

2025 Annual Report to the School Community

School Name: Western Port Secondary College (7893)



- 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 27 March 2026 at 11:07 AM by Christopher Quinn (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 31 March 2026 at 12:03 PM by Christopher Quinn (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)
 - Senior Secondary Completions and mean study score
- 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
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - 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

Western Port Secondary College is a medium sized secondary school with a total population of 765 students, with 352 females and 410 male students and an SFOE band value that is high. We have a small number of students with English as an additional language and 7% identifying as Aboriginal or Torres Strait Islander. Our college vision is to 'Empower our community to grow and achieve together through CARE, innovation and excellence'.

The college is set on 11 hectares of land in the town of Hastings on the Mornington Peninsula with outstanding modern building including newly renovated classrooms across the school. At the beginning of 2024, we proudly opened our state-of-the-art Senior, Year 7, and Wellbeing Centres following the completion of our \$11.56M building project.

Our CARE values Community, Achievement, Respect, and Engagement are embedded across our programs, practices, and student leadership and achievement structures. At Western Port Secondary College, our core focus is high-quality teaching and learning, ensuring every student receives explicit instruction at their point of need to support sustained growth along the learning continuum. Our teaching and learning programs are grounded in the science of learning and are guided by the Victorian Teaching and Learning Model 2.0, enabling students to build strong foundations for success. From the moment a young person joins our college community, we are committed to supporting them to complete their senior certificate and to develop the skills, knowledge, and capabilities required for their chosen pathway or future career.

We continue to position ourselves as a school of choice for families within our neighborhood school zone and work closely with our local feeder primary schools to ensure young people across our community transition confidently and successfully into secondary education, with students known well before they arrive. Building on the outcomes of our 2022 School Review, our college maintains a strong focus on providing a safe and orderly learning environment. Our staff are deeply committed to ongoing personal and professional growth, ensuring we are effectively targeting the learning and wellbeing needs of every student, every day.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Year 7–9 NAPLAN relative growth data demonstrates strong learning progress for our students. In Reading, 75.3% of students achieved High or Medium relative growth, while in Numeracy this figure rose to an impressive 80.3%. Both results sit well above those of similar schools and exceed state averages, providing confirmation that our continued focus on improving teacher practice and strengthening student learning outcomes is on the right track.

These positive gains reflect our deliberate approach to targeting learning from the moment students commence at the college. Through the delivery of a guaranteed and viable curriculum with low variance across the school, which is underpinned by the science of learning and supported by a high-quality teaching team. In Years 7 and 8, students identified as at risk in reading were supported through the LEAP program which is combined with turs supports. This included targeted small-group support and the strategic allocation of tutors to junior English and Mathematics classes to scaffold learning and accelerate progress, particularly in norm-referenced assessments such as DIBELS.

Our proficiency data provides a clear focus for continued improvement. In Year 9, 42.7% of students achieved Strong or Exceeding levels in Reading and 38.9% in Numeracy, while Year 7 results showed 56.3% of students at Strong or Exceeding in Reading and 52.6% in Numeracy. These sresult provide valuable insight and direction as we continue to refine curriculum, instruction, and intervention to lift achievement across all cohorts.

As we move into the third year of senior secondary reform, encompassing the Victorian Certificate of Education (VCE), VCE Vocational Major, and Victorian Pathways Certificate, our senior outcomes remain a significant strength. The student completion rate was a strong 91.7%, reflecting sustained engagement and support across senior programs. Academic outcomes continue their upward trend, with the mean VCE English study score increasing to 26.9 and the mean VCE All Study score rising to 26.3. Our top ATAR results also continued to improve in 2025, with a top score of 91.9.

Wellbeing

Our continued focus on building a strong, connected school community remained a priority throughout 2025, ensuring every student feels known, valued, and supported. Each day begins with members of the principal class welcoming students at the gate, fostering a sense of belonging while also providing informal wellbeing check-ins to identify any additional support students may need to start the day well. This routine also supports readiness for learning, including students being in full school uniform and prepared with the materials required for the day. This work is underpinned by our School-Wide Positive Behaviour Support (SWPBS) framework, which prioritises the acknowledgement and reinforcement of positive behaviours to promote safe, calm, and orderly learning environments. Clear and consistent processes support teachers in responding to behavioural concerns through the 5R approach which includes Remind, Relocate, Remove, Re-teach, Re-enter or Reset to ensure learning remains the central focus in every classroom.

As a Berry Street Education Model school, our staff are trained in trauma-informed practices that support students to self-regulate and engage positively in learning. Ready to Learn plans provide both in-class and external strategies tailored to individual student needs. Classroom teachers manage internal strategies, while external supports are provided by a dedicated team of youth workers who conduct wellbeing check-ins and offer short, purposeful breaks outside the classroom, as agreed with teachers. This coordinated approach ensures students are supported to re-engage quickly and successfully with their learning.

Our deliberate commitment to early intervention continued through a range of proactive wellbeing initiatives delivered by a highly skilled team, including mental health practitioners and psychologists, youth workers, counsellors, and a school nurse. Strong partnerships were further developed with Peninsula Health, headspace, Western Port Community Support, and Willum

Warrain, alongside ongoing collaboration with schools across the Southern Peninsula Network. Student mental health remained a key focus of our wellbeing programs in 2025, reflecting the continued prevalence of mental health-related support needs and our commitment to responding early and effectively.

Our strong commitment to inclusive education is reflected in robust tracking and review processes embedded within mainstream programs. Inclusion panels at each year level meet every five weeks to review academic progress, attendance, and wellbeing for every student, informed by regular reporting cycles. Clear recommendations are shared with teaching teams to address any emerging learning, engagement, or wellbeing needs, ensuring timely adjustments and supports. Individual Education Plans further strengthen this approach by providing targeted strategies for students requiring mandated or needs-based support. These processes ensure no student slips through the gaps, with regular opportunities to review and refine support at least every five weeks.

The impact of these wellbeing-focused approaches is evident in student perception data. In 2025, 63.5% of students in Years 7–12 reported a strong sense of connection to the school, an increase that places us 13.7% above the state average and 17.5% above our four-year average. Similarly, students' confidence in how bullying is managed at the college remains strong, with 64.5% of students positively endorsing this area which is 13.7% above the state average and 14.3% above our four-year average. These results reflect the sustained positive impact of our consistent, proactive, and student centred wellbeing and behaviour frameworks.

Engagement

We are proud of the programs that support students to build resilience and persistence, empowering them to be active and connected members of our college and the broader community. We continue to strengthen our inclusive processes, building on our established youth commitment work through the early identification of vulnerability and a coordinated, team-based approach to support. This includes targeted strategies addressing academic progress, wellbeing, and attendance which is an area that continues to present system-wide challenges in post-COVID environments. In 2025, the average number of student absence days across Years 7–12 was 32, representing an improvement from 2024 and remaining below that of similar schools. This positive outcome is supported by the work of dedicated attendance officers who proactively engage with families, alongside our inclusive programs such as Elevate and Outreach.

Elevate provides targeted support to address identified skills gaps, with individual education plans outlining clear goals and a focus on strengthening core literacy and numeracy skills. This program plays an important role in supporting students to re-engage with learning and remain connected to a mainstream school setting. Complementing this, the college delivers a unique combination of on-site and off-site education through the Outreach program. A dedicated team of teachers supports more than 75 students who have disengaged from traditional schooling, working across locations throughout the Bayside Peninsula, from Sorrento through to Parkdale and beyond, to re-establish connection, engagement, and learning pathways.

Alongside our inclusive education programs, we offer a comprehensive careers curriculum delivered through our iCARE programs, ensuring students are supported to develop clear pathway plans from junior school onwards. This work is led by a qualified careers practitioner who meets individually with every senior school student to personalise post-secondary plans for further education, training, or employment. Student retention rates for Years 7–10 remained

strong at 72.4% in 2025, sitting above the state average and only slightly below our four-year average, reflecting consistency in this work overtime. Encouragingly, student exit rates to further education or training for students in Years 10–12 increased to 82.9%, which is 12.9% above our four-year average and above state benchmarks, highlighting the effectiveness of our pathway and engagement strategies.

Other highlights from the school year

A significant highlight for both senior students and our 2025 Year 7 cohort was our capital works project, purposefully designed with student learning outcomes and wellbeing at its core. For our youngest learners, the Year 7 Hub has played a vital role in supporting a smooth and confident transition from primary to secondary school, creating a welcoming and supportive foundation for their secondary education journey. The dedicated exam centre provided an outstanding environment for School Assessed Coursework and external examinations, enhancing the experience for senior students.

We are proud of our Koori student population, with 55+ students identifying as members of the 'Western Port Mob'. Throughout the year, our Mob continued important work to establish a dedicated Koori gathering space, including the creation of a mural designed by students in collaboration with a local Indigenous artist and staff who are also Western Port Secondary College alumni, with strong connections with Willum Warrain. As one of 16 schools involved in the Koori Emerging Leaders in Schools (KELiS), we celebrated the program winning the Outstanding Koori Education Award at the Victorian Education Excellence Award (VEEA) for 2025. The Mob also pioneered the Deadly Future Leaders program for local network primary schools, adapting the successful KELiS model for younger students. This initiative has strengthened leadership skills, confidence, and cultural connection for many students across the Mornington Peninsula.

The Mornington Peninsula Learning Guarantee (MPLG), generously supported by the Mornington Peninsula Foundation, expanded to include additional primary schools and another secondary school across the Southern Peninsula Network. This strong system-level collaboration positions the program for further impact in 2026 with the implementation of a primary Elevate program to address disengagement and chronic absence in our network primary schools. In parallel, the college strengthened its focus on the science of learning within the secondary setting throughout 2025, with the positive impact of this work clearly reflected in student achievement data across the report.

Our cluster music program continued to enrich learning by providing high-quality musical curriculum and performance experiences for students from three local primary schools. Supported through school contributions and philanthropic funding from the Mornington Peninsula Foundation, the program ensures access to music education for all students and supports continuity as they transition to secondary schooling. Combined Spring and Winter cluster concerts, involving both primary and secondary students, remain a highlight of the year and are exceptionally well attended by families across our school communities.

The philanthropically supported MyTech program, first implemented in 2020, continued to deliver significant benefits in 2025, providing every student in Years 7, 8, and 9 with access to a school-managed device. Due to the ongoing success and impact of the program, the three-year funding cycle was extended from the beginning of 2024 through to 2026, ensuring equitable access to technology and supporting high-quality teaching and learning for all junior students.

Since 2022, our school has been on a significant improvement journey and were announced as the winners of the Outstanding School Improvement Award for through the VEEA in 2025.

Financial performance

Western Port Secondary College continues to operate from a balanced financial position, enabling increased and strategic resourcing to deliver our School Improvement Plan and strengthen academic proficiency for learners across all year levels. This financial position allows the college to invest deliberately in initiatives that have a direct and positive impact on teaching quality, student learning outcomes, and wellbeing.

The Mornington Peninsula Learning Guarantee (MPLG) continues to provide a strong and effective transition pipeline for students moving from our local feeder primary schools into the college. Through wrap-around supports and teaching and learning programs aligned to the science of learning, the MPLG plays a key role in building continuity and confidence for students and families. In 2025, MPLG support enabled the introduction of Classroom Mastery and Australian Education Research Organisation (AERO) routines, including high-quality professional learning, coaching, and observation support for staff. The MPLG also strengthens our Elevate program which is an innovative and targeted approach designed to re-engage disengaged learners by addressing specific skill gaps, with the clear goal of supporting students to successfully return to mainstream learning. In addition, the college continues to lead the cluster music initiative, with a dedicated staff member working across four schools to broaden access to music education and support seamless transitions into ongoing music programs at the college.

Philanthropic partnerships continue to play a vital role in expanding opportunities for students, including sustained support for our MyTech laptop program. This initiative ensures every student in Years 7–9 has access to a school-managed device, removing financial barriers for families and supporting equitable access to high-quality, 21st-century learning.

Our capital works project was significantly boosted via a \$300,000 injection through our close partnership with the not-for-profit Abacus Learning Centre, who currently lease land on the school site. Our dedicated Wellness Centre is placed at the front door of our school, providing essential support for student mental health and wellbeing, particularly important in the post-COVID context.

Looking ahead, a planned staffing deficit in 2026 will be responsibly supported through the 2025 cash reserve, ensuring the continued delivery of strong learning outcomes and the wide range of curricular and co-curricular opportunities available to our students.

**For more detailed information regarding our school please visit our website at
www.westernportsc.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 765 students were enrolled at this school in 2025, 352 female and 410 male. 2% had English as an additional language and 7% 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 **High**.

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	63.4%	
	Similar schools	69.3%	
	State	74.1%	

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	73.0%	
	Similar schools	56.0%	
	State	59.3%	

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 Year 7 - 10 % of students at or above age expected standards	School	56.8%	
	Similar schools	64.2%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	44.0%	
	Similar schools	57.2%	
	State	70.5%	

NAPLAN

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

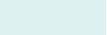
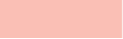
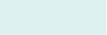
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	56.3%		59.1%
	Similar schools	57.1%		57.6%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	42.7%		45.0%
	Similar schools	52.9%		50.8%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	52.6%		51.5%
	Similar schools	55.2%		52.3%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	38.9%		40.4%
	Similar schools	50.0%		47.3%
	State	61.9%		60.2%

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'.

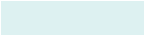
A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	75.3%	
	Similar schools	69.1%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	80.3%	
	Similar schools	69.8%	
	State	73.5%	

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

2025				3-year average
VCE/VCE VM completion rate	School	91.7%		92.5%
	Similar schools	95.0%		94.6%
	State	97.2%		96.9%
Mean VCE study score	School	26.3		NDA
Total VCE VM students	School	23		NDA
Total VPC students	School	10		NDA

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 7 to 12 % positive endorsement	School	63.5%		46.0%
	Similar schools	45.9%		41.9%
	State	49.8%		47.7%

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 7 to 12 % positive endorsement	School	64.5%		50.2%
	Similar schools	48.7%		44.5%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	82.9%		70.0%
	Similar schools	77.7%		77.4%
	State	81.5%		81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025		4-year average
Real retention rate	School	72.4%		74.8%
	Similar schools	71.9%		72.3%
	State	68.8%		68.7%

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
Year 7 - 12	School	32.0		30.9
	Similar schools	36.6		35.0
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	82.9%	
Year 8	School	82.8%	
Year 9	School	82.2%	
Year 10	School	82.8%	
Year 11	School	86.7%	
Year 12	School	87.2%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 01 April 2026.

Revenue	Actual
Student Resource Package	\$12,487,646
Government Provided DET Grants	\$1,858,219
Government Grants Commonwealth	(\$0)
Government Grants State	\$3,003
Revenue Other	\$202,724
Locally Raised Funds	\$1,197,408
Capital Grants	\$150,000
Total Operating Revenue	\$15,899,001

Equity	Actual
Equity (Social Disadvantage)	\$844,797
Equity (Catch Up)	\$133,693
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$978,490

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

Expenditure	Actual
Student Resource Package ¹	\$12,378,435
Adjustments	\$0
Books & Publications	\$55
Camps/Excursions/Activities	\$175,326
Communication Costs	\$26,212
Consumables	\$226,268
Miscellaneous Expenses ²	\$286,286
Agency Staff	\$120,415
Professional Development	\$52,695
Equipment/Maintenance/Hire	\$499,628
Property Services	\$558,057
Salaries & Allowances ³	\$128,791
Support Services	\$553,588

Expenditure	Actual
Trading & Fundraising	\$110,198
Motor Vehicle Expenses	\$20
Travel & Subsistence	\$406
Utilities	\$110,173
Total Operating Expenditure	\$15,226,555
Net Operating Surplus/-Deficit	\$522,446
Asset Acquisitions	\$376,292

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	\$1,469,615
Official Account	\$110,171
Other Accounts	\$48,209
Total Funds Available	\$1,627,995

Financial Commitments	Actual
Operating Reserve	\$474,687
Other Recurrent Expenditure	(\$7,843)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$11,836
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,000,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$145,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,623,679

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.