

2023 Annual Report to the School Community

School Name: Noble Park Primary School (3675)



- 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 19 April 2024 at 01:53 PM by Jodie Pyman (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 01 May 2024 at 07:27 AM by Ryan Chapman (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

At Noble Park Primary School, we aspire to create an inclusive school community that embraces opportunity, and inspires individuals to collaborate, learn and achieve. Our school values assist in creating an inclusive and respectful learning environment where students develop social skills and build positive relationships with their peers. These values (which are unpacked below) serve as a compass for our daily actions and decisions, shaping the ethos of our educational community.

Be Responsible: We accept each other for who we are.

Be Respectful: We own our choices and our behaviour.

Be Kind: We use our words and actions to show we care.

Be Safe: We look after each other through the choices we make.

In 2023, the school had fifteen (15) classes and offered specialist programs in Visual Arts, Music, Physical Education / Sport, and LOTE (Auslan - for Years 3 – 6). On Census Day, the school had an official total enrolment of 331 students. The level of disadvantage remained high with the SFOE index at 0.5750 and the percentage of students from a Non-English Speak Background being 66% with approximately thirty-five (35) languages other than English being spoken by families. Eight (8) International Students were enrolled over the course of the school year and no students identified as Aboriginal or Torres Strait Islander.

In 2023, the school employed approximately 31.5 equivalent full-time staff comprised of three (3) principal class officers, three (3) learning specialists, eighteen (18) teachers and thirteen (13) education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Noble Park Primary School maintained an intentional focus on student learning, particularly in numeracy, as outlined in the Department of Education's statewide '2023 Priorities Goal' as documented in the school's Annual Implementation Plan. The two Key Improvement Strategies (KIS) identified by Department of Education were:

Key Improvement Strategy 1.a: Learning: Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Key Improvement Strategy 1.b: Wellbeing: Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The establishment of School Improvement Team was a significant highlight in 2023. A substantive Principal, Assistant Principal and two Learning Specialists (who were all newly appointed to their positions) worked collaboratively with leadership coach to learn about and ensure establishment of the pre-conditions needed for whole school improvement. By participating in the *Responsive Implementation Program* (with Dr Simon Breakspear and Dr Ryan Dunn), the School Improvement Team also learnt to implement routines and utilise tools such as the Cadence Planner and Rapid Action Plans. Learning Specialists also visited schools whose Professional Learning Teams utilised a Professional Learning Communities approach. By doing so, they learnt about the Framework for Improving Student Outcomes (FISO 2.0) cycle and how it can be used to support data driven conversations during scheduled planning meetings. We know that by developing the School Improvement Team's ability to think strategically, a more intentional approach to strengthening teacher capacity will be implemented, which in turn will improve student outcomes.

The Tutor Learning Initiative was also successfully implemented once again in 2023 with some of our most highly effective teachers (1.8 EFT) being allocated to the role of tutors. As per the goals of the program, our tutors targeted the needs of

identified students whose learning had been most impacted by remote learning. This initiative has been a great success in our school with sound results achieved.

In 2023, teacher judgement data demonstrated that of the total number of F-6 students who were being assessed in English against the Victorian Curriculum (and therefore not on the English as an Additional Language EAL Continuum) 68.5% were at or above the expected level for English (with similar schools at 77.8% and the state average 87.2%) In relation to Mathematics (which includes those working on the EAL continuum) 59% of students were working at or above the expected level (with similar schools at 72.3% and the state average 86.4%).

in 2023 our NAPLAN data demonstrated that our students are performing below students in other schools with a clientele similar to ours. 46.5% of Grade 3 students attained a ‘strong’ or ‘exceeding’ rating in Reading (compared to 51.4% in similar schools) and 48.9% of Grade 5 students attained a ‘strong’ or ‘exceeding’ rating in Reading (compared to 61.5% in similar schools). However, in Numeracy this comparison was even more significant. 34.9% of Grade 3 students attained a ‘strong’ or ‘exceeding’ rating in Numeracy (compared to 46.1% in similar schools) and 40.4% of Grade 5 students attained a ‘strong’ or ‘exceeding’ rating in Reading (compared to 53.0% in similar schools).

During 2023, Noble Park Primary School also engaged in its Triennial Review process. This provided us with the opportunity for staff, students, parents and the wider school community to collectively reflect on and celebrate the achievements made by the school over the past three (3) years. The school review also informed the development of the new School Strategic Plan. The review process shaped the development of the goals, targets and key improvement strategies that will help guide the direction of the school over the next four (4) years. The following focus areas were identified during the Pre-Review Self Evaluation and Review and informed the development of the 2023-2027 School Strategic Plan. 1. Develop, document and embed an agreed instructional model. 2. Implement a Professional Learning Communities approach. 3. Implement change practices with a specific focus on Leadership, Communication and Culture.

Note: An overview of the Pre-Review Self-Evaluation and our final Review Report can be obtained from the school.

Wellbeing

In 2023, developing a safe and orderly learning environment for both students and staff was a key focus as this is considered a fundamental precondition to improving student learning and student wellbeing outcomes. During the Pre-Review Self Evaluation process and the School Review, it was identified that it was important to reshape the school’s Vision and Values with the school community to implement change practices and promote a cultural uplift. The School Improvement Team worked collaboratively with a neuro-coach to plan and implement this strategy, which was called the ‘*Vision and Values Program – A collective engagement of the school community*’ This strategy intentionally commenced with the students and deliberately including all stakeholders. It culminated in the development of a brand new Vision and set of Values for the school. Once the process was fully completed everyone came together for a community celebration at the official “*Noble Park Primary School Vision and Values Launch*”. And what a launch it was!

A key part of our work in 2023 saw the Principal Team review the existing roles and responsibilities of the existing Wellbeing Team (which included a certified nurse, social worker and speech pathologist) and establish a Disability Inclusion Team. Both changes to the organisational design of the school were in response to ensuring that students who required Tier 2 or Tier 3 interventions were being supported appropriately and in preparation for the full implementation of the 2024 Disability Inclusion program.

Key staff attended “*Getting Ready for Disability Inclusion*” Professional Development whilst all teaching staff completed the Individual Education Plan eLearning modules in Term 4 to strengthen their ability to develop short-term SMART goals and to provide adjustments to support students with additional needs in their classrooms.

Noble Park Primary School is committed to creating a positive, safe and supportive learning culture and as such, one of the programs that we are committed to adopting at a whole school level is School Wide Positive Behaviours framework. By using elements of this program, the School Improvement Team worked collaboratively with staff and students to develop an interim Matrix of Expectations (which all schools participating in the program are expected to complete). The interim Matrix of Expectations is a clearly defined set of behaviours that are consistently and explicitly taught across the whole school from Foundation to Year 6. The School Improvement Team successfully applied for the 2024 School Wide Positive Behaviours program and a team of four (4)

teachers and four (4) education support staff will engage in the SWPBS Universal Prevention Part A online workshops at the commencement of 2024.

Students and families were connected to a range of allied health and mental health services as required as is our usual process, including but not limited to, Orange Door, Foundation House, Greater Dandenong Community Services and DFFH (Department of Families, Fairness and Housing). The school engaged with State Schools Relief, to assist families in need with educational equipment and uniforms / shoes.

And finally, the 2023 Students Attitudes to School Survey results showed a 63.2% positive endorsement for the 'Sense of Connectedness' variable which is significantly below the similar school percentage of 80.9% and state percentage of 77.0% respectively. However, while still below the state average, it is pleasing to see an 18.0% increase in positive endorsements for the 'Sense of Connectedness' variable which increased from 49.0% in 2022 to 67.0% in 2023 for the Year 5 cohort. In relation to the "Management of Bullying" variable, the percentage of positive endorsements in 2023 was 60.0% in comparison to the similar school percentage of 78.8% and state percentage of 75.1%.

Engagement

In 2023, the school maintained a number of leadership roles and responsibilities for students. Members of the Student Representative Council (SRC) attended the Children Advisory Group to talk about the local community, facilities and activities in Greater Dandenong. The feedback from our student leaders about this program was excellent. They highly value this opportunity to be heard and to build relationships with other young leaders in our community.

The school continued to use Sentral (an online management system) to enhance communication between families and teachers. The parent portal allowed for timely information to be communicated between key stakeholders in the community. Parents and carers were also active in using the absence portal and to ask for support if needed. The school continues to employ Multicultural Education Aides (MEA's) to provide support for families when required.

Noble Park Primary School promotes the importance of regular attendance. In response to recommendations from the school review panel, a staged response to student absence for all unexplained whole day absences was developed and implemented. In 2023, student absences Years Prep to 6 school average number of absence days was 22.8. It is pleasing to note that the school average number of absence days in 2023 is lower than the 2022 average of 25.2.

Noble Park Primary School has also continued to establish partnerships and work with external organisations to support families and the wider community. A range of programs such as English classes and Playgroup are held every week in the Community Room, providing a safe environment for adults (and their pre-school age children) to connect, share and learn.

Other highlights from the school year

The "Noble Park Primary School Vision and Values Launch" was a considerable highlight for the whole school community in 2023. By collectively engaging the whole school community and ensuring student voice and agency, the new Noble Park Primary School Vision and Values were developed and infused with vitality. Beautiful, unique artefacts which were created by the students demonstrated their deep understanding of the Values and were displayed at the "Noble Park Primary School Vision and Values Launch".

Our ARDOCH partnership supported a number of incursions and excursions for our students during 2023. During the *Learning Through Lunch* program, students from the Senior Learning House attended a two-course dining experience while spending time with professional volunteers who shared their career stories and life experiences. In addition, the Year 6 students engaged in the *Writer in Residence* program, producing a book of entertaining stories.

Another highlight was the *Harmony Day Parade* which provided an authentic opportunity for students and staff to wear traditional clothing / cultural dress to school and more importantly, to bring together our whole Noble Park Primary School community to celebrate our diversity.

Financial performance

Noble Park Primary School maintained a sound financial position throughout 2023. The 2023 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. It is noted that the school directed international student funding to appropriate staffing and school resources. Noble Park Primary School Equity Funding has been earmarked to employ staff and deliver high quality literacy and numeracy programs to support the 4 Year Goals in the School Strategic Plan.

To defray the Student Resource Package (SRP) deficit of \$135,153 in June, the school exercised fiscal restraint. We had sufficient cash reserves in the bank and overall finished the year with a net operating surplus of \$651,394. This surplus has been earmarked to:

- employ one (1) Learning Specialist and one (1) integration aid
- implement a garden upgrade
- implement an Information and Technology upgrade

For more detailed information regarding our school please visit our website at

<https://www.nobleparkps.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 331 students were enrolled at this school in 2023, 158 female and 173 male.

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

Overall Socio-Economic Profile

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

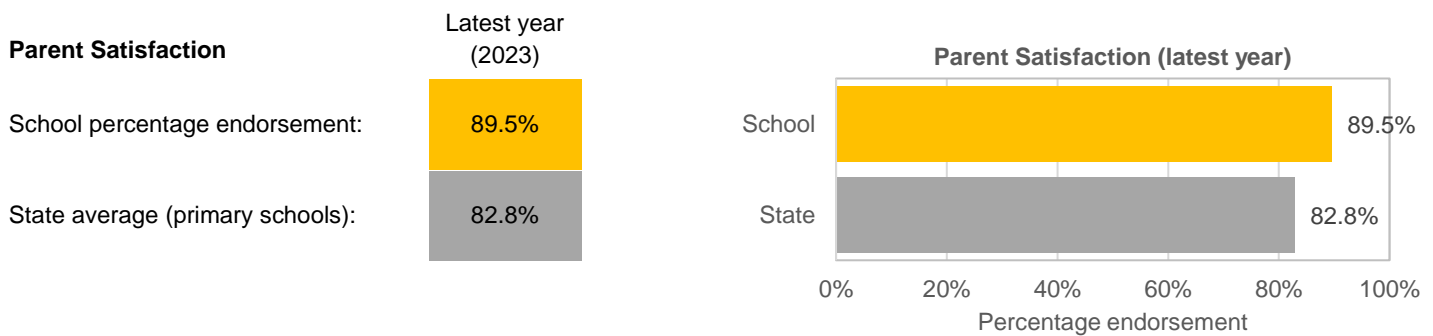
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

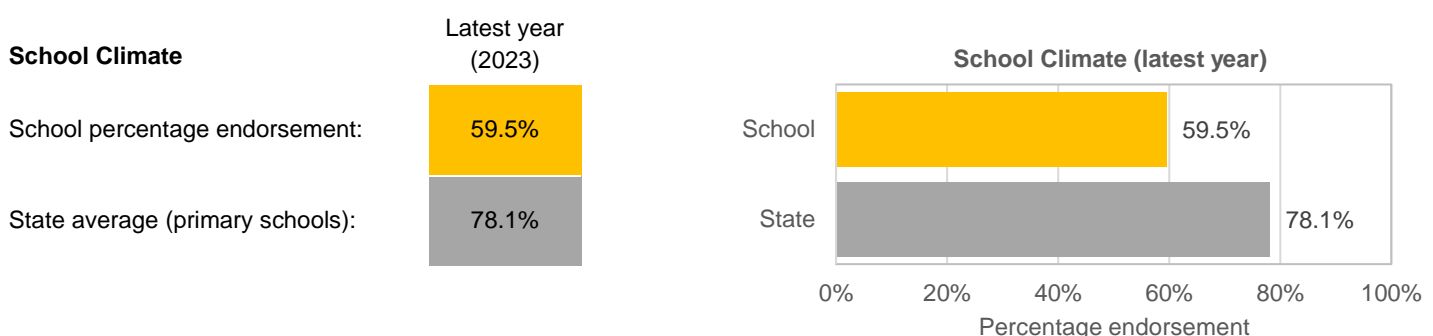


School Staff Survey

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

Percent endorsement indicates the percentage 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:

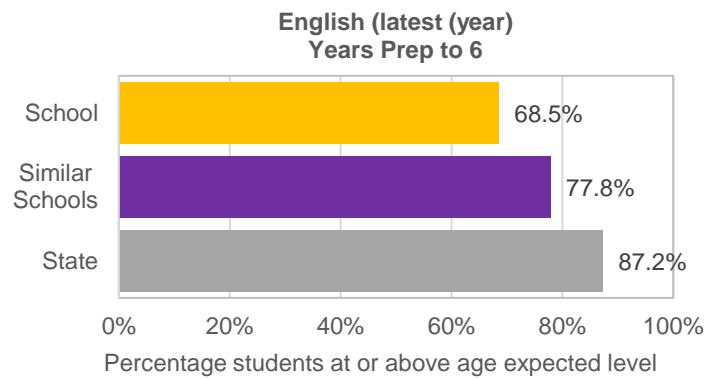
68.5%

Similar Schools average:

77.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

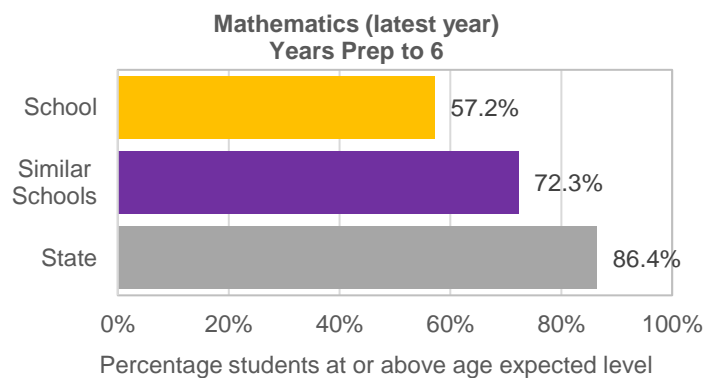
57.2%

Similar Schools average:

72.3%

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:

46.5%

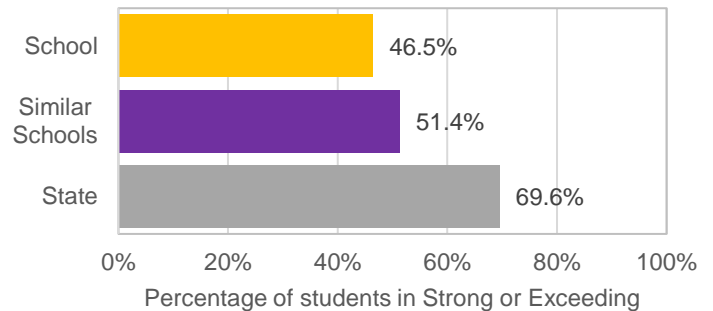
Similar Schools average:

51.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.9%

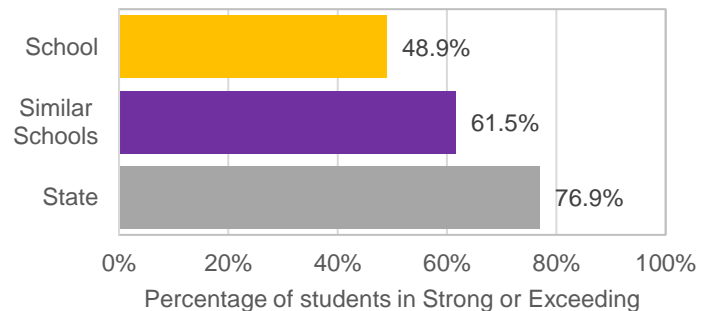
Similar Schools average:

61.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

34.9%

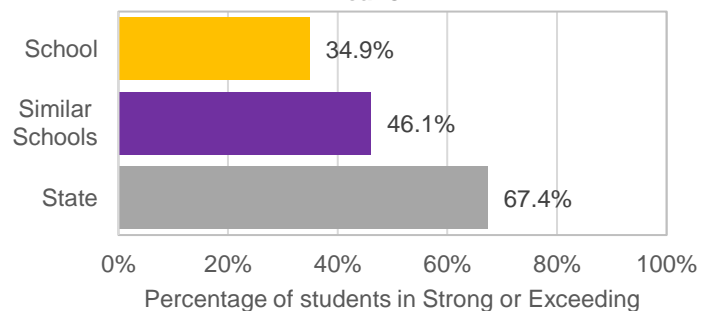
Similar Schools average:

46.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.4%

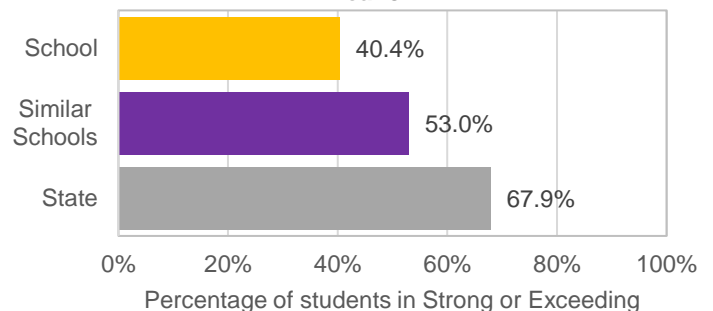
Similar Schools average:

53.0%

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:

56.8%

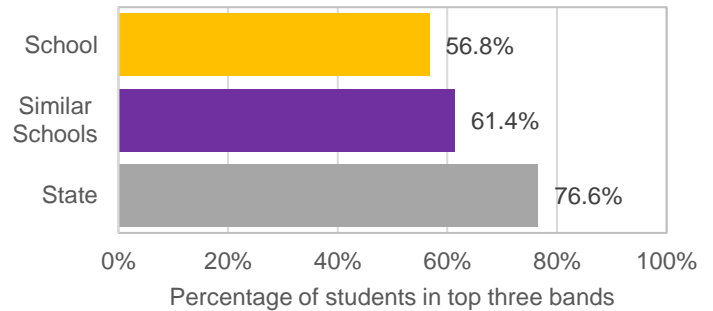
Similar Schools average:

61.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.6%

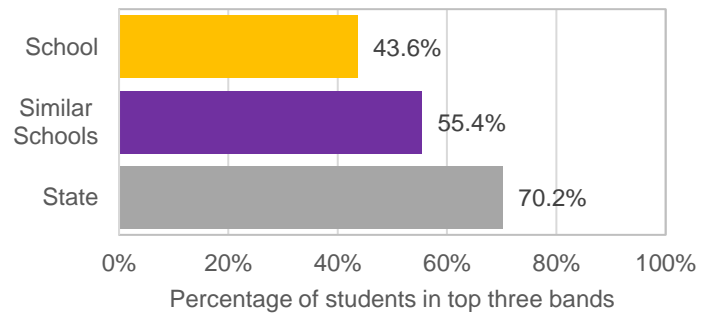
Similar Schools average:

55.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

26.5%

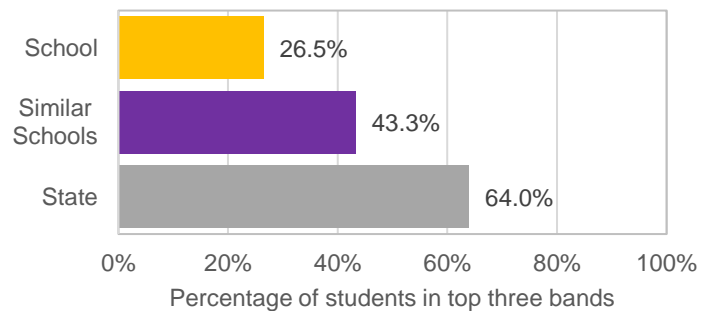
Similar Schools average:

43.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

21.1%

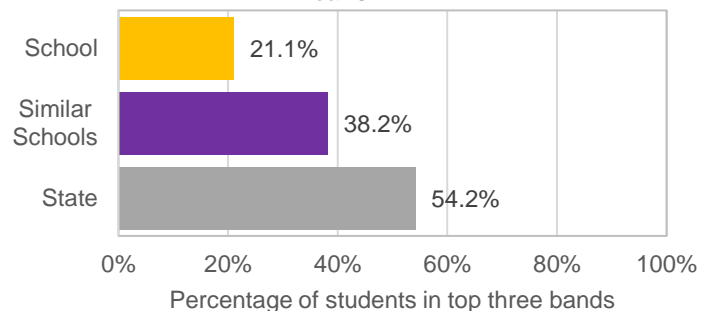
Similar Schools average:

38.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

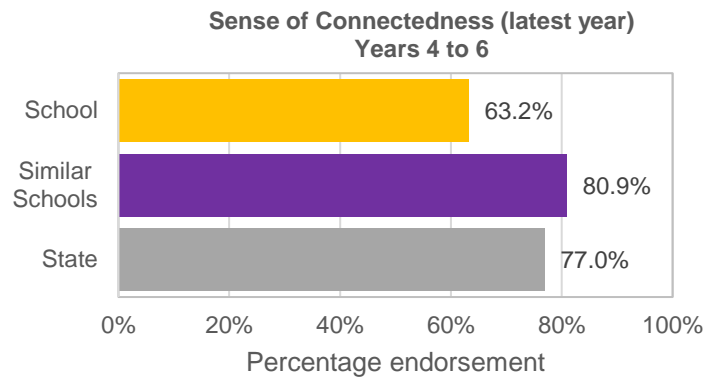
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	63.2%	64.0%
Similar Schools average:	80.9%	82.4%
State average:	77.0%	78.5%

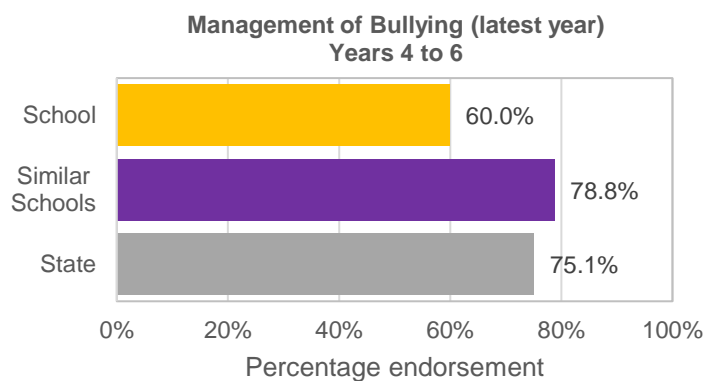


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	60.0%	65.6%
Similar Schools average:	78.8%	80.3%
State average:	75.1%	76.9%



ENGAGEMENT

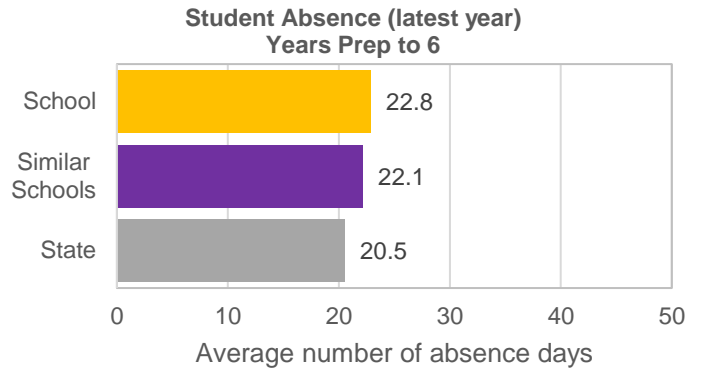
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.8	20.8
Similar Schools average:	22.1	20.8
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):	82%	91%	89%	89%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,883,967
Government Provided DET Grants	\$822,326
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$64,111
Locally Raised Funds	\$80,023
Capital Grants	\$0
Total Operating Revenue	\$4,850,426

Equity ¹	Actual
Equity (Social Disadvantage)	\$805,845
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$805,845

Expenditure	Actual
Student Resource Package ²	\$3,543,833
Adjustments	\$6,741
Books & Publications	\$197
Camps/Excursions/Activities	\$60,096
Communication Costs	\$22,255
Consumables	\$72,957
Miscellaneous Expense ³	\$35,039
Professional Development	\$20,208
Equipment/Maintenance/Hire	\$39,017
Property Services	\$56,854
Salaries & Allowances ⁴	\$234,597
Support Services	\$48,141
Trading & Fundraising	\$35,177
Motor Vehicle Expenses	\$2,184
Travel & Subsistence	\$0
Utilities	\$21,737
Total Operating Expenditure	\$4,199,032
Net Operating Surplus/-Deficit	\$651,394
Asset Acquisitions	\$0

- (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	\$438,210
Official Account	\$41,885
Other Accounts	\$0
Total Funds Available	\$480,095

Financial Commitments	Actual
Operating Reserve	\$101,131
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$14,803
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	\$115,934

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.