

2023 Annual Report to the School Community

School Name: Amsleigh Park Primary School (5428)



- 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 22 March 2024 at 01:18 PM by Michael Cormick (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 20 April 2024 at 08:01 PM by Ana Meyborg (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

Affectionately known as a 'hidden gem,' Amsleigh Park primary school is nestled in the quiet residential area of Oakleigh East. Our large suburban campus offers a high standard of facilities and grounds, and our students have ample room to grow and develop. We cater to children from Oakleigh East and the surrounding suburbs of Huntingdale, Oakleigh, Mount Waverley, Chadstone and Clayton. We pride ourselves on offering a friendly, welcoming and caring culture all across our school community. At Amsleigh Park Primary School our purpose was updated in 2023 and is: *'To provide a safe, inclusive and connected community that fosters resilient, curious and empowered learners.'* Our purpose is complemented by our school values: Respect, Integrity, Motivation, Inclusion and Resilience, and our school motto 'Our Best Always'. As a school we actively uphold our school purpose, values and school motto weaving them into school life wherever possible.

Our triennial school review was undertaken in 2023 with positive findings about student achievement, community perceptions and school climate. The main theme coming through the review was that the school was performing strongly. Recommendations were to further optimise all aspects of the school through continued professional learning and continuous improvement.

In 2023 our socio-economic profile placed our school in the low band. Generally this means our parents have high levels of education and work in well paid occupations, and therefore have lower levels of disadvantage. However, we do have a very mixed socio-economic grouping with some areas of disadvantage. Census day enrolment was 343, an increase from 2022 of 11 students, showing moderate growth. A prep enrolment of 42 students was not consistent with previous years and it was noted that local pre-schools also had lower numbers of 4yo enrolments from the previous year.

Our school is highly diverse with children of many different cultural backgrounds and beliefs. We are proud of our diversity and observe that we have a harmonious and inclusive community in which everyone feels welcome.

In 2023 our school was organised into 15 classes with 5 specialist programs – Art, Physical Education, Performing Arts, German and STEM (Science-Technology-Engineering-Maths) and inclusive of intervention programs for Reading, English as an Additional Language support and Maths Extension. The Tutor Learning Initiative continued in 2023 though the generous funding support of the Department of Education and Training.

Our staff in 2023 comprised: 2 principal class, 22 teachers and 12 education support staff (Full time equivalent 26.65). Strongly committed to continuous improvement and achieving excellence in teaching and learning, our highly professional learning community worked collaboratively in 2023. Our school staff climate data was once again well above (9%) the State average demonstrating ongoing positive perceptions of our working environment.

As a professional learning community we are fully committed to the provision of differentiated learning that meets a broad range of student needs and abilities, as evidenced through our team planning documentation. Our whole school instructional model, based on the 'gradual release of responsibility', is well embedded into classroom teaching practice. We consistently strive for excellence in both teaching and learning programs, and endeavour to have all students achieve their 'best always.'

Well behaved and cooperative, Amsleigh Park PS students are highly respectful and motivated to learn. In 2023 we observed that our students **were comparatively more settled than in the previous years** of disruption and uncertainty.

In 2023 we continued to make improvements to our facilities with new shade sails installed for the 3-6 playground.

Progress towards strategic goals, student outcomes and student engagement

Learning

During the 2023 school year we continued to focus on re-establishing the learning standards expected of our school community following the years of COVID uncertainty.

Online NAPLAN testing in 2023 was generally a positive experience for Amsleigh students. Changes to the way NAPLAN is reported meant that results for 2023 are not comparable to 2022, however comparison to similar schools and state averages were favourable. Grade 3 data for Reading were above State averages and above similar schools (2.6%) with 80.9% of students in the top 3 bands. Grade 5 results in 2023 showed 83.3% of students in the top 3 bands which were well above State and comparable (slightly below) to Similar Schools. Grade 5 results improved from 2022 as comparisons with state and similar schools were both better.

NAPLAN results for Numeracy for Grade 3 remained positive (76.6% in top 3 bands) and comparable to similar schools and well above the State average. Grade 5s results in the top three bands were well above State and just above (1.1%) similar schools. Our results for Mathematics were pleasing but there is an opportunity to further enhance the teaching in this curriculum area in 2023 with our new strategic partnership with Dr Angela Rogers.

Teacher judgement data for Reading in 2023 shows that 90.4% were at or above expected, comparable to similar schools and above state averages. Overall, we remain very pleased with student outcomes in Reading for 2023 but aim to have more students achieve above the expected level in coming years. Increasing the rigour of learning expectations and improved data literacy are two areas of potential improvement.

Students achieving above the expected level for Writing in 2023 was 17%. Overall, 81% of students were at the expected level or higher in Writing in 2023 which is below similar schools. NAPLAN results were better for Writing than teacher judgement with our Grade 3s and 5s both equal to similar schools. Overall, Writing remains an area for further improvement and in 2024 we have commenced implementation of some aspects of 'The Writing Revolution' which is an evidenced based approach to the teaching of this subject.

Teacher judgements for Number and Algebra, shows that 31% of students were above the expected level, and that overall, 89% of our students were at or above expected level. Data for Statistics and Probability and Measurement and Geometry 90% and 93% respectively. Our results for Mathematics remain stable, but through future professional learning we are aiming to further optimise the teaching of Mathematics by building teacher expertise.

Wellbeing

In 2023 our social-emotional learning programs were increased to respond to increased student needs. Social-Emotional Learning continues to be explicit in our curriculum, and all classes follow our SEL scope and sequence. Implementing 'The Resilience Project' (TRP) continued in 2023 as our community focused on the virtues of being grateful, having empathy and practising mindfulness. Wellbeing support is strongly endorsed by our students, and in 2023 our results for 'sense of connectedness' (81.2%) were again above similar schools (77.3%) and the state (77%). We believe that this is an indicator of a 'high care' environment in which all staff work to build excellent relationships with students built upon mutual respect and consistency. Our 4 year average of this indicator is well above (10%+) the similar and state averages.

We implement school wide positive behaviour support, which is an evidenced based model for teaching children about positive behaviours. This model includes explicit teaching of a range of behaviours based on our school values. Through SWPBS our teaching staff consistently build high expectations for student behaviours and model both positive and respectful relationships. SWPBS requires a whole school effort and commitment and is monitored by the 'Wellbeing' professional learning team. Implementing SWPBS also supports the management of bullying behaviours and sets the appropriate expectations for student relationships. Student attitudes survey data for 2023 shows that we continue to be above similar schools and state averages with 78.1% of students showing strong endorsement of the management of bullying behaviours. Our 4 year average also remains significantly higher at 86.8%.

Other highlights of this year's student attitudes survey include: High expectations for success (94%), positive endorsement of attitudes to attendance (87%), sense of inclusion (86%) and effective teaching time (85%). Overall our student attitudes survey results show we remain above similar schools for most variables and above state for all. Comparative to other years 2023 was not as strong which suggests that we need to continue to monitor and invigorate this area to remain consistent.

Disability and inclusion remains an area of focus at Amsleigh Park. Led by our Assistant Principal, our teaching and Education support staff provided ongoing and targeted support for our students on the Program for Students with Disabilities, and a significant number of students who are not funded. A student support group (SSG) meeting was held each term to monitor and plan around the student's Individual Education Plan, and it is pleasing to note the progress being made by our students.

Engagement

At Amsleigh Park PS we are highly aware of the need to foster high levels of student engagement. The delivery of learning at our school is structured around evidenced based teaching practice and developing interesting and stimulating learning opportunities and building high levels of student well-being. Our aspiration is that every child will experience success, develop confidence, independence and resilience, whilst also undertaking a range of engaging learning experiences.

Absences from school decreased in 2023 with an average of 18.0 days comparing favourably to similar schools (18.8) and State (20.5) and a pleasing trend in a difficult year in which we battled absences due to COVID-19 and other viruses. The four year trend (12.1 days), although increasing slightly in 2023, remains ahead of both similar school and state averages as well. High levels of attendance are an indicator of positive student engagement.

The Parent Opinion Survey data for 2023 showed a strong correlation to student attitudes and variables for student cognitive engagement. The POS data for 2023 was exceedingly strong and for most variables we were above 90%. Highlights related to student engagement were: stimulated learning environment (90%), high expectations for success (95%) and effective teaching (90%). Our parents strongly endorse the engagement of students.

Specialist programs can offer students an opportunity to develop their interests and special talents and also provide a break from the rigours of academic learning. Our highly engaging and popular specialist programs in STEM, Visual Art, Performing Arts, Physical Education and German language once again offered high quality learning opportunities for our students in 2023. These programs continue to provide depth and breadth to the learning experiences for our students.

Extra-curricular opportunities enhance learning at school and in 2023 our students enjoyed a range of excursions and incursions. Camps for Grade 3-4 and 5-6 provided opportunities to undertake outdoor education activities led to memorable experiences for students.

Other highlights from the school year

At Amsleigh Park we believe in catering to the needs of what we call the 'whole child' which includes academic learning, social-emotional growth and development and extra-curricular opportunities. Throughout the 2023 school year we enjoyed many extracurricular highlights that were greatly enjoyed by our students, staff and parents.

The school production of 'Legend of the Living Library' was a marvellous success with two stellar performances watched by 900 parents, carers, friends and relatives. Our students simply love this experience and also enjoy the numerous benefits of developing confidence in performing for an appreciative audience.

Our ever-popular Outdoor Education Program included camps for Grade 3-6 students and a sleepover and late stay for Grade 2 and Grade 1 respectively. Building student independence and self-reliance in a supportive environment is well supported through these wonderful opportunities.

Many Amsleigh Park PS students enjoy their sports and the chance to compete for their school. During 2023 we enjoyed watching our students thrive in the Oakleigh District competition and several individuals and teams went onto Divisional, Regional and State finals.

Our Triennial School Review was an opportunity to reflect on our work and we were thrilled with the positive feedback provided by our reviewer. One great highlight was her finding that we have great alignment between the positive views from parents/carers, students and staff. By working with our community we continue to optimise and enhance student learning.

Numerous incursions, excursions and special community events such as the Bushdance, School Disco, Easter Raffle all made it another fun year. We are greatly appreciative of our wonderful Parents and Friends Association who generously contribute to and support these events, each one enhances the experience of school life for our students.

Financial performance

Amsleigh Park Primary School maintained an excellent financial position in 2023. We maintain a healthy balance of funds and use these financial resources to support the implementation of the curriculum to a higher standard than is funded. All requests for funding of curriculum budgets were met in 2023.

Managing older buildings and a large campus can be challenging and we continue to set aside funds from building hire for improvements. It has been noted that two of our older buildings will require increased funds to bring them up to standard in coming years and we also need to replace one aging shade structure.

The SRP funding for 2023 did show a surplus by the end of year with a small increase in forecast enrolments and savings due to extended staff absences remaining unexpended.

Equity funding received in 2023 was used to increased tutoring support and extended the TLI well beyond the funding received. Careful financial management and a continuing focus on productivity and efficiency have all ensured that our school continues to utilise our resources to provide high standards of learning for students.

For more detailed information regarding our school please visit our website at
www.amsleigh.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 343 students were enrolled at this school in 2023, 158 female and 185 male.

24 percent of students had English as an additional language and 1 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).

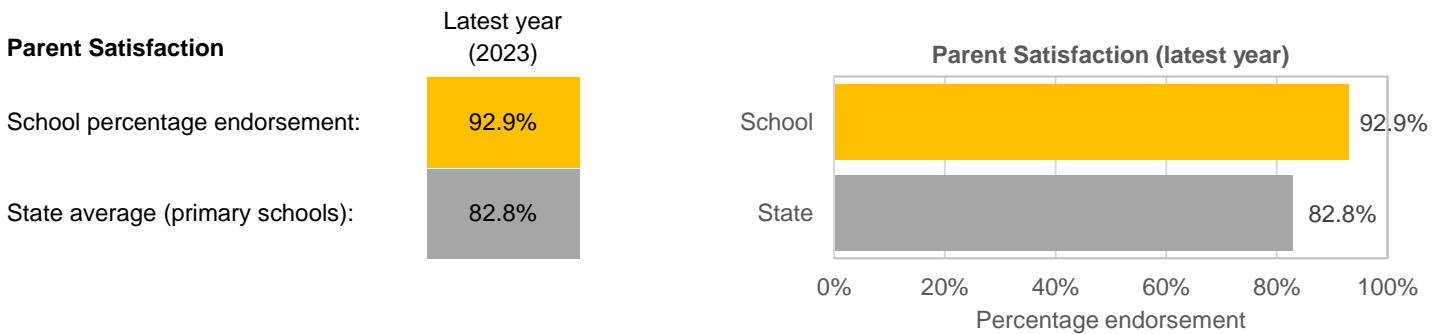
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

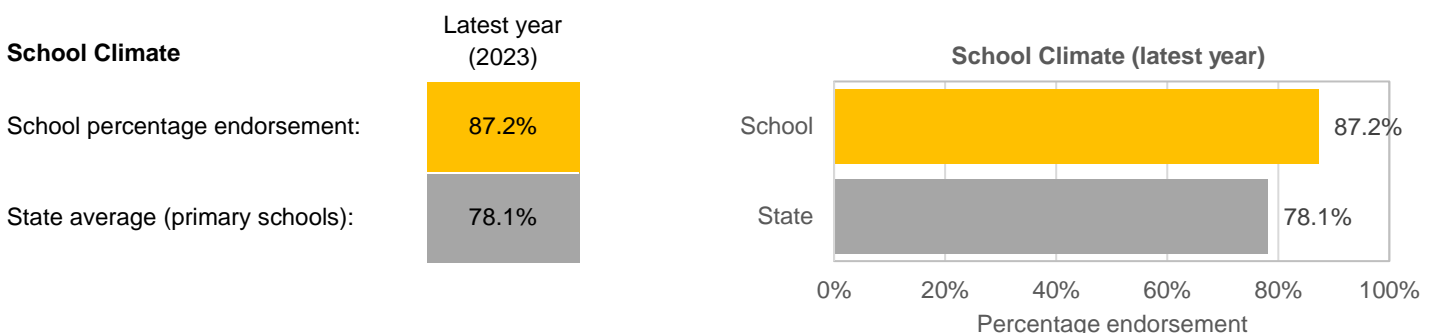


School Staff Survey

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:

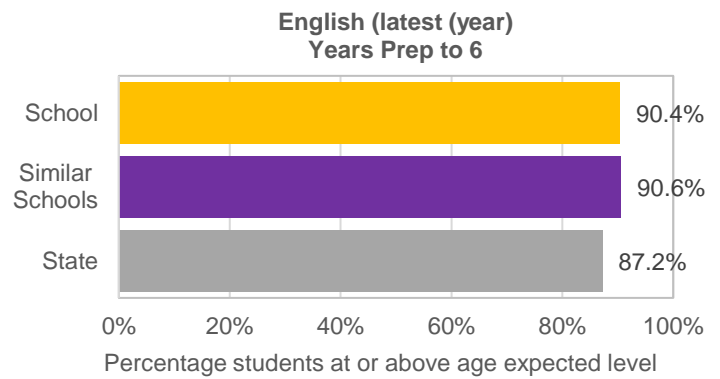
90.4%

Similar Schools average:

90.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

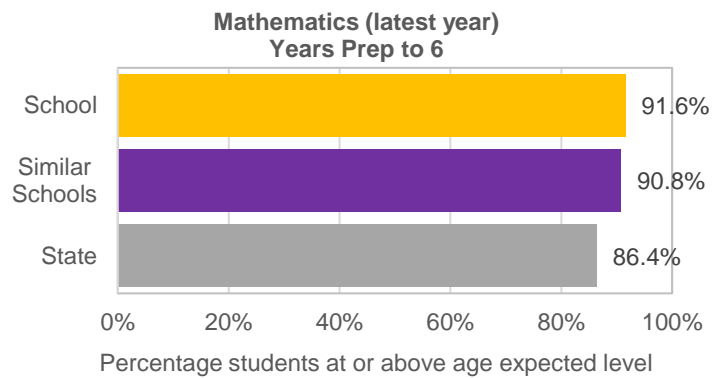
91.6%

Similar Schools average:

90.8%

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:

80.9%

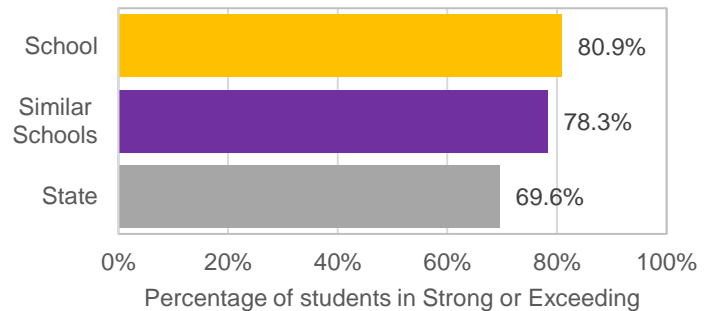
Similar Schools average:

78.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

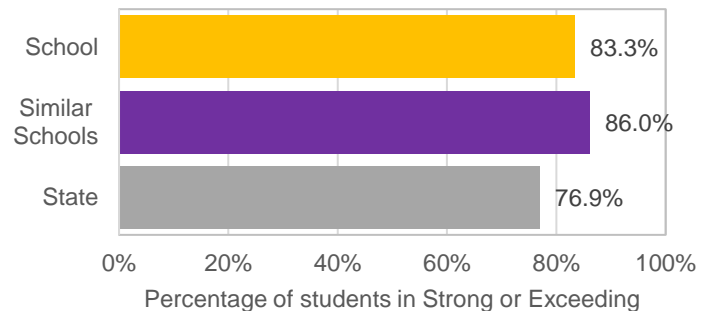
Similar Schools average:

86.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.6%

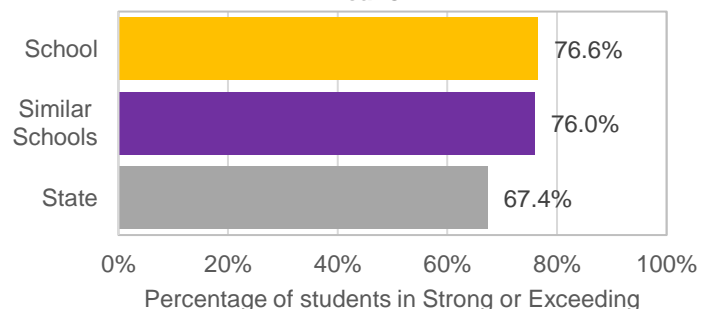
Similar Schools average:

76.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

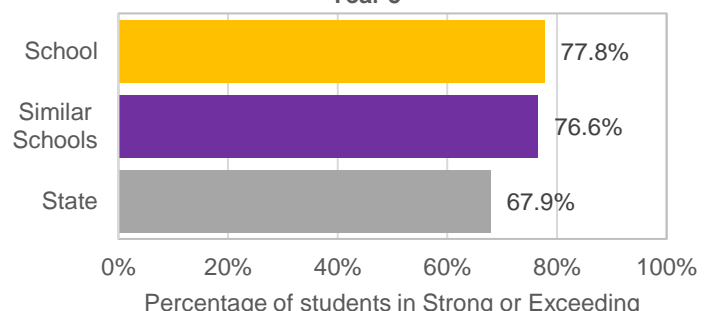
Similar Schools average:

76.6%

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:

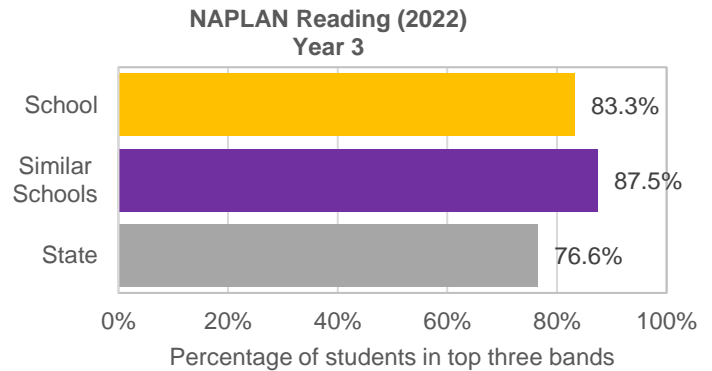
83.3%

Similar Schools average:

87.5%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

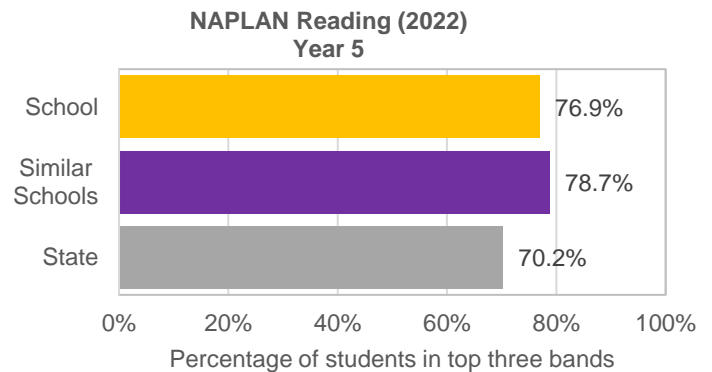
76.9%

Similar Schools average:

78.7%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

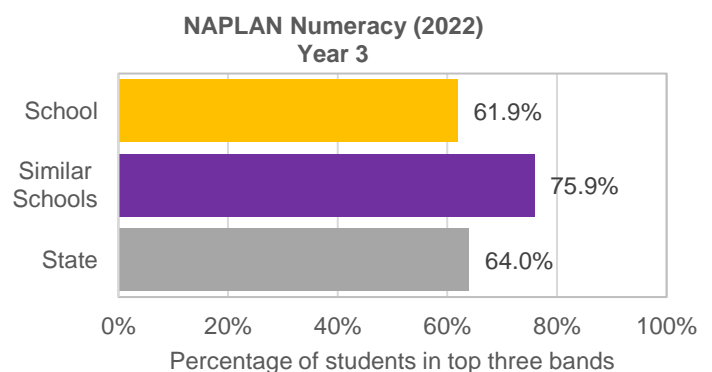
61.9%

Similar Schools average:

75.9%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

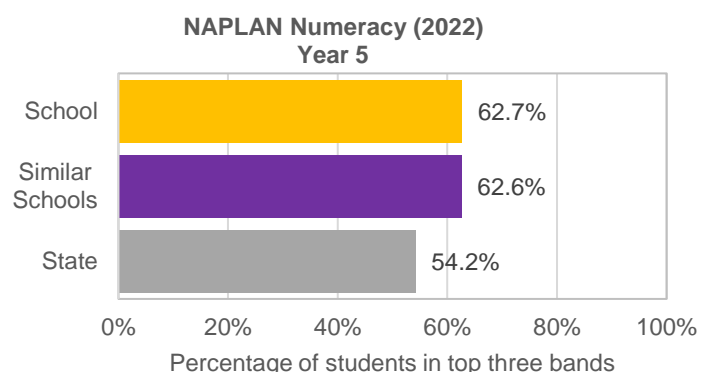
62.7%

Similar Schools average:

62.6%

State average:

54.2%



WELLBEING

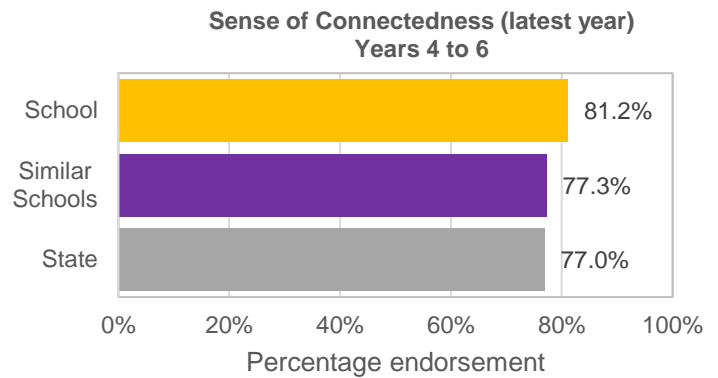
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.2%	87.5%
Similar Schools average:	77.3%	78.7%
State average:	77.0%	78.5%

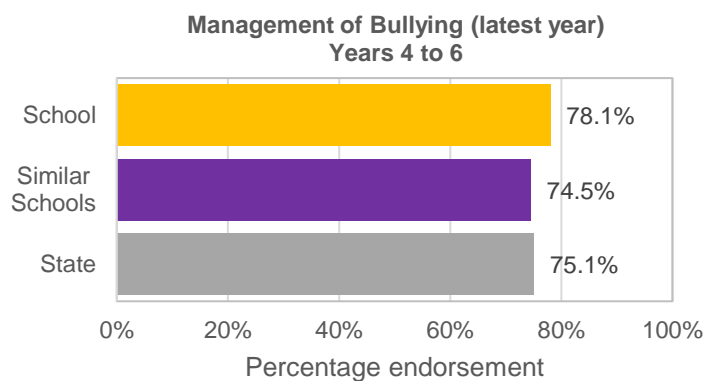


Student Attitudes to School – Management of Bullying

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:	78.1%	86.8%
Similar Schools average:	74.5%	76.6%
State average:	75.1%	76.9%



ENGAGEMENT

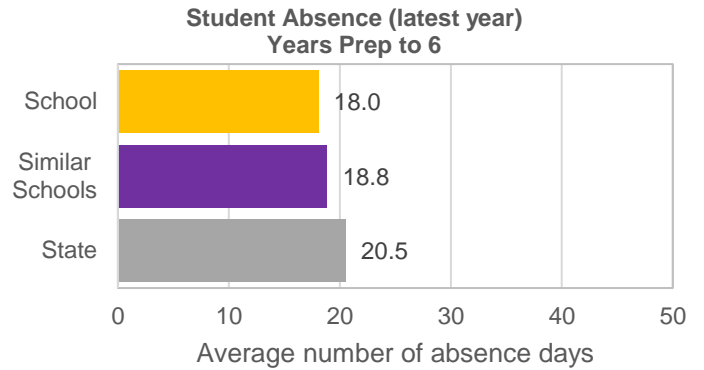
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	18.0	12.1
Similar Schools average:	18.8	16.2
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	91%	92%	91%	91%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,138,522
Government Provided DET Grants	\$402,629
Government Grants Commonwealth	\$7,669
Government Grants State	\$30,393
Revenue Other	\$36,937
Locally Raised Funds	\$375,890
Capital Grants	\$0
Total Operating Revenue	\$3,992,041

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,091
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,091

Expenditure	Actual
Student Resource Package ²	\$3,059,291
Adjustments	(\$134,314)
Books & Publications	\$4,973
Camps/Excursions/Activities	\$150,118
Communication Costs	\$3,778
Consumables	\$67,220
Miscellaneous Expense ³	\$15,052
Professional Development	\$21,014
Equipment/Maintenance/Hire	\$66,060
Property Services	\$135,072
Salaries & Allowances ⁴	\$118,538
Support Services	\$60,945
Trading & Fundraising	\$58,948
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,218
Total Operating Expenditure	\$3,656,914
Net Operating Surplus/-Deficit	\$335,127
Asset Acquisitions	\$96,930

- (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	\$531,105
Official Account	\$28,146
Other Accounts	\$0
Total Funds Available	\$559,251

Financial Commitments	Actual
Operating Reserve	\$105,445
Other Recurrent Expenditure	\$12,059
Provision Accounts	\$0
Funds Received in Advance	\$49,668
School Based Programs	\$49,650
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$105,000
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$546,823

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.