

2023 Annual Report to the School Community

School Name: Auburn Primary School (2948)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 April 2024 at 10:48 AM by Tim Sawalaga (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 12 April 2024 at 11:28 AM by James Haviland (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

For over 134 years, Auburn Primary School has been a vibrant presence, fostering a strong community, student engagement, and active parent participation. Our site boasts spacious and well-maintained grounds and garden areas, protected by a heritage overlay. The school facilities feature a mix of new and refurbished flexible learning areas, each interconnected to facilitate team teaching and foster an interconnected learning community.

Our motto—'LEARN from the past, CONNECT with the present, CREATE our future'—together with our values and student code of conduct, lays a solid foundation for nurturing responsible students. Literacy and numeracy form the core pillars of our programmes, underpinning the importance of a personalised learning pathway for each student.

We place a strong emphasis on the developmental nature of learning, guiding students from their current level to the next step in the learning continuum. Our approach combines explicit teaching with an inquiry-based methodology, incorporating student interests and voices to deliver an engaging and relevant curriculum. This curriculum is viewed through a Science lens for younger students and applied through Investigations (Foundation – Year 2), and Inquiry-Based Learning in subjects such as History, Geography, and Technology for Years 3-6. In elements of Mathematics and English, we utilise both inquiry and focused teaching methods, employing differentiated, clinic group teaching to target each student's zone of proximal development precisely for 'just in time' teaching.

A diverse range of curriculum experiences is offered through both classroom and specialist programmes, including Chinese, Visual Arts, Performing Arts, and Physical Education. Information and Communication Technology (ICT) plays a critical role in creation and communication, employing a mix of notebooks and tablets across various operating systems, with students in Years 5 and 6 encouraged to bring their own devices to school.

Our School Wide Positive Behaviour Support (SWPBS) systems and processes establish school-wide expectations linked to our values, while a strong emphasis on restorative justice helps students build and maintain positive relationships. Positive education principles, including the identification of character strengths, are employed to foster healthy minds, complemented by a robust Physical Education programme promoting healthy lifestyles.

The school community is predominantly economically advantaged, suggesting high academic achievement potential among our students. Approximately 2% of families are economically disadvantaged, and about 12% of students speak English as an additional language.

Our staff culture is dedicated to collaborative efforts aimed at securing the best outcomes for students, staff, and the community. High expectations are standard, with a professionalism that values relationships and places students at the core. The average staff FTE was 29.8 across 2023.

Throughout our current strategic plan, significant resources have been devoted to enhancing teacher excellence for continuous improvement in learning and wellbeing outcomes for our students. The Principal, two Assistant Principals, two Learning Specialists, the wellbeing leader, and expert teachers support a personalised professional learning programme for all teachers, encompassing coaching, mentoring, and leadership development. Our school community highly values learning, ensuring every child has the opportunity to develop into both a great learner and a great person.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Auburn Primary School advanced achievement towards its strategic goals, with notable successes across student learning outcomes. Our dedication to fostering excellence in education is evidenced by outstanding achievements in literacy, numeracy, and an enriched focus on STEM, supported by our commitment to professional development.

Literacy and Numeracy Highlights:

Auburn Primary School's strategic investment in literacy has yielded significant progress, with 95.4% of our students achieving at or above the expected standards in English. This excellence is further evidenced in our NAPLAN results, where Year 3 and Year 5 students have significantly outperformed state averages in Reading.

Inspired by our literacy achievements, we've initiated a parallel strategic focus on numeracy. Investment in targeted professional development and enhanced teaching resources, early numeracy outcomes are encouraging, with 96.0% of students meeting or exceeding standards, surpassing state averages.

Our approach in both literacy and numeracy involves the use of proven teaching strategies and data-driven instruction. This approach is designed to enhance student outcomes and lay the groundwork for sustained academic excellence. We are committed to continually refining these practices to adapt to our students' needs and ensure lasting educational improvement.

Professional Development and Community Engagement:

Our dedication to professional development is a cornerstone of our success. The investment in key roles, particularly learning specialists who are experts in literacy, numeracy, and wellbeing, has been crucial in empowering our educators to enhance student outcomes. Further investments in Professional Learning Communities have driven our teachers towards greater collaboration and self-efficacy, laying the groundwork for excellence in practice. Collaborating with high-performing local schools through a Community of Practice has enriched our educational environment, fostering a culture of collaborative learning. This unified approach not only improves our educational strategies with shared insights and data-driven methods but also reaffirms our commitment to ongoing improvement and professional growth.

STEM Engagement:

Our strategic investment in the STEM centre, enhanced by significant funding for school-managed devices, underscores our commitment to science, technology, engineering, and mathematics. This initiative not only enriches our teaching and learning program but also supports our extension programs, enabling students to explore advanced concepts. As a focal area for continuous improvement, our STEM efforts aim to equip students for the future, encouraging innovation and inquiry.

2023 Reflections:

The achievements of 2023 underscore our commitment to not only academic excellence but also to creating a nurturing and innovative learning environment. Our focused efforts in literacy, numeracy, and STEM set a solid foundation for sustained success and underscore our dedication to preparing students for the challenges and opportunities ahead.

Wellbeing

In 2023, we initiated the year by re-establishing familiar routines and whole-school expectations, anchored in our school values. Respect, Responsibility, and Resilience are acknowledged and positively reinforced, with students publicly recognised as 'Stars of the Week'.

Student wellbeing outcomes are supported by:

- Our ongoing partnership with the Resilience Project, focusing on the explicit teaching and practice of Gratitude, Empathy, Mindfulness, and Emotional Literacy.
- Further refinement of School Wide Positive Behaviour Support (SWPBS) processes, clarifying expectations across the school and enhancing follow-up on undesirable behaviours.
- Staff collaboration with Real Schools, focusing on restorative approaches to conflict management, complemented by aligned parent information sessions.
- A whole-school wellbeing sequence of learning opportunities, incorporating elements of the Respectful Relationships curriculum, the Resilience Project, and focusing on emotional literacy and personal wellbeing strategies.
- The development of a community of practice with other local schools to explore partnerships with allied health professionals, aiming to enhance teacher capacity in supporting student wellbeing.

2023 student data showed that:

- 95% of students responded positively to the statement 'I have friends at this school', indicating a high value on peer connectedness.
- 88% of students responded positively to 'I know the emotions I feel', showing improvement from 75% in 2021 and 82% in 2022. This demonstrates the effectiveness of our focus on emotional literacy and personal wellbeing strategies.

Engagement

Student Leadership and Engagement

Student leadership opportunities are provided across the school, including the Junior School Council, with representatives from all class years 1 to 6. Their role is to advocate for their classmates and provide a voice in authentic school improvement decisions. Our Student Leadership Program allows all Year 6 students to assume a role, with responsibilities varying to match their strengths or interests. Students can self-nominate for roles, fostering engagement with their personal development areas.

Student-directed inquiries are a feature across the school, involving students in the initial planning phase, directing the unit based on their areas of interest, and exploring subsequent learning pathways. Our well-loved Connect program continued in 2023, offering students the opportunity to collaborate with teachers and peers from different year levels. Students can self-select a Connect group linked to their interest area, promoting cross-year collaboration.

Parent and Community Engagement

The engagement of Auburn Primary School's parents, carers, and community has long been a strength. This includes:

- A supportive and engaged School Council and Parents' Association, whose efforts in fundraising and community events directly support strategic targets.
- The Parents as Partners program, which sees many parents volunteering their time and expertise to enhance student learning and assist with school events.
- A growing partnership with our local kindergartens, marked by the inauguration of our Year 4 students' Kinder buddy program. This initiative aims at facilitating smoother transitions for our incoming prep students and further nurturing the wonderful Auburn community spirit.

Other highlights from the school year

As a community, we are immensely proud of our students and the array of events and activities that have significantly contributed to their learning and development as both outstanding learners and individuals. The year 2023 has been marked by several notable highlights:

- **School Camps:** Our Year 3 to 6 students participated in school camps designed to enhance their leadership and teamwork skills. These experiences not only strengthened bonds among students but also instilled vital life skills and connected with themes in our leadership program.
- **Whole School Showcase Evening:** This event was a testament to our vibrant school culture, featuring:
 - **Live Cohort Performances and a Senior School Production:** In collaboration with the Australian School of Performing Arts, we showcased our students' learning in Performing Arts. The event highlighted their incredible musical talents, bringing the community together in celebration of their achievements.
 - **Whole School Art Gallery:** An exhibition of exceptional artwork by students across all year levels, demonstrating the diversity of creativity and skill within our school community.
- **Kitchen Garden Program Revamp:** We introduced an enriched Kitchen Garden program this year, with an enhanced focus on cooking and nutrition. This initiative aims to educate our students on the importance of healthy eating habits and sustainability in an engaging and hands-on manner.
- **Future Leaders Scholarship:** A pioneering initiative by the School Council, the 'Future Leaders Scholarship' has been established to foster educational leadership among our aspirational staff. This scholarship aims to support the professional development of teachers, ensuring they are equipped with the skills and knowledge to inspire and lead future generations effectively.

These highlights from 2023 reflect our commitment to providing a holistic education that nurtures the development of our students, not just academically but also socially, emotionally, and physically. We look forward to continuing this tradition of excellence and innovation in the years to come.

Financial performance

Auburn Primary School, through careful financial planning, has once again maintained its sound financial position, recording a net operating surplus for 2023. The 2023-2026 School Strategic Plan, alongside the 2023 Annual Implementation Plan, provided the framework for the School Council's allocation of funds to support school programs and priorities. Effective financial management by our Finance Sub-Committee and School Council has played a crucial role in achieving the school's goals for 2023.

School funds have been invested in the learning and wellbeing of our students and have supported the improvement of facilities, technology, and infrastructure. Equity funding was specifically targeted for integration support, enabling extended learning groups for identified students. Auburn Primary was fortunate to receive Sporting Schools Grants from the Australian Sports Commission, enhancing the health and wellbeing of our students. We continue to allocate funds towards the maintenance and restoration of our beautiful historic buildings.

The continued support from the Auburn Parents Association and the local community has been instrumental in allowing the school to provide the best possible programs and facilities for our students. This support has enabled the continuation of the kitchen garden program and the planned completion of the Junior Friendship Tree in 2024.

Our current strong financial position sets us up for success in 2024, with the delivery of our School Strategic Plan and Annual Implementation Plan focused specifically on the continued learning growth and improved wellbeing of all students. Funds will also be allocated towards the enhancement of the learning environment for our students and community.

For more detailed information regarding our school please visit our website at
<https://www.auburnps.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 386 students were enrolled at this school in 2023, 200 female and 186 male.

15 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).

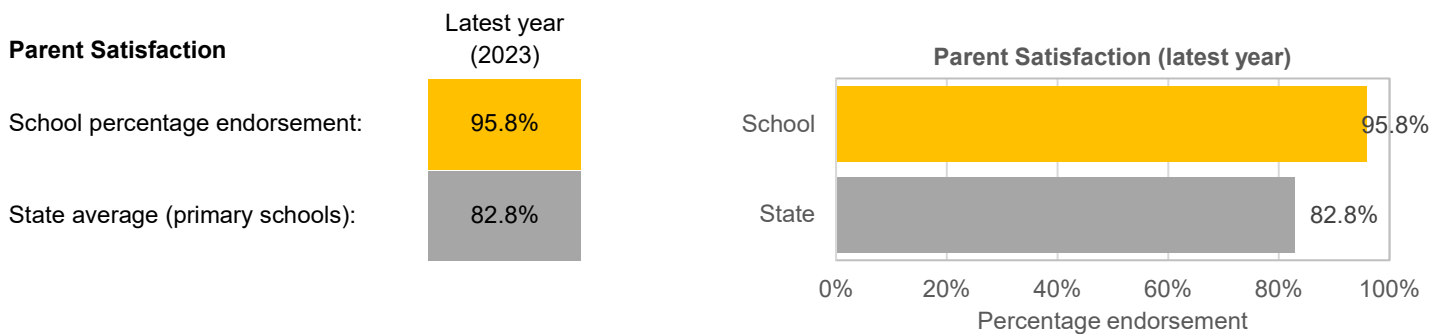
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

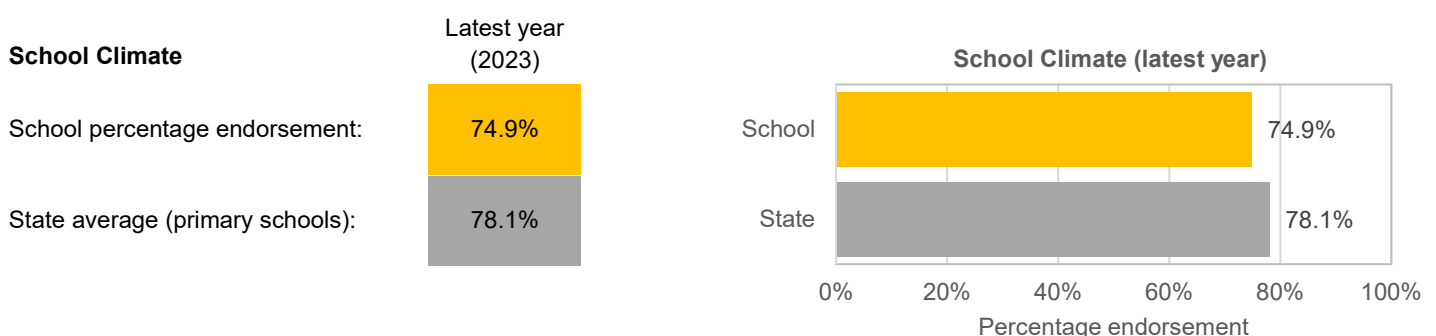


School Staff Survey

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:

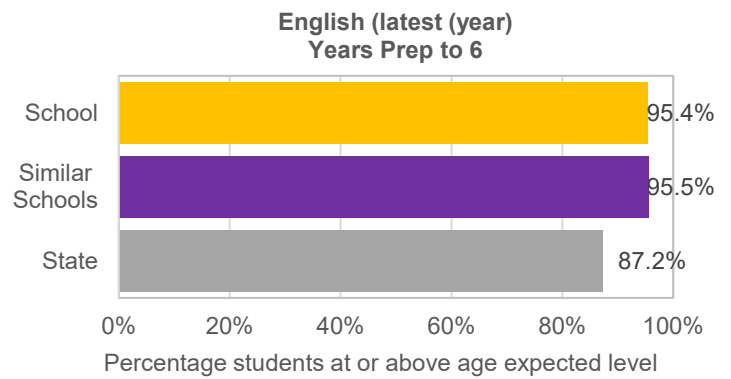
95.4%

Similar Schools average:

95.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

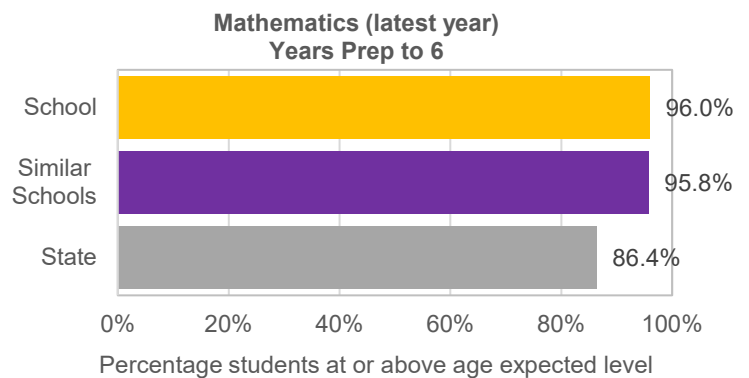
96.0%

Similar Schools average:

95.8%

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:

87.0%

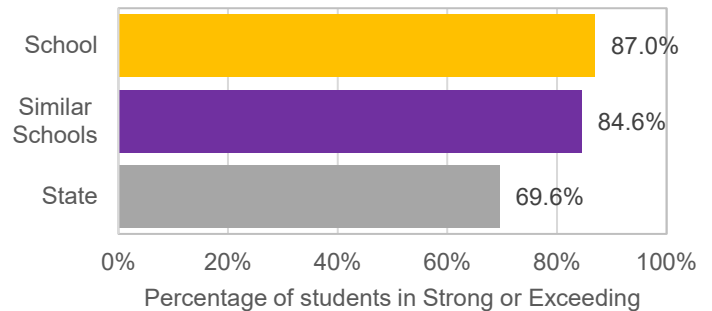
Similar Schools average:

84.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

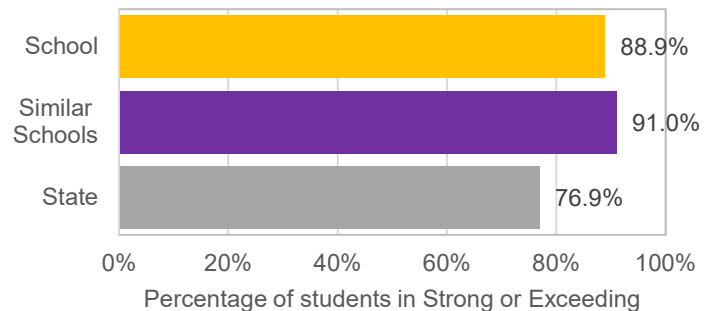
Similar Schools average:

91.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.0%

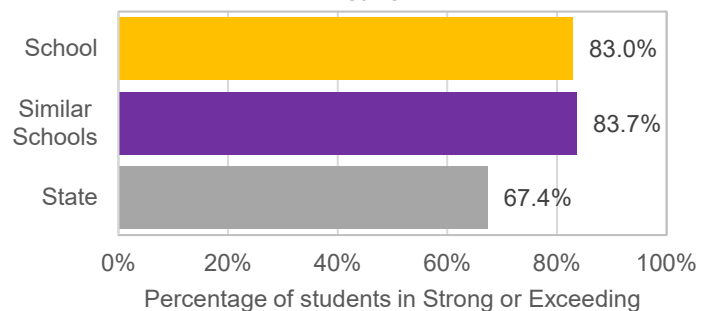
Similar Schools average:

83.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.2%

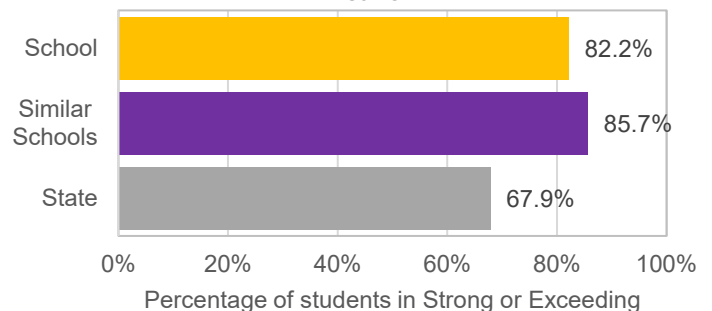
Similar Schools average:

85.7%

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:

94.0%

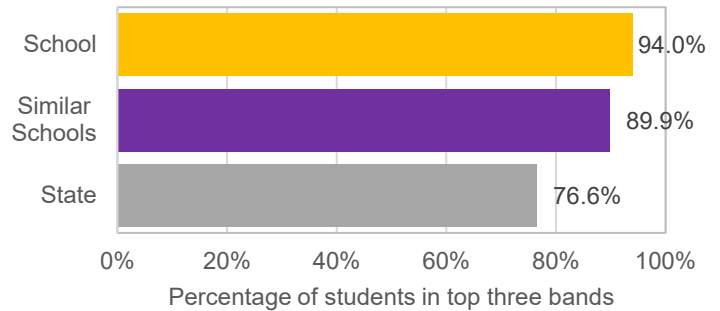
Similar Schools average:

89.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

78.6%

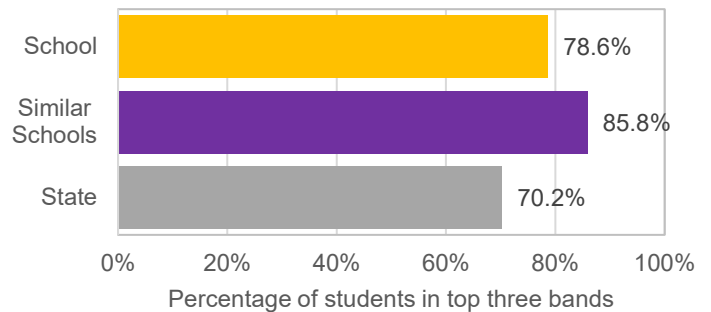
Similar Schools average:

85.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.0%

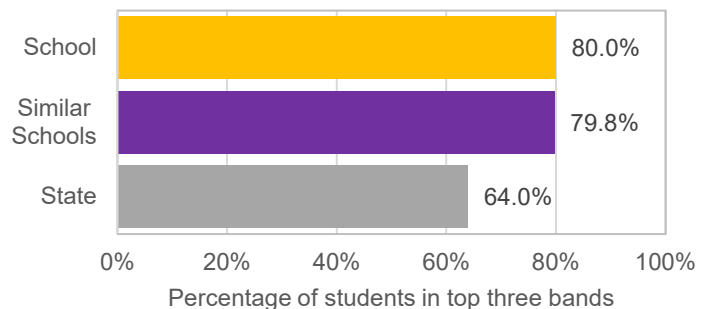
Similar Schools average:

79.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

58.2%

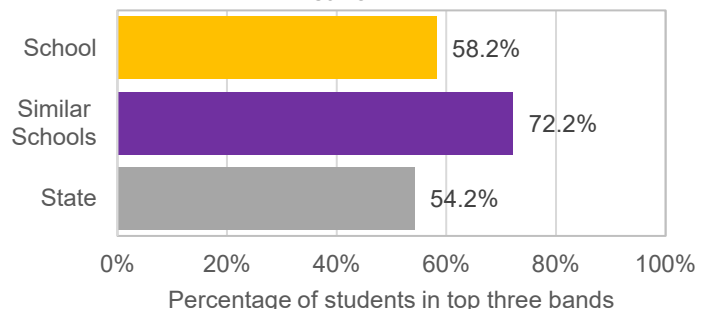
Similar Schools average:

72.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

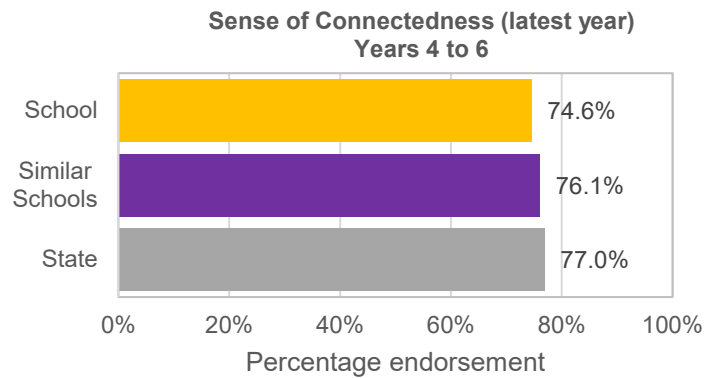
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	74.6%	73.8%
Similar Schools average:	76.1%	77.0%
State average:	77.0%	78.5%

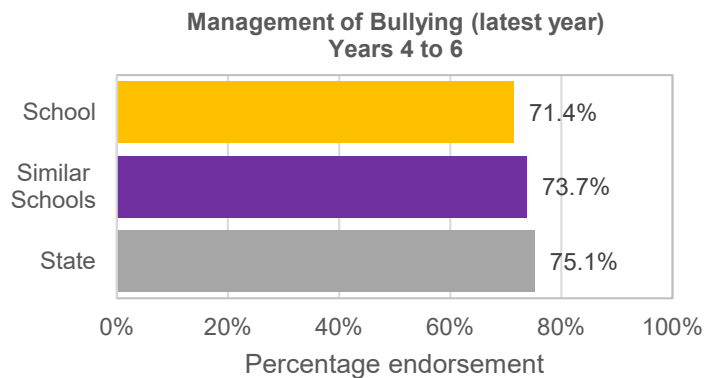


Student Attitudes to School – Management of Bullying

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:	71.4%	71.3%
Similar Schools average:	73.7%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

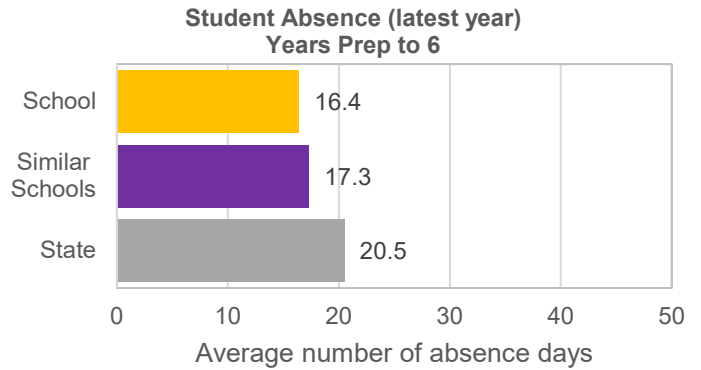
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.4	11.7
Similar Schools average:	17.3	13.9
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):	92%	92%	93%	92%	92%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,568,253
Government Provided DET Grants	\$371,166
Government Grants Commonwealth	\$8,257
Government Grants State	\$0
Revenue Other	\$32,927
Locally Raised Funds	\$613,733
Capital Grants	\$25,766
Total Operating Revenue	\$4,620,102

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,289
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,289

Expenditure	Actual
Student Resource Package ²	\$3,374,185
Adjustments	\$5,450
Books & Publications	\$5,382
Camps/Excursions/Activities	\$188,360
Communication Costs	\$5,613
Consumables	\$69,656
Miscellaneous Expense ³	\$21,183
Professional Development	\$43,355
Equipment/Maintenance/Hire	\$57,733
Property Services	\$98,288
Salaries & Allowances ⁴	\$135,309
Support Services	\$168,394
Trading & Fundraising	\$37,607
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,191
Total Operating Expenditure	\$4,243,707
Net Operating Surplus/-Deficit	\$350,629
Asset Acquisitions	\$108,600

- (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	\$546,904
Official Account	\$76,387
Other Accounts	\$83,384
Total Funds Available	\$706,675

Financial Commitments	Actual
Operating Reserve	\$131,213
Other Recurrent Expenditure	\$8,377
Provision Accounts	\$0
Funds Received in Advance	\$72,600
School Based Programs	\$18,770
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$32,610
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$40,280
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$423,850

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.