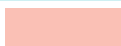


Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.3%		72.4%
	Similar schools	75.3%		77.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	81.7%		76.5%
	Similar schools	76.6%		77.8%
	State	76.4%		75.8%

ENGAGEMENT



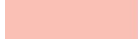




Average absence days per student

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

		2025	4-year average
Prep - 6	School	25.6	23.5
	Similar schools	22.7	22.8
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	88.8%	
Year 1	School	86.8%	
Year 2	School	86.1%	
Year 3	School	88.8%	
Year 4	School	87.8%	
Year 5	School	87.4%	
Year 6	School	83.7%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,637,351
Government Provided DET Grants	\$911,204
Government Grants Commonwealth	\$17,710
Government Grants State	\$0
Revenue Other	\$76,790
Locally Raised Funds	\$247,302
Capital Grants	\$0
Total Operating Revenue	\$6,890,358

Equity	Actual
Equity (Social Disadvantage)	\$350,435
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$350,435

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

Expenditure	Actual
Student Resource Package ¹	\$5,467,347
Adjustments	\$0
Books & Publications	\$4,209
Camps/Excursions/Activities	\$97,896
Communication Costs	\$2,981
Consumables	\$96,383
Miscellaneous Expenses ²	\$32,084
Agency Staff	\$194,424
Professional Development	\$34,518
Equipment/Maintenance/Hire	\$57,289
Property Services	\$267,981
Salaries & Allowances ³	\$341,581
Support Services	\$13,351

Expenditure	Actual
Trading & Fundraising	\$28,442
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,650
Utilities	\$35,069
Total Operating Expenditure	\$6,677,205
Net Operating Surplus/-Deficit	\$213,152
Asset Acquisitions	\$0

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,419,175
Official Account	(\$2,216)
Other Accounts	\$0
Total Funds Available	\$1,416,960

Financial Commitments	Actual
Operating Reserve	\$201,643
Other Recurrent Expenditure	\$8,270
Provision Accounts	\$0
Funds Received in Advance	\$83,158
School Based Programs	\$697,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,103
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,278,174

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.