

2023 Annual Report to the School Community

School Name: North Melbourne Primary School (1402)



- 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 21 March 2024 at 07:34 AM by Sarah Nightingale (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 22 March 2024 at 04:11 PM by Kate Lomas (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

North Melbourne Primary School is located two kilometres north-west of the Melbourne Central Business District. Its local government area is the City of Melbourne. Students are drawn from the north and west of the city, from the suburbs of North Melbourne, West Melbourne, Parkville and the inner city of Melbourne. Student enrolment in 2023 was 780 students with 348 females and 431 males, including 21 international students. 54% of students had English as an Additional Language and 6 students identify as Aboriginal or Torres Strait Islander. The school has a low Student Family Occupation index of 0.2179 and Student Family Occupation and Education index of 0.1497.

In 2023, to cater for significant enrolment growth, a new vertical campus for North Melbourne Primary School opened expanding the school across two sites. The Molesworth Street campus caters for Prep to Year 2 students (Junior campus), while the existing Errol Street campus, dating back to 1874, caters for our Year 3 to Year 6 students (Senior campus). The two campuses work collaboratively, with students having the opportunity to visit each site for enhanced learning opportunities. In 2023, students were grouped into 35 year-level class groups and were housed in a mixture of heritage buildings and contemporary learning spaces across the two campuses. Flexible learning spaces can be rearranged to provide large and small active and quiet learning spaces or zones to allow for innovative teaching and learning. There are dedicated teaching spaces for specialist subjects at both campuses, including gymnasiums and Stephanie Alexander Kitchen Gardens. The school provides specialist teaching in Music, Performing Arts, Visual Arts, and Physical Education.

The school also provides learning intervention and support, including the Tutor Learning Initiative and English as an Additional Language classes for new arrivals to Australia. In 2023 the staffing profile was made up of 47.5 EFT teachers and 15.4 Education Support staff. Zero staff are of Aboriginal and Torres Strait Islander heritage. The leadership profile in 2023 was 1.0 Principal, 3.0 Assistant Principals, 2.0 Leading Teachers, and 3.0 Learning Specialists.

North Melbourne Primary School's mission is to provide 'guaranteed extraordinary learning opportunities for students, providing a rich curriculum and evidence-based practices of teaching'. Our vision is that 'students will contribute positively to their local, national and global communities'. The North Melbourne Primary School philosophy is underpinned by the following beliefs and practices:

- All children can learn
- Learning outcomes will be maximised when children feel safe, connected and engaged at school
- Students are encouraged to be active and self-directed in their learning
- Our school values are reflected within all we do
- We value being Responsible, Inclusive, Sagacious and Ethical.

North Melbourne Primary School strives to achieve our vision through our approach to teaching which emphasises learning in the 21st century. All staff work closely as a Professional Learning Community; working in Professional Learning Teams to analyse the impact of our teaching, assess and monitor student progress and plan at the point of need for all students. The leadership team is committed to building the capacity of all staff, with professional learning opportunities offered throughout the year, focusing on teaching and learning, curriculum development, wellbeing and leadership. Students are offered opportunities to learn through digital platforms, collaborative inquiry, self-directed learning and hands-on investigations while achieving the standards of the Victorian Curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, North Melbourne Primary School continued to work toward targets as outlined in the School Strategic Plan (2021-2025).

The priorities goal focused on improvements in student learning, with an increased focus in Numeracy, and student wellbeing, which framed our work for 2023.

Professional Learning Teams (PLTs) were allocated protected time each week to collaborate on the core areas of Reading, Writing, and Mathematics. Teachers, with the support of Learning Specialists, analysed student assessment data to plan and differentiate at the point of need. An enhanced focus on moderation and tracking of student learning outcomes over time, framed the differentiated planning. Time was allocated as a whole staff to collaboratively develop and monitor Individual Education Plans (IEPs). Students who required additional support were provided with targeted intervention through the Tutor Learning Initiative.

Professional learning was provided by both internal and external experts. Graduate Teachers were supported through the Career Start Initiative and participated in targeted professional learning and Coaching cycles with assigned mentors. Teacher Judgment data indicated that 92.6% of students from Prep to Year 6 were working at or above expected standards in Mathematics. This is

comparatively higher than the state average. Similarly 93.7% of students across Prep to Year 6 were identified as achieving at or above expected standard in literacy.

Our 2023 NAPLAN results indicated 85.5% of Year 3 students and 81.6% of Year 5 students achieved 'strong' or 'exceeding' in Numeracy. This indicates achievement well above state averages (67.4% and 67.9% respectively). In Reading, 90% of Year 3 students and 82.5% of Year 5 students achieved a 'strong' or 'exceeding' proficiency level, both measuring significantly higher than the state averages. Due to changes in NAPLAN, our targets could not be measured against previous data samples and will be reviewed in 2024.

Moving forward, the school will focus efforts on peer observation and feedback, as well as student goal setting to continue work in these areas.

Wellbeing

A significant Wellbeing focus for 2023 was on the introduction of School Wide Positive Behaviour Support (SWPBS). This was a large body of work which initially focused on our statement of purpose 'to establish a positive and safe learning environment where all students achieve academic, social and emotional growth'. Time was allocated for the collaborative development of the SWPBS matrix, which outlined clear and consistent behaviour expectations across all areas of our school, linked directly to our school values. Student input was sought and implemented. Staff were offered coaching and modelling linked to differentiated supports for students. This was identified as an area of need for our students, based on data obtained from the Student Attitudes to School, and Parent Opinion surveys. An ongoing goal is to continue to foster the implementation of SWPBS through the development and delivery of structured lessons and visuals across both campuses.

Targeted student support was facilitated by the Wellbeing team, which included class support, resourcing, professional learning and coaching. Support was provided to students with allocated funding via the Program for Students with Disabilities or Disability Inclusion. The Wellbeing team facilitated Student Support Groups (SSGs) where goals and education plans were set in collaboration with parents, teachers, and recommendations from Allied Health professionals.

Student wellbeing will continue to be a focus next year through the introduction of a Mental Health and Wellbeing Leader and targeted funding through the Mental Health in Primary Schools resource package, as well as the continued roll out of Disability Inclusion funding.

Engagement

North Melbourne Primary School students are engaged and connected to their school and we are proud of the programs which support student engagement. Students participated in specialist programs, including Performing Arts, Visual Art, Science, and Physical Education, in addition to Cooking and Gardening as part of the Stephanie Alexander Kitchen Garden Program. A range of camps and excursions were offered to each year level to facilitate engagement and enrich the learning programs across the school. The average number of absence days for students' in 2023 was 17.0. This was lower than the similar schools and state averages, and a decrease from 18.8 days in 2022. This can be attributed to a review of our attendance processes and implementation of clear protocols for following up unexplained or repeated absences.

To strengthen our community engagement, changes were made to our fortnightly newsletter in 2023, to include increased student voice, learning updates, and photos from all year levels. Additionally, these changes were introduced to facilitate cross-campus connections and information sharing. These changes were based on feedback from a community communication survey facilitated in partnership with the School Council.

The Junior School Representative Council (JSRC) and student leaders held a key role in facilitating student voice across the school in 2023. Students were responsible for organising fundraising events, including pyjama day, and for implementing student-driven changes across the school. With the opening of the second campus, JSRC representatives from Year 2 were given the responsibility of leading the junior assemblies at the Molesworth Street campus, and Year 6 leaders continued their role of leading senior assemblies.

Prep transition was once again a highlight for establishing engagement with our new families and students. A series of Story-Time events and transition sessions were well-attended by incoming Prep students and their families. This assisted students in forming connections with their new school and teachers prior to commencing their school journey.

Other highlights from the school year

2023 was a year of significant change for North Melbourne Primary School with the Minister for Education officially opening our second campus in May. Prep to Year 2 students spent time transitioning across to the new Molesworth Street campus, exploring the

different play and learning spaces. Students learnt about how to navigate a vertical school, and the differences between the new campus and the heritage buildings at the Errol Street campus. Students from both campuses were able to walk between campuses for buddies, assemblies, and gardening lessons.

Over three big nights and across two campuses, we held our biennial Arts Showcase to illustrate the accomplishments of students in Visual and Performing Arts. This included the display of student work including fine art, and 2D and 3D artworks. Parents and families gathered to watch students perform musical acts and dramatic performances, including either a student-led skit, a whole class musical act, and performances of musical instruments, singing, narrating, and acting. Additionally, a small group of students took the lead on the sound desk to ensure the smooth running of the performance. The event was facilitated in partnership with our Parents and Friends Association, who ran a refreshment stall during the Errol Street events.

Financial performance

The school maintained a sound financial position in 2023 with all available financial, human and physical resources utilised to have the greatest impact on student learning. The financial position for 2023 confirmed a net operating surplus of \$727,528.

The surplus allows us to ensure funding is allocated to programs in an ongoing capacity to meet the differentiated needs of students in our school. Funds were used to enhance the leadership team, ensuring we have an Assistant Principal, Leading Teachers and Learning Specialists based at each campus. This allows stability and consistency for our school community and supports our staff to focus on student learning and wellbeing. Funds were also used to engage additional assistance and support our most vulnerable students.

The school received funding for a number of targeted initiatives in 2023, including the Career Start initiative and the Tutor learning Initiative (TLI). The total allocation to the TLI program was \$152,861.49, which was utilised for targeted intervention in Reading and Maths. \$188,552.70 was allocated to facilitate the Career Start program, providing additional time release, mentoring, professional development opportunities and support for Graduate Teachers in their first and second year of teaching. The school received \$59,434 in Equity Funding, which was used for small group intervention for students identified as having English as an Additional Language (EAL). Additionally, \$3,400 was allocated for targeted support for our Koorie Students, as part of the Early Years Koorie Literacy and Numeracy Program. The school also received additional establishment funding of \$160,857.00 to set up the Molesworth Street Campus.

2023 was not a significant year for school fundraising, with \$9,285.68 raised by the Parents & Friends committee for minor school events including a Book Week Raffle, Breaky BBQ and Election Day Bake Sale.

The program budgets, revenue and expenditure were monitored through our finance committee and school council. This includes the School Council operated Outside School Hours Care (OSHC) service which resulted in a financial surplus of \$17,417.65.

Additional funding in this budget for 2023 included the OSHC Establishment Grant which was \$75,000. This funding was used to set up the After School Care Program for our Junior students at our Molesworth Street Campus.

All funds received from the department, 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 approval and the intent and purposes for which the funding was provided or raised.

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

<https://www.northmelbourneps.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 780 students were enrolled at this school in 2023, 348 female and 431 male.

54 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).

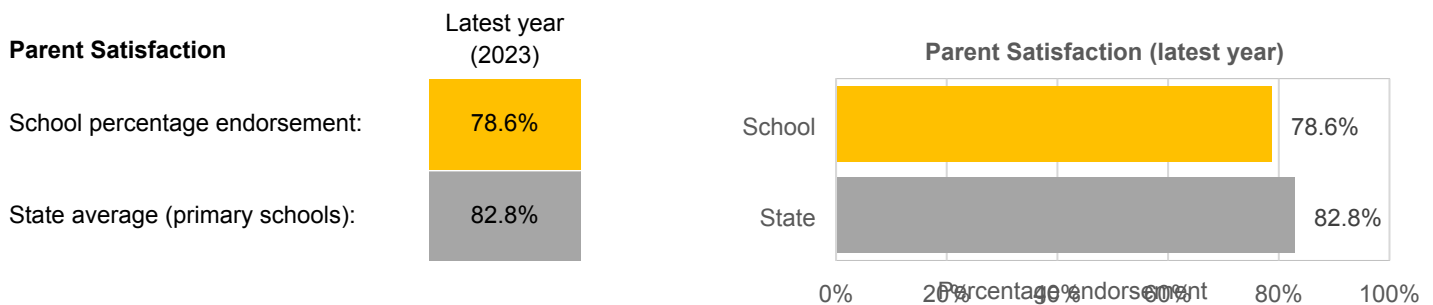
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

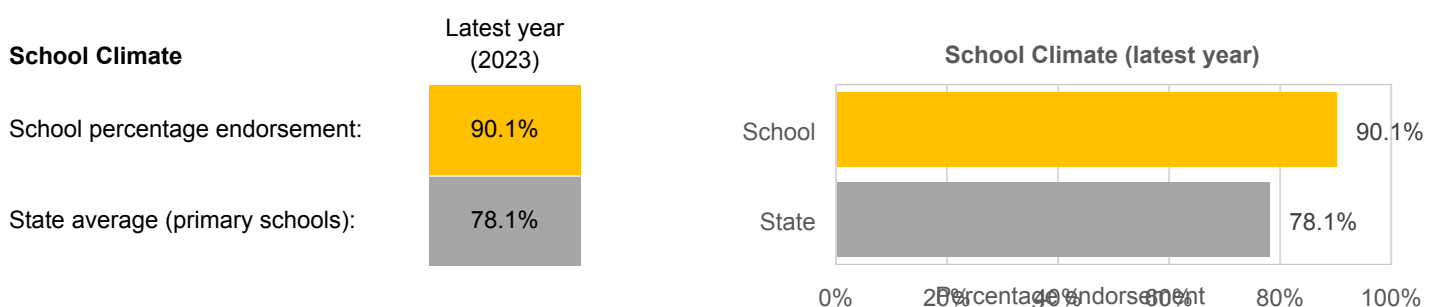


School Staff Survey

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:

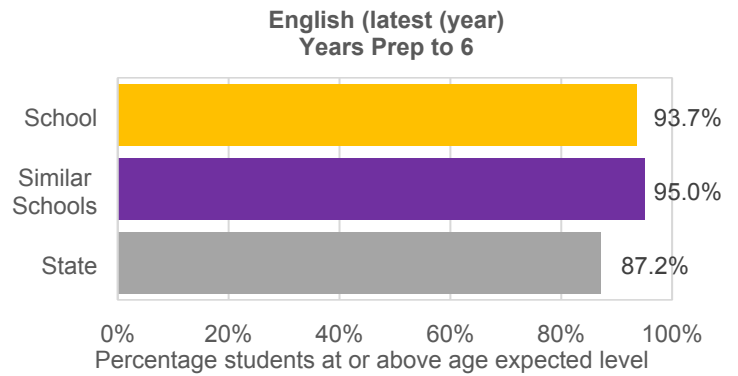
93.7%

Similar Schools average:

95.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

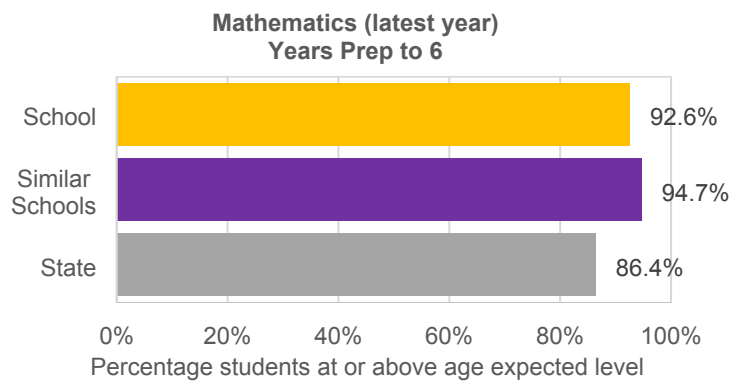
92.6%

Similar Schools average:

94.7%

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:

90.0%

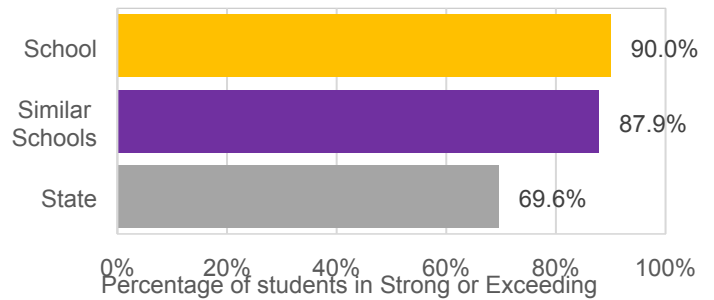
Similar Schools average:

87.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.5%

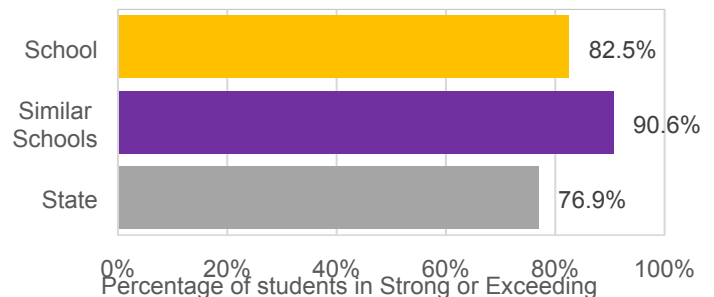
Similar Schools average:

90.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.5%

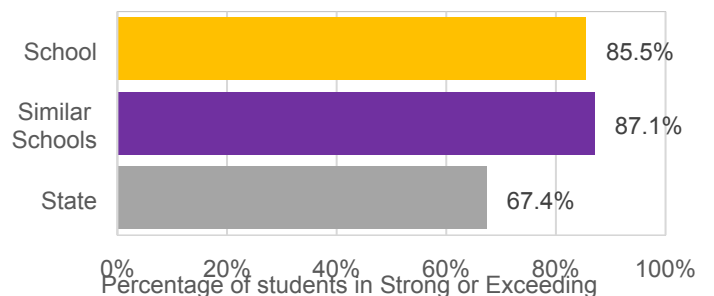
Similar Schools average:

87.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.6%

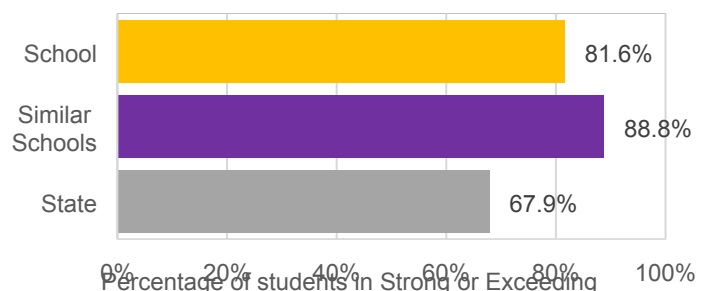
Similar Schools average:

88.8%

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:

91.8%

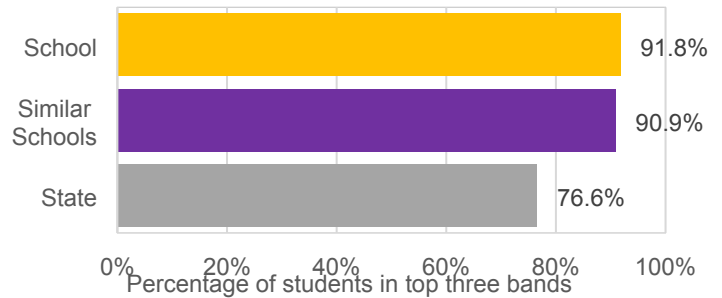
Similar Schools average:

90.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

87.2%

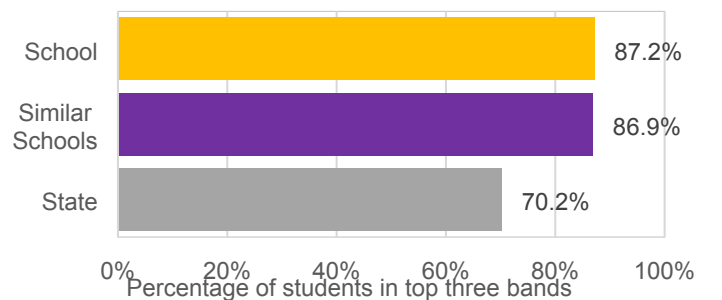
Similar Schools average:

86.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

84.4%

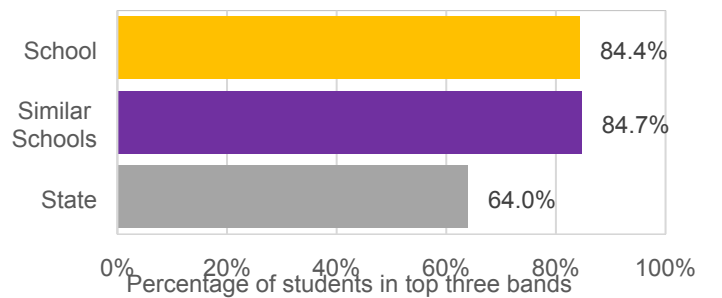
Similar Schools average:

84.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

79.8%

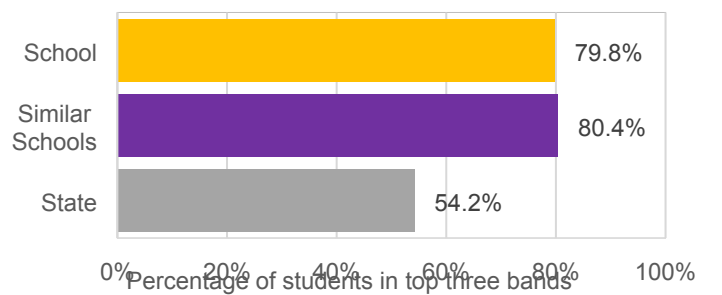
Similar Schools average:

80.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

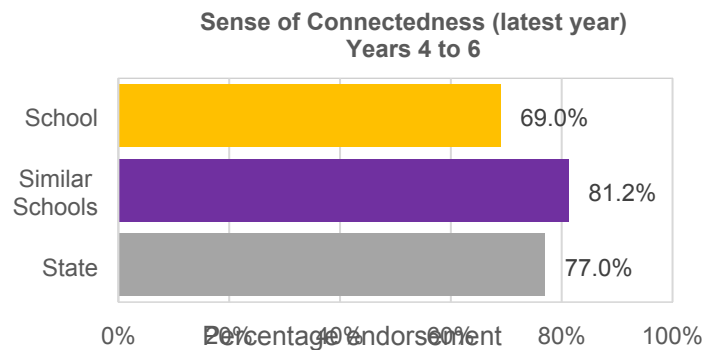
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	69.0%	73.2%
Similar Schools average:	81.2%	81.9%
State average:	77.0%	78.5%

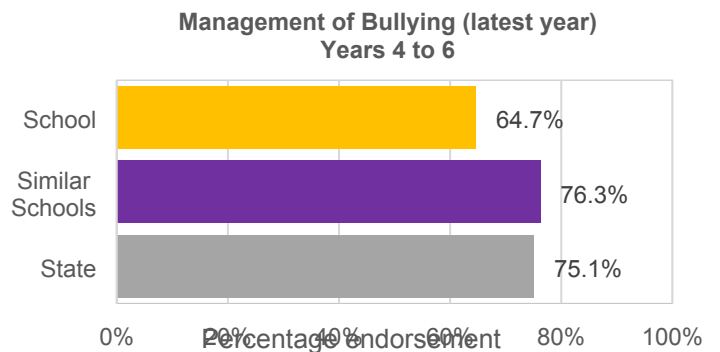


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	64.7%	66.1%
Similar Schools average:	76.3%	77.6%
State average:	75.1%	76.9%



ENGAGEMENT

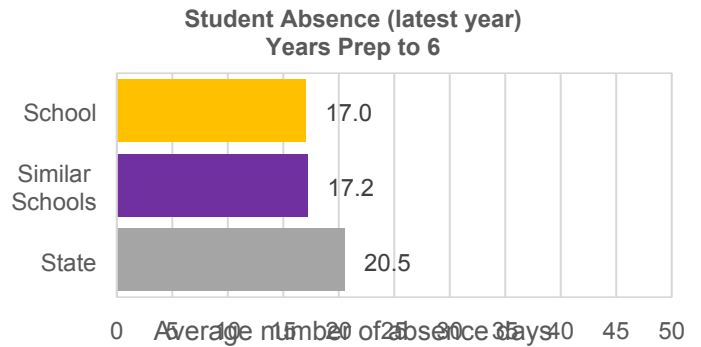
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.0	15.5
Similar Schools average:	17.2	14.4
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):	90%	92%	91%	92%	91%	91%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,052,696
Government Provided DET Grants	\$1,337,267
Government Grants Commonwealth	\$358,267
Government Grants State	\$19,065
Revenue Other	\$74,700
Locally Raised Funds	\$996,671
Capital Grants	\$0
Total Operating Revenue	\$10,838,665

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,434
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$59,434

Expenditure	Actual
Student Resource Package ²	\$7,297,978
Adjustments	\$0
Books & Publications	\$10,647
Camps/Excursions/Activities	\$337,615
Communication Costs	\$24,682
Consumables	\$249,553
Miscellaneous Expense ³	\$89,524
Professional Development	\$41,721
Equipment/Maintenance/Hire	\$189,316
Property Services	\$230,063
Salaries & Allowances ⁴	\$933,712
Support Services	\$84,155
Trading & Fundraising	\$59,847
Motor Vehicle Expenses	\$93
Travel & Subsistence	\$176
Utilities	\$103,797
Total Operating Expenditure	\$9,652,880
Net Operating Surplus/-Deficit	\$1,185,785
Asset Acquisitions	\$5,250

- (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 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	\$1,653,497
Official Account	\$219,916
Other Accounts	\$24,051
Total Funds Available	\$1,897,464

Financial Commitments	Actual
Operating Reserve	\$362,726
Other Recurrent Expenditure	(\$4,762)
Provision Accounts	\$20,000
Funds Received in Advance	\$372,858
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$8,562
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,400
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	\$244,750
Maintenance - Buildings/Grounds > 12 months	\$133,869
Total Financial Commitments	\$1,367,403

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.