

2023 Annual Report to the School Community

School Name: Newport Lakes Primary School (0113)



- 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 10:12 AM by Carly Bannon (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 23 April 2024 at 12:24 PM by Steph Viljoen (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

Newport Lakes Primary School (NLPS) was opened on the 1st of April, 1856 making it one of the oldest continuously operating state schools in Victoria. The vision of NLPS is to develop students that are resilient, responsible, respectful and compassionate, within a safe and nurturing environment. We provide a rigorous educational program that empowers students to excel, take action, and become lifelong learners. We believe all students can learn and as members of diverse communities we can make a difference to the world around us. The school's values are;

Resilience	We keep on trying.
Critical Thinking	We solve problems and use our minds well.
Responsibility	We take care of ourselves, our community and our world.
Compassion	We always treat each other well.
Respect	We think about and act in a positive way towards each other.

The school is located in Elizabeth St., Newport in the local government area of the City of Hobsons Bay. In 2023 the school's enrolment on census day was 559 students which was an increase from 538 students enrolled in 2022. Newport Lakes Primary School is currently at its capacity and has implemented an Enrolment Policy which is communicated to prospective parents. We have experienced many requests from families outside our zoned area, which we were unable to accept during the year. There were 65 students enrolled in 2023 from EAL (English as an Additional Language) families.

The school's organisational structure in 2023 consisted of 23 classrooms arranged in six Professional Learning Teams (PLTs) determined by the number of students per co-hort. This included 5 x Foundation (Preps), 4 x Year 1 classes, 3 x Year 2 classes, 3 x Year 3 classes, 3 x Year 4 classes and 5 x Year 5/ 6 classes. All PLTs were led by a team leader. In 2023 there were a total of 40.49 eft staff consisting of 31.8 teachers and 8.69 education support staff. The classroom teachers were supported by three Learning Specialists, who were out of the classroom one day a week, an Assistant Principal and the Principal. The specialist lessons were Visual Art, Physical Education, Library, Auslan and the Performing Arts (Music/ Drama).

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, our foremost goals revolved around maximising learning growth for all students in literacy and numeracy while simultaneously empowering and engaging them as active learners.

A comprehensive array of strategies and activities was planned and delivered to achieve these objectives. From implementing individual learning goals tailored to individual student needs, to introducing rich assessment tasks in maths and developing and executing a plan for professional learning in mathematics, our efforts were dedicated to creating an enriching educational environment.

While not all targets were reached, the progress made in enhancing student learning outcomes and cultivating a culture of engagement and empowerment among learners was satisfying. These achievements underscore our commitment to fostering academic excellence and nurturing the potential of every student in our care.

Building on the success of the changes to literacy intervention that were introduced in 2023, the Foundation and Year 1 teams are expanding on and further embedding the research-based direct instruction, explicit teaching methods that they have been using for the last few years. Our plans to implement a numeracy intervention program in 2023 were rolled over to 2024 and we are delighted to have this up and running as of term one.

With changes to how NAPLAN results are categorised, no direct comparison data of prior results is available.

Following is a snapshot of the 2023 NAPLAN results.

Year 3 Reading			
Exceeding or Strong	NLPS – 79 %	Similar Schools average – 83 %	State – 70 %
Year 5 Reading			
Exceeding or Strong	NLPS – 90 %	Similar Schools average – 89 %	State – 70 %
Year 3 Numeracy			
Exceeding or Strong	NLPS – 79 %	Similar Schools average – 82 %	State – 67 %
Year 5 Numeracy			
Exceeding or Strong	NLPS – 81 %	Similar Schools average – 83 %	State – 68 %

Wellbeing

In 2023, the school continued to prioritise Wellbeing alongside Learning, as referenced in FISO 2.0. The school defined our Response to Intervention (RTI) model and continued to focus on our strong Tier 1 offerings, as we continued to implement the use of Restorative Practices, School-Wide Positive Behaviour Support (SWPBS) and The Zones of Regulation. The children were explicitly taught a guaranteed and viable Health curriculum, which included Respectful Relationships, Bounce Back/SWPBS/School Values, Cyber Safety and Child Wise. We installed a large visual display of our five school values on the Gym, to ensure the students were visually reminded of our values whilst playing outside.

We developed a Student Wellbeing Tool which enabled classroom teachers to identify their at-risk students in relation to emotional and social skills. We gave staff Professional Learning (PL) on the AtoSS data and noticed that our Year 5 boys were disengaged, and this data fed into our Mental Health Fund selections for 2024.

In response to the survey around neurodiversity that was sent out to our staff and community at the end of 2021, and our related SSP goals, we continued our commitment to ensuring inclusion for all our students. We reviewed our Health Scope and Sequence and added lessons around neurodivergence. We arranged for Chrissie Davies (a well-regarded Child Behaviour Consultant) to give our whole staff professional learning around catering for neurodivergent children and she then facilitated a parent information session 'What do you see when you look at me?'. We then held a Neuro affirming Morning Tea for parents who have neurodivergent (and suspected neurodivergent) children, so that these families could connect. Staff also had PL in Trauma & Attachment Theory.

The school organised whole school events including the Kindness Project and National Day of Action Against Bullying and Prevention. The Health Key Learning Team hosted the annual OK2BEME day, which in 2023 focused on positive body image. We held a Student Wellbeing Month, which prioritised finding balance in our everyday lives, through increased physical, social and mental health. For families, we organised a webinar on 'Improving Sleep in School-Aged Children' and included a monthly 'Wellbeing' article to our school newsletter to help provide information to our families to support their child's wellbeing, as well as keeping them up to date in what was happening at the school in this space.

Tier 2 programs included supporting children identified as 'at risk' in the Student Wellbeing Tool data. These children were then given opportunities to develop their social and emotional skills in small groups. We offered drama therapy for some students in Year 4, as well as a Supportive Friends workshop for our Year 3 cohort. We became a Body Kind School and implemented Body Kind Leaders, as well as strengthening our community partnerships with Trugo Place Aged Care.

When it came to Tier 3 supports, we employed a Student Wellbeing Teacher (FTE 0.6) who provided (one-on-one) support for our most vulnerable students, ran the small social / emotional skills groups as well as provided a space for students to go at lunchtimes if they had concerns and needed to talk. We began utilising the SAFEMinds Safety Map, to assess suicide risk for some of our students and also continued to hold an increasing amount of Student Support Group meetings (SSGs) and managed school 'can't' behaviour. Towards the end of the year, as part of our ongoing commitment, we were able to prioritise and plan how best to utilise the new Mental Health Fund in 2024 and created a new Learning Specialist (Inclusive Education) position.

Engagement

In 2023 Newport Lakes Primary School continued to rebuild a sense of belonging, connectedness and engagement for all NLPS families. We encouraged families back onto the school grounds and into the school through actions such as the Prep-1 Classroom Helper Program and a Wednesday morning coffee van. In addition to the two opportunities parents had to formally meet with their child's teacher, we also introduced two open classroom afternoons where students were encouraged to show their parents around their classroom and the learning they are most proud of. We also held our 'Literary Lights' event for the first time since 2019 - where all our students showcased their amazing writing and publishing skills.

We continued to organise an engaging camp program for our middle and upper school students. In March, our Year 5 and 6 students went to Billabong Ranch in Echuca and enjoyed horseback riding, roasting marshmallows on the fire and a range of other camp activities. Our Year 3/4s once again went to YMCA Lake Dewar in early May and had an amazing time - the flying fox over the Werribee Gorge was again a highlight for our students.

Classroom teachers also organised a range of activities that engaged our local community, including visits to Trugo Place (residential aged care centre) with our 5/6s, and visits from the Newport Lakes Ranger and local firefighters for our grade preps. Students also participated in a range of incursions and excursions again in 2023, visiting a range of museums and zoos (including Scienceworks, Sovereign Hill and the new Metro Tunnel), engaging with Maths and Science incursions as well as Health and Physical Education activities (including Bike Ed, Interschool Sports, Tabloid Sports and Y3-6 Beach Programs).

In 2023 the school also took the opportunity to collect and begin tracking data on our disadvantaged and priority cohort students. We discovered that our disadvantaged students were absent from school at a greater rate, were less engaged with the community

(based on family attendance at parent teacher conferences and accessing student reports) and did not make the same academic growth as our non-disadvantaged students. From this analysis a number of practices have been implemented (including printing reports, positively communicating with families around attendance and assisting with Compass) to hopefully see an improvement in 2024 and beyond.

The average number of absence days per student in 2023 was 17.4 days which is similar to other 'like' schools and an improvement from 2022 data (average of 20 days per student). There was also an improvement in the percentage of students missing 20-29.5 days (21% in 2022 to 16% in 2023) and 30+ days (16% in 2022 and 13% in 2023). The school actively addresses non-attendance and late arrivals through regular parent information in the school newsletter on the risks to a child's education due to absenteeism and the significant benefits of high attendance. When there were cases of frequent unaccounted absences direct communication would be made with offers of support to improve attendance.

Financial performance

In 2023, we saw the completion of major works involving the replacement and restoration of the Senior School Playground, resurfacing of the soccer pitch and solar panels put in above the allocated quota from the Department of Education (DE), not to mention revamping the only underutilised area in the school grounds to turn the area into an outdoor teacher's space. This significant investment has had a positive impact on all students, staff and the community at large. NLPS is still waiting for works to be completed and carried out by the VSBA to further improve one of our school buildings which was identified in the Rolling Facilities Evaluation done a few years back. When this is done, we should see new flooring and stumping to areas within one of the older buildings.

Significant time and energy was invested at Newport Lakes Primary School (NLPS) into our Financial Management and careful budgeting. This is evident in the continuation of the best educational outcomes for our students and the continued improvements and maintenance of our buildings and grounds. This also allowed NLPS to fund the school local payroll for salaries to cover staff leave which has been up on previous years and our service providers such as speech therapy which is offered to our Foundation level for testing and specific identified students throughout the whole school.

Our fundraising targets were not overly ambitious in 2023 but more so focusing on bringing the community back together. Some of our locally raised funds came from our 3 hall hirers, mostly through Quantin Binnah, our 'Out Of School Hours' (OOSH) provider and our building and library fund donations. Through the generosity of our families, these donations helped again see the expansion of our classroom libraries and resources, ensuring rich good quality literature is always available for all our students. Additional locally raised funds from our student curriculum contributions remained an integral component of our school funding and allowed students access to the ongoing opportunities and experiences provided at NLPS. Our parent community's ongoing commitment to the school is evident through a high rate of payment of these contributions which climbed in 2023 to pre-COVID levels. Parent contributions also continued to fund the invaluable service of the school nurse, for which we receive no funding from the Department. Thank you to the School Council and the Finance Committee for their continued leadership, support and guidance in implementing the financial aspects of our long-term school strategy.

For more detailed information regarding our school please visit our website at
<https://newportlakesps.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 559 students were enrolled at this school in 2023, 285 female and 273 male.

12 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).

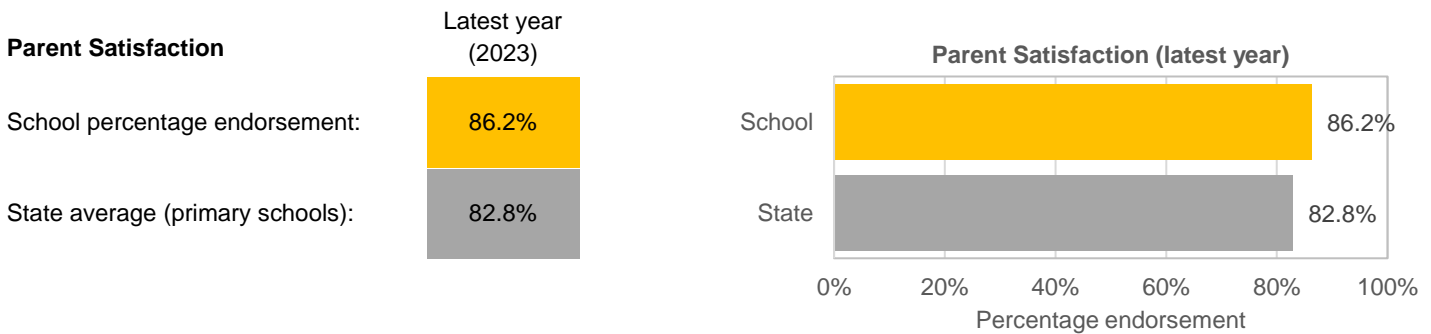
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

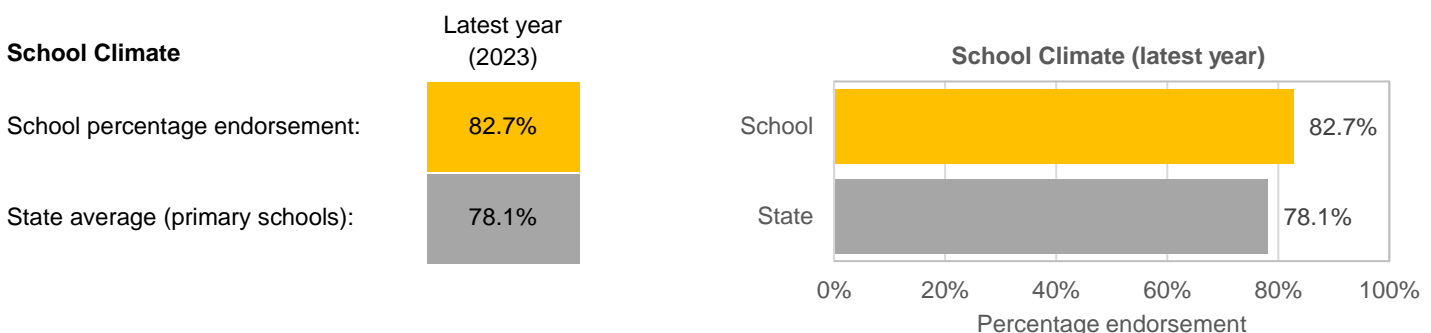


School Staff Survey

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:

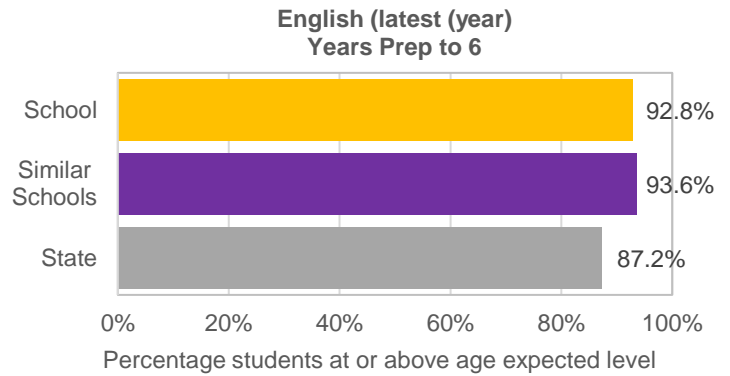
92.8%

Similar Schools average:

93.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

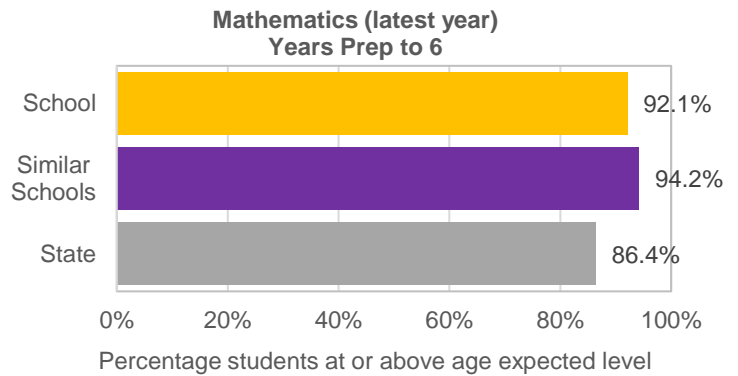
92.1%

Similar Schools average:

94.2%

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:

78.7%

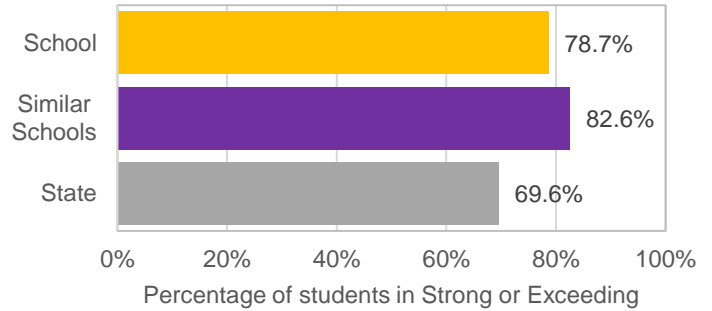
Similar Schools average:

82.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.5%

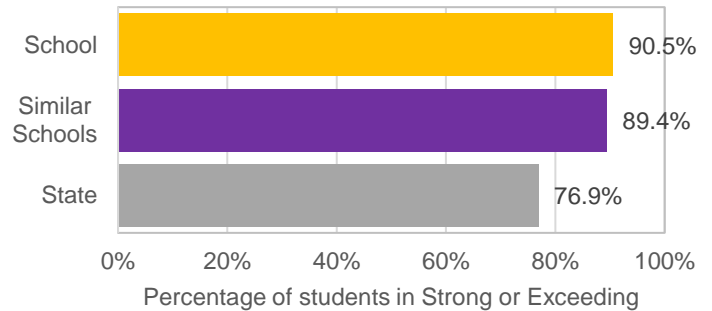
Similar Schools average:

89.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.7%

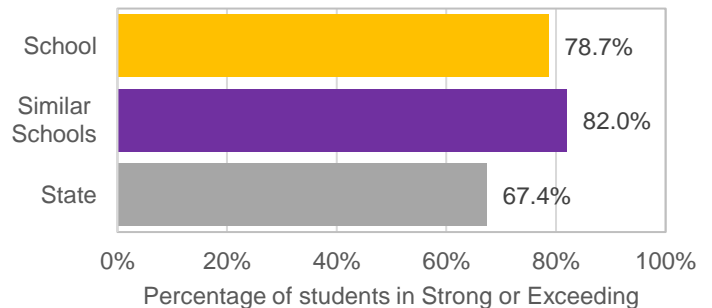
Similar Schools average:

82.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.0%

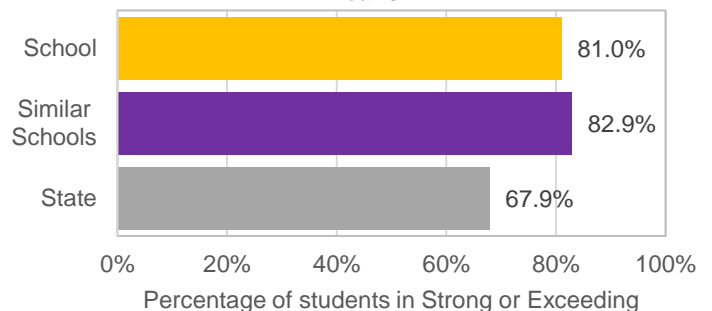
Similar Schools average:

82.9%

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:

84.0%

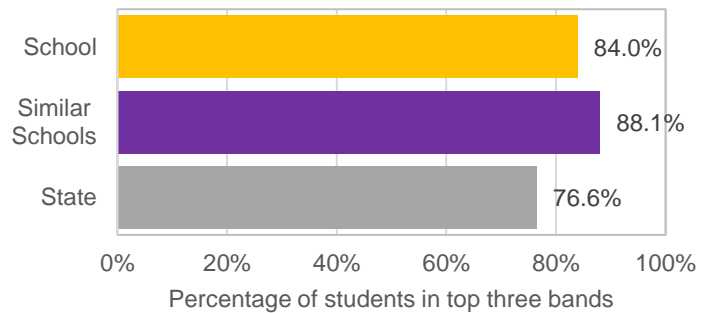
Similar Schools average:

88.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.5%

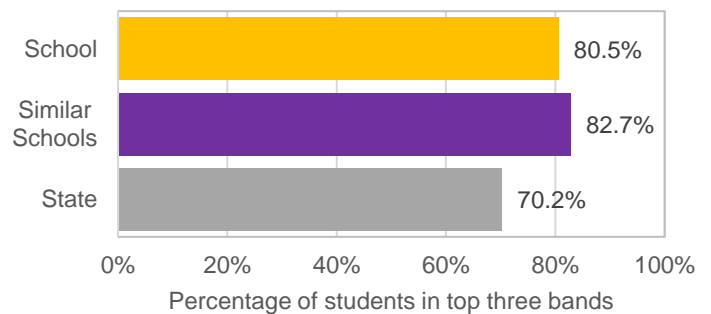
Similar Schools average:

82.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

77.9%

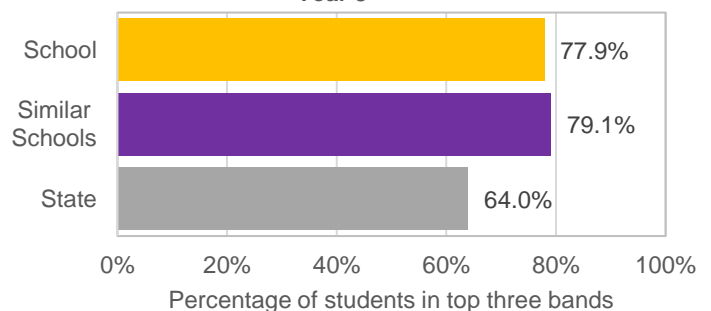
Similar Schools average:

79.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.0%

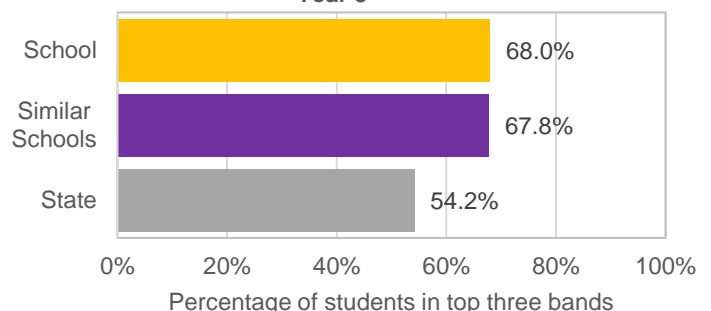
Similar Schools average:

67.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

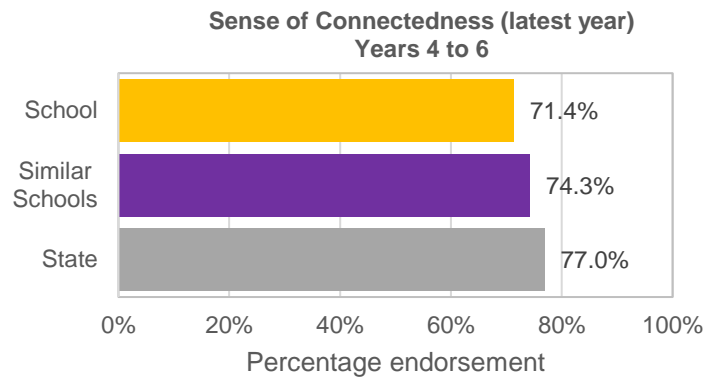
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	71.4%	78.3%
Similar Schools average:	74.3%	76.2%
State average:	77.0%	78.5%

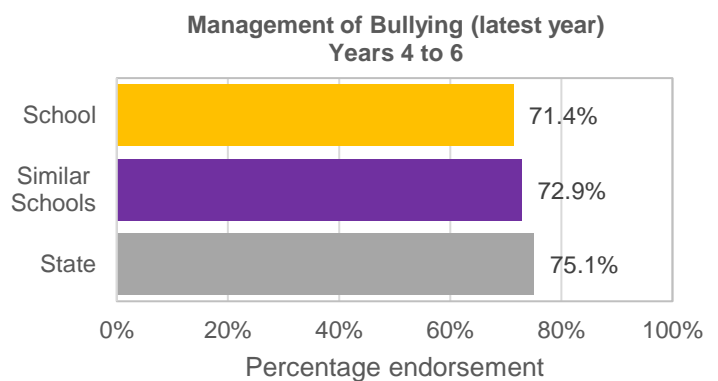


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	71.4%	74.6%
Similar Schools average:	72.9%	74.6%
State average:	75.1%	76.9%



ENGAGEMENT

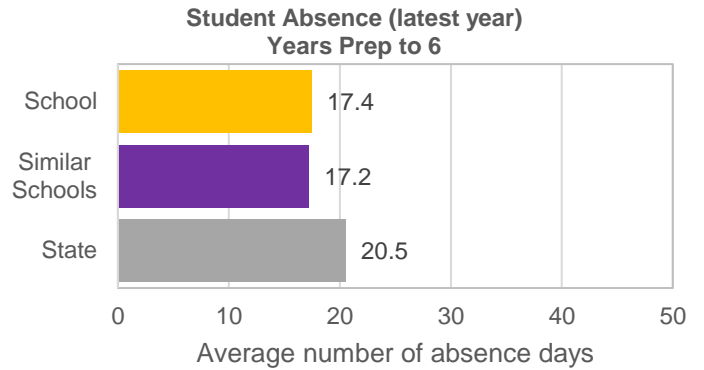
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.4	14.3
Similar Schools average:	17.2	14.2
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):	92%	92%	92%	91%	91%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,234,607
Government Provided DET Grants	\$482,519
Government Grants Commonwealth	\$2,510
Government Grants State	\$2,700
Revenue Other	\$39,642
Locally Raised Funds	\$643,291
Capital Grants	\$0
Total Operating Revenue	\$6,405,268

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,067
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,067

Expenditure	Actual
Student Resource Package ²	\$4,956,375
Adjustments	\$0
Books & Publications	\$9,432
Camps/Excursions/Activities	\$251,473
Communication Costs	\$2,667
Consumables	\$138,206
Miscellaneous Expense ³	\$26,438
Professional Development	\$29,394
Equipment/Maintenance/Hire	\$78,037
Property Services	\$83,905
Salaries & Allowances ⁴	\$208,666
Support Services	\$253,990
Trading & Fundraising	\$24,700
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,577
Total Operating Expenditure	\$6,098,860
Net Operating Surplus/-Deficit	\$306,408
Asset Acquisitions	\$306,626

- (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	\$474,281
Official Account	\$127,148
Other Accounts	\$33,633
Total Funds Available	\$635,061

Financial Commitments	Actual
Operating Reserve	\$179,942
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$33,633
School Based Programs	\$14,549
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,203
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$105,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$28,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$364,327

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.