

2023 Annual Report to the School Community

School Name: Blackburn Lake Primary School (4860)



- 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 23 March 2024 at 10:58 AM by David Dowson (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 29 April 2024 at 11:44 AM by Steph Rodwell (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

Our Philosophy

Blackburn Lake Primary School (BLPS) provides educational opportunities that balance academic, social and emotional growth for all. The school motto, "*learning together*" reflects the high importance that is placed on making all members of the school community welcome, safe, engaged, informed and enriched.

Our Vision

At Blackburn Lake Primary School, we empower our students by giving them voice and agency in their learning, promoting 21st-century learning skills and behaviours.

Our Values

Student wellbeing is a genuine priority and a platform for student success. Blackburn Lake Primary School seeks to provide a respectful and caring environment where students are encouraged to adopt a positive attitude and take responsibility for their learning and actions. Within a supportive learning environment, students are encouraged to 'think well' and aim for high achievement. These values are evidenced in our TRRAC values; Thinking, Respect, Responsibility, Attitude and Caring, and outlined in the school's Code of Conduct:

- Everyone in our school has the right to learn
- Everyone in our school has the right to be treated with respect
- Everyone in our school has the right to be part of a responsible community
- Everyone in our school has the right to have a go
- Everyone in our school has the right to feel safe and be cared for by others

Each value is represented by a mascot and these animals can be found within our local community.

Thinking - Taworri the Thinking Tawney Frogmouth

Respect - Rocket the Respectful Rainbow Lorikeet

Responsibility - Ringo the Responsible Ringtail Possum

Attitude - Ace the Ant with a Positive Attitude

Caring - Clifton the Caring Cockatoo

Our five key learning dispositions provide our students the tools and skills to become successful 21st-century learners. Our learning dispositions have been carefully matched to our school values, and are embedded in all classroom teaching practices via action statements :

School Values	Learning Dispositions	Action Statements
Thinking	CREATIVITY & CURIOSITY	Taworri the Tawny FrogMouth <ul style="list-style-type: none"> I am reflective I find different ways to solve problems I ask questions to understand
Respect	GRATITUDE	Rocket the Rainbow Lorikeet <ul style="list-style-type: none"> I learn with others and respect their differences I treat people, property and the environment thoughtfully I am grateful for my opportunities
Responsibility	SELF REGULATION	Ringo the Ringtail Possum <ul style="list-style-type: none"> I am accountable for my actions I am trustworthy and organised I make good choices
Attitude	RESILIENCE	Ace the Ant <ul style="list-style-type: none"> I put in effort and strive to do my best I take risks with my learning I overcome challenges, and bounce back
Caring	COLLABORATION	Clifton The Cockatoo <ul style="list-style-type: none"> I am friendly, thoughtful and inclusive I speak and share my ideas kindly I am a good listener

School Size and Structure

At the beginning of 2023, 555 students were enrolled, with 33 full-time teaching staff comprising 23 classroom teachers and 5 specialist teachers; PE, ART, LOTE, MUSIC and STEAM and auxiliary staff inclusive of, TLI, EAL, Learning Specialist, AP, and Prin. Approximately 7 EFT Education Support Staff supported 13 students receiving disability funding. 3.4 EFT staff managed the office. Approximately 18% of students had English as an additional language, and NDP per cent were Aboriginal or Torres Strait Islander.

Geographic Location

Located in Melbourne's eastern suburbs, approximately 15 kilometres from the city Centre, Blackburn Lake is situated next to the Blackburn Lake Sanctuary. The school has been recognised as a Land for Wildlife property because of its unique setting and in recognition of its commitment to maintaining the school as a haven for indigenous flora and fauna.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers at Blackburn Lake PS continued to implement and refine their teaching practices in Reading, Spelling and Mathematics by participating in weekly Professional Learning Community (PLC) improvement cycles (Develop and Plan, Implement and Monitor, Evaluate and Diagnose, Prioritise and Set Goals). A key feature of PLC cycles was analysing individual and cohort data, identifying areas for improvement, and problems of practice. Professional learning included engagement in internally run staff meetings, engaging consultants, the Victorian Academy of Teaching and Leadership and involvement in strategic implementation teams. Further refinement of the assessment schedule was undertaken and teams explored new adaptive testing methodologies offered by the Australian Council of Education Research (ACER). A STEAM program was successfully integrated into the specialist program with students receiving 50-minute weekly lessons related to Digital Tech, Design and Science. The school continued to refine its learning models for subject-specific areas; Reading, Writing, Mathematics and drafted a learning model for the school. The school invested heavily in ICT and purchased 150 Chrome Books to enable level 5/6 students to have 1:1 digital learning access. This enabled efficient delivery of differentiated learning opportunities for students via Google Classroom for levels 5/6 and 3/4 as laptops previously used in 5/6 were redeployed to level 3/4. Charging trolleys were also funded for each classroom to support the daily storage and charging of the items.

Performance summary data indicates that Yera 3 and 5 students at BLPS achieved above state and similar schools for English and Mathematics.

Wellbeing

Through professional learning with the Victorian Maths Association and ongoing consultation with the Maths Strategic Improvement Team and the Wellbeing Team, the school identified five key learning dispositions to provide our students with the opportunities to become successful 21st-century learners. Our learning dispositions were carefully matched to our school values and mascots, and are embedded in all classroom teaching practices.

A Wellbeing Strategic Improvement Team led by an appointed wellbeing leader oversaw the implementation of DE programs; Resilience, Rights and Respectful Relationships and School-Wide Positive Behavior Support. Additionally, the school's Buddies and Values program were reinvigorated. The implementation of the School-Wide Positive Behaviour Framework was a significant achievement and has led to:

- TRRAC Values program reinvigoration
- TRRAC signage installation around the school
- TRRAC Value Mascots adoption into all documentation
- TRRAC Start-Up Program enhancement
- TRRAC Values song being written and recorded by students
- Expected Learning Dispositions & Actions being developed
- Expected Behavior Matrix creation
- Minor and Major Behavior Management Flowchart
- Digital recording of minor and major behaviours along with first aid incidents
- House Point Acknowledgement System reinvigoration
- Refinement of Whole School Transition Program
- Draft tiered model for student wellbeing at BLPS

Upon feedback from students, our Buddies program was changed to reflect the creation of buddy classes at the following levels:

- P - 4
- 1- 3
- 2 - 5

Year 6's participated in a range of wellbeing lessons designed to assist them and prepare them for various circumstances that they might confront as they transition to high school. The REACH Foundation along with Victoria Police were engaged to help complete this valuable work.

The Resilience Rights and Respectful Relationships program was implemented with students participating in fortnightly lessons. Ongoing wellbeing management strategies such as; circle time and restorative practices for which a curriculum day was dedicated, continued to provide students with a sense of fairness and an opportunity to be heard. Ongoing psychological support continued to be provided to individuals with mental health care plans by a resident psychologist.

Performance summary data indicates that the management of bullying and sense of connectedness is above or on par with state and similar school averages.

Engagement

Blackburn Lake Primary School recognises that engagement is linked to well-being. All students are encouraged to take risks with their learning in an environment where a sense of belonging and connectedness is created. Teachers provide a supportive and caring environment that supports students to flourish.

Blackburn Lake's learning programs cater to a diverse range of students. Individual Education Plans and Behaviour Support Plans supported student needs, as did the resource allocation and implementation of intervention programs. In addition, the High Abilities program and the Tutor Learning Initiative continued throughout 2023 at BLPS. Teachers created individualised learning opportunities within the classroom, tailoring learning to individual student needs, and incorporating student voice and choice.

The school offered numerous engagement initiatives and programs such as:

- Weekly Assembly
- Foodie days
- Camps
- Excursions/Incursions
- Community Events
 - Community Colour Run
 - End-of-year community picnic
 - Special Persons Day
 - Open Night/Art Show
 - Christmas Stall Mother's Day/Father's Day Stall
 - School Musical
 - Grade 6 Graduation
- Level 5/6 Leadership program
- Canteen
- School Disco
- Super Cool Students arrive on time initiative
- Premiers reading challenge
- Assembly performances
- Interschool Sport
- Level 5/6 Student Expo
- Instrumental music
- Clubs
 - Chess
 - Instrumental Music
 - After School Sports
 - After School Robotics
 - Lego Club P-2
 - Lego Club 3-6
 - Choir
 - Tennis P-2
 - Tennis 3-6
 - Drawing Club
 - Dance club
 - Library Club
 - Student School Council- Student Leadership (yr 6)

Performance summary data indicated that attendance rates were significantly better than those of the state and above similar schools.

Other highlights from the school year

The Blackburn Lake PS motto of 'Learning Together' was truly embodied throughout 2023, a host of extra-curricular events and community events, many of which were supported by an active Parent's Association and the school council, enabled the school to continue reconnecting and re-establish a sense of community. Class representatives enabled ongoing communication between families and the school and termly meetings between the reps and the school enhanced the home-school connection.

Over the course of the year, we saw large turnouts at a range of community events including but not limited to:

- Tea and Tissues for Foundation parents
- Colour Run

- Foundation Alphabet Day parade
- Open Night and Art Show
- Open Day Assembly
- Grandparents and Special Persons Day
- House Cross Country
- Seussical School Musical
- 100 days of Foundation celebrations
- Mothers/Fathers/Special Persons Day
- Level 5/6 expo
- Trivia night
- Parent Helpers Morning Tea
- House Tabloid Sports Day
- Festive Family Picnic

The school musical was indeed one of the highlights of the year and again provided a platform for students, teachers and parents to work together to create 4 wonderful shows over 2 nights. It was the first time since 2019 that the school was able to have a live audience at a musical and it was certainly a special occasion for all concerned.

Financial performance

The school continues to be in a comfortable financial position via careful planning and prioritising by the leadership team, business manager, finance subcommittee and School Council. By the end of 2023, the surplus was in line with what was expected in the School's Final Budget. There was an appropriate amount in our bank accounts above the Operating Reserve to support student learning. Additional infrastructure projects were carried out including:

- fan installation in the gymnasium
- toilet refurbishment
- bike shed extension
- new carpet
- office foyer improvements
- classroom alterations.

The parent community continues to successfully fundraise for the benefit of the school. These monies will be used in 2024 to continue to improve the facilities of the school, with air conditioning upgrades in classrooms being targeted. Beyond the Operating Reserve, the finances are committed to investment in technologies and continued professional development of the teaching and support staff. The Nature Play Space Playground for which the school received a grant was completed in 2023.

The school's equity funding was utilised to ensure that ES and Tutor/Intervention staff were employed to support learning catch-up and extension.

For more detailed information regarding our school please visit our website at
<https://www.blps.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 555 students were enrolled at this school in 2023, 255 female and 300 male.

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

Overall Socio-Economic Profile

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

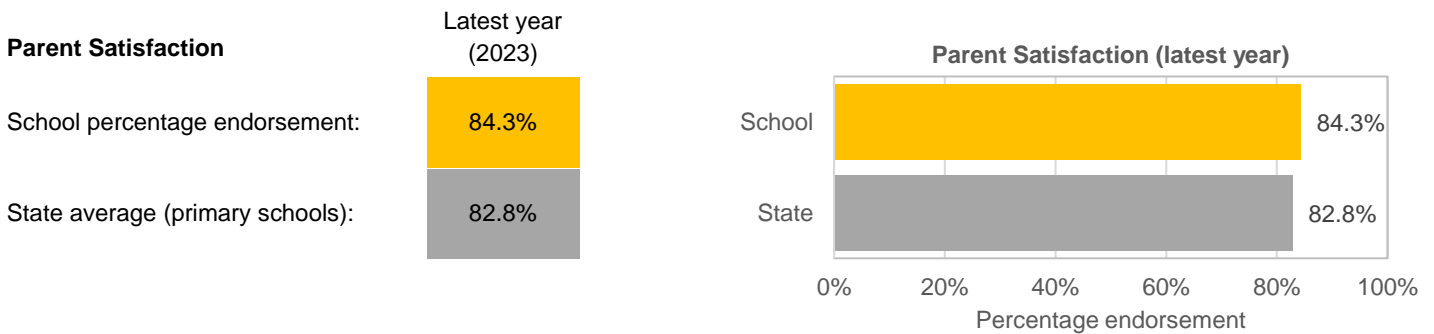
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

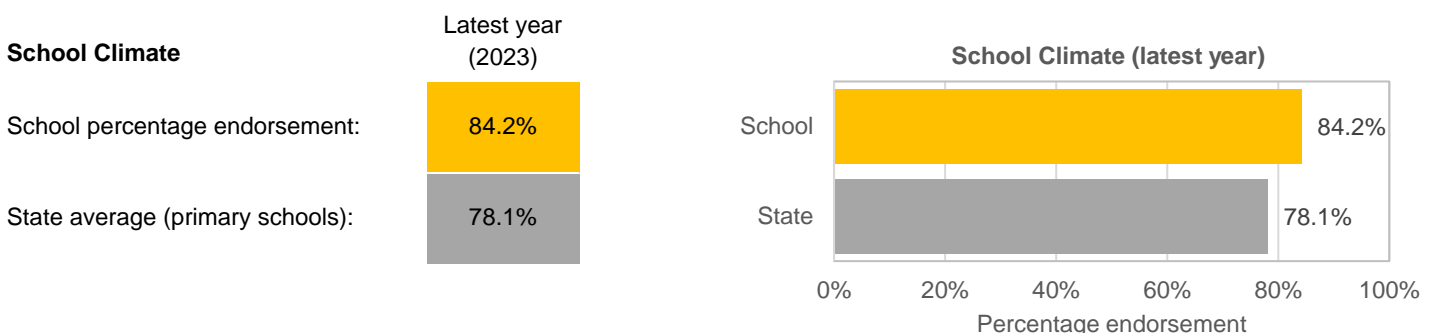


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

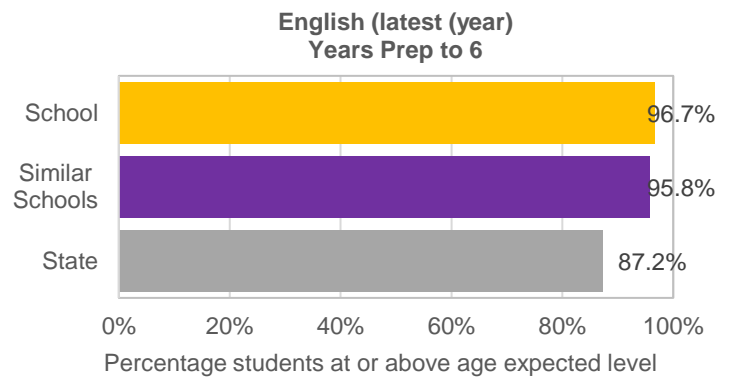
96.7%

Similar Schools average:

95.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

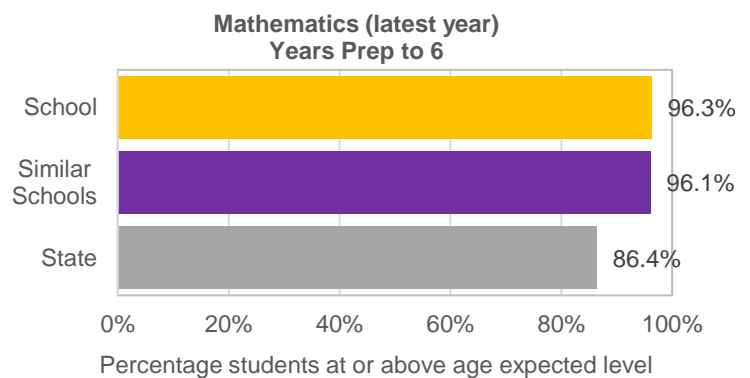
96.3%

Similar Schools average:

96.1%

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:

89.0%

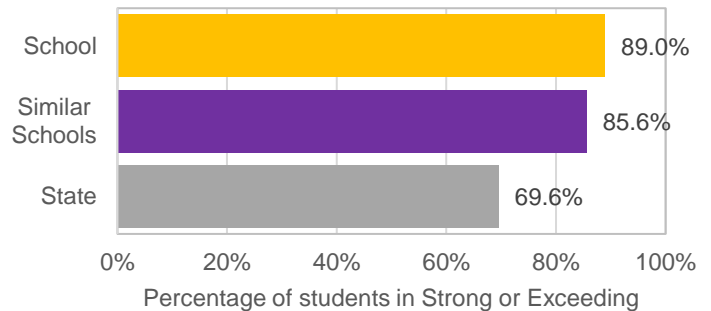
Similar Schools average:

85.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

95.2%

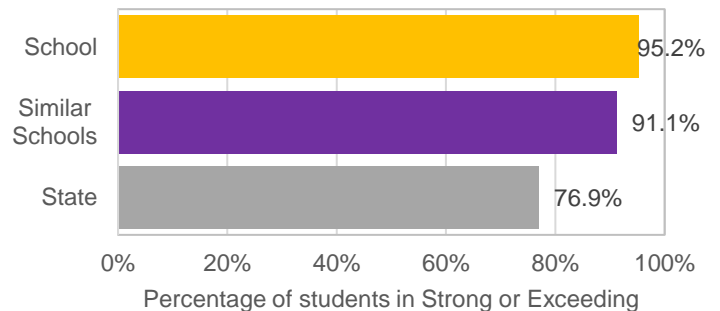
Similar Schools average:

91.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.0%

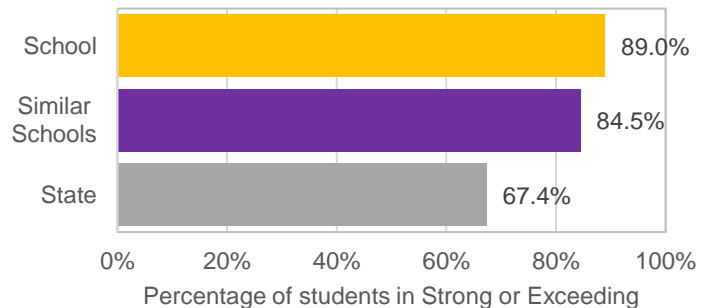
Similar Schools average:

84.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.7%

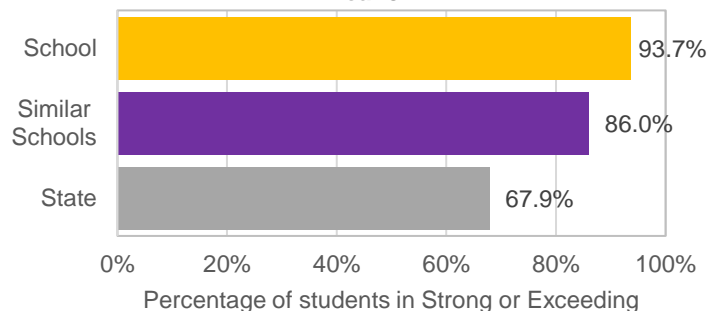
Similar Schools average:

86.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.3%

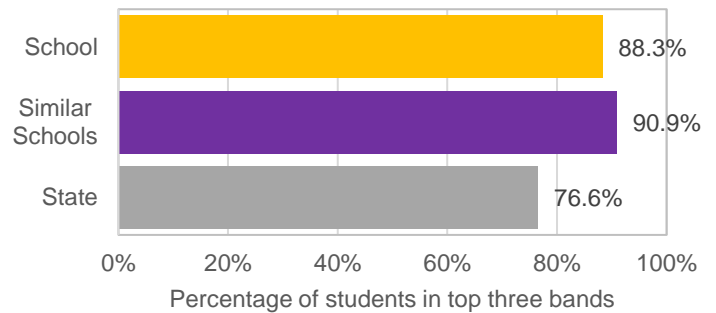
Similar Schools average:

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:

91.7%

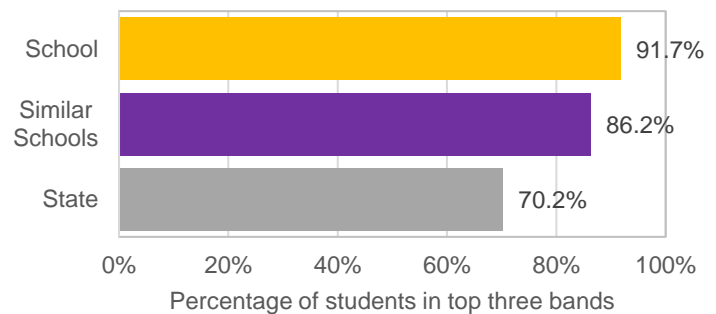
Similar Schools average:

86.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.3%

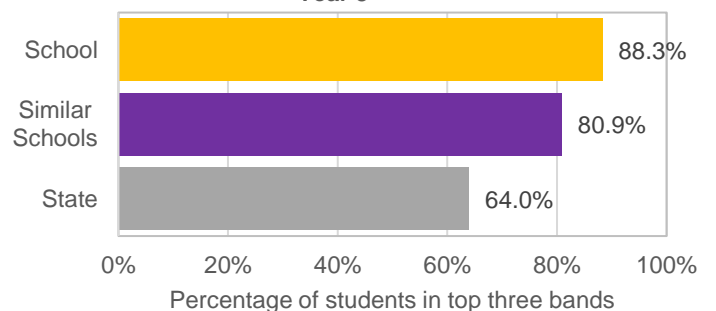
Similar Schools average:

80.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

86.1%

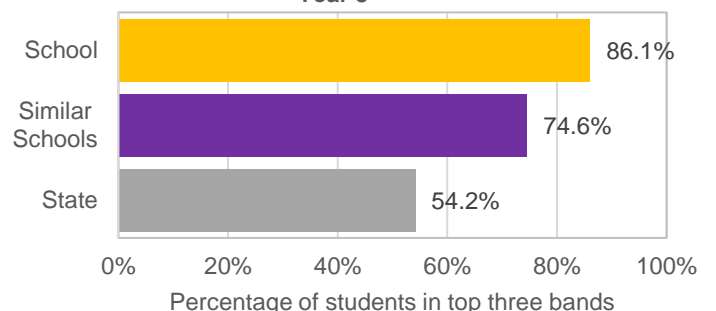
Similar Schools average:

74.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

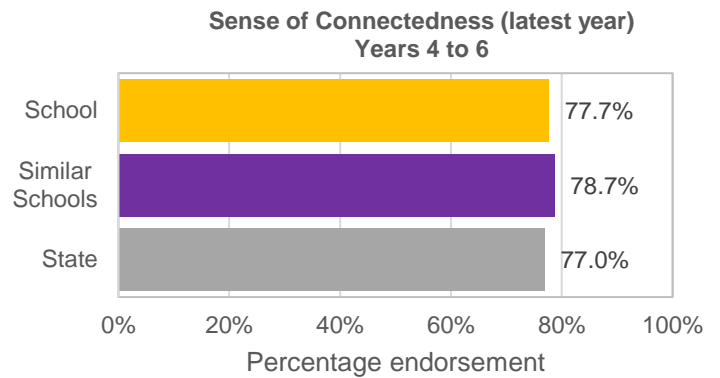
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.7%	80.5%
Similar Schools average:	78.7%	78.9%
State average:	77.0%	78.5%

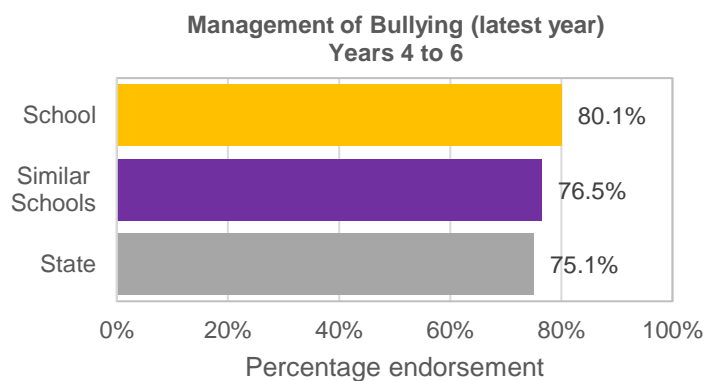


Student Attitudes to School – Management of Bullying

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:	80.1%	79.9%
Similar Schools average:	76.5%	76.9%
State average:	75.1%	76.9%



ENGAGEMENT

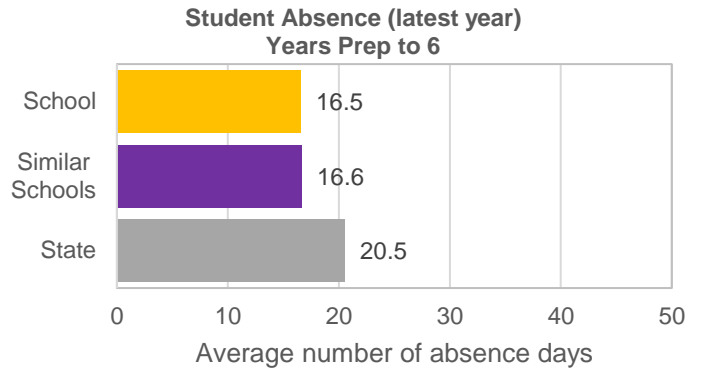
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.5	12.1
Similar Schools average:	16.6	13.5
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%	92%	92%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,365,288
Government Provided DET Grants	\$774,579
Government Grants Commonwealth	\$9,670
Government Grants State	\$0
Revenue Other	\$32,055
Locally Raised Funds	\$736,584
Capital Grants	\$0
Total Operating Revenue	\$6,918,176

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,337
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,337

Expenditure	Actual
Student Resource Package ²	\$4,542,238
Adjustments	\$0
Books & Publications	\$4,358
Camps/Excursions/Activities	\$163,651
Communication Costs	\$2,713
Consumables	\$140,240
Miscellaneous Expense ³	\$33,333
Professional Development	\$22,121
Equipment/Maintenance/Hire	\$135,531
Property Services	\$208,367
Salaries & Allowances ⁴	\$383,711
Support Services	\$33,970
Trading & Fundraising	\$133,818
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,796
Total Operating Expenditure	\$5,842,845
Net Operating Surplus/-Deficit	\$1,075,331
Asset Acquisitions	\$76,700

- (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	\$684,804
Official Account	\$19,998
Other Accounts	\$2,885
Total Funds Available	\$707,687

Financial Commitments	Actual
Operating Reserve	\$187,088
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$15,077
School Based Programs	\$60,222
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$43,800
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$181,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$170,000
Total Financial Commitments	\$707,687

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.