

2023 Annual Report to the School Community

School Name: Ascot Vale Primary School (2608)



ASCOT VALE PRIMARY SCHOOL
No. 2608

- 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 24 April 2024 at 05:10 PM by Susan Osborne (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 24 April 2024 at 09:40 PM by Phil Burn (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 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

School context

Our Vision

AVPS is a unique learning community. Our school community is vibrant and inclusive. Our students are independent, passionate, confident and embrace the joy of learning. As a result, our students are engaged, inquisitive and happy. They are empowered for lifelong learning and to have a positive impact on the world around them.

Our Mission

Our school values guide us in all we think and do. We provide high-quality teaching and learning in a multi-age classroom environment. We do everything with a spirit of collaboration and friendship. We support our students to have the knowledge, skills, and behaviours to be valuable and valued members of our school community.

Our Values

At Ascot Vale Primary School we embrace the following five school values:

RESPECT - We honour and admire equality, politeness, tact, and grace in ourselves, relationships, the environment, and diversity.

RESPONSIBILITY - We fulfil our duty with good judgement, actions, behaviours, active participation, leadership, and resilience.

EXCELLENCE - We strive for personal best, persistence, creativity in learning, performing, and socialising, fostering positive behaviours and attitudes.

EMPATHY - We listen and understand others, practising patience, support, care, compassion, kindness, and sensitivity.

GRATITUDE - We appreciate and express kindness, positivity, optimism, reflecting outwards through our actions and words for people, things, and feelings.

Ascot Vale Primary School (AVPS), established in 1885, is located 6 km northwest of Melbourne's central business district. It is a member of the Moonee Valley Network of schools and falls under the South-Western Region of the Department of Education & Training. AVPS has 271.6 students enrolled as of 29 February 2024. The school has a small to medium-sized campus, which comfortably accommodates its current student population. The school's Student Family Occupation and Education (SFOE) index is 0.1605. This indicates the socio-economic backgrounds of the students and their corresponding educational needs. With low levels of disadvantage compared to other schools, high expectations for student outcomes and school experience exist at AVPS.

Ascot Vale PS is committed to inclusive education principles where all members of our school community are valued and supported to fully participate, learn, develop, and succeed within our unique learning community. Ascot Vale PS celebrates diversity and is committed to supporting the achievement and participation of all students.

AVPS operates a multi-age structure that began in 1984 with support from the school council and community. In this structure, two classes form a unit of students. Teachers are assigned to a class of students of similar ages and collaborate with another teacher and class to form a multi-age unit of teachers and learners. In 2024, the combinations across AVPS are Unit 1: P/1/2, Unit 2: 3/4 & 5/6, Unit 3: P/1/2, Unit 4: 3/4 & 5/6, Unit 5: P/1/2, Unit 6: 3/4 & 5/6. The school's multi-age structure has been strengthened in recent years to ensure consistent teaching and learning methods across the school. The multi-age structure enables all children to learn at their appropriate developmental stage whilst considering individual learning needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Annual Implementation Plan learning goal in 2023 at Ascot Vale PS was: To improve writing learning outcomes for all students. The school progressed this goal and supported improvement in student learning goals via the following highlights:

- A writing Professional Learning program was developed and implemented by the Writing AIP focus team. This included:
 - a whole day presentation by Misty Adoniou on Mentor Texts (Fiction) focussing on Text Orientation, Language Orientation, Transformation and Pattern Writing.
 - incorporating Writing Goals into teaching and learning
 - Teachers using mentor texts as worked examples to improve students writing
 - Moderation of writing samples.
- Creating writing goals for each student across the school.
- Writing moderation held in PLCs.

- PIVOT - PLC's conducted inquiry cycles centred on feedback from students. Most teams focussed on improving student writing goals.
- Participation in the VHAP (Victorian High Achievement Program) and Tutor program.

In 2023 NAPLAN, 88% of Year 3 AVPS students achieved exceeding or strong in writing, which was the same result as similar schools, 3% above network schools, and 10% above state results.

In 2023 NAPLAN, 82% of Year 5 AVPS students achieved exceeding or strong in writing, which was a similar result to network schools, 3% below similar schools and 7% above state results.

In 2023 Teacher Judgment, 93% of Year Prep-6 students achieved above age expected level in writing, which was 4% above similar schools, 7% above network schools and 12% above the state results.

In other NAPLAN subjects in 2023, AVPS Year 5 students achieved high results in Reading and Numeracy, exceeding similar schools and state results in the top two bands. Year 3 students achieved below similar schools but above state results in NAPLAN Reading and below similar and at the same level as state results in Numeracy.

Students achieved above similar and state results in Teacher Judgment in English (Reading & Viewing, Speaking & Listening, and Writing) and Mathematics (Measurement & Geometry, Number & Algebra and Statistics & Probability) across all year levels from Year P-6.

The achievements above were supported by several enablers, including:

- Very high levels of teacher collaboration and planning, where AVPS achieved 100% positive staff endorsement for "Collaborate to plan curriculum" compared to 89% for similar schools, 90% for network schools, and 89% for state schools.
- The AVPS Staff Norms, Protocols and Collaborative Team Tools approach played an important role in guiding and monitoring staff behaviours and actions throughout their collaborations.
- Regular Professional Development, had a sharp focus on Annual Implementation Plan (AIP) goals and targets, evidenced by strong results in the School Staff Survey, where AVPS achieved 91% positive endorsement for "Applicability of Professional Learning."

Wellbeing

The Annual Implementation Plan wellbeing goal in 2023 at Ascot Vale PS was: To increase engagement and wellbeing in learning for all students. The school progressed this goal and supported improvement in student wellbeing goals via the following highlights:

- Staff professional learning, focusing on developing and improving upon inclusive learning practices in classrooms.
- Connecting with an Inclusion Outreach Coach through the Department of Education to support staff to understand, establish and embed inclusive adjustments within our classrooms.
- Identification and implementation of physical adjustments to support inclusive education. For example, purchasing wobble stools, noise cancelling headphones, fidgets, sensory tools and supports.
- Inclusive learning resources, including a school inclusion leader, age-appropriate picture books, training modules for Dogs Connect and novels to recognise and celebrate neurodivergent learners.
- Implementation of the 'I Can Imagination Club' (for neuro divergent students).
- Streamlining school documentation to meet departmental requirements.

AVPS achieved improved Wellbeing results in 2023, where the student's positive endorsement of Sense of Connectedness achieved 5.6% higher than similar schools and 7.3% higher than state results. This represented a 9.8% improvement from the 4-year average and a 7% increase from the previous year's result. Management of Bullying also achieved a 2.3% improvement from the 4-year average, slightly higher than both similar schools and state results in 2023.

Enablers that contributed to success in 2023, pertaining to Wellbeing include:

- The school's multi-age structure continued to strengthen in 2023 to ensure consistent multi-age teaching and learning methods across the school. This approach contributed to improved relationships and connections between students of multiple age groups. This is supported by a positive response to the Parent Opinion Survey where AVPS achieved an 87% positive response to Student connectedness and 84% for Respect for diversity in 2023.
- Staff school climate data in 2023 indicates very high levels of positive endorsement; 90.7%, which is 12.6% above state results and 11.7% above similar schools. Coupled with high level results for Trust in colleagues, 97%, Trust in students and parents, 94%, and Cultural leadership, 100%, the attitudes and beliefs of AVPS Staff had a positive impact on the wellbeing of students at Ascot Vale PS.

- In 2023, the school received positive endorsement from parents on the students' confidence and resiliency skills, with 81% of parents reporting positive results, which reflected similar schools and was 3% higher than network schools' results.
- Additionally, parents reported a strong sense of safety for their children, with 77% of parents reporting no experience of bullying, which was 13% higher than the state and 7% higher than similar schools' results.

Engagement

AVPS average Year Prep - 6 student absences reduced by 3.2 days from the previous year's results. The school continued to achieve lower than state and slightly lower than similar schools' average number of absence days, where all the seven year levels achieved 90% or above attendance rate. This was an improvement from five year levels the previous year achieving 90% or above attendance rate.

Engagement highlights from 2023 that have enabled improvements in both 'learning' and wellbeing' include:

- Promotion and celebration of student voice and agency in the development of Individual Education Plans, with the learner being at the centre of all that we do. Students were Involved in Student Support Group meetings when appropriate.
- Students provided feedback to teachers via the PIVOT surveys in 2023. This enhanced student engagement through goal setting and tracking of learning goals.
- The introduction of breaktime clubs and activities provided all students a greater choice of inclusive activities for students to engage in during break times. For example, the opening of the Learning Studio at each breaktime, created an indoor passive space with activities for students to regulate and connect. Interest-based 'clubs' (gardening, dance, coding, board games, gaming, art, origami etc) provided safe and engaging spaces for students to connect with like-minded peers at lunch time.
- Establishing consistent Tier 1 (accessible for all students) strategies across the school, including, but not limited to visual schedules, movement breaks, timers, social stories, flexible seating options.

AVPS parents achieved Parent Satisfaction endorsement of 69%, which was the lowest rating of all items in the survey. The Parent Satisfaction measure has been revised by the Department of Education to only use the percentage of the 'General School Satisfaction' in the Parent Opinion Survey. Previously, this measure reflected an average of multiple factors in the survey. However, the section that General School Satisfaction appears in, 'School ethos and environment' achieved 80%, which is 10% higher than network schools, 5% higher than similar schools and equal to the state. The school intends to work with the school council and parent body to help better understand the perceptions behind the 2023 parent satisfaction data and address areas in need of improvement.

Financial performance

Ascot Vale PS maintained a sound financial position throughout 2023. The School Strategic Plan and 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$211,135. The Finance Committee will continue to monitor the financial position of the school to ensure funds are directed to budgets and priority projects.

- Equity funding contributed towards providing equitable access to technology, including Chromebooks for all students in 2023.
- Government Grants State included payments made to the school via the *Camps Sports and Excursion Fund*, which is provided to eligible families to meet these costs and promote equitable participation in school events.
- Asset Acquisitions in 2023 included ICT equipment, such as, Chromebook devices, a schoolwide server and classroom television screens.
- Examples of locally raised funds in 2023 include: Parent Payments (for *Curriculum Contributions, Other Contributions*, such as donations, *Extra-Curricular Items and Activities*, such as camps, excursions, and the instrumental music program), Facility Hire (for example the Flemington Farmers' Market) and Fundraising Events.
- Fundraising efforts increased in 2023 via the reintroduction of the AVPS Parent Reps, after the interruptions of the pandemic. Highlights included regular Flemington Farmers' Market stalls, the Referendum Day BBQ and Bake Sale and a Trivia Night.

For more detailed information regarding our school please visit our website at
<https://avps.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 270 students were enrolled at this school in 2023, 127 female and 143 male.

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

Overall Socio-Economic Profile

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

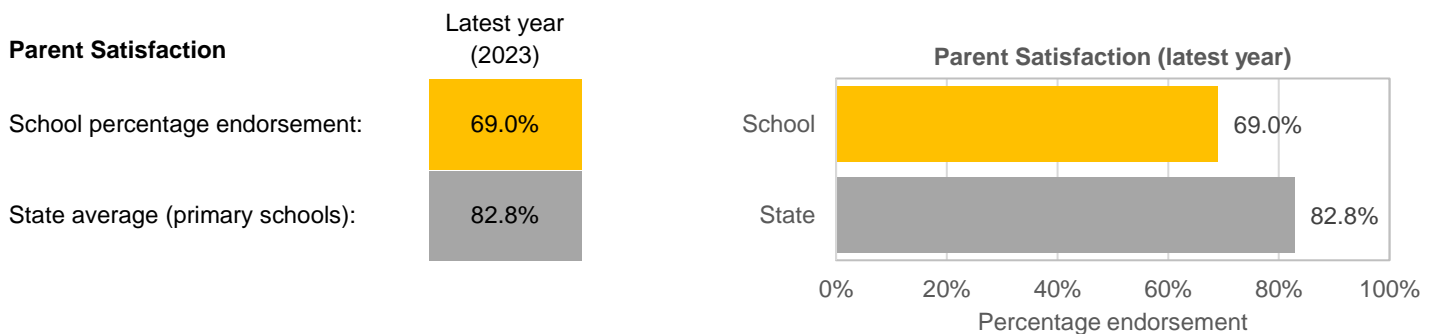
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

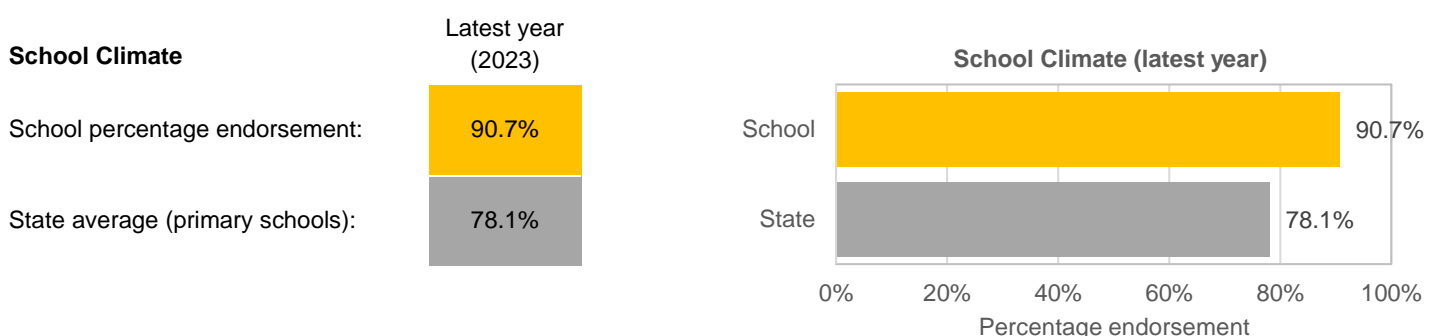


School Staff Survey

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:

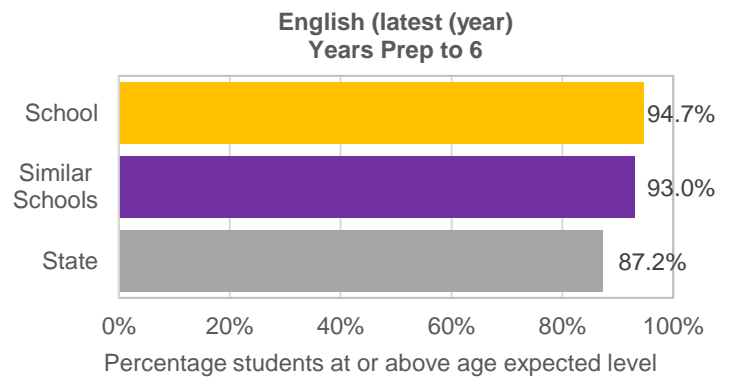
94.7%

Similar Schools average:

93.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

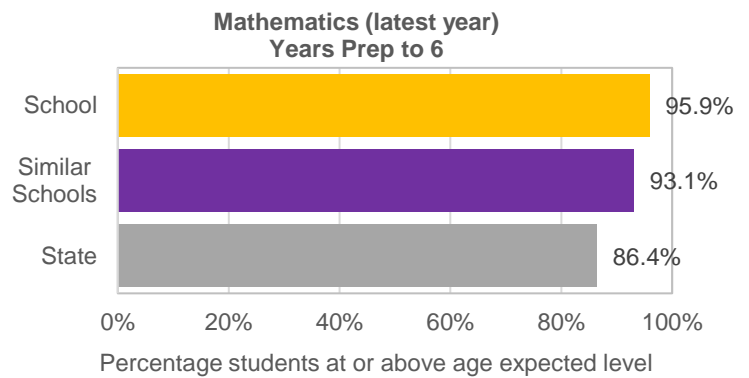
95.9%

Similar Schools average:

93.1%

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:

72.5%

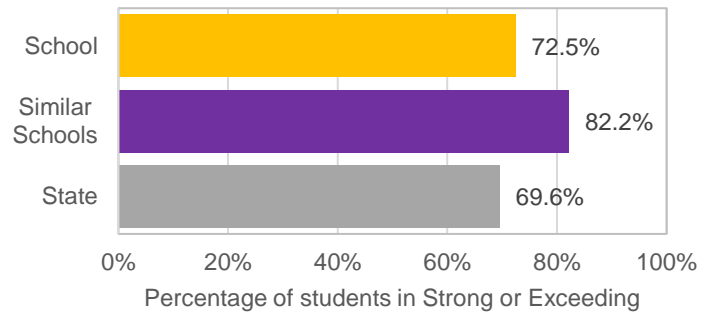
Similar Schools average:

82.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.2%

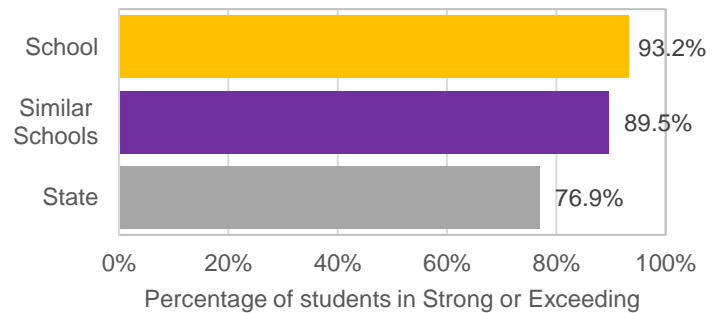
Similar Schools average:

89.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.4%

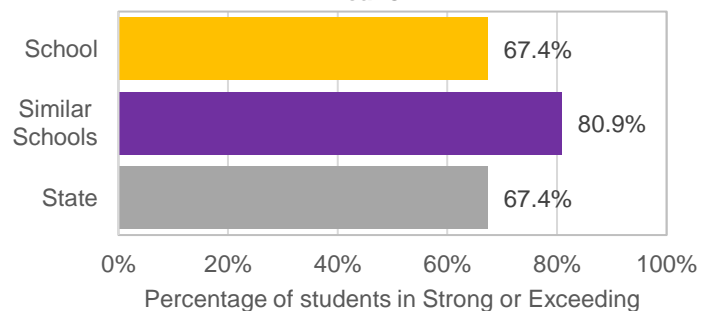
Similar Schools average:

80.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.0%

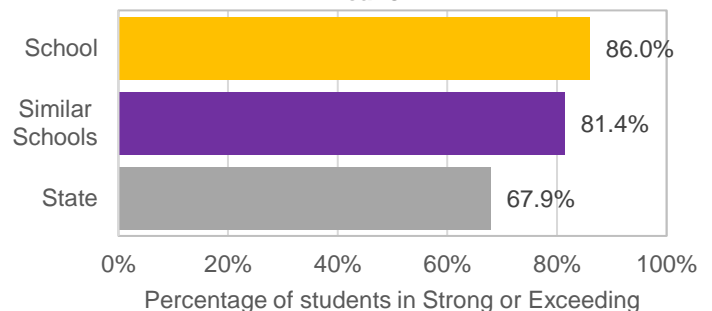
Similar Schools average:

81.4%

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:

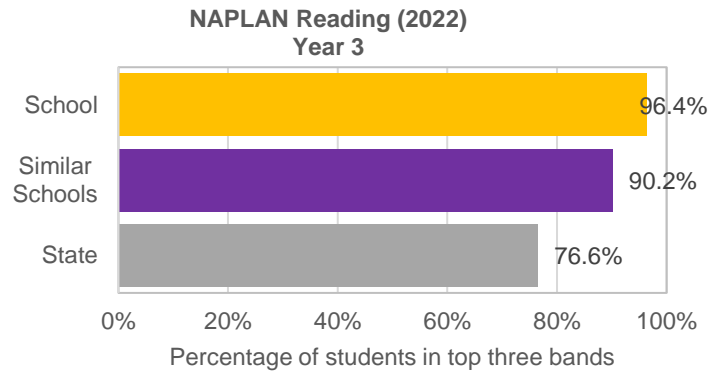
96.4%

Similar Schools average:

90.2%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

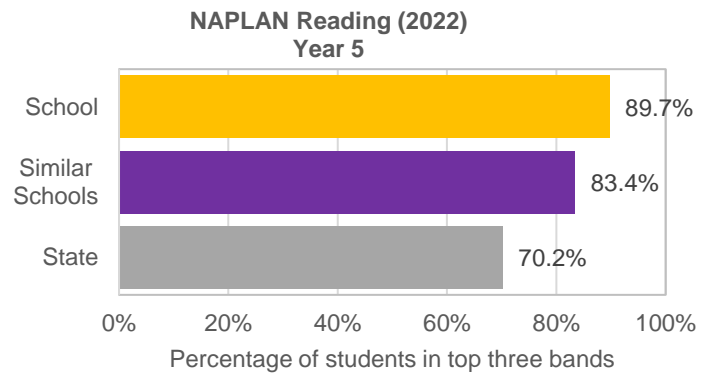
89.7%

Similar Schools average:

83.4%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

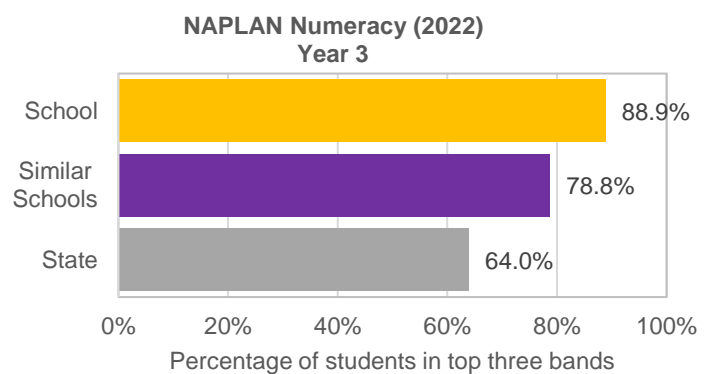
88.9%

Similar Schools average:

78.8%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

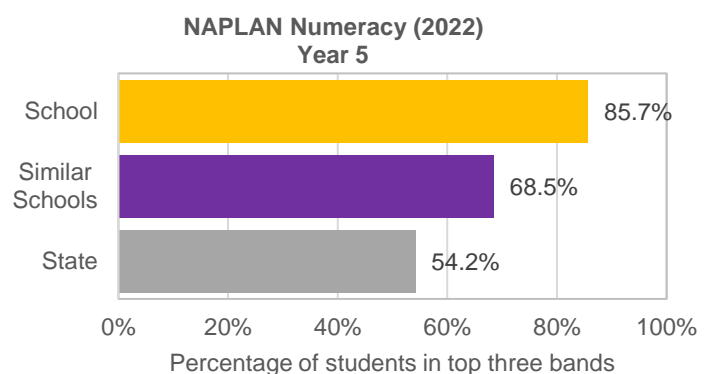
85.7%

Similar Schools average:

68.5%

State average:

54.2%



WELLBEING

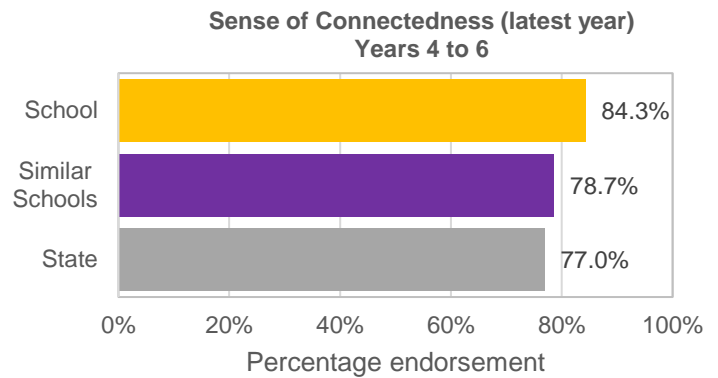
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	84.3%	74.5%
Similar Schools average:	78.7%	78.9%
State average:	77.0%	78.5%

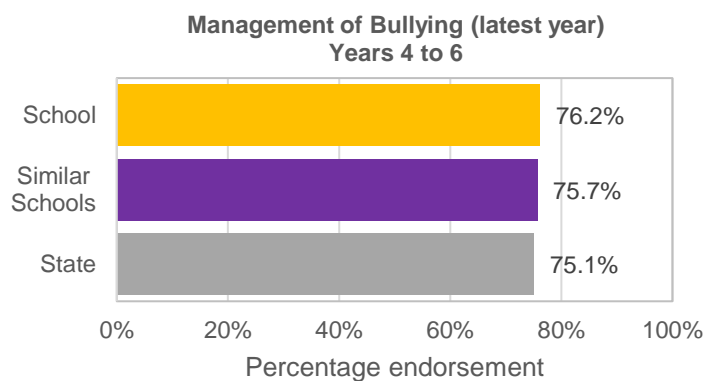


Student Attitudes to School – Management of Bullying

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:	76.2%	73.9%
Similar Schools average:	75.7%	76.9%
State average:	75.1%	76.9%



ENGAGEMENT

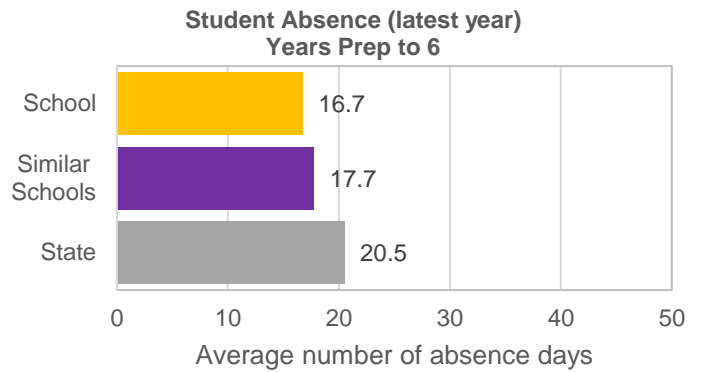
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.7	14.9
Similar Schools average:	17.7	15.2
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):	93%	90%	91%	92%	91%	93%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,512,734
Government Provided DET Grants	\$432,437
Government Grants Commonwealth	\$0
Government Grants State	\$4,500
Revenue Other	\$19,689
Locally Raised Funds	\$380,806
Capital Grants	\$0
Total Operating Revenue	\$3,350,166

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,648
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,648

Expenditure	Actual
Student Resource Package ²	\$2,426,387
Adjustments	\$0
Books & Publications	\$5,221
Camps/Excursions/Activities	\$142,161
Communication Costs	\$6,798
Consumables	\$63,228
Miscellaneous Expense ³	\$102,540
Professional Development	\$7,347
Equipment/Maintenance/Hire	\$52,478
Property Services	\$42,330
Salaries & Allowances ⁴	\$94,271
Support Services	\$151,989
Trading & Fundraising	\$13,048
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,232
Total Operating Expenditure	\$3,139,030
Net Operating Surplus/-Deficit	\$211,135
Asset Acquisitions	\$31,939

- (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

Funds available	Actual
High Yield Investment Account	\$244,580
Official Account	\$73,894
Other Accounts	\$33,927
Total Funds Available	\$352,401

Financial Commitments	Actual
Operating Reserve	\$115,946
Other Recurrent Expenditure	\$0
Provision Accounts	\$29,933
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$145,879

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.