

2023 Annual Report to the School Community

School Name: Dunkeld Consolidated School (6215)



- 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 30 April 2024 at 07:30 PM by Angela Field (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 30 April 2024 at 09:37 PM by Rachel Blackwell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

School Vision - Dunkeld Consolidated School has a caring environment with an emphasis being placed on students reaching their full academic, physical, personal wellbeing and social potential. The School links with community to provide a depth of extracurricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Dunkeld Consolidated School aims to give students a solid foundation, with a strong emphasis on Literacy and Numeracy. The curriculum and instruction aim to assist children to develop their potential to the fullest in all aspects of their school life and be ready to progress in their future endeavours.

School Values - The Dunkeld Consolidated School motto is "Our Best Always". We acknowledge that a special relationship exists between the school and its community and that this is very important. Schooling is a shared responsibility and therefore we provide opportunities for parents and community members to participate in school activities. At Dunkeld Consolidated School, we commit ourselves to providing a safe and caring environment where children are able to achieve their personal best in all areas of the curriculum. We strive to be better at everything we do, and we set genuinely challenging goals for ourselves, some of which require us to change our practices, learn new approaches to teaching and learning, and putting the safety of children at the very centre of everything we do. We value and encourage a culture of courageous learners who will take risks in the face of failure. We want children to be flexible and creative in their thinking. We want children to experience the sense of joy from succeeding when challenged with something difficult. We want them to have a purpose and sense of authenticity in what they do and become independent learners.

At Dunkeld Consolidated School, we want children to develop their ability to empathise with others and to understand how they fit into a complex social setting. We recognise that we need to equip children to be able to handle the current issues in their lives as well as to prepare them for the future. The School plays a major role in the social and emotional health of each child. Our school follows a social and emotional education program called 'Play is the Way', which provides the foundation of our school values. The overriding objectives of 'Play is the Way' are:

- *To help the staff, students and parents of our school create a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.*
- *To help develop students of strong character and decency with social and emotional competencies to live and learn well.*
- *To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.*

Five key concepts are regularly visited and reinforced through classroom activities and games:

- *Treat Others as You Would Like Them to Treat You - If someone is unlike you, seek to understand them. We value respect and tolerance.*
- *Be Brave. Participate to Progress - School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are the more you learn. We value courage and resilience.*
- *Pursue Your Personal Best No Matter Who You Work With - We do not come to school to be better than others. We come to school to better ourselves by being able to work with others. We value persistence and diligence.*
- *Have Reasons for the Things You Say and Do - If you do not know why you are doing something, then don't do it because it is most likely wrong. We value kindness and empathy.*
- *It Takes Great Strength to Be Sensible - We do the right thing because it is the best thing to do. We value honesty and self-control.*

School Information - The Dunkeld Consolidated School had an enrolment of 97 students at the beginning of 2023, with a decrease to 89 students in term four, 2023. Dunkeld Consolidated School is staffed by a principal, 5.22 equivalent full-time teachers, 1.05 equivalent Education Support Staff and 1.0 equivalent Business Manager. For 2023, the school had a Prep, Year 1/2, Year 3/4, Year 4/5 and Year 6 class. Library lessons were provided through the MARC Library Van service. Dunkeld Consolidated School is a Stephanie Alexander Kitchen Garden School and with all students active in the garden each week and Years 4 to 6 having kitchen classes with community involvement. Students have access to excellent ICT facilities. A school bank of laptops and iPads are available to students. We embed the social and emotional learning program, 'Play Is The Way' in all aspects of learning, which we see as having greatly influenced a positive social and learning culture. Dunkeld Consolidated School continues to implement The Resilience Project at all levels (F-6) to continue the focus on teaching positive mental health and wellbeing strategies. In 2023 the Staff and Parent Programs continued with The Resilience Project also.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, DCS continued working with the agreed whole school instructional model that is consistently implemented to ensure the individual learning needs of all students are met. The instructional models highlight High Impact Teaching Strategies, incorporating the Readers and Writers Workshop models. Staff engaged with the Wimmera South West region Numeracy Learning Community, to further unpack our work in numeracy. A review of our mathematics assessments took place, and our Numeracy Instructional Model was adjusted to include the Mathematics Proficiencies - understanding, fluency, reasoning, and problem-solving. To refine our work in Numeracy and Literacy, our leadership structure was reshaped, with two teaching staff allocated the joint role, in order to work together to attend professional learning and plan the delivery of the numeracy path going forward. This has produced renewed confidence and enthusiasm amongst staff, with sharing of ideas, lessons and data at our PLC meetings. Late in 2023, the same structure was put in place for Literacy.

Peer observations were performed in term three and four to focus on areas of the instructional model, paying particular attention to our numeracy lessons and the new strategies learnt from Professional Development undertaken and implemented, led by our Numeracy Leaders.

As part of our whole school planning day, all staff met to review our Assessment Schedule and align a whole school approach to planning, collaboration, and use of assessment. Through use of our school google drive, planning documents are aligned across the whole school, with the consistent and appropriate use of our agreed templates.

TLI students were identified from our data analysis, and the Tutor delivered a comprehensive learning program for these students. Student outcomes improved with the TLI program, with excellent communication between classroom teachers and tutors. Reflection reports were completed by TLI students and sent home to families.

Individual Education Plans (IEPs) were completed for students where required, with Student Support Group (SSG) meetings held to ensure goals and strategies for improved student success were being monitored.

Wellbeing

At Dunkeld Consolidated School, the commitment to the Play is the Way social/emotional education program is strong and embedded through all that we do. The language is consistent across the school and all staff have completed the official training. Our fortnightly assemblies highlight the core values/concepts of the program (mentioned previously), with students being celebrated and recognised.

As a school we also continue to engage with The Resilience Project education program. Each student works through a learning journal of activities that focus on Gratitude, Empathy and Mindfulness. The Parent Participation component of The Resilience Project, along with the staff component was also implemented in 2023.

Staff were extremely committed to wellbeing, and we continued with our wellbeing meetings. After some review and feedback, it was decided to have two Wellbeing Coordinators, who could work together to deliver on our commitment to student wellbeing across the school. As part of The Resilience Project, we also participated in the Resilient Youth Survey for students in Grades 4-6. This data is reviewed and analysed with a coordinator from The Resilience Project, and then shared with staff.

From the AtoSS, Individual Social and Emotional Wellbeing factor - 100% of student with normal or high resilience, 82% Life Satisfaction

Engagement

Attendance is recorded by classroom teachers at the start and end of the school day using XUNO or CASES21 software. Recording and coding absences correctly was a vital component in 2023 as attendance data was a regional focus. It was communicated to parents/carers that an explanation was to be given for each absence. Parents could notify Dunkeld Consolidated School of absences by: - contacting the school office via email, phone call or by using the school's website, or informing the classroom teacher via the school diary, Seesaw or XUNO from late 2023.

Student absences were monitored closely in 2023, with a decline in the percentage of students having 20 or more days absent from 37% (2022) to 30% (2023). This decline was pleasing, and it was notable that our data remained well below compared to Similar Schools and schools within our Network and the State data. Staff at DCS, consistently contacted families regarding absences, ensuring that the number of unapproved absences stayed at a minimum.

Data from the Attitudes to School Survey remained positive with only a slight decline reflected: - Sense of connectedness 85% (2022) to 84% (2023) - Sense of inclusion 90%(2022) to 88% (2023) - Attitudes to attendance 84%

While there is a decline in these factors from 2022, the data still remains positive compared to similar, network and state schools, and staff have continued to review this data moving towards a positive trend for 2024.

We also conducted our own Student Voice surveys via google poll, in order to analyse an additional data set, with an increased number of responses to include all students in Prep to Year 6. The factors in this survey included teacher concern, learner

confidence, learning engagement and attendance. Positive endorsement percentages - teacher concern 97.9%, learner confidence 95.2%, learning engagement 94.15%, attendance 96.85%.

Other highlights from the school year

In 2023, Dunkeld Consolidated School continued to operate our school camp programs for P-6. The P/1 sleepover is always a highlight, and our Year 2s venture out to Grampians Retreat for a one-night adventure camp. Our Year 3/4 camp was held in Port Fairy, giving students the opportunity to learn to surf, along with many other seaside adventures. Year 5/6 ventured back to Cave Hill Creek near Beaufort, a wonderful outdoor recreation camp, where we stayed in glamping tents and explored various outdoor activities. The school is grateful to the parents that volunteer their time to attend the camps, without this, they would be difficult to operate. We also had a number of Year 5/6 students attend Somers Camp (Winter & Summer options), a most valuable experience for them.

At the end of the year we held a Christmas concert, with all classes performing. Many thanks to our music teachers and classroom teachers for their efforts in bringing this together. We also held an Easter Hot Cross Bun breakfast to welcome families at the end of term one. We had our annual visit from Caulfield Grammar, where they performed a concert for our students and our parents volunteered to raise funds by catering for the group.

Various sporting events were held across the year, and again we see many of our talented students advancing beyond our own school and district levels. Sports included: swimming, athletics, cross country, netball, cricket, hockey, golf and basketball. Our shade sail grant project was completed and the garden landscape plan for an indigenous meeting place/outdoor learning space is still in construction phase.

Financial performance

The SRP cash grants for Terms 3 and 4, 2023 of \$83,836.66 were withheld to cover the 2022 deficit of \$118,376. After much correspondence, the School Finance and Resources Branch made the decision to provide an adjustment in 2023 to compensate the school for the charging issues related to the former principal. A manual adjustment of \$57,722 was allocated. This issue still impacts the school, showing a deficit recovery of \$33,463, currently being investigated by Region staff.

Dunkeld Consolidated School continued to receive funding under the Bushfire Preparedness (Vegetation) Program and funding towards the School Swimming program.

The Tutor Learning Initiative continued, with a tutor employed for 2 days per week. The school's Equity Funding was used to support literacy for students through the MacqLit and MiniLit programs.

Mental Health Funding was utilised for The Resilience Project, and a Wellbeing Leader (0.2-time fraction) was appointed.

The SmartyGrants shade sail project for a new outdoor learning space was completed in June 2023.

For more detailed information regarding our school please visit our website at

<https://www.dunkeld.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 97 students were enrolled at this school in 2023, 40 female and 57 male.

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

Overall Socio-Economic Profile

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

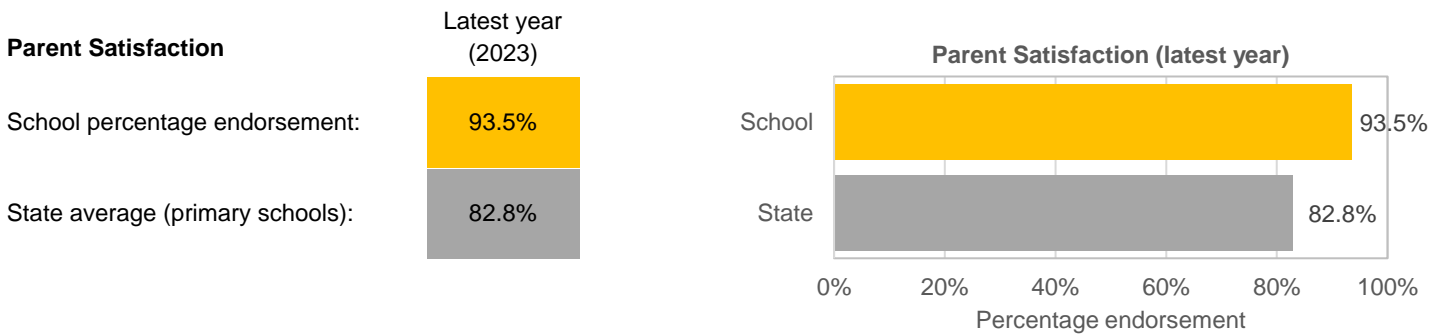
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

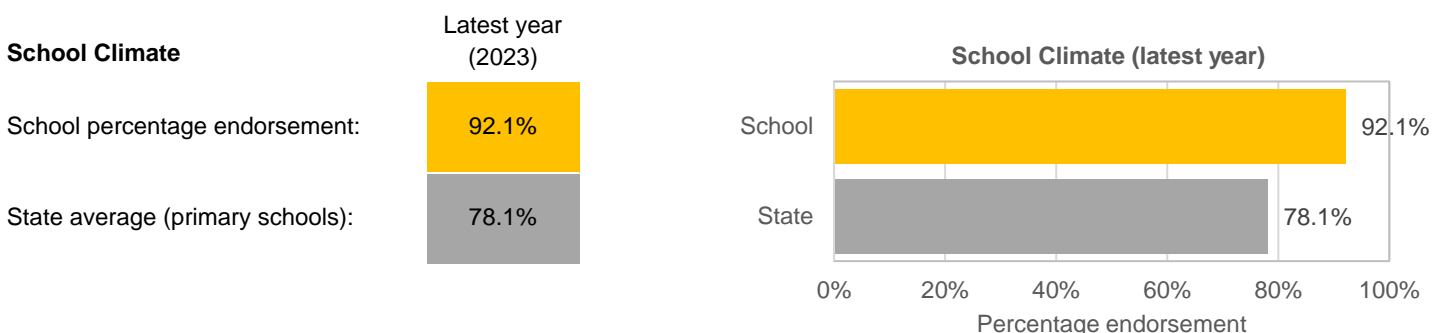


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

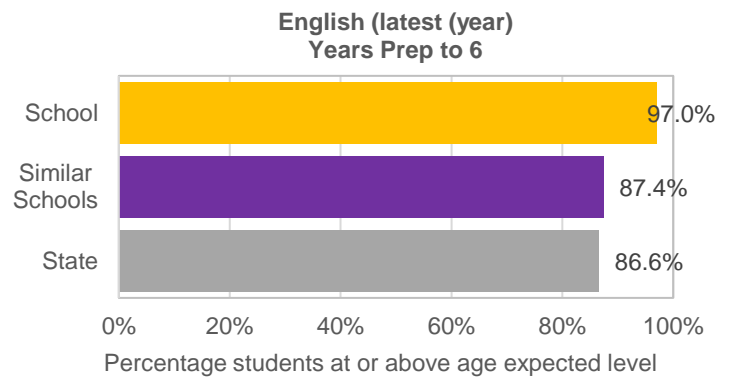
97.0%

Similar Schools average:

87.4%

State average:

86.6%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

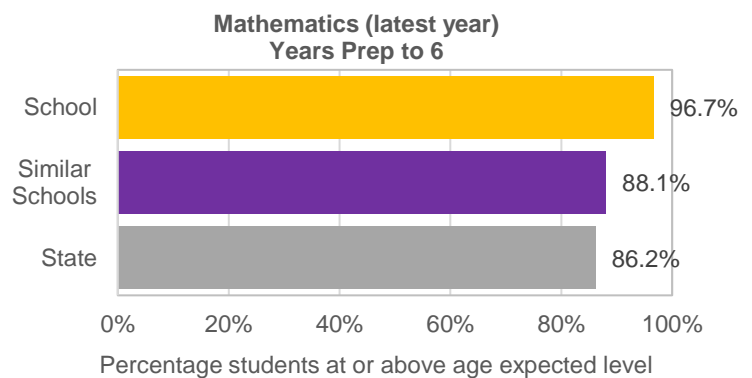
96.7%

Similar Schools average:

88.1%

State average:

86.2%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.6%

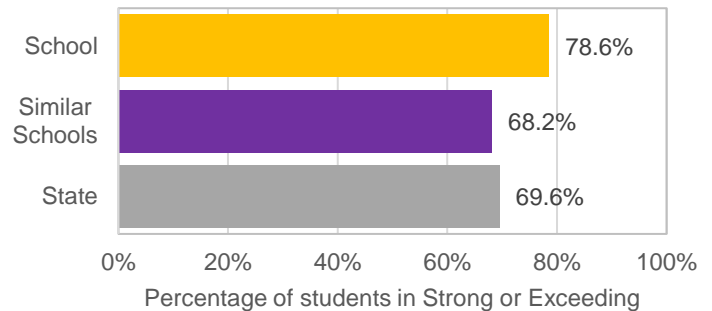
Similar Schools average:

68.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.9%

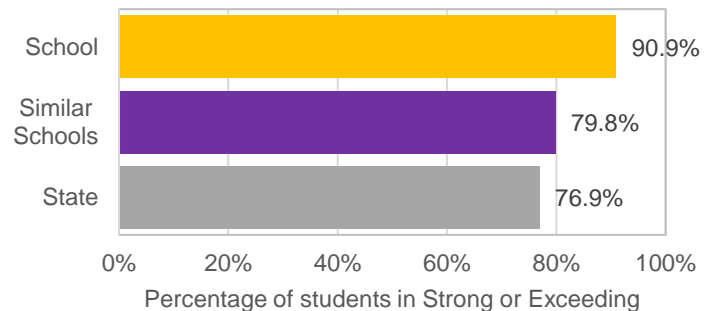
Similar Schools average:

79.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.6%

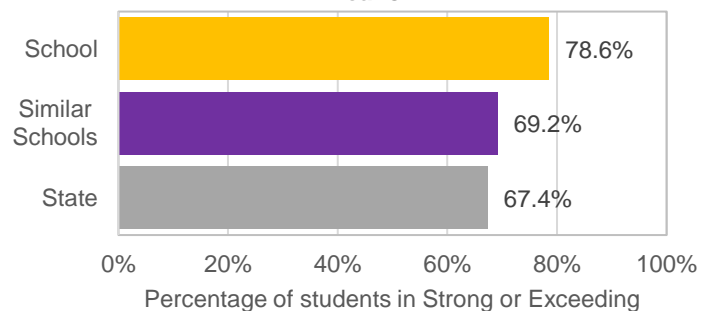
Similar Schools average:

69.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

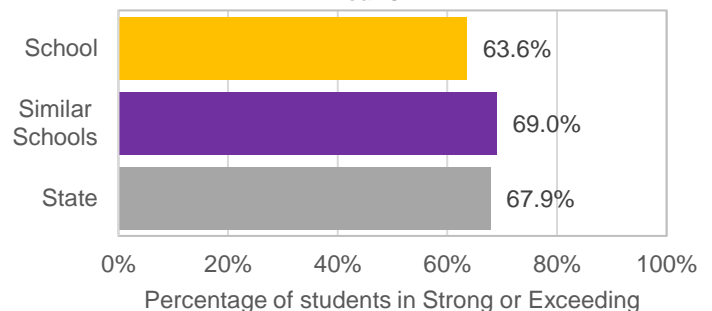
Similar Schools average:

69.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

100.0%

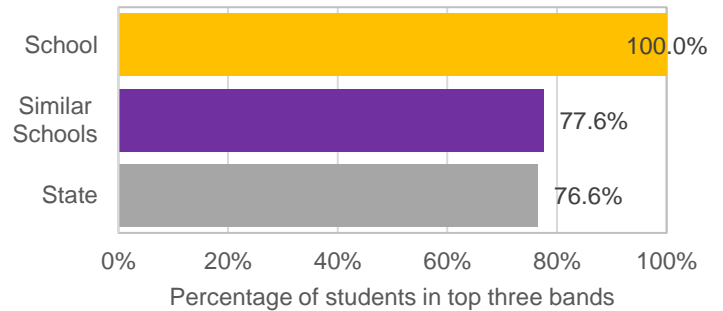
Similar Schools average:

77.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

94.4%

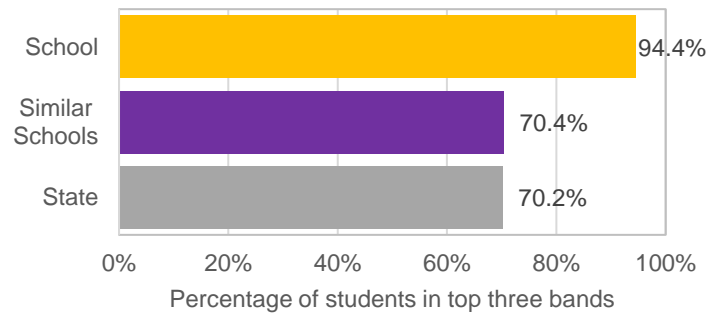
Similar Schools average:

70.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.9%

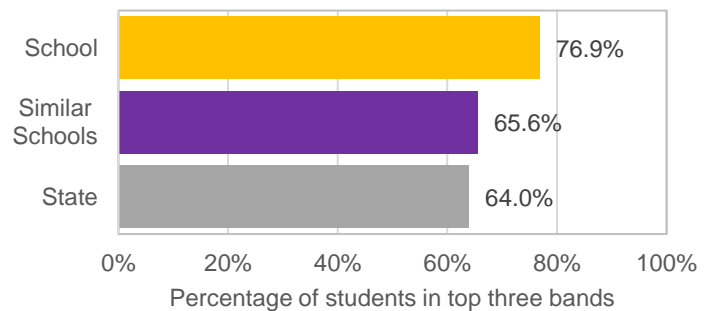
Similar Schools average:

65.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.8%

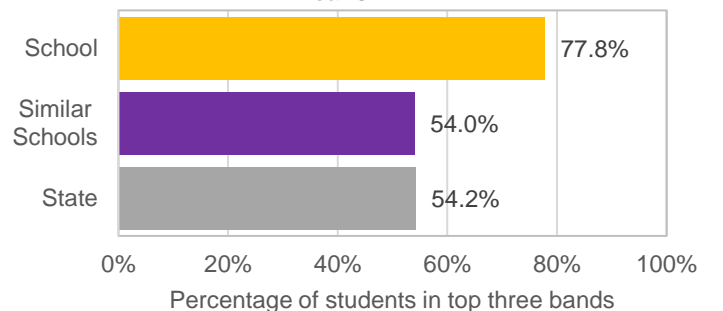
Similar Schools average:

54.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

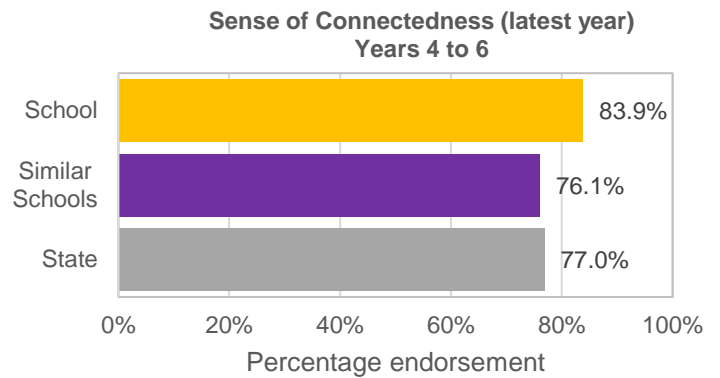
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	83.9%	87.5%
Similar Schools average:	76.1%	78.6%
State average:	77.0%	78.5%

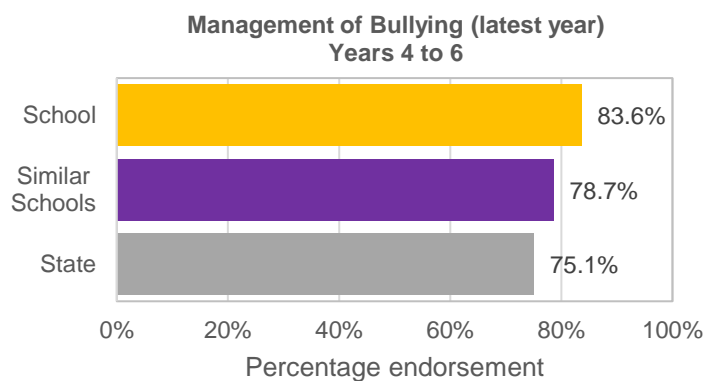


Student Attitudes to School – Management of Bullying

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:	83.6%	89.4%
Similar Schools average:	78.7%	80.3%
State average:	75.1%	76.9%



ENGAGEMENT

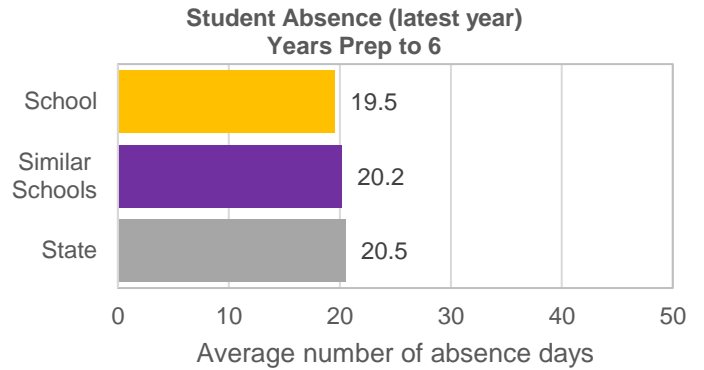
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	15.4
Similar Schools average:	20.2	17.3
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%	93%	88%	93%	86%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,233,635
Government Provided DET Grants	\$185,915
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$10,640
Locally Raised Funds	\$58,260
Capital Grants	\$4,938
Total Operating Revenue	\$1,493,388

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,507
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,507

Expenditure	Actual
Student Resource Package ²	\$1,163,970
Adjustments	\$0
Books & Publications	\$2,291
Camps/Excursions/Activities	\$49,283
Communication Costs	\$1,192
Consumables	\$51,021
Miscellaneous Expense ³	\$11,275
Professional Development	\$3,225
Equipment/Maintenance/Hire	\$7,810
Property Services	\$63,136
Salaries & Allowances ⁴	\$50,171
Support Services	\$0
Trading & Fundraising	\$16,076
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,985
Total Operating Expenditure	\$1,436,434
Net Operating Surplus/-Deficit	\$52,015
Asset Acquisitions	\$40,845

(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 Apr 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$96,094
Official Account	\$32,877
Other Accounts	\$3,645
Total Funds Available	\$132,617

Financial Commitments	Actual
Operating Reserve	\$39,520
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$94,623
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,054
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$13,420
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$157,617

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.