

# 2023 Annual Report to the School Community

School Name: Thornbury Primary School (3889)



**Thornbury**  
Primary School

- 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 28 March 2024 at 09:30 AM by David Wells (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 08:24 AM by Michael Finger (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

Established in 1915, Thornbury Primary School is located approximately 8km north of Melbourne in the Darebin Local Government Authority. In 2023, there were 384 students enrolled at the school with 16% of Aboriginal or Torres Strait Islander background. The Student Family Occupation and Education index is 0.2095, indicating a low level of socio-educational disadvantage, however there are some families experiencing a high level of socio-educational disadvantage within the community.

At Thornbury Primary School, our vision is to foster an inclusive, supportive and safe community. We aim to empower students as critical thinkers and nurture their creativity. Collaboration, kindness and a deep respect for First Nations people are embedded in our ethos. We encourage students to care for Country and learn from the wisdom and traditions of First Nations, ensuring a holistic and culturally rich education. Together, we inspire curious minds, preparing students to make a positive impact on the world while honouring the land we call home.

First Nations culture and understandings are embedded into learning programs and provide a strong influence on the school's identity and culture. Wurundjeri Woi Wurrung language is taught to all students across the school. Our school 'Deadly' values, Perseverance, Working Together, Respect, Trust and Integrity underpin our social/ emotional learning programs.

We offer a dual stream with one third of our students learning through Steiner philosophy and pedagogy. Both mainstream and the Steiner stream operate within a multi-age structure with teachers working together in Professional Learning Communities (PLCs) within each level team – Foundation, Year 1/2, Year 3/4 and Year 5/6. Steiner College teachers also work together to ensure learning, assessment and reporting align with both Steiner and Victorian Curriculum expectations. At Thornbury Primary School there is a particular focus on the arts with strong programs in visual arts and music, including instrumental music. The school's major community event is the annual Arts Festival profiling the varied musical and artistic talents of students across the school. In 2023 specialist programs were provided in Visual Arts, Music, Physical Education and Woi Wurrung language. The Tutor Learning Initiative (TLI) and Koorie Literacy and Numeracy programs (KLNP) supported identified students with targeted intervention in small group and 1:1 support. Our staffing profile comprised 1.5 Principal class, 23.6 (FTE) teachers and 10.4 (FTE) Education Support staff.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 we continued to focus on the system-wide priorities goal on student learning - with an increased focus on numeracy - and student wellbeing.

NAPLAN results indicate strong results for Reading with 81% of students in Year 3 achieving Exceeding or Strong proficiencies (compared to 78% for similar schools and 70% state average), and 87% of Year 5 students achieving Exceeding or Strong proficiencies (compared to 86% for similar schools and 77% state average). Despite Writing being a priority focus of the last strategic plan, NAPLAN writing results do not correlate with the good NAPLAN Reading results with students in both Years 3 and 5 performing well below similar schools and state averages. There is an agreed instructional model in place for writing which requires greater consistency and rigour in application across the school. Moderation activities each term have provided good insight into expectations and assessment of writing.

Numeracy was a priority focus in 2023 with work commencing on building engagement and teacher instructional capacity, and addressing maths anxiety and building learner confidence. Maths leaders were involved in the Academy course, Leading Mathematics, and were heavily supported by the Darebin/Yarra educational network's Education Improvement Leader (EIL) on creating a vision for maths and researching and developing an evidence based instructional model for teaching maths. This work has laid foundations on which to build as the model is implemented across the school in 2024. NAPLAN numeracy results indicate that students in Year 3 are achieving well below the state average and in Year 5 significantly below the state average. There is also a significant difference in the achievement levels of boys and girls in NAPLAN numeracy in both years 3 and 5 which is reflected across the school in Victorian Curriculum teacher judgements. This is a strong indication that the way maths is taught is not appealing or suitable for girls generally, however the implementation of new instructional model should lead to greater engagement and an improvement in learning outcomes.

## Wellbeing

Thornbury Primary School is a diverse and inclusive community where individuality is celebrated. The school continues to place a strong emphasis on student wellbeing, recognising the important role it plays in enhancing students' academic and social/emotional experiences.

In 2023, the school appointed a Mental Health and Wellbeing Leader, funded as part of the Mental Health in Primary Schools program, who worked across the school to implement a whole-school approach to mental health and wellbeing for students, staff, and families. This included working with teachers to identify and support students with mental health concerns, and coordinating targeted mental health support for students by working with regional staff and external agencies. Mental Health menu funding allowed the school to engage with outside agencies to deliver targeted programs such as Martial Arts Therapy (MAT).

An Assistant Principal - Wellbeing and Inclusion - was appointed in second semester, enabled through the introduction of Disability and Inclusion funding. Program for Students with Disability (PSD) processes were reviewed and improved and a stronger connection with regional support (allied health and out-of-home care services) developed in 2023.

The 2023 Attitudes to School Survey (AtoSS), completed annually by Victorian school students in Years 4, 5 and 6, indicated 62% positive endorsement of the 'Sense of connectedness' category – the extent to which students feel they belong and enjoy attending school. This has been on a declining trajectory over a number of years and is below the state average of 77%. In the 'Not experiencing bullying' factor of the AtoSS, there was 53% positive endorsement which is well below the state average at 75%. In 2023 the school experienced some extreme behaviour from a couple of students which impacted the overall safety of students across the school. Regional staff supported the staff and students through the challenges of these disruptive behaviours including individual and group counselling.

## Engagement

While overall student attendance improved in 2023 from the previous year, the percentage of students absent for 20 days or more (45%) is significantly higher than similar schools (34%) and state (36%) averages. The major reasons for non-attendance were illness and extended family holidays. School refusal was also an issue for a small number of students. Processes for monitoring and tracking student absences were developed in 2023, including absence notification and explanation communication. The AToSS indicates the positive percentage endorsement for 'attitudes to attendance' is 72% compared to the state average of 85%.

2023 was a transitional year for the school with a new leadership team and new organisational structure. Annual Implementation Plan (AIP) Teams were created with key responsibilities to deliver outcomes of the AIP - English, Maths, Student Voice and Agency, Community Partnerships. All teaching staff were involved in one of these teams which met regularly, led initiatives and developed whole school professional learning. Student engagement in learning was a priority area for the Student Voice and Agency team with a goal of developing student feedback processes and better understanding how students felt about their learning and school experiences. A partnership with VicSRC and the development of a Student Voice constitution have provided foundations on which to establish a Student Representative Council in 2024. There will also be a whole school focus on engagement in learning through developing rich learning experiences that are contextualised, purposeful and relevant to students. The introduction of Science, Technology, Engineering, Maths (STEM) as a specialist subject is intended to create high levels of engagement in hands-on and practical learning.

In 2023, there was a renewed focus on engaging with the community to build confidence and pride in the school. Community forums enabled the school to outline the improvement agenda as well as providing an opportunity to seek feedback and input into the expectations and aspirations of the community for the school, including in the development of a new school vision.

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## Other highlights from the school year

A Creative Victoria - Creative Learning Partnerships program grant enabled the development of a large mural, displayed in the school foyer. The Footsteps of Giants mural tells the stories of important First Nations changemakers. The stories were chosen, illustrated, animated, retold and narrated by the 2023 Year 5/6 students of Thornbury Primary School in collaboration with their teachers and local artists. The static mural features augmented reality which brings the stories to life.

## Financial performance

Thornbury PS ended 2023 with a staffing surplus of \$67,451, and a total balance of \$427,582 held in the school bank accounts. The school continues to manage a historical deficit of \$460,262 and in 2023 repaid \$100,000 of this, plus the \$93,511 resulting deficit from 2022. This leaves a current debt of \$360,262. Deferred deficit repayments will begin again in 2025 on agreement with the Department of Education (DE) Financial Services Division.

The Principal and the Business Manager worked very closely with the DE Finance Division and a School Finance Liaison Officer, monitoring and adjusting both our credit and cash budgets. A predicted excess of Education Support (ES) staff in 2024 was identified due to several Program for Students with Disabilities (PSD) funded students leaving the school. An excess process was therefore carried out in term 4 and resulted in four ES staff leaving the school in December. The school operated without an Assistant Principal in Semester 1 then in Semester 2, two current 0.6 teaching staff members were appointed on Higher Duties to Assistant Principal roles.

Fundraising in 2023 successfully raised \$45,616. With fundraising monies held from previous years, school council approved the allocation of \$8000 to the English budget for the purchase of de-codable readers.

Parent payments for the Steiner program, an alternative curriculum program, were paid at a rate of 94%, an increase from the previous year. Mainstream parent payments for curriculum contributions were paid a rate of 56%, also an increase on 2022.

Managing staff absences with a mixture of class splits, using internal part time staff, and long service leave reimbursements from DE, resulted in the Casual Relief Teacher expenditure finishing the year under budget.

**For more detailed information regarding our school please visit our website at**  
<https://thornburyps.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 386 students were enrolled at this school in 2023, 191 female and 194 male.

2 percent of students had English as an additional language and 17 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).

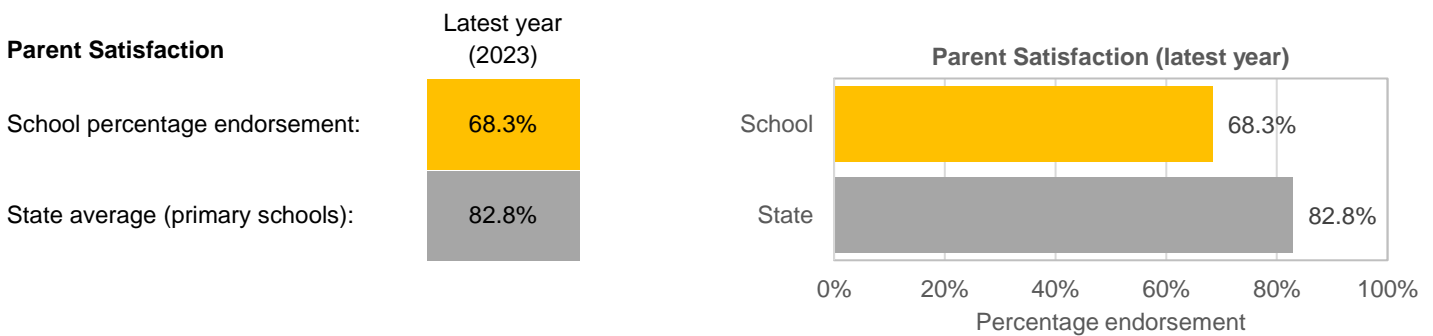
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

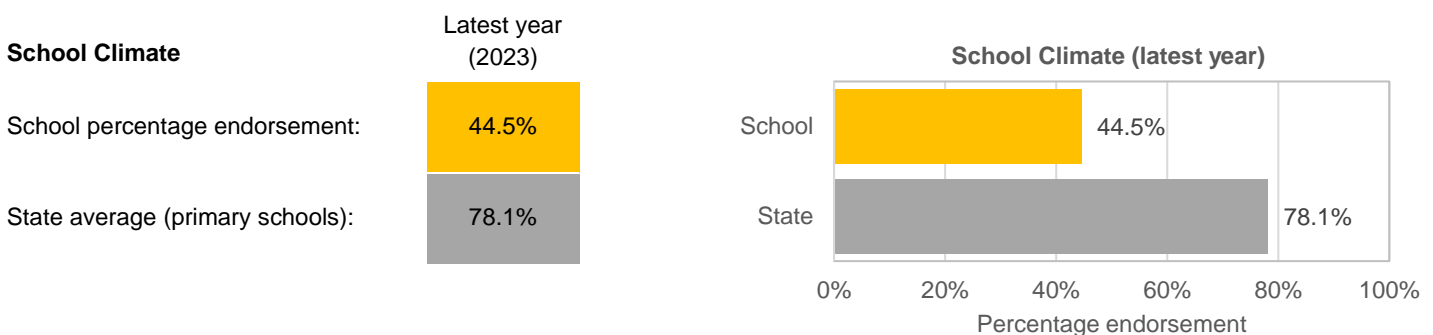


### School Staff Survey

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:

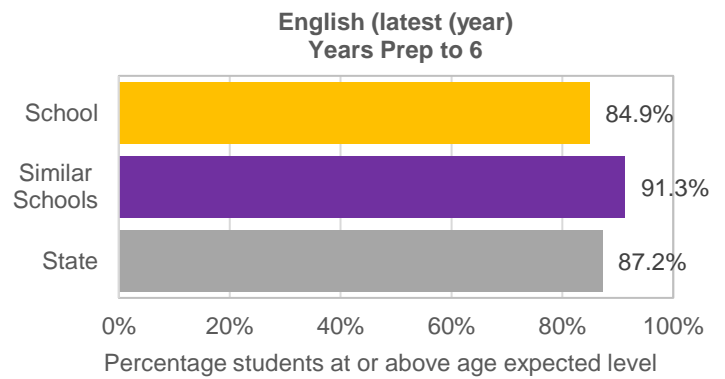
84.9%

Similar Schools average:

91.3%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

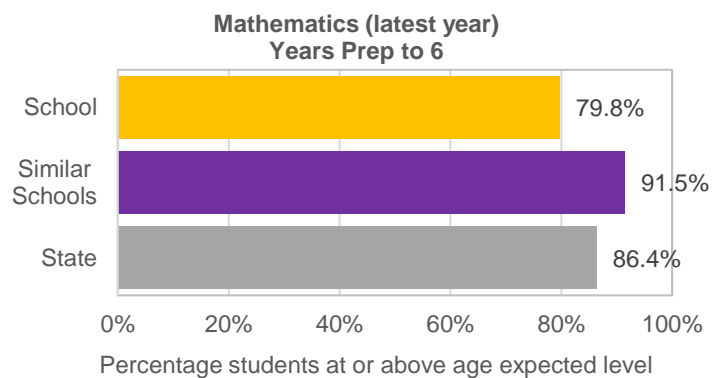
79.8%

Similar Schools average:

91.5%

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:

81.4%

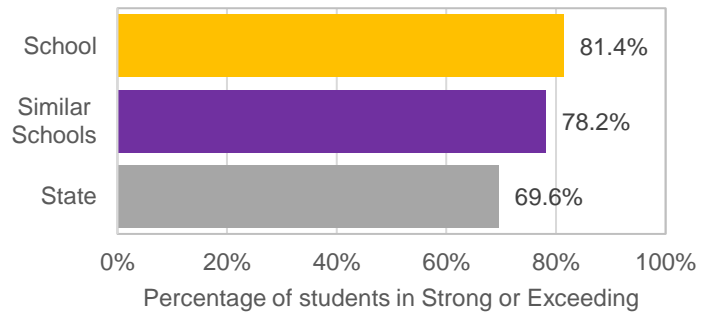
Similar Schools average:

78.2%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.5%

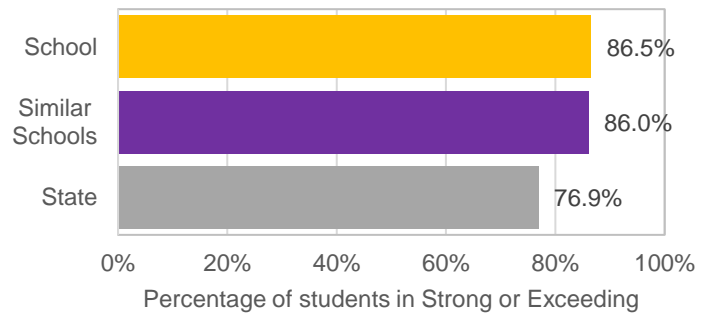
Similar Schools average:

86.0%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.4%

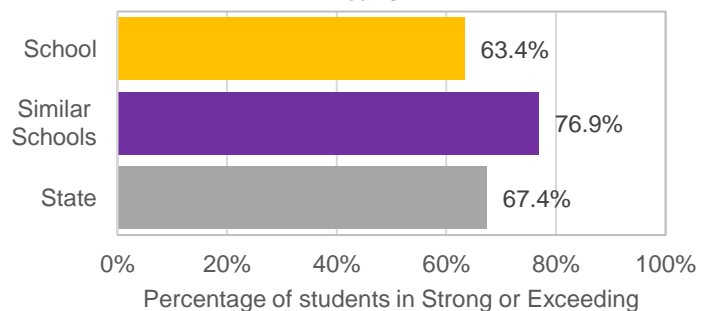
Similar Schools average:

76.9%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.0%

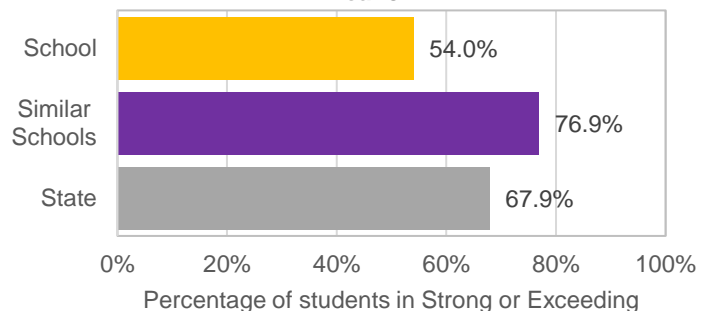
Similar Schools average:

76.9%

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:

61.9%

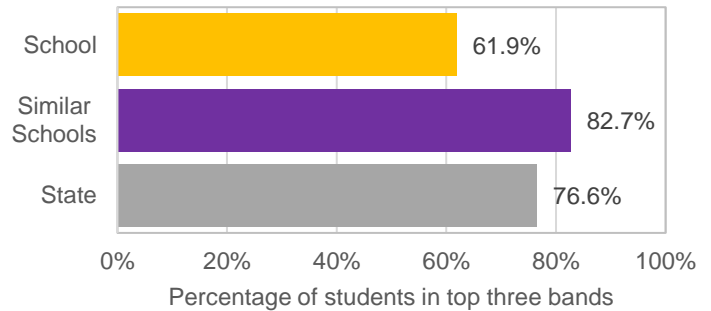
Similar Schools average:

82.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

75.0%

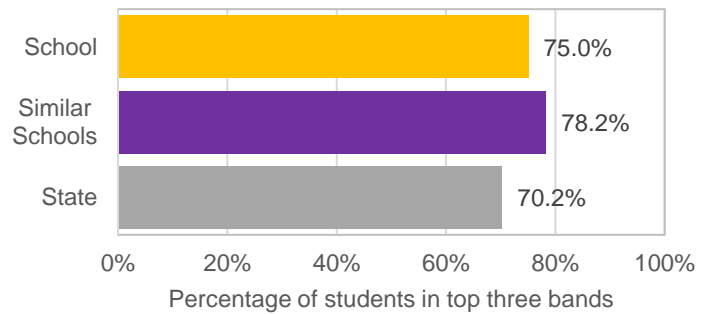
Similar Schools average:

78.2%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

66.7%

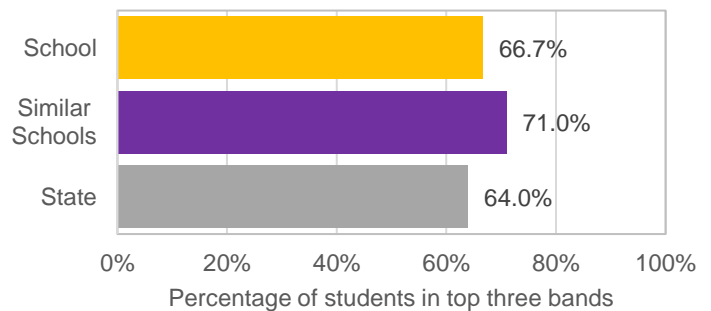
Similar Schools average:

71.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.4%

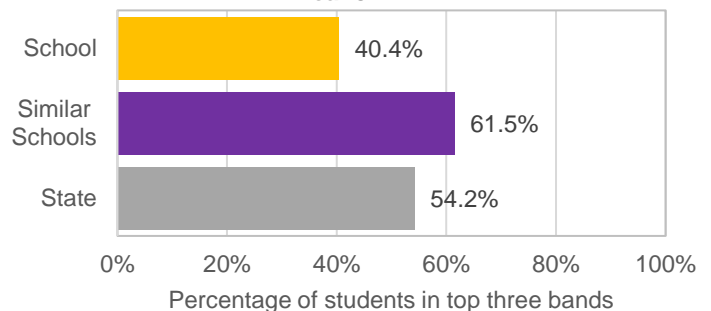
Similar Schools average:

61.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

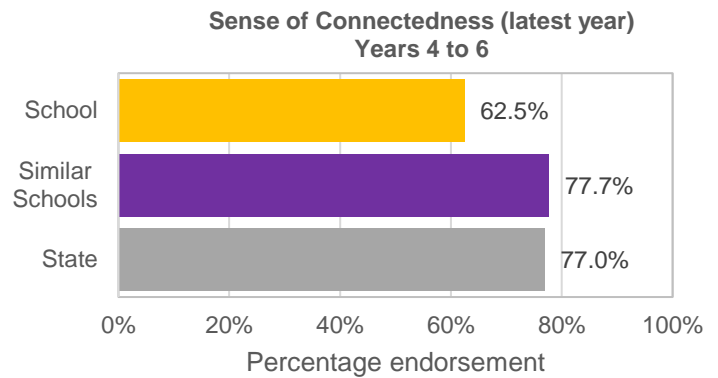
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 62.5%              | 72.3%          |
| Similar Schools average:       | 77.7%              | 78.7%          |
| State average:                 | 77.0%              | 78.5%          |

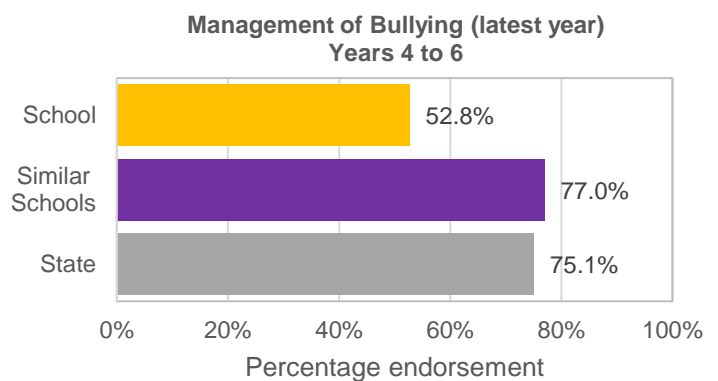


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

|                                | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 52.8%              | 69.6%          |
| Similar Schools average:       | 77.0%              | 78.4%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

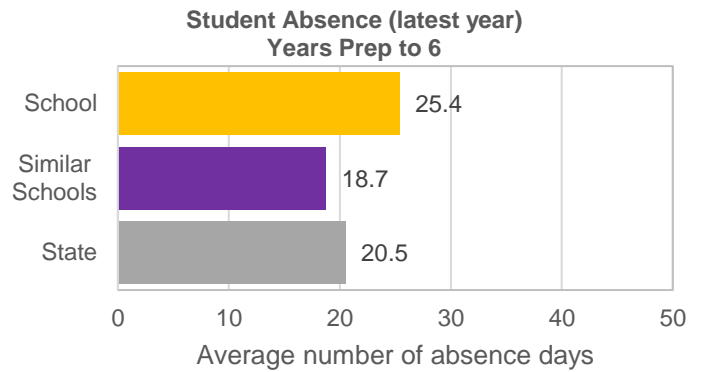
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 25.4               | 22.9           |
| Similar Schools average:               | 18.7               | 16.3           |
| 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): | 88%  | 86%    | 87%    | 88%    | 89%    | 85%    | 88%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$4,181,823        |
| Government Provided DET Grants | \$234,113          |
| Government Grants Commonwealth | \$22,717           |
| Government Grants State        | \$35,261           |
| Revenue Other                  | \$69,245           |
| Locally Raised Funds           | \$359,021          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$4,902,180</b> |

| Equity <sup>1</sup>                                 | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$50,458        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$50,458</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,094,345        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$718              |
| Camps/Excursions/Activities           | \$33,145           |
| Communication Costs                   | \$2,298            |
| Consumables                           | \$89,679           |
| Miscellaneous Expense <sup>3</sup>    | \$10,269           |
| Professional Development              | \$24,379           |
| Equipment/Maintenance/Hire            | \$56,682           |
| Property Services                     | \$77,035           |
| Salaries & Allowances <sup>4</sup>    | \$152,899          |
| Support Services                      | \$112,155          |
| Trading & Fundraising                 | \$20,087           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$34,602           |
| <b>Total Operating Expenditure</b>    | <b>\$4,708,292</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$193,888</b>   |
| <b>Asset Acquisitions</b>             | <b>\$0</b>         |

- (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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$378,767        |
| Official Account              | \$48,815         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$427,582</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$92,228         |
| Other Recurrent Expenditure                 | \$0              |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$4,459          |
| School Based Programs                       | \$117,370        |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$72,106         |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$30,000         |
| Maintenance - Buildings/Grounds < 12 months | \$44,817         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$360,980</b> |

*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.*