

# 2023 Annual Report to the School Community

School Name: Lucas Primary School (5413)



- 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 20 April 2024 at 07:15 AM by David Young (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 01 May 2024 at 09:24 AM by Marc Oliver (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

# About Our School

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## School context

Lucas Primary School is a primary school situated in the suburb of Lucas, west of Ballarat's central business district. The school opened in 2020 with an enrolment of 71 and has continued to maintain significant growth ever since. The enrolment in 2023 was 376, which included 19 classes. There were 36 equivalent full time staff including 2 Principal Class, 24 teachers and 10 Education Support Staff. The school has been master planned to allow for a peak enrolment of 475 students in the future. The school features state of the art facilities including two learning community buildings, a Performing Arts and Physical Education facility, a Specialist Pavilion for Visual Arts and STEM and an administration building. Our vision is to empower all students to achieve their best, promoting high quality learning and teaching and excellence in all areas. We provide an engaging and challenging curriculum that caters for the needs of all learners within a positive, inclusive and supportive learning community. Our aim is for all students to develop the knowledge, skills and attributes to achieve success in learning and life. We value and promote strong home-school partnerships and connections with the wider community. All practices reflect the school's values of Respect, Responsibility, Excellence and Growth. A comprehensive curriculum is offered throughout the school based on the Victorian Curriculum with a strong focus on the core areas of literacy and numeracy. The school's Instructional Model provides the framework for high quality, consistent practice in all classrooms, incorporating evidence based high impact teaching strategies. Clear learning intentions and success criteria are developed for all lessons, with explicit teaching provided at students' point of need. Data is collected and used to provide a differentiated program ensuring challenge and support for all learners. Students in all year levels have reading, writing and numeracy goals they are continually working towards to maximise their learning growth. Feedback and reflection are important elements of all lessons. In 2023, a specialist program was offered in Visual Arts, Physical Education, Performing Arts and for the first time, Japanese.

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

### Learning

In alignment with our School Strategic Plan, Lucas Primary School maintained a strong focus on maximising learning growth and achievement for all students throughout 2023. The continued focus on our Instructional Model provided a consistent framework for teaching practices, serving as the cornerstone for professional development efforts across the school. Regular monitoring and evaluation of the Instructional Model was conducted through School Improvement Teams, staff meetings, and Professional Learning Communities (PLCs).

As student and staff numbers continued to grow, the necessity for rigorous induction processes became apparent. Clear systems and processes were established to ensure consistency of practice, with the appointment of two Learning Specialist positions facilitating streamlined planning and excellence in teaching during Semester 2.

Data-driven decision-making remained paramount in our approach to supporting student learning. PLCs utilised various data analysis tools such as data walls and assessment practices such as Getting Ready in Numeracy (GRIN) to inform differentiated learning plans. Individual Education Plans (IEPs) were tailored to address specific student needs, while our expanded tutoring program provided targeted support for students below expected levels, bolstered by the appointment of an English as an Additional Language (EAL) tutor.

A continued focus on Professional Learning Community (PLC) practices have strengthened by maintaining 2 hours weekly planning sessions to focus on teacher collaboration, pedagogical practices and data analysis continues to inform teaching strategies. We engaged a PLC coach to guide our introduction into inquiry cycles and look forward to engaging with this process in 2024.

Performance indicators demonstrate the effectiveness of our strategies. Teacher judgements in English and Mathematics align closely with those of similar schools and the state average, indicating strong performance. Furthermore, NAPLAN data reveals that our students consistently outperformed both similar schools and the state average in Reading and Numeracy, particularly noteworthy in Year 5.

Looking ahead, Lucas Primary School remains committed to continuous improvement, leveraging data-driven insights and collaborative practices to ensure every student achieves their full potential.

### Wellbeing

The Student Attitudes to School survey results for the current academic year indicate strong performance across various domains, showcasing our commitment to fostering a positive learning environment. Despite experiencing exponential student growth, our school has maintained robust results, reflecting our dedication to student wellbeing and academic excellence.

This year, our ongoing participation in the Mental Health in Primary Schools (MHIPS) program underpins our commitment to student wellbeing. The continued appointment of a dedicated Mental Health and Wellbeing Leader (MHaWL) has further strengthened our efforts in this regard. Additionally, the ongoing work of the Wellbeing School Improvement Team (SIT), equipped with training in the School Wide Positive Behaviour Support and Universal Prevention Approach (SWPBS UPA), has been instrumental in achieving our Annual Implementation Plan (AIP) goals for 2023.

**Initiatives Implemented during 2023:**

- **SWPBS Foundations:** The initiation of the SWPBS framework lays the groundwork for promoting positive behaviour and enhancing student wellbeing.
- **Tomodachi Groups:** Introduction of Multi-Age groups based on the school house system that fosters a supportive peer environment, promoting social connections and mentorship.
- **Lunchtime Clubs:** Offering diverse extracurricular activities during lunchtime enriches student engagement and fosters a sense of belonging.
- **Hands-on Learning Intervention sessions:** These sessions offered an alternative learning opportunity for selected students to foster greater engagement in school.
- **Social Emotional Learning (SEL) Groups:** Implementation of SEL groups equips students with essential skills for managing emotions and building healthy relationships.
- **Data Collection:** Systematic collection of mental health and wellbeing data, including the Strengths and Difficulties Questionnaire (SDQ) and the Social, Academic, and Emotional Behaviour Risk Screener (SAEBRS), enables informed decision-making and targeted interventions.

Despite experiencing significant growth, Lucas Primary School has maintained high levels of student satisfaction and wellbeing. Through strategic initiatives focused on mental health, social-emotional learning, and positive behaviour support, we remain dedicated to nurturing a supportive learning environment conducive to academic success and holistic development. As we continue to build upon our achievements, we reaffirm our commitment to empowering every student to thrive both academically and personally.

**Engagement**

Our classroom teachers have continued to exemplify excellence in education by prioritising goal setting in the key areas of reading, writing, and numeracy. Through ongoing professional learning communities (PLCs), teachers have collaboratively developed and refined goal banks tailored to each student's needs. This ensures a personalised approach to education, where every child is empowered to reach their full potential.

In line with our commitment to student-centered learning, teachers actively involve students in the planning process. Co-constructing success criteria, engaging in conferencing sessions, and fostering reflective practices are integral components of our pedagogical approach. Moreover, we recognise the importance of student feedback in driving instructional improvement. While we acknowledge the need for a formal feedback mechanism, our staff regularly incorporate student input through reflections and class discussions. We are pleased to report the findings of our recent student survey, which underpin the effectiveness of our educational strategies. 84% of students believe that Lucas School provides ample opportunities for self-regulation and goal setting. Furthermore, the data reflects a high level of confidence (85% and above) in the teaching practices employed at our school..

Of particular note is the positive response regarding student voice and agency. 74% percent of students indicated that their voices are heard and valued at Lucas Primary School, which is above both state and network averages. This reaffirms our commitment to fostering a nurturing and inclusive learning environment where every student feels empowered to contribute and thrive.

Looking ahead, we remain dedicated to continuous improvement. We recognise the need for enhanced collaboration within PLCs to further tailor our instructional practices to meet the diverse needs of our students. By prioritising differentiation, reflection and student choice, we strive to cultivate lifelong learners who are equipped with the skills and confidence to succeed in an ever-evolving world.

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**Other highlights from the school year**

During 2023, significant highlights include, but are not limited to:

- Expansion of Tomodachi program - This program involves every student in multi-aged groups that meet on a fortnightly basis to promote our school values and teach social and emotional skills. These groups provide opportunities for students to foster relationships and mentor skills.
- Establishment of Japanese Language program - The Japanese Language Program was established at the beginning of 2023 with the appointment of a Japanese teacher. Students in Years 1 - 6 were introduced to the Japanese language and culture through weekly sessions. A Japanese Day at the conclusion of the year was a suitable celebration for the work achieved throughout the year.
- Establishment of SWPBS matrix - The Wellbeing School Improvement Team involved staff, students and parents to create our SWPBS matrix. This matrix outlines the positive behaviours required for participation in all areas of the school. These SWPBS matrix are now visible in all learning areas across the school complimenting the school values and the basis for student awards.
- Strengthening PLC practices - As a school we were able to build on the PLC Initiative training that was conducted in 2022 by selected school leaders. We engaged a PLC coach to support our PLC leaders to build a deeper understanding of PLC Inquiries and the elements that underpin effective PLC practice.
- Establishment of Lucas LEAP, our Outside of School Hours Care Program - We undertook a huge project to apply for approved provider status in order to take over management of our Outside of School Hours Care program. We worked collaboratively with the existing provider, our parent community and school council to establish policy, protocols and systems to officially begin at the start of 2024. This included the appointment of a program administrator and program coordinator.
- Community Engagement - The formative years of the school were severely disrupted due to the COVID pandemic. In 2023 we were able to make in-roads into building stronger connections with our school community. Projects such as parent helper courses, open nights and Book Week celebrations played an important role in welcoming families back into the school. Our major school fundraiser was a Colour Run which raised much needed funds that contributed to a large screen for the gym. Our assemblies now are much more engaging for our student and parent community.

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## Financial performance

During 2023 the school's finances were well managed, finishing the year with a net operating surplus of approximately \$411,004 from a total operating budget of \$4 340 882. The staffing surplus made up \$249 017 of the operating surplus due to our strong enrolment growth throughout the year.

The Junior School Council organised various fundraisers during the year to bolster our revenue for locally raised funds. The Colour Run was our major fundraiser, and this was the main factor that increased our locally raised funds to \$163,115. These funds were used to support the installation cost and lease payments for the new established CUBE LED Wall in the gymnasium. This extra revenue also helped to purchase supplies and equipment for our integrated student program's cooking club.

We received the final payment of \$5,000 from the Shade Sail Grant for the completion of our three new shade sails in the Learning Street. Our SFOE continues to restrict our equity funding to \$52 262 which we use to primarily support our intervention program. To support the enrolment growth of Lucas Primary School the furniture/fittings expenditure was increased by \$23,836 to setup three new classrooms for the commencement of the 2024 school year.

All funds held by Lucas Primary School as at 31.12.2023 were reported and certified by School Council at the February 2023 meeting, with the Financial Commitment Summary being presented and accepted.

**For more detailed information regarding our school please visit our website at**  
<http://lucasps.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 357 students were enrolled at this school in 2023, 188 female and 169 male.

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

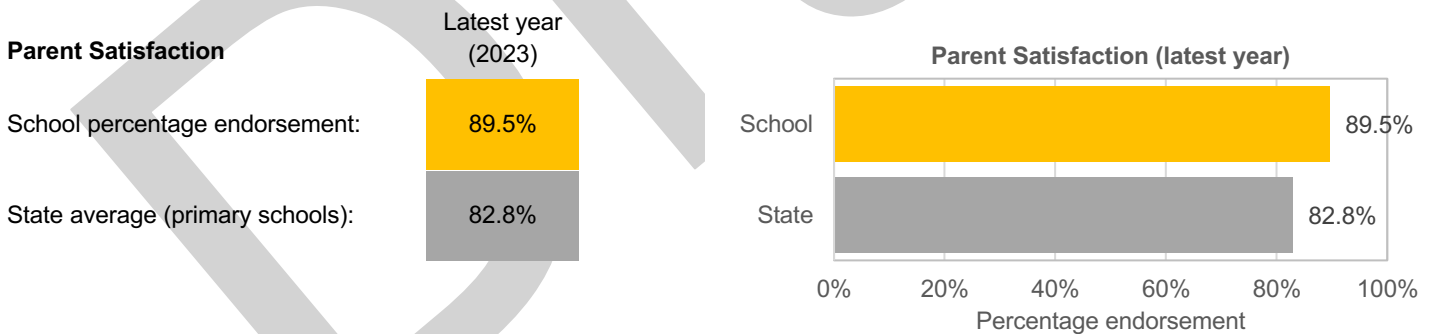
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

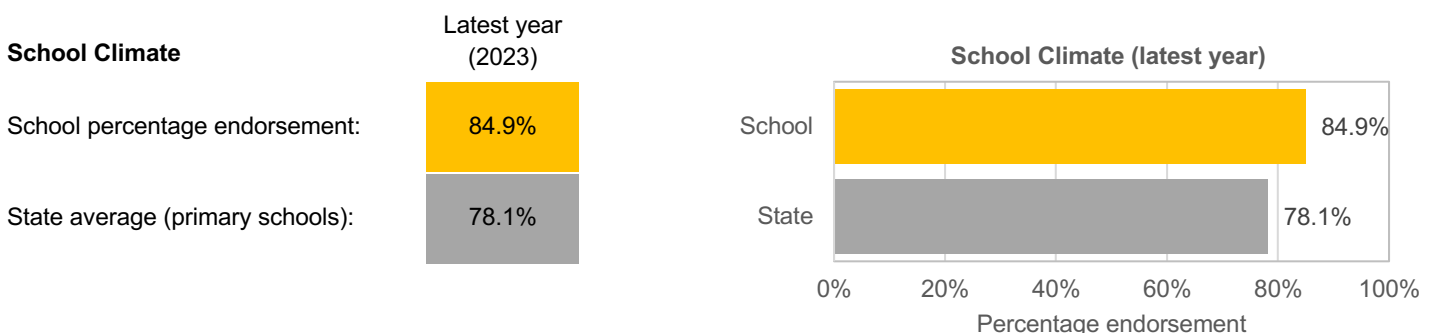


### School Staff Survey

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

School percentage of students at or above age expected standards:

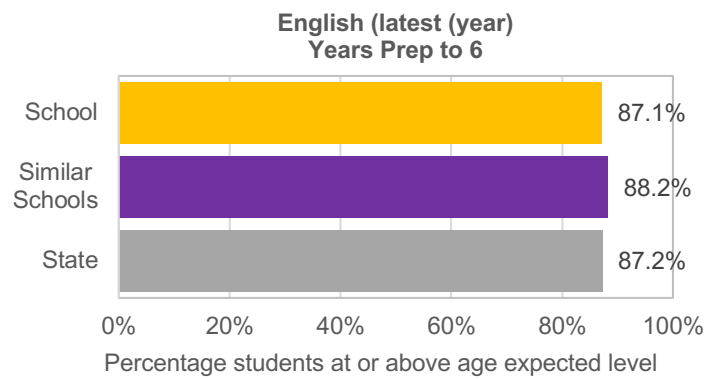
Latest year  
(2023)  
87.1%

Similar Schools average:

88.2%

State average:

87.2%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

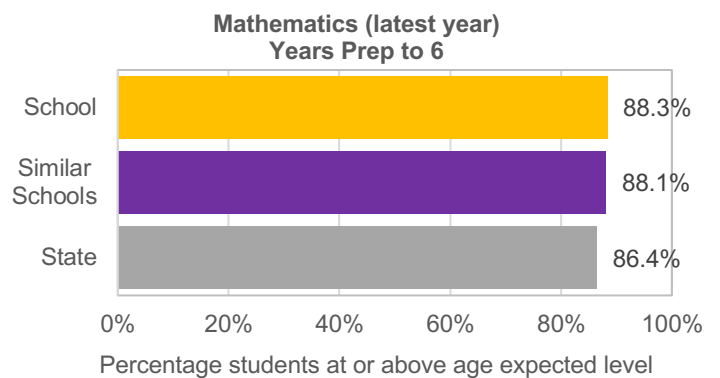
Latest year  
(2023)  
88.3%

Similar Schools average:

88.1%

State average:

86.4%





**LEARNING (continued)**

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

**NAPLAN**

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

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

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

76.3%

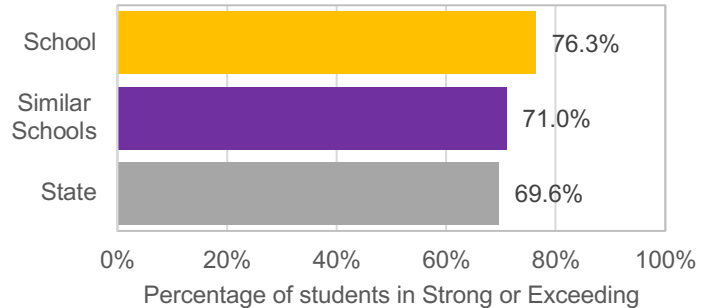
Similar Schools average:

71.0%

State average:

69.6%

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



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

85.3%

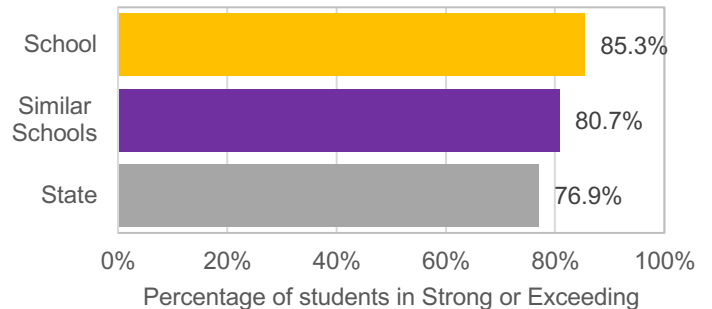
Similar Schools average:

80.7%

State average:

76.9%

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



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

63.2%

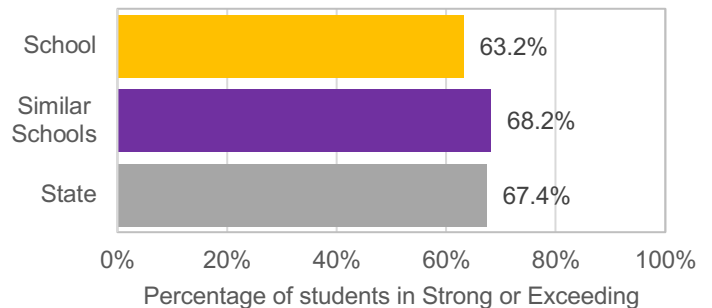
Similar Schools average:

68.2%

State average:

67.4%

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



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

78.8%

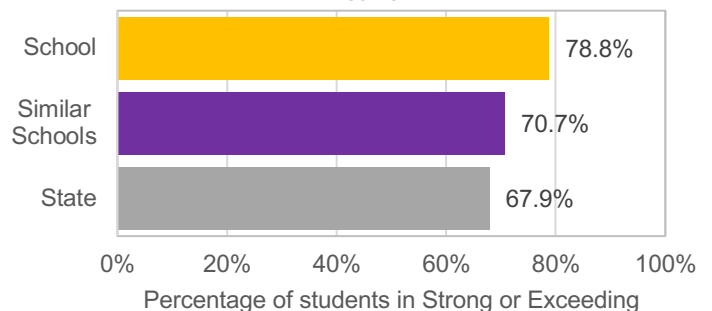
Similar Schools average:

70.7%

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:

73.3%

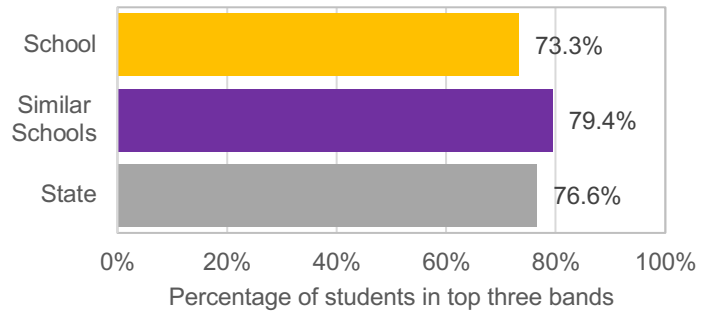
Similar Schools average:

79.4%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

92.3%

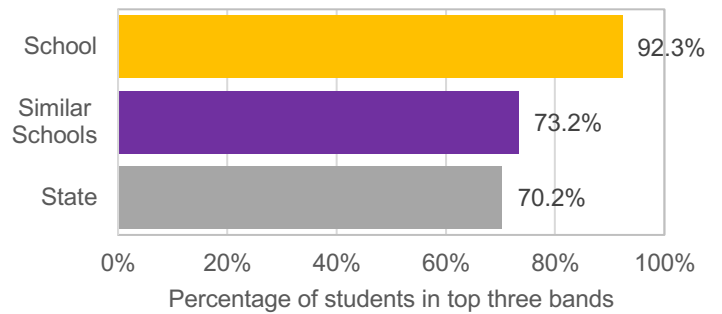
Similar Schools average:

73.2%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

55.2%

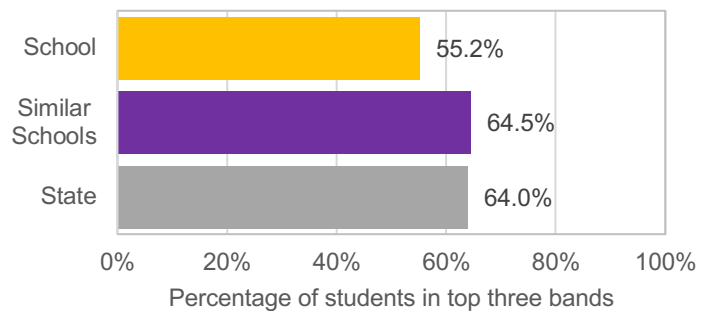
Similar Schools average:

64.5%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

61.5%

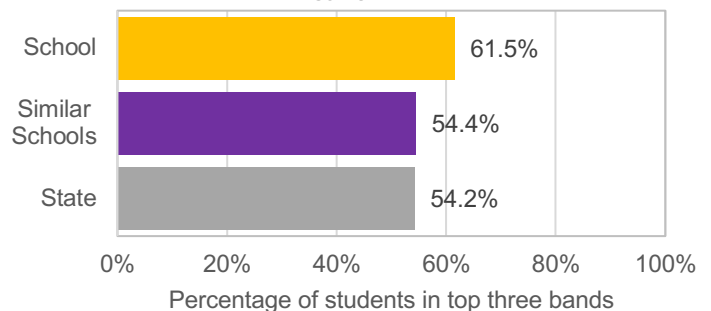
Similar Schools average:

54.4%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

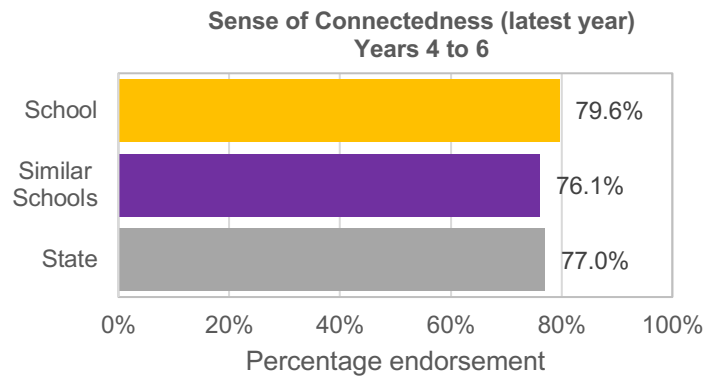
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	79.6%	84.1%
Similar Schools average:	76.1%	76.6%
State average:	77.0%	78.5%

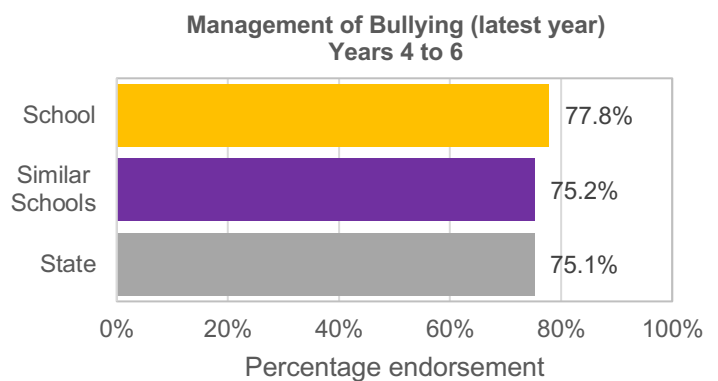


### Student Attitudes to School – Management of Bullying

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:	77.8%	82.1%
Similar Schools average:	75.2%	75.8%
State average:	75.1%	76.9%



## ENGAGEMENT

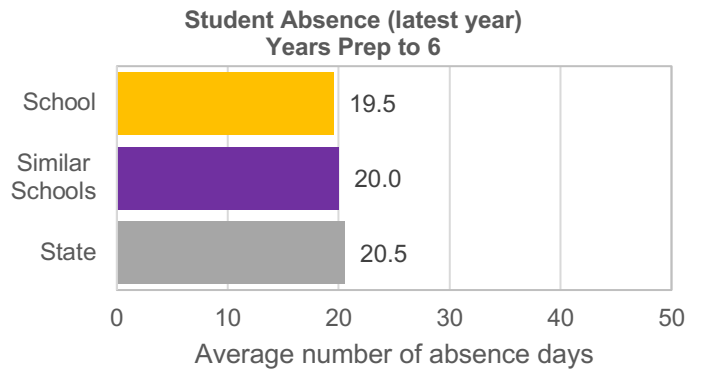
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	18.4
Similar Schools average:	20.0	17.5
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	90%	91%	89%	88%	89%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,508,078
Government Provided DET Grants	\$642,012
Government Grants Commonwealth	\$9,146
Government Grants State	\$0
Revenue Other	\$13,532
Locally Raised Funds	\$163,115
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$4,340,882</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$52,262
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$52,262</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,246,771
Adjustments	\$0
Books & Publications	\$23,566
Camps/Excursions/Activities	\$65,145
Communication Costs	\$4,877
Consumables	\$94,236
Miscellaneous Expense <sup>3</sup>	\$22,601
Professional Development	\$4,825
Equipment/Maintenance/Hire	\$73,842
Property Services	\$155,701
Salaries & Allowances <sup>4</sup>	\$166,359
Support Services	\$10,384
Trading & Fundraising	\$15,598
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,973
<b>Total Operating Expenditure</b>	<b>\$3,924,878</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$411,004</b>
<b>Asset Acquisitions</b>	<b>\$49,461</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$184,857
Official Account	\$6,225
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$191,082</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$101,825
Other Recurrent Expenditure	\$5,591
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$17,677
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$27,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,100
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$208,193</b>

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