

2024 Annual Report to the School Community

School Name: Ainslie Parklands Primary School (4879)



- 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 24 March 2025 at 02:55 PM by Jane Capon (Principal)

- As executive officer of the school council, I attest that this 2024 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 31 March 2025 at 11:20 AM by Jane Capon (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Ainslie Parklands Primary School is a picturesque school, located in the outer eastern suburbs of Melbourne in Croydon, at the foothills of the Dandenong Ranges. The school has a long and proud history of over 60 years, valuing the contributions of families past and present. The workforce comprises Principal, Assistant Principal, Learning Specialist, teachers, ES staff and a school counsellor. In 2024, there were 6.1 EFT teachers and 4.7 EFT ES staff, with a total of 10.8 EFT staff at the school. A total of 106 students were enrolled in 2024 at the August census. EAL students make up 18% of our student population.

Ainslie Parklands Primary School prides itself in striving for academic excellence while ensuring students are supported in their wellbeing outcomes, and has a wide variety of specialist, sporting and community opportunities. We are an inclusive school where our focus is on individualized learning to maximize learning growth, where staff assess each student to determine their point of understanding, and design an individual learning plan each term to progress student learning to the next level according to the Victorian Curriculum. Students have voice and agency in their learning, and are supported to achieve their personal best across all academic and wellbeing domains. In addition to being highly literate and numerate, the school programs and priorities focus the development of overall wellbeing, with a focus on personal and social skills. We actively foster creativity and critical thinking, while supporting the development of the school values of Respect, social and personal Responsibility and Resilience.

The Victorian Curriculum is the basis for all curriculum in Foundation – Year 6, with a dynamic and innovative staff team who work collaboratively to ensure an effective and engaging program is delivered to students. Staff Opinion Survey data shows that staff report a positive climate, with our results exceeding this measure in comparison to similar schools. Students are engaged and encouraged to reach their full potential through learning programs designed to foster independence and setting goals with high expectations.

In 2024 Ainslie Parklands Primary School supported students through the Tutor Learning Initiative (TLI), and nurtured students' special talents and abilities through our specialist program, which covered Visual Arts, Performing Arts, Wellbeing and Auslan. The students also had the opportunity to participate in instrumental music lessons from visiting specialists, in addition to the Just Brass program run by the Salvation Army. Before school care was provided onsite and after school care was provided through an external company. The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents/carers and staff have become a feature of the school. The school also benefits immeasurably by the fantastic contribution made by our large band of committed volunteers drawn from the school and broader community. The Ainslie Parklands Primary School Community Engagement Committee continues to support and promote school community connectedness through a range of social and fundraising activities. The School Council ensures the school facilities (grounds, buildings and resources) are well placed to deliver diversity and choice to enhance curriculum provision and student wellbeing support.

Progress towards strategic goals, student outcomes and student engagement

Learning

The focus of the 2024 Ainslie Parklands Primary School Annual Implementation Plan (AIP) was to maximise individual learning growth in literacy, numeracy and wellbeing outcomes.

In order to achieve this, Ainslie Parklands Primary School has changed direction in learning practices by moving from a play-based learning environment to evidence based pedagogies, with instructional models that have a focus on explicit teaching and gradual release of responsibility in learning. This entails staff understanding the students' level of knowledge in relation to the Victorian Curriculum, and growing their skills and knowledge from that point - for every student. This means individualised, differentiated teaching, where every student receives an Individual Education Plan (IEP/ILP) each term, which is sent home to parents.

The Science of Reading classroom practices have been further strengthened through extensive professional learning, with the Home Reading Program gaining momentum with the introduction of Home Reading Certificates. The 6+1 Traits of Writing Program is fully embedded and consistent throughout the school in the deepening of students' ability to write in a range of genres. In 2024, the work on the delivery of Mathematics continued at Ainslie Parklands Primary School, with the completion of the new Mathematics Scope and Sequence document, aligning to the new Mathematics Curriculum, accompanied by the delivery of ongoing Mathematics professional learning. We continue to ensure that teachers are using multiple forms of data (not just NAPLAN) to ensure we have an accurate reflection of the student's knowledge and teach them at their point of need. In comparison to English and Mathematics scores of students in similar schools, slightly more students across Ainslie Parklands Primary School achieved report grades of "at" or "above" expected level.

In 2024, Ainslie Parklands Primary School introduced extension classes for students achieving above their expected (age) level in Years 3-6. This involved fortnightly Maths extension classes, in conjunction with Melba College, where Ainslie Parklands Primary School students were working with a Melba College Maths teacher and high ability Year 8 students. Literacy extension was provided every other week onsite. Identified students were also engaged with VHAP, a high ability online set of classes. Students needing extra help were also supported through the Tutor Learning Initiative, reading intervention with Education Support Staff and a daily parent / grandparent reading program.

Wellbeing

At Ainslie Parklands Primary School, we know that building strong, positive professional relationships with students leads to students feeling safe and connected at school, which is correlated to improving academic outcomes and helps students to feel comfortable to challenge themselves in their learning. A number of programs address these areas within the school: School Wide Positive Behaviour Support (SWPBS) is a program designed to reinforce

positive behaviours and recognises students displaying the school values, the UR Strong Friendology program teaches children how to navigate friendships and gives students the skills and confidence to approach friendship issues in a pro-active and positive way. Ainslie Parklands Primary School also teaches students about emotional regulation through the Zones of Regulation and Ready to Learn plans. This, and other wellbeing foci, are delivered to students by a specialist Wellbeing teacher, who sees all classes for one hour per week in a dedicated Wellbeing lesson. In addition, students had access to a counsellor onsite (with parent permission).

In 2024, Ainslie Parklands Primary School student positive responses on the Attitudes to School Survey increased across almost every domain. Management of Bullying is sitting at 73.3%, which is above similar schools, and in response to questions around teachers making learning fun and interesting, Ainslie Parklands Primary School students reported more positive results than data across the state. Similarly, when students were asked questions about their ability to regulate their emotions, averages at Ainslie Parklands Primary School were higher than the state average. Where students were asked about whether they felt they had voice in their learning and environment at Ainslie Parklands Primary School, students responses were higher than similar schools and state averages.

In 2024, all staff were upskilled in their capacity to differentiate the teaching in order to ensure that every student was able to access the curriculum, regardless of their academic level or any barriers to their learning. This was achieved by having an Education Improvement leader onsite every week providing coaching and professional learning for teachers and Education Support staff.

Engagement

At Ainslie Parklands Primary School, we are very proud of our school and continually strive to foster a love of learning amongst our school community - staff, students and their families. We work hard to provide an engaging curriculum, and assess students frequently to ensure that we are pitching the work at the individual student's point of need, making the learning accessible and engaging for all students. We encourage student voice in learning through the co-construction of success criteria (how do I know that I have learnt/achieved?), individual learning goals and the Student Voice Team (SVT). The Student Voice Team gives students a voice in the school environment, school activities and curriculum and assessment. In 2024, the SVT introduced many initiatives, including "Laps for APPS" which was a before school exercise/running program, and a focus on healthy living. Students worked on a project with E.A.C.H., to encourage the school community to consider eating healthier foods. This culminated in students creating a school Healthy Eating Cookbook, which was launched at a "Bike 'n Blend" community event. At their request, the SVT were trained through the Friendology program to be "Friend-o-leaders" who wore bright vests in the playground to be easily identifiable and could assist students in the yard with their friendship issues or "friendship fires". Through teaching valuable life skills, we aim to provide our students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life. The outdoor classroom and the Stephanie Alexander Kitchen Garden Program is a priority focus of the school, strongly supported by parents and the community and found to be very engaging by the students.

In 2024, the strengthening of our Community Engagement Committee (parent team) resulted in more engagement with the school, culminating in a highly successful "Paint 'n Sip" evening and the Ainslie Parklands Primary School Twilight Market. The school has improved communication with parents with the use of newsletters, the school website, Compass, SeeSaw and communication through electronic media. Parents and teachers meet regularly and communicate

through phone calls, emails, and meetings before and after school, which have all been effective forms of information sharing and feedback. We work together to deliver the best supports for students so that they can maximise their outcomes.

We have further engaged with our community by running a playgroup onsite once per week, a "Minikids" program, where kinder-aged children can attend a transition session once four times per term in Terms 2 & 3 - irrespective of the school they will attend - and various garden projects, which has encouraged community connection with our school.

In 2024, the school has had a focus on improving student school attendance. The school communicated generally (through newsletter, notices, etc.) around the importance of attending school every day, and the negative impact that not doing so has on long term student results. It is also acknowledged that the rate of absenteeism could be attributed to the community's conservative post-COVID attitude to personal health. While we have seen a trend in parents keeping sick children at home more often, the school also worked directly with families on individual situations that impeded regular student attendance.

Other highlights from the school year

In 2024, there were many highlights for the community at Ainslie Parklands Primary School.

In addition to weekly PE classes, students participated in a Sports Gala Day, as well as Interschool Sport for Years 5 & 6 (and some Year 4s). Students also engaged in school cross country tryouts, with some students progressing to District Cross Country, athletics tryouts for District Athletics and the school's swimming program.

The Community Engagement team was active in organising a Family Fun Night, an Easter Egg Hunt, Mother's/Father's/Special person's day stalls, a Paint 'n Sip fundraiser and our fabulous Twilight Market.

The school is also engaged with ResourceSmart Schools and in 2024, students introduced a school recycling scheme. Students also participated in SWPBS reward days, Education week activities and open mornings, Book Fairs and book dress up days, Grandparents & Special person mornings, Footy Colours day and book author's visits. Students involved in Music classes and choir engaged in performances at every assembly, and other opportunities such as the End of Year Concert and the Twilight Market. The students in the Student Voice Team organised a Bike 'n Blend event after school to launch the school's Healthy Eating Cookbook.

Students attended successful camps (in Years 3 & 4 to The Briars and 5 & 6 to Camp Toolangi), and students across the school attended a variety of engaging incursions (World of Dance) and excursions (Immigration Museum, Twisted Science, Chesterfield Farm, etc.). Students who were above level in their learning engaged in a variety of extension opportunities, including a Maths extension class at Melba College.

Ainslie Parklands Primary School also runs a playgroup every Friday morning for the local community and a transition program for three and four-year-old kinder students in terms two and three.

Financial performance

In 2024, Ainslie Parklands Primary School finished with surplus due to diligent management of all school funds, reimbursement for long term staff absences and the successful application for various grants and funding. The school received Equity funding and Tutor Learning Initiative funding, which was used to employ experienced staff to support students who didn't make the predicted learning growth during the COVID years, as well as providing further support for the school's EAL student cohort. Funding through the Disability Inclusion Pathway was also received to support students on the program. Funding from these initiatives will continue to be used to ensure all students receive the support they need to reach their full learning potential. The school benefited from the hard work of our Community Engagement committee, who raised additional funds. These and previous funds were used to purchase further Reading resources (new decodable books for the new SoR program) and the School Council has committed \$12,000 of fundraising money to purchase STEM equipment. Funds were also generated in the hiring of the hall after school to the Saints and Maroondah basketball clubs for training, as well as a gymnastics coach. The school will be receiving over one million dollars in upgrades from the Victorian School Building Authority identified during the Rolling Facilities Evaluation on a variety of works. Any surplus funds received have been committed to staffing and/or projects to support the achievement of educational outcomes of students.

**For more detailed information regarding our school please visit our website at
<https://www.ainslieparklandsps.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 106 students were enrolled at this school in 2024, 50 female and 55 male.

18 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).

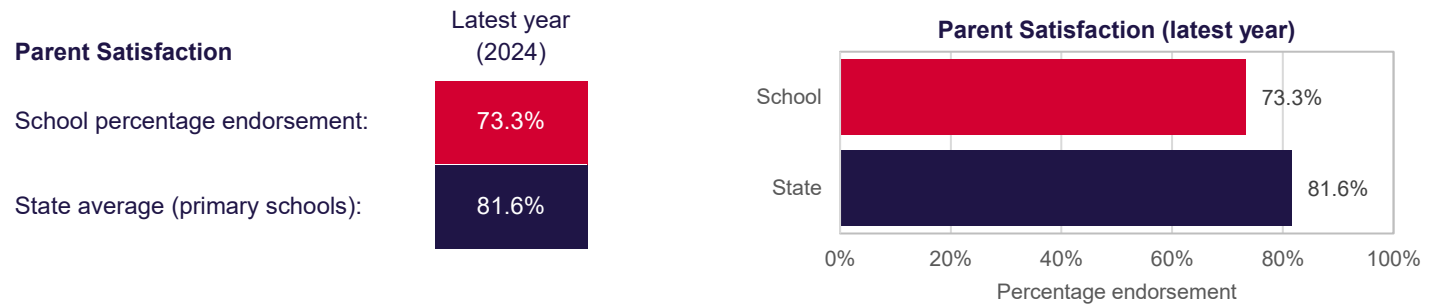
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

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.

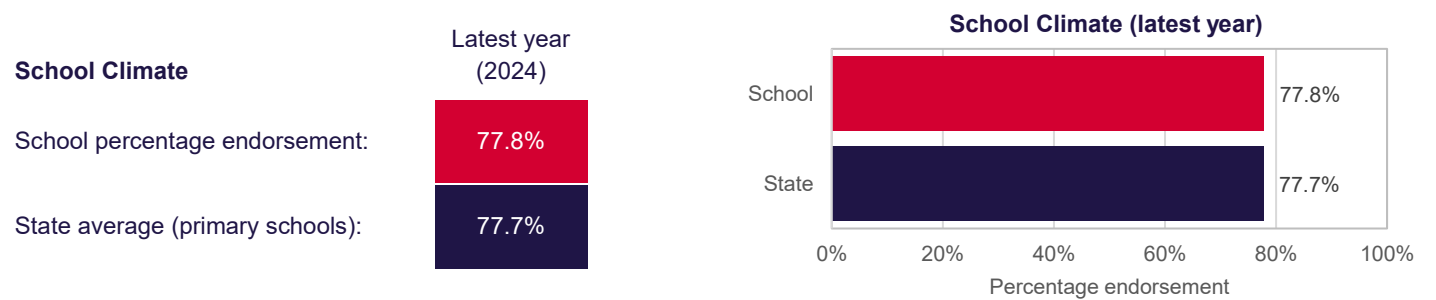


School Staff Survey

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

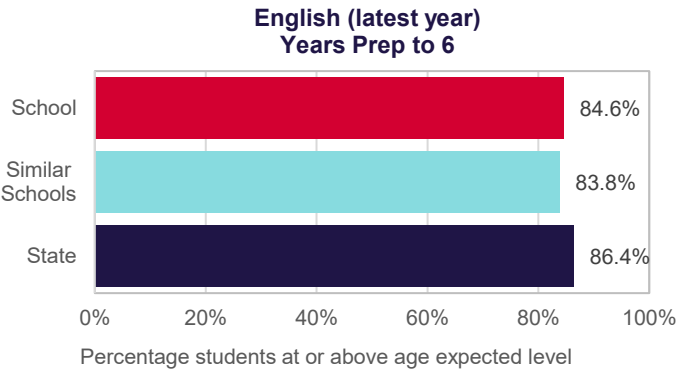
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

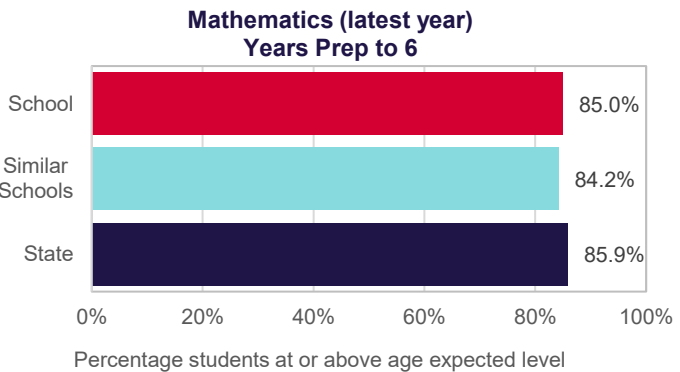
English
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	84.6%
Similar Schools average:	83.8%
State average:	86.4%



Mathematics
Years Prep to 6

	Latest year (2024)
School percentage of students at or above age expected standards:	85.0%
Similar Schools average:	84.2%
State average:	85.9%



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.

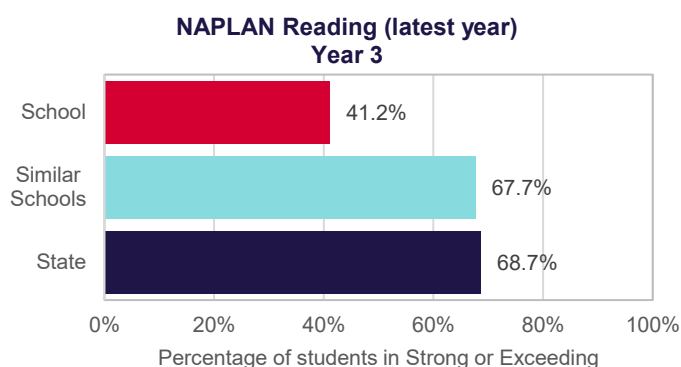
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

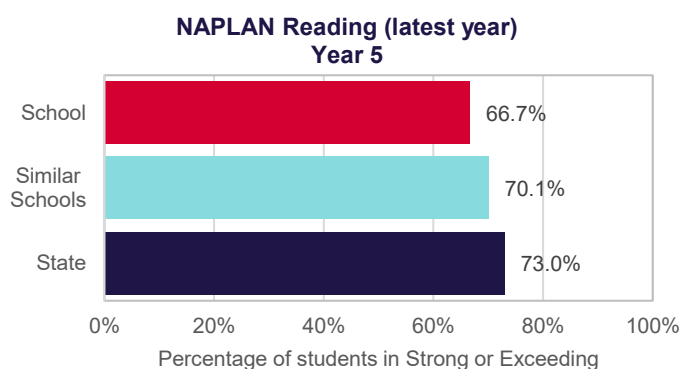
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.2%	42.9%
Similar Schools average:	67.7%	66.4%
State average:	68.7%	69.2%



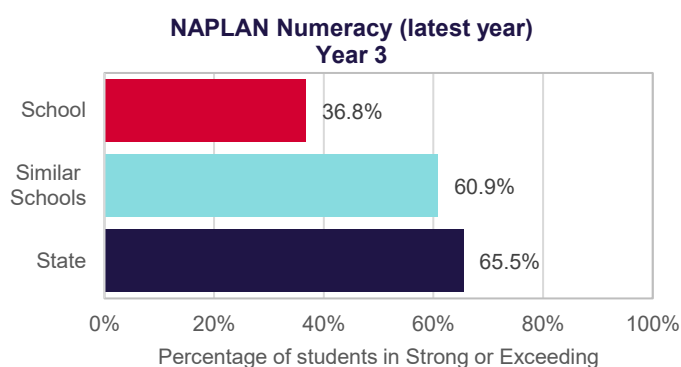
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	58.3%
Similar Schools average:	70.1%	72.0%
State average:	73.0%	75.0%



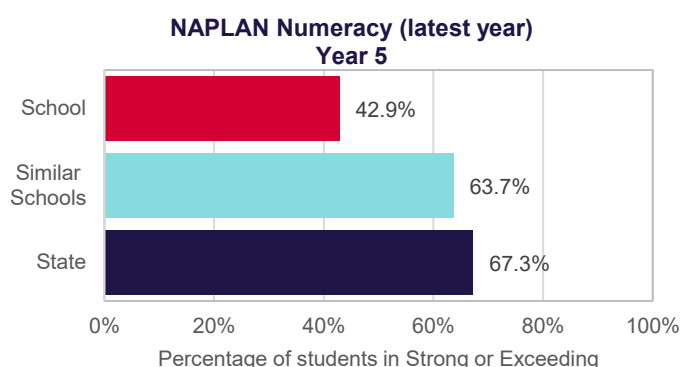
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	50.0%
Similar Schools average:	60.9%	61.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	44.4%
Similar Schools average:	63.7%	62.9%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

69.2%

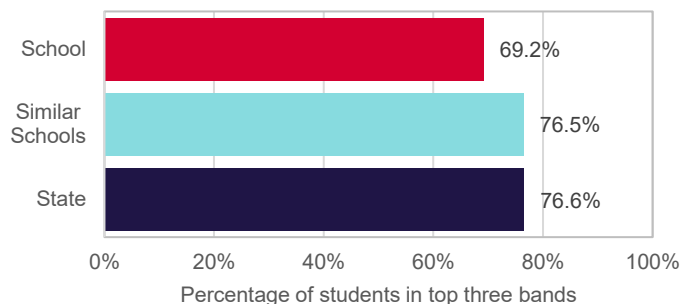
Similar Schools average:

76.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

91.7%

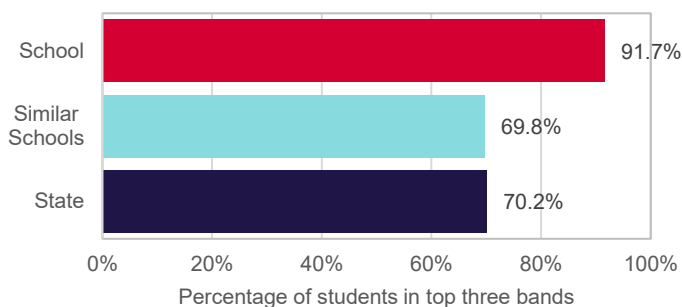
Similar Schools average:

69.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

38.5%

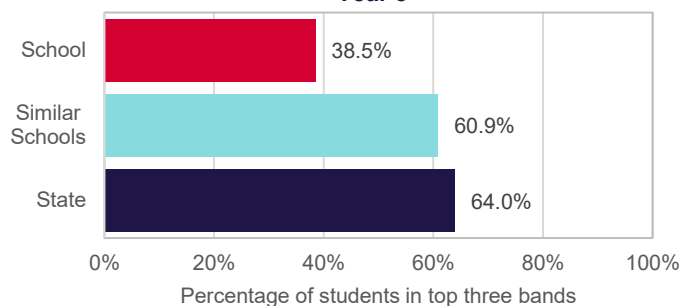
Similar Schools average:

60.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

46.2%

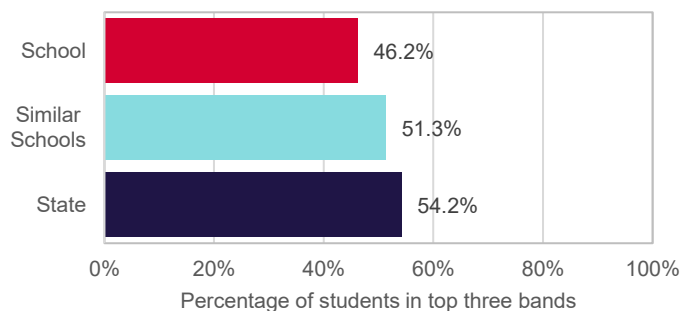
Similar Schools average:

51.3%

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.

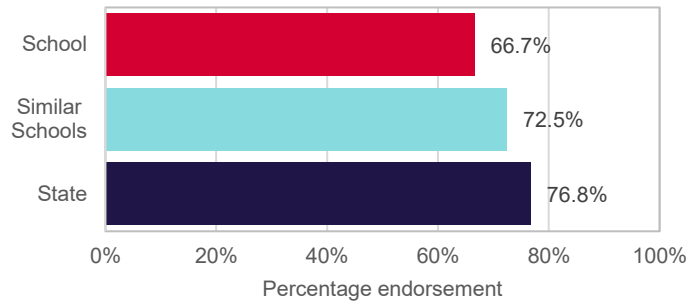
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	66.7%	65.8%
Similar Schools average:	72.5%	74.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



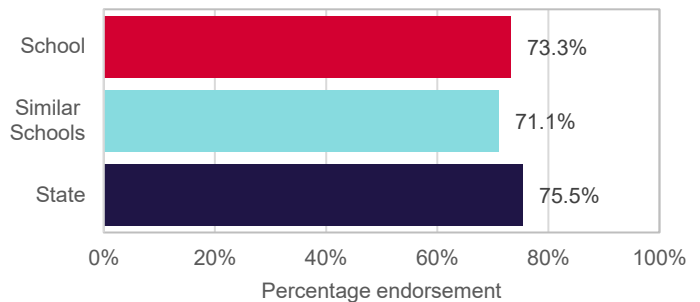
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	73.3%	68.5%
Similar Schools average:	71.1%	73.2%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

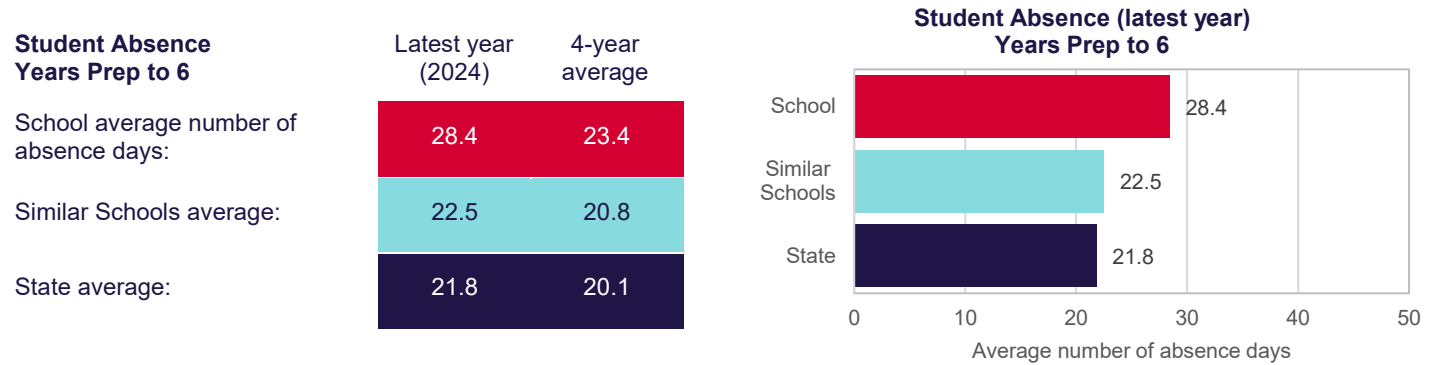


ENGAGEMENT

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.



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 (2024):	83%	85%	83%	87%	88%	88%	84%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,573,483
Government Provided DET Grants	\$195,061
Government Grants Commonwealth	\$3,386
Government Grants State	\$0
Revenue Other	\$9,849
Locally Raised Funds	\$62,797
Capital Grants	\$0
Total Operating Revenue	\$1,844,576

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,703
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,703

Expenditure	Actual
Student Resource Package ²	\$1,321,830
Adjustments	\$0
Books & Publications	\$116
Camps/Excursions/Activities	\$34,361
Communication Costs	\$2,205
Consumables	\$23,965
Miscellaneous Expense ³	\$10,027
Professional Development	\$3,549
Equipment/Maintenance/Hire	\$8,116
Property Services	\$28,533
Salaries & Allowances ⁴	\$105,708
Support Services	\$0
Trading & Fundraising	\$5,282
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,586
Total Operating Expenditure	\$1,566,277
Net Operating Surplus/-Deficit	\$278,299
Asset Acquisitions	\$0

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$208,715
Official Account	\$4,106
Other Accounts	\$0
Total Funds Available	\$212,821

Financial Commitments	Actual
Operating Reserve	\$36,488
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$39,860
School Based Programs	\$11,305
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$49,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$76,168
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$212,821

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.