

# 2021 Annual Report to The School Community



**School Name: Boroondara Park Primary School (5288)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 April 2022 at 01:55 PM by Susanne Lowe (Principal)

- This 2021 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 20 April 2022 at 06:24 PM by Joe Cook (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

## About Our School

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### School context

Boroondara Park Primary School is committed to providing the leaders of the next generation with a challenging and enriching primary school experience that will allow them to use their skills and knowledge to build on life lessons and opportunities, contribute responsibly to the global environment and embrace kindness. Our core values of Care, Learn and Share are embedded across the school's culture.

A local primary school serving the families of North Balwyn and Bulleen, we have an exceptionally large campus that allows us to provide a wide range of extracurricular activities and opportunities. At the end of 2021 the school had a student population of 488 in 21 classes, with a small number of international students.

We have a rigorous academic program, distinguished by a balanced approach of explicit teaching and inquiry. Our strong literacy and numeracy programs deliver results well above the state average in both English and mathematics. Students needing extra assistance or extension are catered for with individual learning plans, literacy support, tutor learning and extension programs. We complement our academic focus with a balanced, holistic curriculum and an extensive range of specialist subjects that allow our students to develop their individual passions and be active participants in their learning.

Boroondara Park fosters a positive culture of respect and responsibility, with an emphasis on student agency and pastoral care. As a community we all have three rights - the right to learn, the right to be treated with respect and the right to feel safe. These rights are matched with responsibilities, and by setting shared language and expectations we create a positive classroom environment and strong connections between students.

With a focus on student voice and agency, our Care, Learn and Share groups allow connections to be made from Foundation to Year 6. These groups meet fortnightly, with a focus on Year 6 student led activities. Through the Junior School Council, we are developing whole school inclusion and a social and community service program to promote student ideas. The school has a leadership program that empowers all year 6 students to take on leadership roles and lead projects across our various Pillars.

Throughout remote learning in 2021, the school worked with parents and carers to create programs that met the needs of all students. Along with literacy and numeracy tasks, there were whole class teaching sessions, small groups and specialist activities. Classroom teachers undertook daily and weekly wellbeing check-ins with students to support them to stay connected with each other.

Demographic changes, Covid-related border closures and recruitment by independent schools have seen enrolments fall in recent years, a situation shared by all primary schools in our area. Despite these challenges, we have retained our full offering of specialist subjects and have welcomed two full classes of Foundation students to our school community in 2022. Our school has 34.88 effective full time (EFT) staff: 2 EFT principal class; 26.3 EFT teacher class; 5.78 EFT Education Support staff.

With a major redevelopment of school grounds in the planning stage and our strong core of experienced and passionate teachers, we look forward to continuing to provide our families with a rich and fulfilling primary education.

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### Framework for Improving Student Outcomes (FISO)

In 2021 Boroondara Park Primary School underwent a School Review, a comprehensive self-evaluation that reviewed data and achievement in learning, wellbeing and engagement across the previous four years. COVID-19 had delayed the review by a year, but it was completed, with a new Strategic Plan being developed, by the end of 2021. Implementation of the plan began in 2022.

We have successfully implemented our leadership team structure, where a major focus has been providing rich learning opportunities to all staff through delivery of high quality professional learning based around the High Impact Teaching Strategies - particularly around the use of data to plan and drive learning programs.

In 2021, the school's Annual Implementation Plan (AIP) focused on the Department of Education's priority goals of learning catch-up and extension, happy active and healthy kids and connected school priorities. The Key Improvement Strategies also reflected a focus on FISO areas including:

- Excellence in teaching and learning - Curriculum planning and assessment
- Positive climate for learning - Empowering students and building school pride
- Community engagement in learning - Parents and carers as partners

The school set out consistent approaches to remote learning, with a focus on wellbeing and regular check-ins with all students. The school sought feedback from students and parents/carers about the program, making changes across the year as we moved in and out of remote learning.

Some of the AIP actions and professional learning were modified to suit remote learning. We did this by participating in a number of online learning sessions together, including a very successful Pupil Free Day focusing on the 6+1 Writing Traits.

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## Achievement

In 2021 the school worked on the core teaching and learning program, focusing on maximising achievement for every student in English and Mathematics, with particular emphasis on increasing the percentage of students receiving an A (18 or months ahead of expected outcome) or B (12 months ahead of expected outcome).

Students in Foundation to Year 6 continued to excel in both core areas, with 96.8% achieving at or above the expected level in English and 96.2% at or above the expected level in maths. These results were above the average for similar schools and well above the state average.

The NAPLAN test shows our students have achieved strong learning growth against the Victorian Curriculum, with Year 5 students showing significant learning growth in all areas. The high learning gain was well above that of similar schools in numeracy, writing and spelling.

Professional learning has given us better tools to develop our students' writing, with the establishment of common teaching practices and the successful trial of 6+1 Writing Traits in Years 3-6 in 2021. In 2022 the 6+1 Writing Traits are embedded across the school, from Foundation to Year 6. Whole school moderation in writing has increased the consistency of teacher judgement and supported the celebration of what students can do. In 2022 staff will undertake professional learning around reading moderation, which will be part of whole school practice. The implementation of Essential Assessment (Mathematics) will continue to build authentic learning opportunities and help the school find ways to give students a genuine voice in their learning through goal development.

A range of support programs was provided to students in 2021, including the tutor learning program for reading and maths in Years 1-6, literacy support (F-2) and MacqLit (Years 3-6). In 2022 the tutor learning program and literacy support will continue for students who have not made one-year growth in their learning (as impacted by COVID) or who are achieving below the expected outcome in reading and maths.

Students with a disability were supported through the development of Individual Education Plans, which were monitored throughout the year and all students showed progress against their goals.

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## Engagement

Boroondara Park Primary School students are engaged and connected to their school. We are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

Throughout 2021, remote learning affected students' connection to their peers and the school. In 2021 the school goal of increasing opportunities for parents and carers to be more involved in student learning was a focus. Remote learning supported parents to gain a thorough understanding of how their children learn and their ongoing needs. Conversations around student learning were part of online sessions with parents, who were a part of the classroom throughout the year.

Reconnecting students with each other and their classroom teacher formed much of the work each time students returned to school. Teachers worked to identify ways to modify learning opportunities to maximise student engagement in an online environment. Absence data indicates students were engaged in their learning programs and attended regularly, with the school recording fewer days of absence than similar schools and the state average.

As of 2021, all Year 6 students are school leaders under the 'Pillars' program. Developed in consultation with students, the 'Pillars' are areas of leadership, such as art, sport or environment, that students align themselves with according to their interests and passions. Alongside staff the students contribute to initiatives and school improvement in their chosen area. This is an initiative which stems directly from the Framework for Improving Student Outcomes and has particular emphasis placed upon student engagement, leadership and building school pride. Each and every one of our students are highly capable and will flourish given the opportunities to develop their leadership.

The Keen Green Team is a key component of our senior school program. With a strong voice in initiating and directing the work, students undertake a variety of tasks to improve the school environment, build school pride and enhance connection with the natural world. Students develop a sense of agency and have opportunities to work in many settings and groups, building their collaboration, communication and problem solving skills. The success of the team can be measured against the Sustainable Schools Victoria framework, and its work is an important contributor to our bid to achieve a five-star sustainability rating.

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## Wellbeing

Student wellbeing continues to be a focus. All students have the right to equal access to education. We welcome all students, striving to build a program to suit their needs while making adaptations and providing support to ensure success. The school has built a process for identifying and supporting students with specific needs. Individual Education Plans are co-created documents (student, parent, teacher) to set goals, implement strategies and assess ongoing development.

Using an evidence based, school specific Start Up program allows students to form a connection with their peers, teachers and the physical environment of their classroom. With age appropriate activities students have a voice and sense of agency in determining the make-up of their class, the rights and responsibilities by which they self-govern with teacher scaffolding and support. Resilience, empathy and gratitude form the focus of Care, Learn and Share pastoral care groups for the first semester with the development of ongoing relationships Foundation to 6 across the school. Year 6 student leaders develop the activities and are supported to build their skills to implement Care, Learn and Share.

The development of whole school Rights and Responsibilities has given a language to use with students around the expectation of the relationships we establish and value at our school. Resilience, Rights and Respectful Relationships is timetabled for the whole school each fortnight. Staff regularly review units and students build on developing emotional and positive relationships skills. In 2022 professional learning for staff will take place around Units 7 and 8 (gender and identity/positive gender relations). A parent forum will be undertaken to support the growing knowledge across the community around this program.

In 2021 the school worked to develop a positive learning environment for all students through specific re-engagement strategies each time students resumed onsite after remote learning. A core part of the work of the school both during

remote and onsite learning was to monitor student engagement and wellbeing throughout the year, with classroom teachers undertaking regular Check-Ins to identify concerns and issues.

The Attitude to School survey showed 72.5% endorsement for Management of Bullying, similar to results in 2020. The focus for 2022 will include student forums to gain a deeper understanding around the Attitude to School data and how we can work with students to build our practices to support student wellbeing. The Sense of Connectedness showed 74.8% endorsement, slightly less than 79% endorsement in 2020. With two years of remote learning the focus in 2022 is to rebuild connections across the school, this will include giving students the opportunity to provide more focused feedback through the trial of the Pivot surveys.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 76.8% endorsement. While this was below the State average there were areas of note - 96% positive response the school provides opportunities for my child to develop a sense of responsibility; 96% positive response my child feels safe at school; 85% positive response the school has a consistent approach to promoting positive student behaviour.

The staff satisfaction, according to the School Staff Survey, was 77.5% endorsement, which is above the state average.

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## Finance performance and position

Boroondara Park Primary School maintained a very sound financial position throughout 2021, finishing the year with a surplus despite being unable to undertake fundraising due to COVID restrictions. The school was well supported by a high percentage of parent contributions, and we are grateful for our families' continued willingness to provide this vital funding.

The Financial Performance and Position report shows an end of year surplus of \$136,335. This surplus occurred to some extent as a number of budgets were not all expended. The swimming allocation was not spent as the program could not go ahead due to COVID restrictions, these funds are being carried over to 2022 to enhance the program being planned for students Foundation to Year 6. Surplus funds have been allocated as part of the 2022 budget process.

School Council entered into contracts for the hire of school facilities to a number of organisations, most notably Balwyn Blazers. This contract was impacted by COVID lockdown but the school was pleased to have the relationship continue in 2022.

The school's strong finances means it was able to undertake a number of projects in 2021 and allocate funds for an expanded maintenance and capital works program in 2022.

In 2021 the school Finance team and School Council supported the following projects:

- Replacement of blinds within classrooms
- Increased maintenance and upkeep of the school grounds with a new maintenance worker
- New backboards and rings for the basketball courts
- New padding for all all basketball, soccer and goal posts

The school is investing in improving its grounds in 2022, with all trees being maintained, new outside benches being installed, and new metal stairs and platforms to be constructed in four places in the school. The biggest expense in 2022 will be the replacement of the synthetic turf on the basketball and netball courts in mid-year.

The school will continue to explore a school-funded renewal project for the Bottom Oval, allocating an extra \$50,000, for this work to continue into 2022. The school will also use funds to build classroom libraries to support the reading program throughout the school.

For more detailed information regarding our school please visit our website at [www.bpark.vic.edu.au](http://www.bpark.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.

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 483 students were enrolled at this school in 2021, 248 female and 235 male.

34 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).

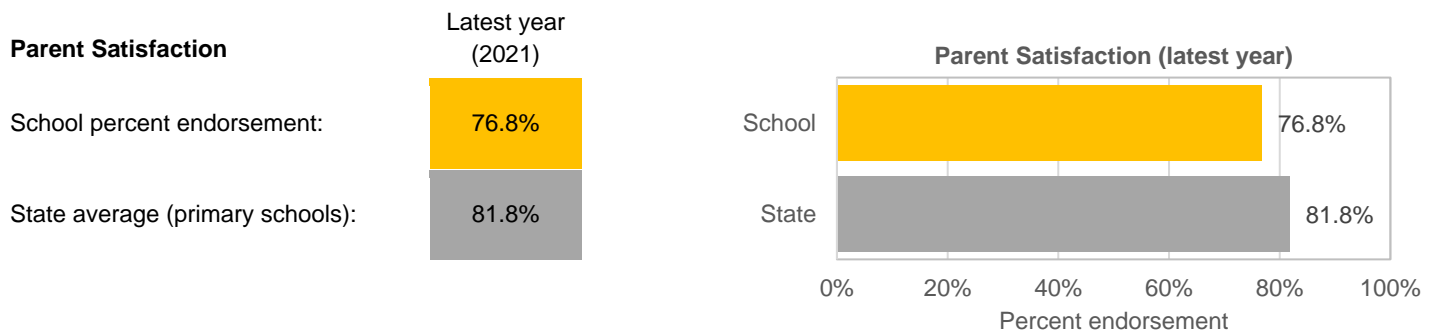
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

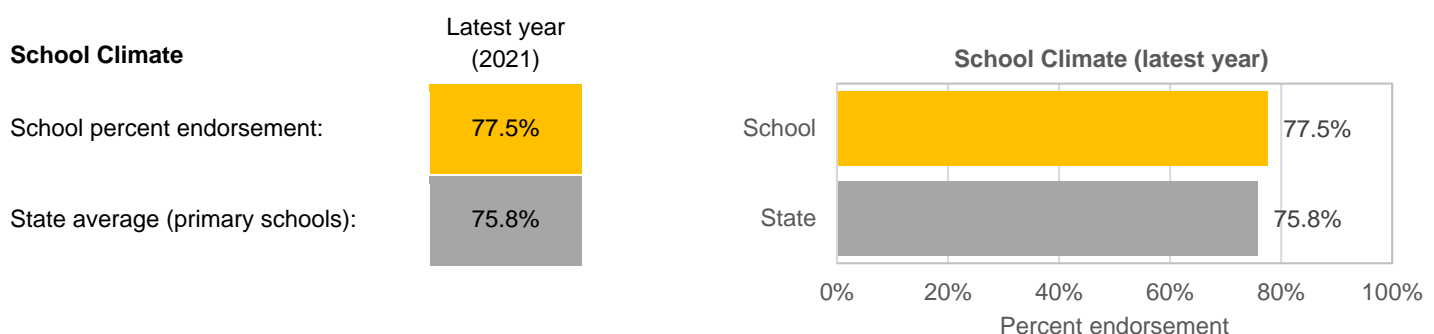


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

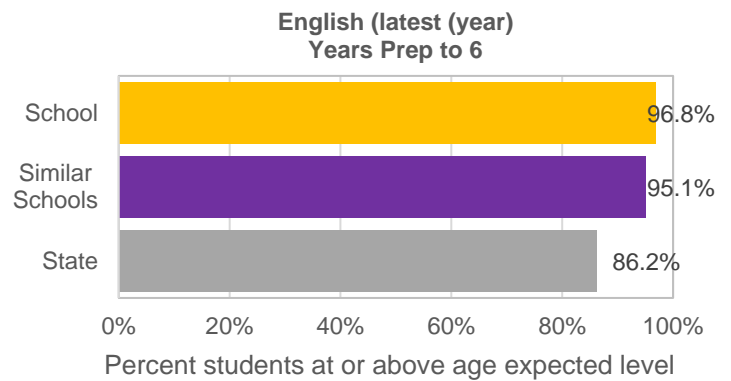
96.8%

Similar Schools average:

95.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

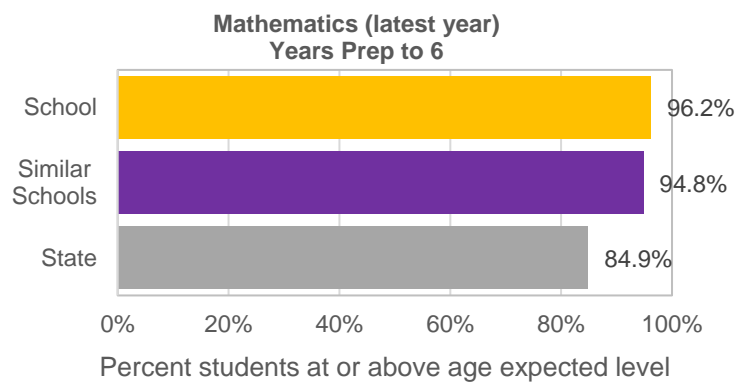
96.2%

Similar Schools average:

94.8%

State average:

84.9%



**ACHIEVEMENT (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.

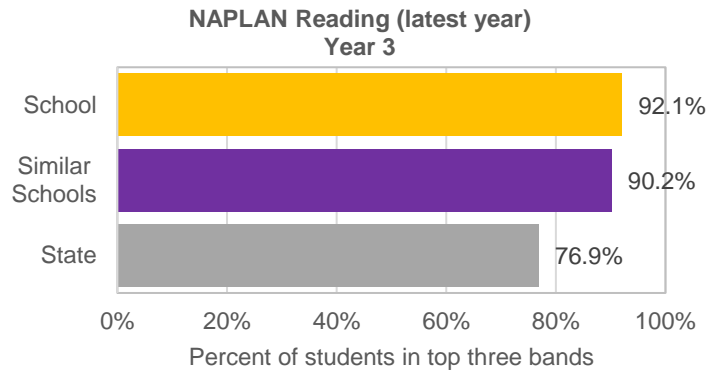
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

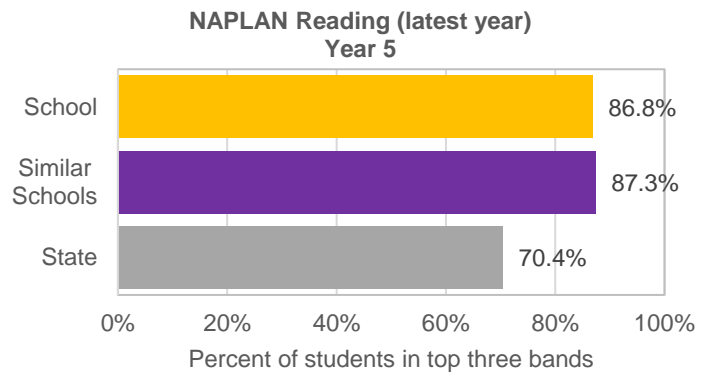
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.1%	89.0%
Similar Schools average:	90.2%	89.6%
State average:	76.9%	76.5%



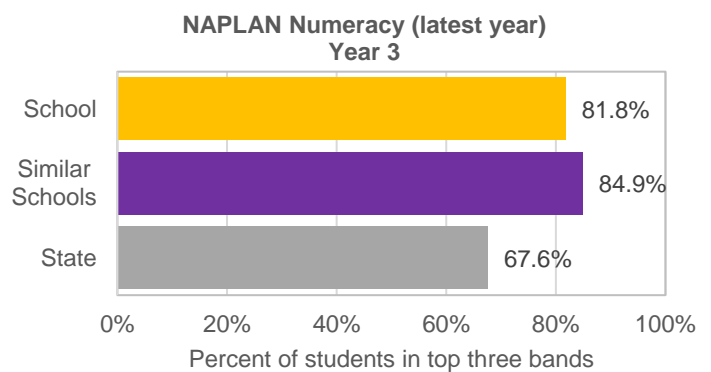
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.8%	85.4%
Similar Schools average:	87.3%	84.6%
State average:	70.4%	67.7%



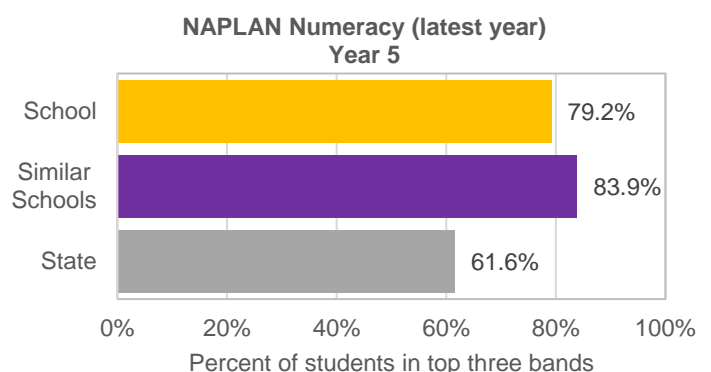
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	83.8%
Similar Schools average:	84.9%	86.2%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.2%	82.2%
Similar Schools average:	83.9%	81.2%
State average:	61.6%	60.0%



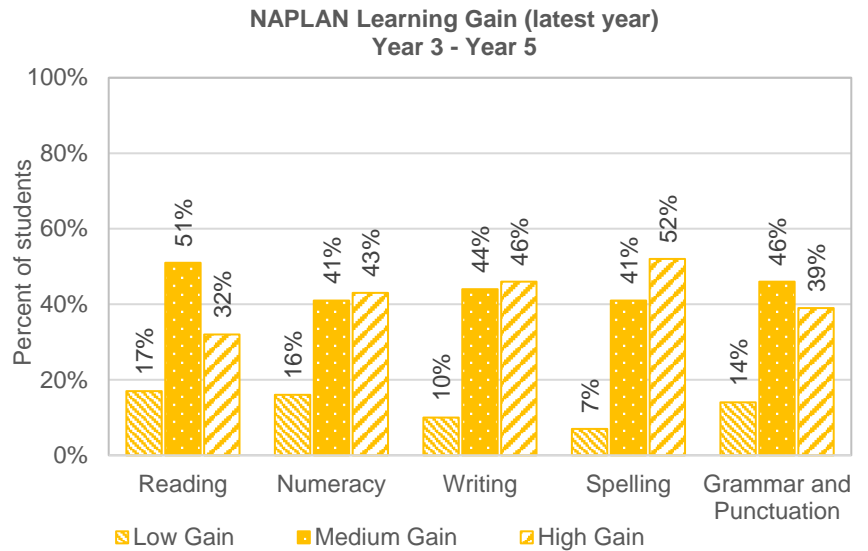
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	51%	32%	32%
Numeracy:	16%	41%	43%	35%
Writing:	10%	44%	46%	33%
Spelling:	7%	41%	52%	31%
Grammar and Punctuation:	14%	46%	39%	35%



## ENGAGEMENT

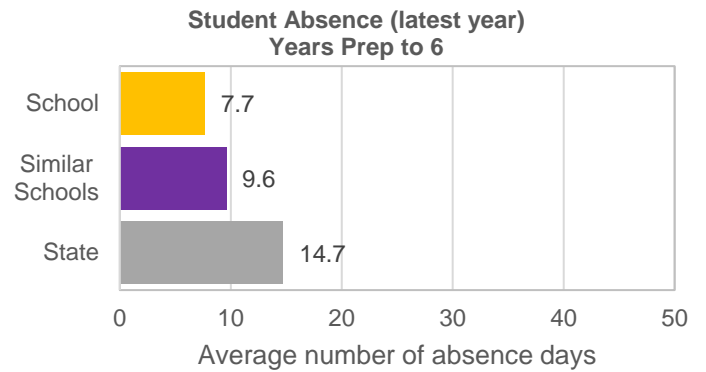
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	7.7	11.5
Similar Schools average:	9.6	11.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	95%	96%	96%	97%	97%	97%

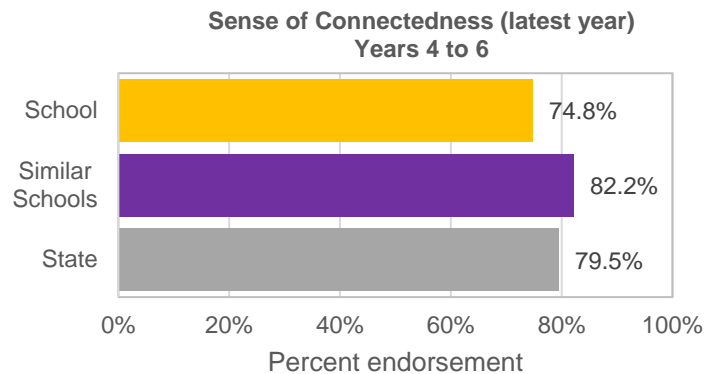
## WELLBEING

**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 percent 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 (2021)	4-year average
School percent endorsement:	74.8%	77.1%
Similar Schools average:	82.2%	81.9%
State average:	79.5%	80.4%

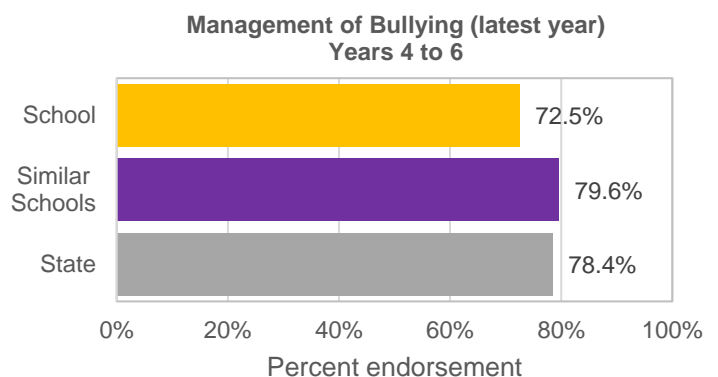


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent 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 (2021)	4-year average
School percent endorsement:	72.5%	71.2%
Similar Schools average:	79.6%	80.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,942,404
Government Provided DET Grants	\$409,371
Government Grants Commonwealth	\$12,759
Government Grants State	\$0
Revenue Other	\$22,682
Locally Raised Funds	\$340,637
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,727,852</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,341
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,341</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,960,051
Adjustments	\$0
Books & Publications	\$6,177
Camps/Excursions/Activities	\$122,272
Communication Costs	\$5,614
Consumables	\$75,700
Miscellaneous Expense <sup>3</sup>	\$9,612
Professional Development	\$14,002
Equipment/Maintenance/Hire	\$71,344
Property Services	\$63,751
Salaries & Allowances <sup>4</sup>	\$161,806
Support Services	\$50,420
Trading & Fundraising	\$22,847
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,922
<b>Total Operating Expenditure</b>	<b>\$4,591,518</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$136,335</b>
<b>Asset Acquisitions</b>	<b>\$5,650</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$901,280
Official Account	\$42,656
Other Accounts	\$124,591
<b>Total Funds Available</b>	<b>\$1,068,527</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$96,450
Other Recurrent Expenditure	\$1,643
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$87,298
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$120,000
Asset/Equipment Replacement < 12 months	\$12,672
Capital - Buildings/Grounds < 12 months	\$280,862
Maintenance - Buildings/Grounds < 12 months	\$88,663
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$687,588</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*