

# 2024 Annual Report to the School Community

School Name: Auburn Primary School (2948)



**Auburn**  
Primary School

- 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 26 March 2025 at 04:35 PM by Allison Blackley (Principal)

- As executive officer of the school council, I attest that this 2024 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 26 March 2025 at 04:35 PM by Allison Blackley (Principal)

# 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## 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 a collaborative 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 programs, underpinned by 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 to deliver an engaging and relevant curriculum. Students in years Foundation to Year 2 engage in playful inquiry (Investigations) and Years 3 to 6 students engage in Inquiry-Based Learning in subjects such as the Sciences, History, Geography, and Technology. In elements of Mathematics and English, our embedded instructional models allow our teachers to employ differentiated, whole class, one-to-one, and small clinic group teaching to target each student's zone of proximal development.

A diverse range of curriculum experiences is offered through both classroom and specialist programs, including Chinese, Visual Arts, Performing Arts, and Physical Education. Information and Communication Technology (ICT) plays a critical role in creation and communication, supported by a range of technology across the school, including laptops and tablets.

Our School Wide Positive Behaviour Support (SWPBS) systems and processes establish school-wide expectations linked to our values, while a strong emphasis on a restorative approach to problem solving helps students build and maintain positive relationships. Explicit teaching of wellbeing strategies, complemented by the Respectful Relationships, and The Resilience Project, are employed to foster healthy minds, complemented by a robust Health and Physical Education program 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 15% 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 2024.

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, three Learning Specialists, and expert teachers support a personalised professional learning program 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 2024, Auburn Primary School continued its strong focus on improving instructional excellence to drive student learning growth. Through our commitment to evidence-based teaching practices and collaboration within Professional Learning Communities (PLCs), we have seen significant progress in student outcomes.

A key highlight has been our exceeding of ambitious learning growth targets set in our Strategic Plan. Our NAPLAN results demonstrate outstanding progress, particularly in Year 5 reading, where learning growth exceeded that of similar schools. Over 90% of Year 5 students achieved strong or exceeding results in Reading and Numeracy, reflecting our focus on explicit teaching, targeted small-group instruction, and data-driven decision-making.

Our coaching model and investment in professional learning have played a crucial role in enhancing teacher practice. Teachers have worked alongside learning specialists and instructional coaches, ensuring a consistent, high-quality approach to teaching and learning. This has been further strengthened through our school-wide commitment to the Victorian Teaching and Learning Model 2.0, embedding clear instructional routines and fostering a culture of high expectations. Furthermore, emerging and developing leaders were supported through engaging in a variety of professional learning courses through The Victorian Academy of Teaching and Leadership, focusing on pedagogy, leadership and practice.

Additionally, our whole-school approach to differentiation in mathematics has enabled students to engage with challenging, targeted learning experiences. By refining our use of clinic group teaching and incorporating structured intervention programs, we have successfully catered to the diverse needs of our learners, ensuring all students experience challenge and success.

Continued investment in Professional Learning Communities in the areas of Literacy and Numeracy has allowed a strengthening of connections between local schools. The opportunity for our Learning Specialists to work alongside Network Education Improvement Leaders has been invaluable in supporting our work around assessment, planning and curriculum.

These collective efforts have created a positive, engaging, and high-achieving learning culture at Auburn, with students thriving academically and teachers empowered to deliver their best practice.

### Wellbeing

Auburn Primary School remains committed to fostering a safe, connected, and inclusive learning environment where student wellbeing is prioritised alongside academic success. In 2024, our Attitudes to School Survey (AtoSS) data reflected significant gains, particularly in Sense of Connectedness (86%), Stimulated Learning (90%), and Student Voice and Agency (85%), all

indicators well above similar schools.

Our focus on positive classroom management and student culture has strengthened student wellbeing and engagement. In 2024, we embedded explicit relationship-building activities into daily routines, ensuring every student feels seen, valued, and supported. These strategies have been underpinned by our restorative approach to behaviour management, empowering students to take responsibility, resolve conflicts, and build positive relationships.

The expansion of student leadership opportunities has also contributed to a strong culture of belonging and wellbeing. Our revamped Junior School Council (JSC) has amplified student voice, giving students greater ownership over school initiatives, while our Extended Buddy Program has fostered meaningful peer relationships, with Year 4 students connecting with local kindergartens, Year 5 students mentoring Preps, and Year 6 students supporting Year 1 students.

Additionally, targeted wellbeing support has been strengthened through refined intervention programs, including social skills groups and additional resources dedicated to supporting students requiring extra care. Partnerships with local allied health providers has also meant families have access to additional supports to complement school-based programs. These initiatives ensure that all students feel supported in their personal development and mental health.

Through these efforts, Auburn has continued to be a school where students feel safe, valued, and engaged, fostering a strong foundation for both wellbeing and academic success.

## Engagement

Student engagement remained a key focus in 2024, with initiatives aimed at enhancing attendance, strengthening student voice and agency, and expanding extracurricular opportunities. Our average attendance remained strong, with continued efforts to support families in maintaining regular school attendance through clear communication, early intervention, and personalised support strategies.

A major highlight has been our exceptional results on the AtoSS in the area of Student Voice and Agency (85% positive endorsement), reflecting a culture where students feel heard, valued, and actively involved in shaping their learning experience. Initiatives such as student conferences and check-ins as part of our instructional models and wellbeing approach, and an expanded role for the JSC have given students greater ownership over their learning and school community.

Auburn also introduced new enrichment programs to engage students beyond the classroom. The Extended Buddy Program has deepened connections between year levels, while the review of our House Names, based on student and community feedback and a thorough process has driven school spirit and student collaboration. The launch of the new names was met with excitement and pride and will be something that we build on throughout 2025. Furthermore, our Gardening Program has been revitalised, with the appointment of a new teacher and enhanced opportunities for students to engage in sustainability and hands-on learning linked to the Victorian curriculum.

In 2024, Auburn took a significant step forward in enhancing student engagement with digital technologies through the transition to school-managed devices, beginning with our Year 3/4 cohort. This initiative reflects our commitment to equipping students with the skills to become confident, responsible digital citizens while fostering innovation and inclusion in learning.

With increased access to technology, students have actively developed essential digital competencies, including typing, online collaboration, and the creation of multimedia presentations

such as videos and posters. These opportunities have enriched student learning, encouraging creativity, problem-solving, and critical thinking across the curriculum. The growth of our lunchtime Coding Club has been a highlight, with over 40 students participating twice weekly, deepening their understanding of block coding while refining their analytical and design-thinking skills.

To support a seamless transition in 2025, further investments were made in acquiring additional laptops for senior students and iPads for junior classes, ensuring equitable access to technology for all learners. Ongoing professional development for staff remains a priority, enabling teachers to harness digital tools effectively and integrate them meaningfully into their practice. Through these initiatives, Auburn continues to prepare students for an evolving digital landscape, equipping them with the skills to succeed in an increasingly technology-driven world.

Extracurricular activities have continued to be a vibrant part of Auburn's culture, with strong participation in school camps, excursions and incursions, instrumental performances, and student-led clubs. These programs have been instrumental in fostering a sense of belonging, curiosity, and engagement across all year levels.

Student absence rates for Auburn PS across 2024 were lower than state average (APS average 18.2 days; State average 21.8 days), with common reasons for non-attendance illness and extended family holidays. Proactive engagement with families of students with growing absence data is a strategy employed to ensure attendance rates are maintained.

By prioritising student voice, attendance, and enrichment, Auburn has continued to strengthen engagement, ensuring that students are actively involved in their learning and connected to their school community.

## Other highlights from the school year

2024 was another vibrant and memorable year at Auburn Primary School, with a range of whole-school events, programs, and initiatives that enriched our students' learning experiences and strengthened our school community.

Our 3/4 and 5/6 Camps were standout moments, providing students with opportunities to build independence, resilience, and teamwork. The Year 3/4 and Year 5/6 camps were both highly successful, with students embracing challenges, engaging in outdoor learning, and creating lasting memories with their peers.

A major milestone was the review and launch of our new House Names, a process that involved deep student and community engagement. The new House system has already fostered a stronger sense of belonging and school spirit, further enhanced by our House Launch Event and House-based activities throughout the year.

Our sporting achievements were another highlight, with students excelling in district and divisional competitions across athletics, swimming, and cross country.

Also, the completion of the Junior Friendship Tree redevelopment has provided an enhanced play space that fosters social connection and engagement with nature. This is a testament to the fundraising efforts of our Parent's Association.

These highlights, along with the daily moments of learning, collaboration, and growth, have made 2024 an exceptional year at Auburn, reinforcing the strength and vibrancy of our school community.

## Financial performance

Auburn Primary School, through careful financial planning, has once again maintained its sound financial position. The 2023-2026 School Strategic Plan, alongside the 2024 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 2024. 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 completion of the Junior Friendship Tree redevelopment.

Our current strong financial position sets us up for continued success in 2025, 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 379 students were enrolled at this school in 2024, 196 female and 183 male.

16 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).

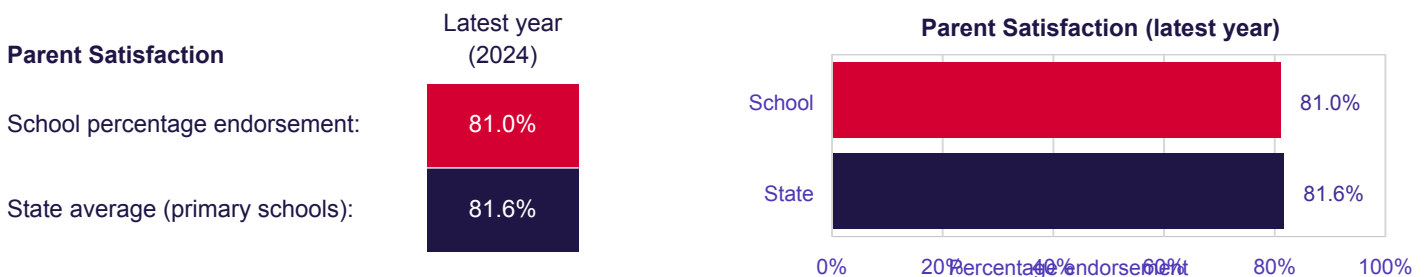
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

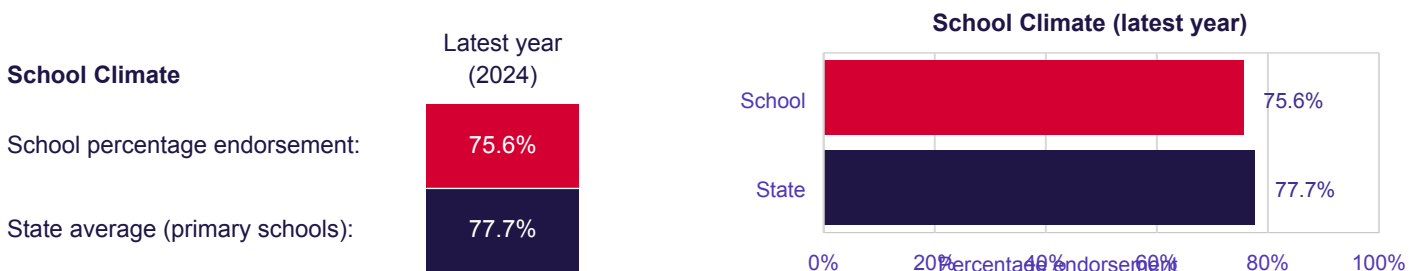


### School Staff Survey

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

School percentage of students at or above age expected standards:

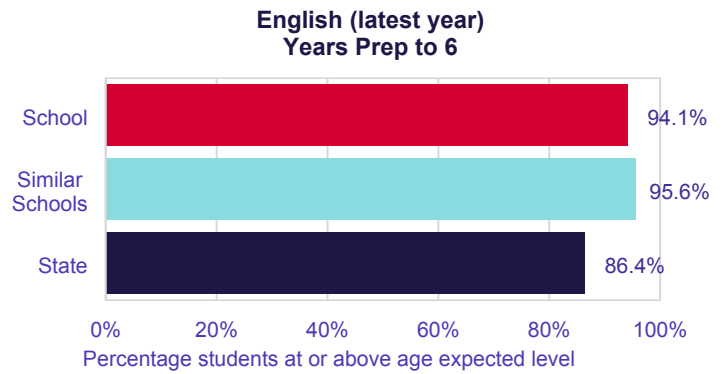
Latest year  
(2024)  
94.1%

Similar Schools average:

95.6%

State average:

86.4%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

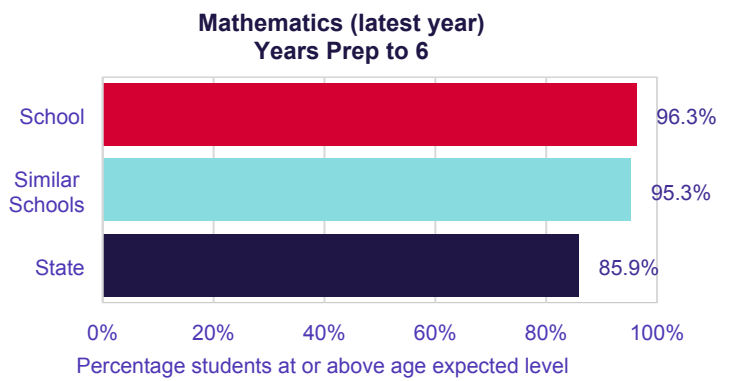
Latest year  
(2024)  
96.3%

Similar Schools average:

95.3%

State average:

85.9%



## 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.

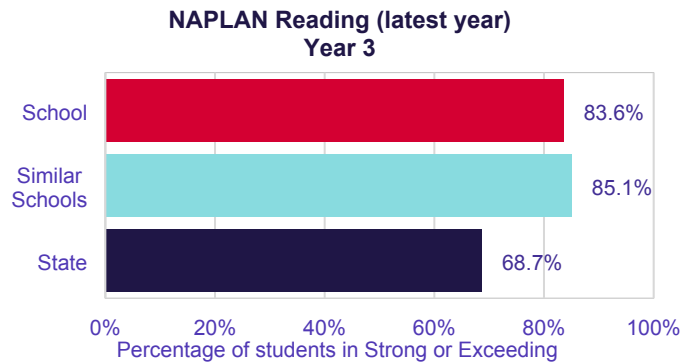
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

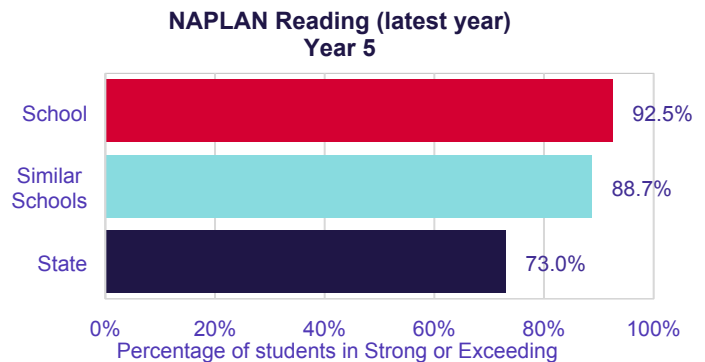
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.6%	85.2%
Similar Schools average:	85.1%	85.1%
State average:	68.7%	69.2%



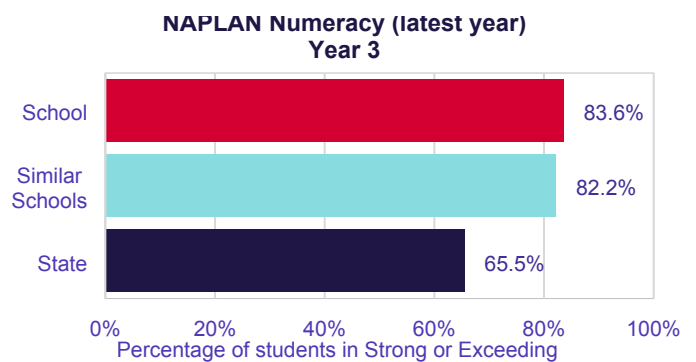
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.5%	90.6%
Similar Schools average:	88.7%	89.9%
State average:	73.0%	75.0%



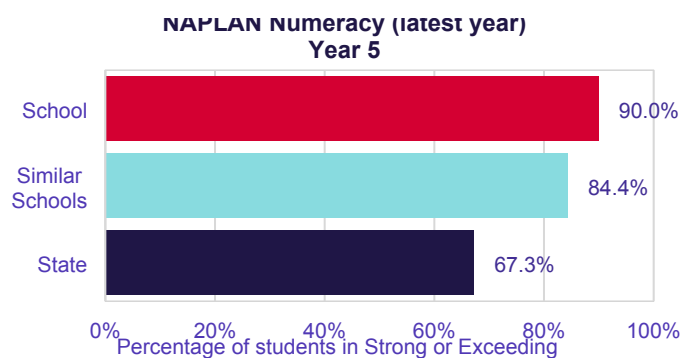
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.6%	83.3%
Similar Schools average:	82.2%	83.1%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	85.9%
Similar Schools average:	84.4%	85.1%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

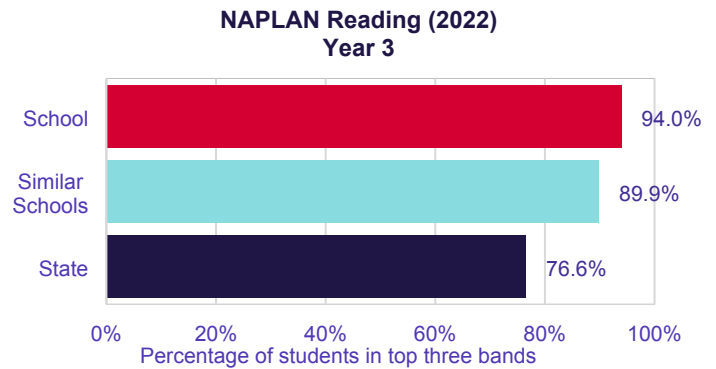
94.0%

Similar Schools average:

89.9%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

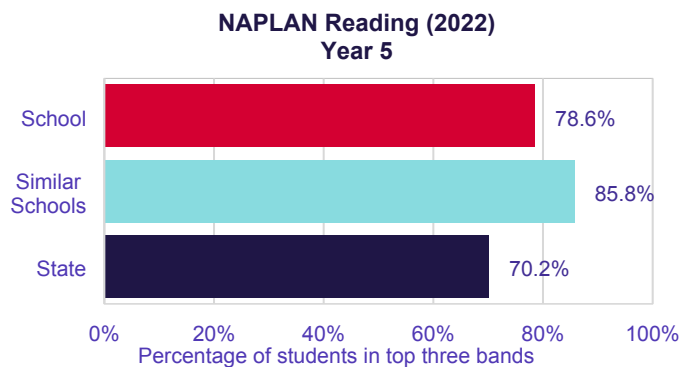
78.6%

Similar Schools average:

85.8%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

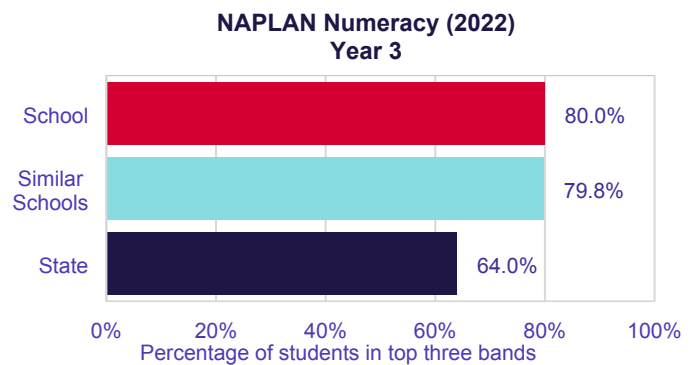
80.0%

Similar Schools average:

79.8%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

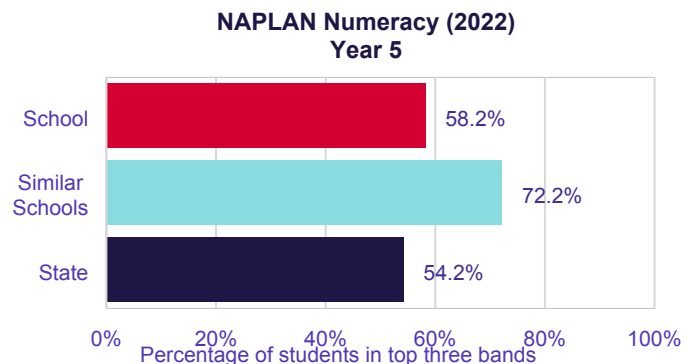
58.2%

Similar Schools average:

72.2%

State average:

54.2%



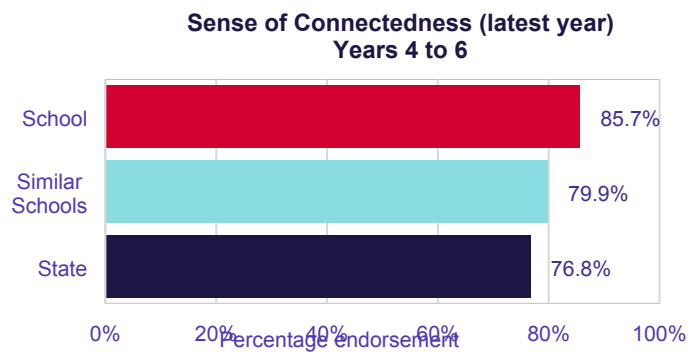
## WELLBEING

**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).

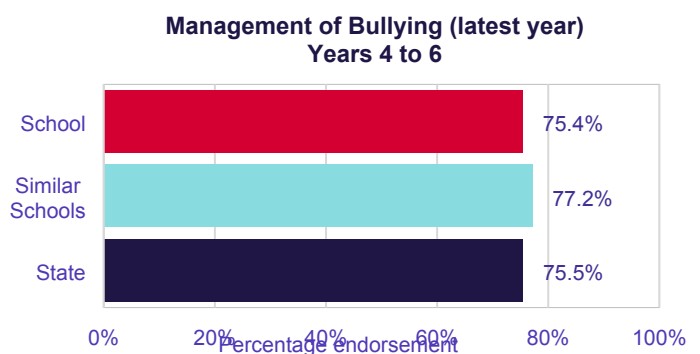
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	85.7%	75.1%
Similar Schools average:	79.9%	79.2%
State average:	76.8%	77.9%



### 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 (2024)	4-year average
School percentage endorsement:	75.4%	71.3%
Similar Schools average:	77.2%	76.9%
State average:	75.5%	76.3%



## ENGAGEMENT

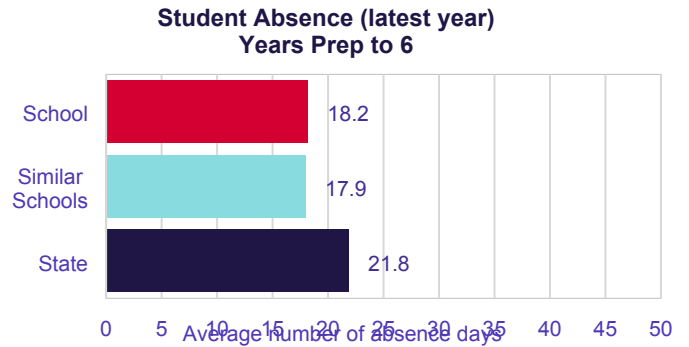
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School average number of absence days:	18.2	14.4
Similar Schools average:	17.9	15.9
State average:	21.8	20.1



### 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 (2024):	91%	91%	92%	91%	91%	92%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,641,023
Government Provided DET Grants	\$481,356
Government Grants Commonwealth	\$9,343
Government Grants State	\$0
Revenue Other	\$35,950
Locally Raised Funds	\$532,714
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,700,386</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,731
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,731</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,522,070
Adjustments	\$0
Books & Publications	\$7,696
Camps/Excursions/Activities	\$174,914
Communication Costs	\$5,139
Consumables	\$71,845
Miscellaneous Expense <sup>3</sup>	\$39,085
Professional Development	\$17,354
Equipment/Maintenance/Hire	\$36,607
Property Services	\$112,048
Salaries & Allowances <sup>4</sup>	\$256,069
Support Services	\$198,977
Trading & Fundraising	\$14,945
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,303
<b>Total Operating Expenditure</b>	<b>\$4,494,053</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$206,333</b>
<b>Asset Acquisitions</b>	<b>\$249,384</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$462,906
Official Account	\$116,234
Other Accounts	\$74,132
<b>Total Funds Available</b>	<b>\$653,272</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$162,648
Other Recurrent Expenditure	\$7,830
Provision Accounts	\$1,000
Funds Received in Advance	\$51,376
School Based Programs	\$14,960
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,865
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$65,268
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$311,947</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.*