

# 2023 Annual Report to the School Community

School Name: Alphington Primary School (3599)



- 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 04 April 2024 at 09:36 AM by Melissa Mackenzie (Principal)

- This 2023 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 11 April 2024 at 09:15 AM by Matt Cobby (School Council President)

# 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Alphington Primary School is a vibrant school situated on the city fringe, in an area bounded by Heidelberg Road and the Yarra River. The school is in close proximity to the Alphington Paper Mill (APM) development and is expecting to see a growth in enrolments in the coming years. It is set amidst residential streets, close to parklands, a sporting oval and public transport, and is a focal point for the community it serves. The school is recognised for its strong academic achievement, focus on high quality teaching and strong sense of community. The school culture is founded on two school rights: • We all have the right to feel safe • We all have the right to learn as much as possible. Alongside the two rights Alphington Primary School has embedded a set of values to guide the conduct and practices of all stakeholders and which the school fosters in its relationships. These are: • Kindness: Demonstrating empathy and being inclusive; displaying gratitude. • Respect: Consideration for self, others and the world around us; being polite and courteous. • Resilience: Being flexible and able to bounce back; being optimistic. • Curiosity: Showing interest and wonder; making choices; a love of learning. • Integrity: Being honest and fair; having a sense of what's right and living it. In 2023 the school introduced five Learner Dispositions which we call on to be the best learners we can be. They are: Reflection; Optimism; Collaboration; Creativity and Determination. These rights, values and dispositions underpin the school's commitment to nurture students to become confident and contributing citizens. High attendance data reflects the school's emphasis on a positive attendance program and engagement of every student through the many and varied opportunities the school provides. The school has 20.6 EFT teachers: 2 Principal Class and 2.3 EFT Education Support Staff. The school's physical environment is aesthetically inviting with newly upgraded well-maintained buildings, classroom and playground areas giving the school flexible learning spaces and child friendly play areas that provide a safe and secure school environment. The learning spaces can cater for up to 700 students, our current enrolment is 353 students. The three level Learning centre houses classrooms which provide areas for collaborative learning, outdoor learning spaces and state of the art facilities. There is a new competition grade gymnasium which also includes a performing arts room and a canteen. This space will be utilised by the school and also available for community sporting groups to hire. The original main building has been renovated to include restoration of original features along with 4 classrooms, a learning hub and the junior library. The two level administration area, staff centre and the senior resource area all provide plenty of space for our community. The playgrounds include both active and passive spaces with artificial turf-playing areas and a flexible ball-sport court. An upgrade to the 3/4 play equipment is underway with the students working together to meet the needs of the playground and the wishes of the students.

All works completed in the school involve student voice with the strong belief that these are the students' learning spaces and the adults support and activate the learning. Classrooms are technology rich with interactive whiteboards / TVs or screens and 1:1 individual net books or i-Pads. Specialist programs comprise of Physical Education and Sport, Visual Arts, Performing Arts and LOTE Mandarin. The school aims to develop students' knowledge, skills and understandings in literacy and numeracy as well as of 21st Century competencies. Teachers use the Victorian Curriculum Framework for planning and also utilise other frameworks such as Australian Curriculum and Department initiatives- FISO and FISO 2.0, HITS, Amplify, HIWS and the Practice Principles. Teaching and Learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond their community. APS students are provided with many opportunities to develop their skills in many varied ways. A positive approach to student wellbeing, based on rights and responsibilities for all is prominent in our programs and is incorporated in the curriculum as well as the implementation of DET's Respectful Relationships program. There is an accepted expectation that all students, staff and parents work together to achieve the school goals for the benefit of all. This partnership is supported through the extensive use of individual learning plans, open and regular communication and opportunities to celebrate learning. The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents to ensure student progress is closely monitored and needs are addressed. Information disseminates within the school through weekly newsletters and assembly, Compass, meetings, forums and information sessions. We are in true partnership with the community and are all extremely proud of every aspect of the school.

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

### Learning

The school continues to perform with Similar schools in regards to Teacher Judgements of student achievement with 95% students P-Year 6 at or above the expected standards in English and 95.1% students at or above the expected standards in Mathematics. The school's performance in NAPLAN continues to be above Similar schools with regards to Year 3 NAPLAN Reading and Numeracy. In 2023 the grading of students changed from 5 bands to 4 Proficiency levels. In Reading, Year 3 students in the top two

Strong or Exceeding proficiency levels reached 89.5% and in year 5 there were 95.8%. In Numeracy Year 3 students in the top two Strong or Exceeding proficiency levels reached 87.7% and in year 5 there were 83.3%.

The strong performance in student learning can be attributed to the consistent application of the instructional model and the implementation of teaching strategies to complement this model. The focus on individual achievement with differentiation is key to ensure each student's learning needs are met. Our professional staff strive to support every student to be the best they can be and this is well documented with Individual Learning plans and programs such as Student Excellence program, Speech Pathology in Schools, tutoring, small group extension and the partnership with home that supports student learning. The Professional Learning Community initiative continues to be embedded in our practices with the focus on the growth of each student has meant the staff thoroughly analyse data and work in teams to develop and implement 'next steps' for each student's learning. The school continued to focus on the consistent teaching of writing, reading and mathematics and the development of documentation for the teaching of these areas, including the school's model and lesson expectations, resources and assessments. This work will continue in 2024.

## Wellbeing

Student Opinion data- sense of connectedness: Student data collected from Years 4-6 show a percentage endorsement for Sense of connectedness at 73.3%. In 2023 the school progressed the work being done around student health and wellbeing by reviewing the current whole school practices and drafting an Alphington Primary School Wellbeing Framework. The school continues to develop and implement an innovative and supportive approach to student wellbeing. The wellbeing of students, staff and the wider community has become a key focus for the school. The school completed additional student 'check in' surveys to gather more information with regards to school connectedness, safety and how they were feeling. The introduction of Bully Stoppers ensure a consistent approach to the teaching about bullying and expected behaviours. The focus on the Houses and House activities has become integral to the students and the students feeling of belonging to the school. The other factor considered from the Student Opinion survey is: Management of Bullying. The data collected from year 4-6 showing a percent endorsement is 75.7%. The school continues to celebrate learning and offer the community many opportunities to come into the school and share in the love of learning celebrated at APS.

## Engagement

Alphington's high attendance rate is reflected in the 2023 absence data and is above Similar schools with the average being 16.6 days absent compared to Similar schools with 17.2 days absent. The school's average attendance rate F-Year 6 ranges from 94-90%. This high attendance reflects the school's emphasis on a positive attendance program through newsletter items and individual communications between teachers and parents when a student is absent. The majority of explained absences are due either to illness or extended family holiday. The transition initiatives in the K-Prep Transition Program comprise more formal and informal communications between APS and neighbouring kindergartens including formal information sessions held at the kindergartens and reciprocal teacher visits to kindergarten/ childcare centres. These relationships complement the kindergarten transition reports and the APS Transition program.

The 2023 year saw a continued focus on students feeling connected to school. Initiatives the school developed and implemented to engage students included: The Start-Up Program – Implemented during the first three weeks of the school year. This successful program supports establishing relationships, setting expectations, forming class agreements, building teamwork and cooperation and establishing individual and class goals; \* The 4Rs Program – Rights, Resilience and Respectful Relationships teaching and learning resources to support the personal and social capability curriculum; \* Circle Time – The opportunity to apply learning and respond to incidents and situations from our daily lives; \* House events- all students are encouraged to participate in their House colors, chants and activities designed to connect students to their school in a range of ways; \* Days of significance – International Women's Day, Harmony Day, National Day of Action Against Bullying and Violence, First Nations Day; \* Student Voice and Agency - Provide opportunities for students to participate in Action Teams, Philanthropy, Student Leaders, Buddy System and Alphington House System.

Our students have a voice and it is listened to. APS' strong focus on transition across the school continues to be successful with term 4 activities playing a key role in preparing students for the year ahead. The usual practice of mixing classes was done in 2023. Parents and students were able to make requests for friendships and staff considered these carefully before classes were formed. The Year 6-7 transition program comprises an initial information session, a school visit and transition reports prepared and passed on to secondary schools. Northcote High School invite students to a public speaking event. Kew High send past students to talk with our year 6 students about secondary school life and also offered a year 5 science day onsite to experience life at Kew HS.

## Other highlights from the school year

There are many highlights to celebrate through a year at APS. A few of these are our focus on authentic student voice and how this aligns with House activities, fundraising events, initiatives and celebrations of particular days. Our year 6 students take action in their community and this sees them running the canteen, learning about profit and loss and other aspects of running a business. Our year 5 students work on philanthropy and how they can contribute to their community. This sees them writing a plan and presenting it to their peers. Some of the projects involve visiting the pre-school and supporting these young learners and supporting initiatives in the school like recycling and running a Makers Market. Our excursion and incursion program utilises resources both in and out of the school and sees the students building on experiences and furthering their understanding of the world and their part in it. Our specialist programs celebrate each area of learning with many sporting opportunities, the Performing Arts program which culminates with a concert, where all students perform. Our Visual Arts program culminates with an Art show which combines to also celebrate our student writing. Our outdoor education program begins in Prep with a dinner at school, the year 2's sleepover at school and the year 3,4,5 and 6 have an offsite camp utilising parts of Victoria that provide different challenges and opportunities to develop personal skills in a different environment. We are also very fortunate to be able to offer a ski camp for 54 of our year 5 and 6 students to enjoy in Mt Buller.

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## Financial performance

Alphington Primary School finished 2023 in a strong financial position. Grants received from the school's upgrade are included in the High Yield account and are set aside to future proof the school for increased enrolments and planned future improvements. Improvements for the year included continued expansion of ICT infrastructure, technical support and replacement/repairs of screens, installation of outdoor games and murals. There were two major fundraising events, the annual Fair and a Comedy night which focused on bringing the community together and raising funds for capital improvements. The equity funding and the Tutoring funding received from Department of Education 2023 was directed towards small group intervention, throughout the school. Given the strong financial position School Council decided for school charges to remain the same for 2024.

**For more detailed information regarding our school please visit our website at  
[www.alphinps.vic.edu.au](http://www.alphinps.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 345 students were enrolled at this school in 2023, 159 female and 186 male.

6 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

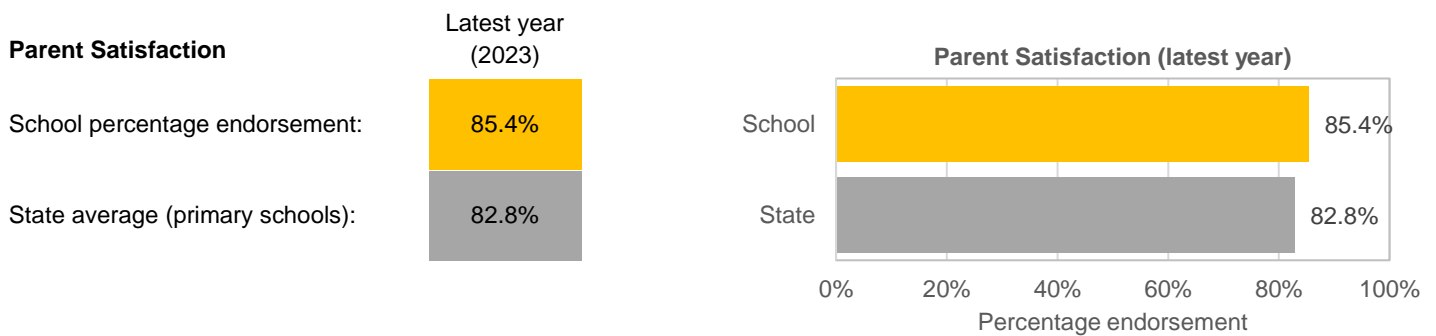
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

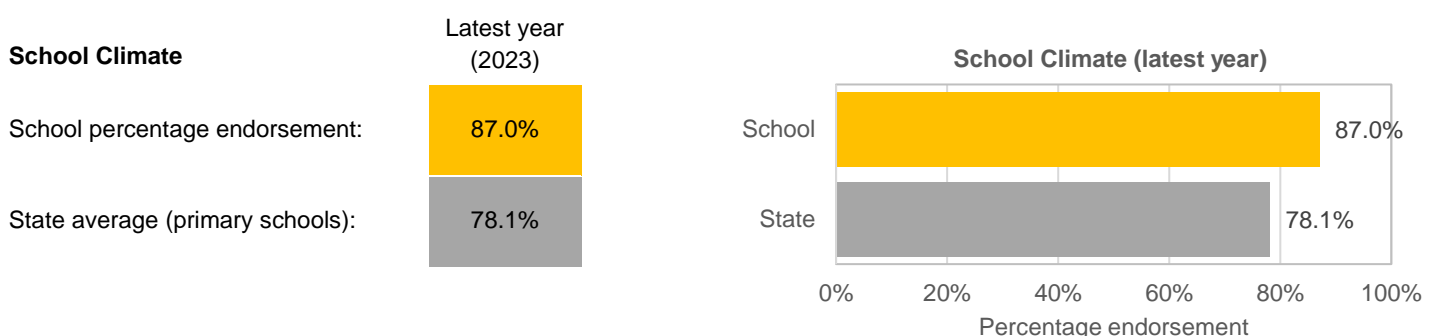


### School Staff Survey

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

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

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



## LEARNING

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

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

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

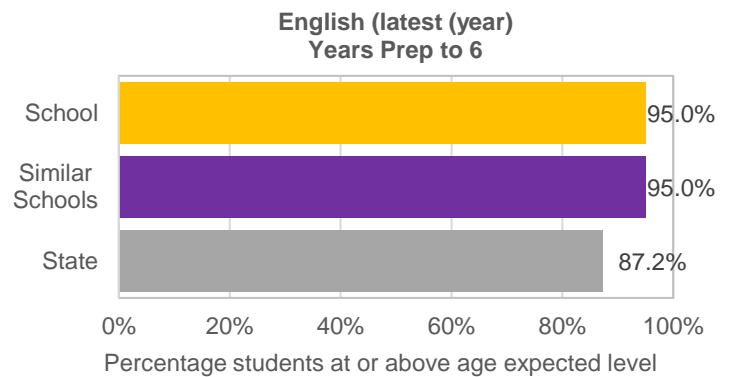
95.0%

Similar Schools average:

95.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

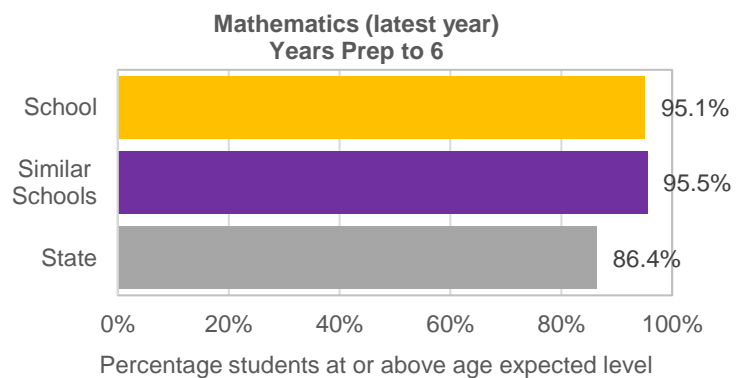
95.1%

Similar Schools average:

95.5%

State average:

86.4%





## 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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.5%

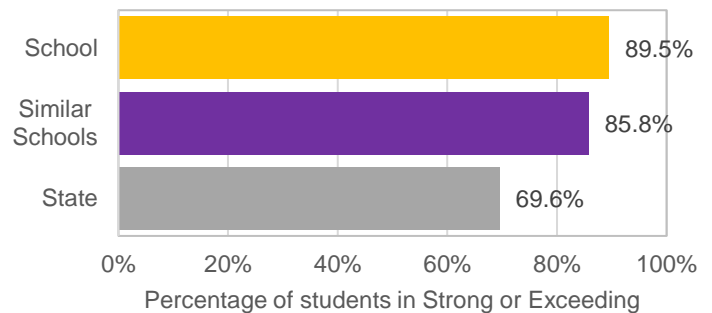
Similar Schools average:

85.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.8%

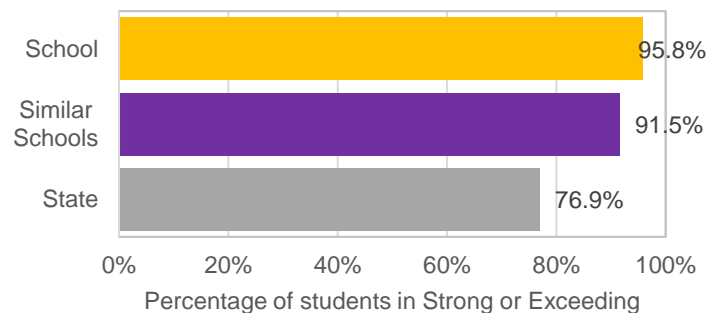
Similar Schools average:

91.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.7%

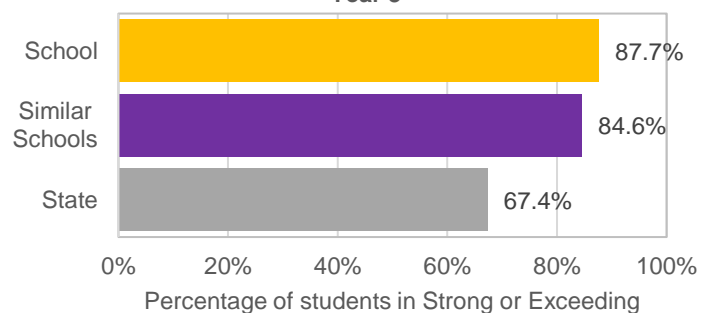
Similar Schools average:

84.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

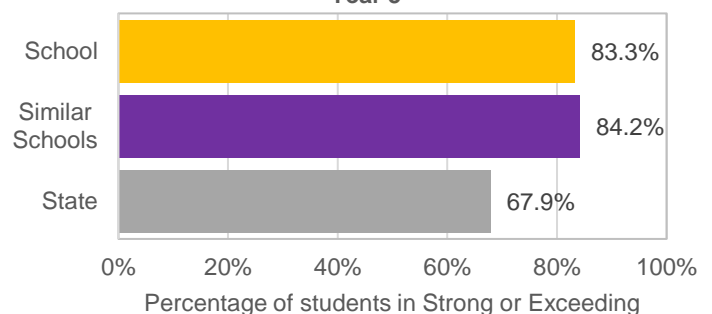
Similar Schools average:

84.2%

State average:

67.9%

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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

98.0%

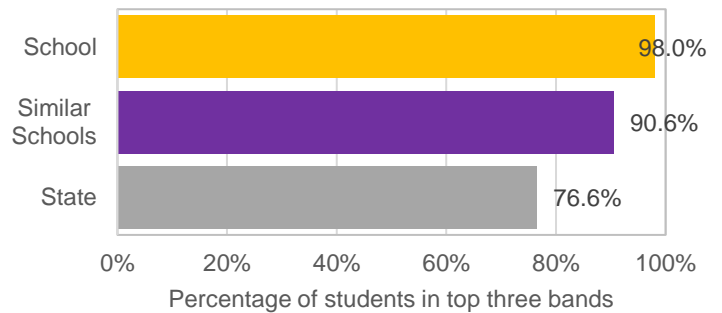
Similar Schools average:

90.6%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

93.0%

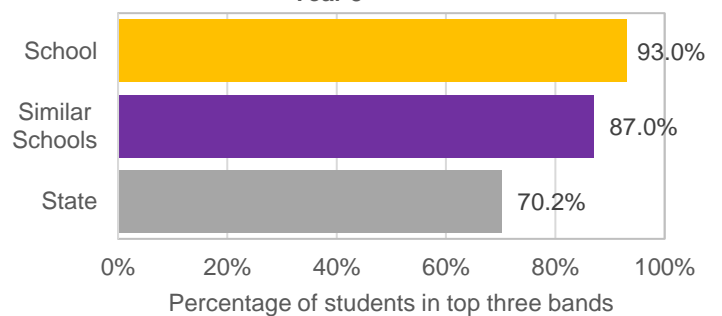
Similar Schools average:

87.0%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

91.7%

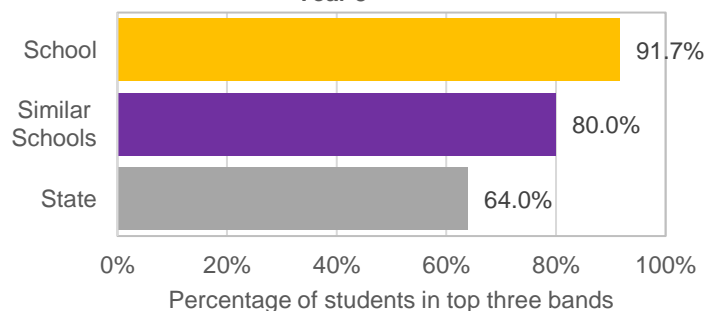
Similar Schools average:

80.0%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

68.4%

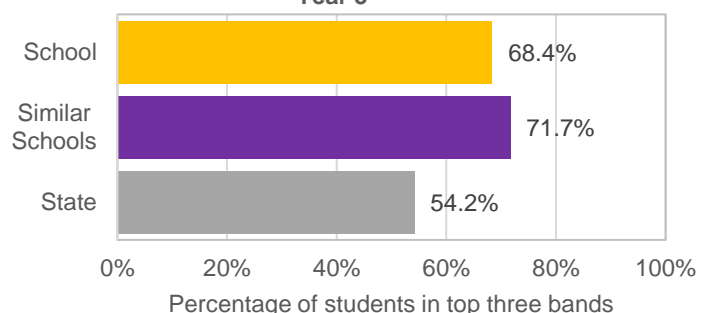
Similar Schools average:

71.7%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

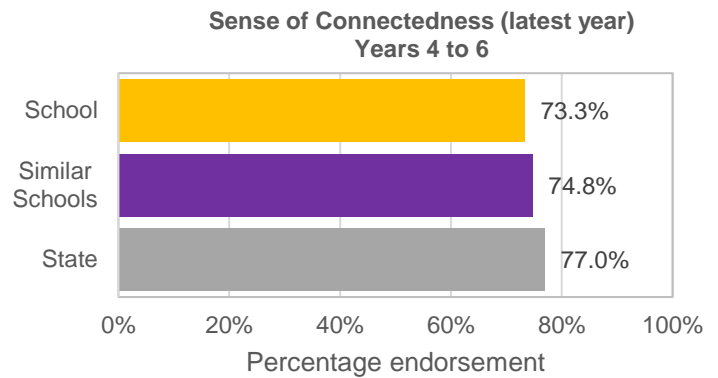
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	73.3%	74.7%
Similar Schools average:	74.8%	76.4%
State average:	77.0%	78.5%

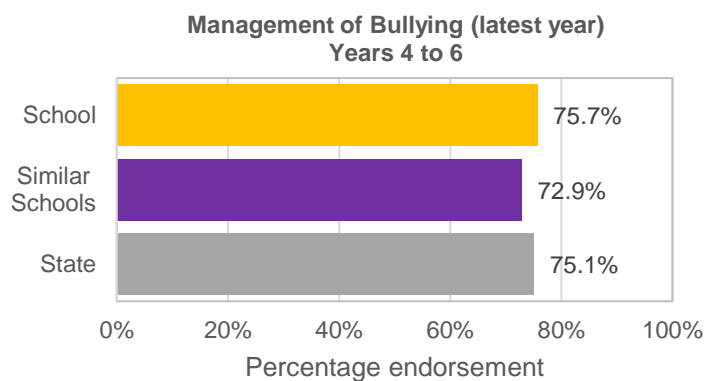


### Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	75.7%	71.1%
Similar Schools average:	72.9%	75.3%
State average:	75.1%	76.9%



## ENGAGEMENT

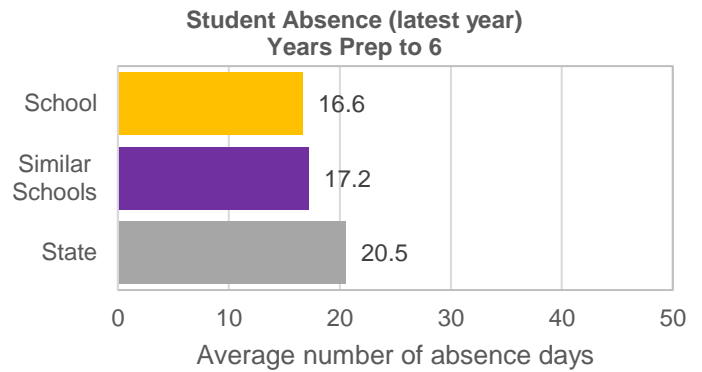
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	16.6	12.0
Similar Schools average:	17.2	13.6
State average:	20.5	18.1



### 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 (2023):	94%	93%	91%	90%	93%	91%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,941,756
Government Provided DET Grants	\$462,532
Government Grants Commonwealth	\$5,800
Government Grants State	\$0
Revenue Other	\$57,170
Locally Raised Funds	\$639,294
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,106,552</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,958,286
Adjustments	\$0
Books & Publications	\$1,190
Camps/Excursions/Activities	\$259,090
Communication Costs	\$7,406
Consumables	\$77,670
Miscellaneous Expense <sup>3</sup>	\$11,213
Professional Development	\$6,001
Equipment/Maintenance/Hire	\$104,192
Property Services	\$99,945
Salaries & Allowances <sup>4</sup>	\$137,970
Support Services	\$11,467
Trading & Fundraising	\$46,555
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,488
<b>Total Operating Expenditure</b>	<b>\$3,773,475</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$333,078</b>
<b>Asset Acquisitions</b>	<b>\$34,780</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 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,140,352
Official Account	\$38,779
Other Accounts	\$265,714
<b>Total Funds Available</b>	<b>\$1,444,845</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$123,514
Other Recurrent Expenditure	\$0
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	\$120,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$550,000
Maintenance - Buildings/Grounds < 12 months	\$38,000
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$180,000
<b>Total Financial Commitments</b>	<b>\$1,111,514</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.*