

2023 Annual Report to the School Community

School Name: Gladstone Park Secondary College (7858)



- 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 18 April 2024 at 05:25 PM by Veronica Hoy (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 03 May 2024 at 11:30 AM by Sharon Matuauto (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- 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.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Gladstone Park is a single campus, co-educational Year 7 to 12 College with 1465 students, servicing a large residential community in the Northwestern suburbs of Melbourne. We have a culturally diverse enrolment, with 52% of students having parents born overseas. The school operates using a Sub-School model with Junior School years 7 – 8; Middle School years 9 – 10 and Senior School years 11 – 12. Gladstone Park Secondary College's vision is to provide students the very best opportunities to succeed with their education in a safe and academically challenging environment, enriched by challenging curriculum options, a vast and exciting extra-curricular program, and supports for inclusion and wellbeing a first-class education for local students that is safe and supportive for all students, and proudly sustains high standards. Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. We provide a structured and orderly learning environment, and we are committed to upholding strong values and high standards Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and build positive memories of school. The values of the school community are to 'be respectful', 'be a learner' and 'be safe'. Students at Gladstone Park Secondary College are expected to demonstrate respect for themselves, others and the school; be actively engaged with and take responsibility for their own learning; be curious and open to new ideas; and be safe and value the safety of others. The school vision and values inform our approach to teaching and learning and wellbeing, , underpinning procedures and policies, which foster an inclusive and productive school climate. Students learn about our vision and values daily through our Positive Behaviours for Learning framework and during teaching and learning programs such as pastoral care CARE classes and college activities such as assemblies and awards ceremonies year-level programs.

The school operates using a Sub-School model with Junior School years 7 – 8; Middle School years 9 – 10 and Senior School years 11 – 12. The school provides a core curriculum program in the Years 7-9. The Year 10 blocks are aligned with the Victorian Certificate of Education (VCE) blocks. The VCE includes a robust Vocational Major stream. Vocational Education and Training (VET) is offered to all our senior students in VCE. A considerable proportion of Year 10 students undertake a VCE subject or pursue additional pathway options within the conventional curriculum program. The school supports teacher development through collaborative teams for professional learning, curriculum development and leadership support. Gladstone Park supports students' diverse learning needs through various programs. To support students with high academic ability, we have two targeted programs – the e Select Entry Accelerated Learning (SEAL) program, , and the select entry Language Immersion program where Italian language is taught using the Content Learning in Language (CLIL) methodology. Both these programs have classes at each year level for years 7 - 9 and have continued supports through to VCE. We have English as an Additional Language (EAL) classes at every year level supported by a Multicultural Aide. The Disability Inclusion Program for Students with a Disability (PSD) supports students with additional learning needs using Individual Education Plans coordinated by a dedicated Disability and Inclusion Leader. We provide academic support for low literacy students through Reading and English enhancement classes, and numeracy support through numeracy enhancement class in Year 9. . Further academic supports available to students include free after-school tutorial classes and catch-up classes staffed by our teachers.

The College has 137.7 effective full-time (EFT) staff members – 4 Principal Class, 95.2 teaching staff and 38.5 education support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school showed continued strength in outcomes for students. Our VCE completion rate (including Vocational Major), and our percentage of students going to further studies or full-time employment are all higher than that of the State and similar schools. The school percentage of students in the Strong or Exceeding proficiency levels in NAPLAN for Year 7 Reading was 62.1%, and Year 7 Numeracy, 60.6%. The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, we are unable to track growth for students or see trends. Disability Inclusion students have showed progress at a satisfactory level or above in their individual education plans. We continue to celebrate excellent VCE results. 13 students (7.9%) received an ATAR above 90. Our percentage of students receiving VCE study scores of 37 and above was higher than similar schools and schools in our network in Accounting, Biology, Business Management, Chemistry, Economics, Food Technology, Further Mathematics, History, Italian, Media, Studio Arts, and Systems Engineering. The dux of the school achieved an ATAR of 99.6. The school continues to offer a range of VCE subjects that caters to student choice, including Vocational options through VET subjects and the Vocational Major. Pathway programs foster students making informed decisions, and additionally promote students

studying an early start VCE subject. We will continue to strive for excellence in all academic pursuits, rewarding both effort and achievement.

Wellbeing

The sub-school system at Gladstone Park creates a feeling of small schools within a large school, enabling students to be easily supported. This system also enables support for teaching staff with matters relating to student engagement and welfare, and coordination with the wellbeing team. As well as the sub-school support, Gladstone Park provides a well-resourced Student Services Well-Being team, targeted health and resilience programs and vast and inclusive co-curricular and extra-curricular programs. The school employs a strong wellbeing team. We also host external psychologist services at the school for further support. In 2023, wellbeing staff included: Three well-being Counsellors, a Health Nurse, and a Mental Health Practitioner.

The school has reviewed and improved processes and supports for student wellbeing including introducing a new CARE curriculum for Year 7s in 2023 and year 8s in 2024.

The Positive Behaviours for Learning (PBL) framework has improved, staff awareness of the impacts of trauma on student mental health, wellbeing and behaviour, and has strengthened their knowledge and skill in providing a calm and positive learning environment. More intensive PBL inclusion strategies provided individualised student support that includes attendance plans, safety plans, individualised learning plans, behaviour support plans, and family supports.

Student attitudes to school data is strongest for attitudes to attendance (76% endorsement), student effort (56%) and high expectations for success (55%). Connectedness to school is at 30% and management of bullying is at 30%.

Engagement

Gladstone Park provides an engaging environment for our students. Student Attendance at Gladstone Park is higher than all schools in the State using measures of absences of 20 or more days, and average number of days absent. Year 7 – 10 retention rates are also higher than the State. We provide a positive school environment for students through providing: a safe and orderly environment in which learning is the key focus; well-maintained physical amenities; innovative curriculum programs; and a rich extra-curricular program provide a positive school environment for all students.

High levels of engagement and connection to school are also seen in greater participation in the Student Representative Council, the advent and uptake of lunchtime clubs (seeing increased cross-year-level student engagement) and the many and diverse extra-curricular activities and camps.

The percentage of students with positive destinations (going to further studies or full-time employment) is 99.1% - an improvement on our 4-year average and 10 percent higher than the State average. Our careers, pathways and subject selection advice is carefully prepared and individualized for our students.

Other highlights from the school year

We were so pleased to present High School Musical to our school community in 2023. Students, families and teachers were treated to a production of exceptionally high quality with huge levels of satisfaction for the students involved. The school received another Active Schools grant to expand the resources available for the lunch time activities program. This allowed us to supplement resources for the space behind the theatre for loaning sports equipment for students at lunch time. This is very much appreciated by students.

Financial performance

Gladstone Park Secondary College maintained a sound financial position throughout 2023. The 2020-2024 School Strategic Plan continued to provide the framework for school council allocation of funds to support school programs and priorities in 2023, allowing for further enhancements to the learning environment and educational programs. 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. Gladstone Park SC was successful in receiving two Wellbeing grants, which has allowed financial commitment in providing further resourcing of staff and programs in the student services area to support all students, in particular for students at risk and the Pasifika Community. We continue to see a drop in student enrolments, due to

the opening of another local Government Secondary School. Gladstone Park SC remains dedicated to providing quality education while ensuring financial sustainability for the benefit of its students, staff, and community.

For more detailed information regarding our school please visit our website at
<https://www.gladstoneparksc.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 1465 students were enrolled at this school in 2023, 689 female and 776 male.

31 percent of students had English as an additional language and 1 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).

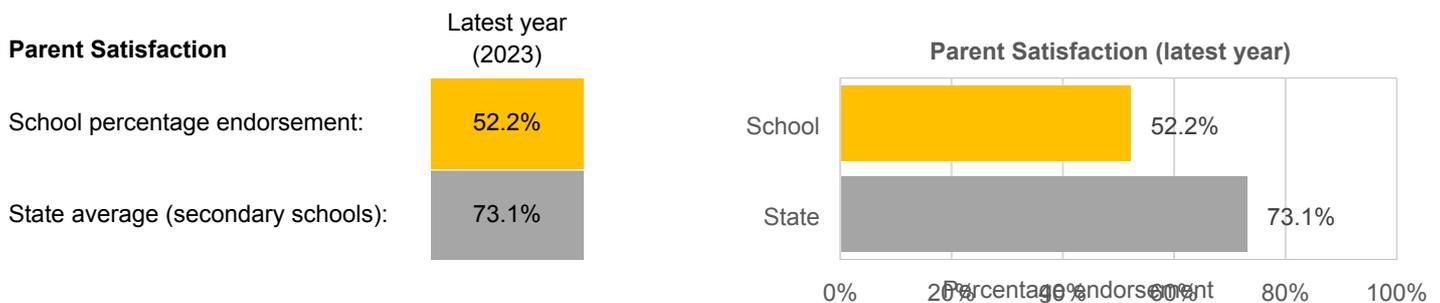
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

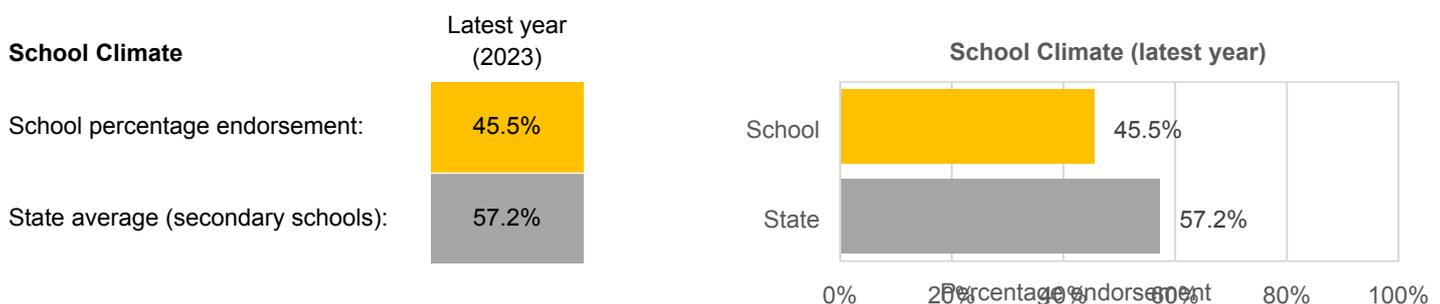


School Staff Survey

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

Percentage 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

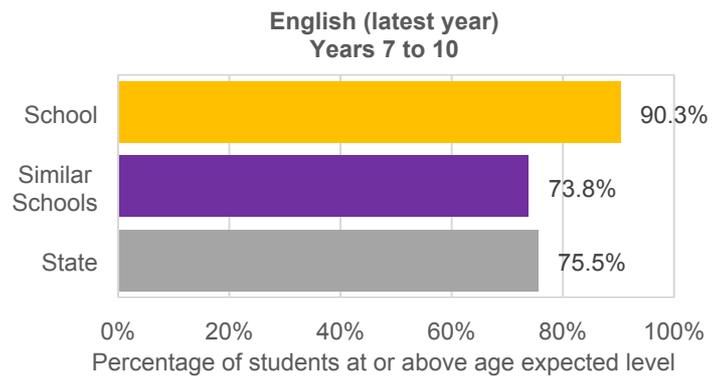
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

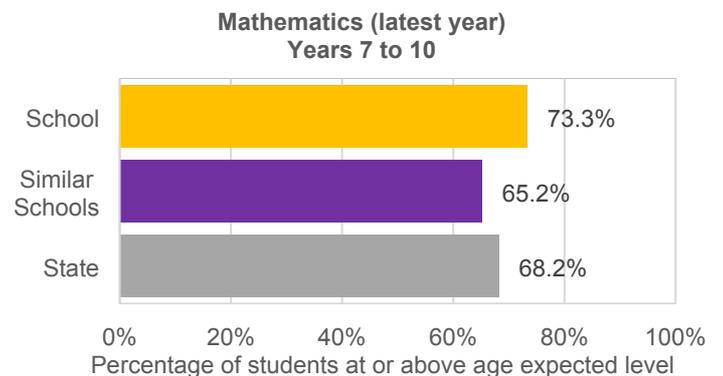
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	90.3%
Similar Schools average:	73.8%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	73.3%
Similar Schools average:	65.2%
State average:	68.2%



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 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.1%

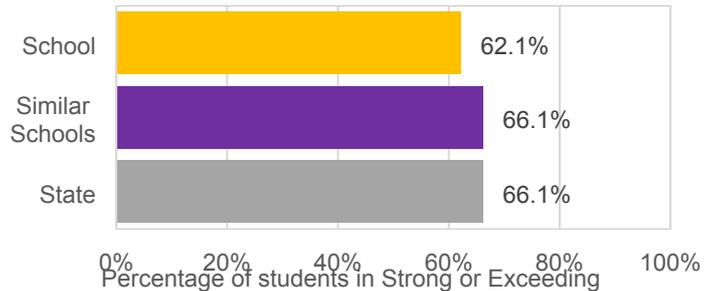
Similar Schools average:

66.1%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.4%

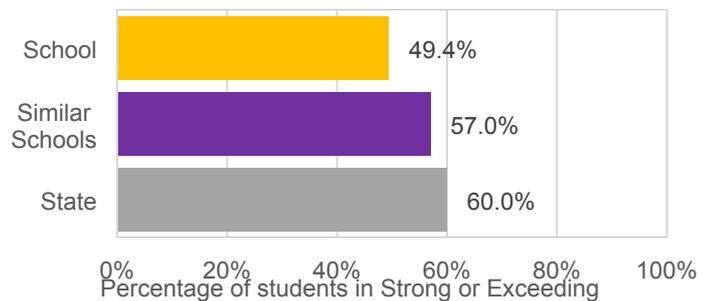
Similar Schools average:

57.0%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.6%

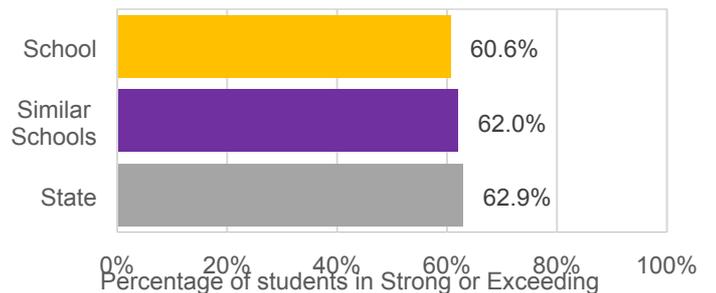
Similar Schools average:

62.0%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.2%

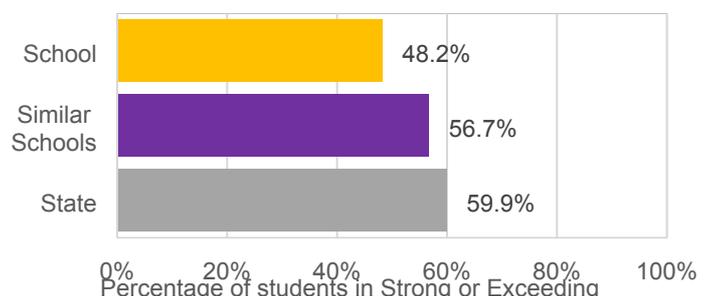
Similar Schools average:

56.7%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

Percentage of students in the 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 7**

Latest year
(2022)

School percentage of students in the top three bands:

54.6%

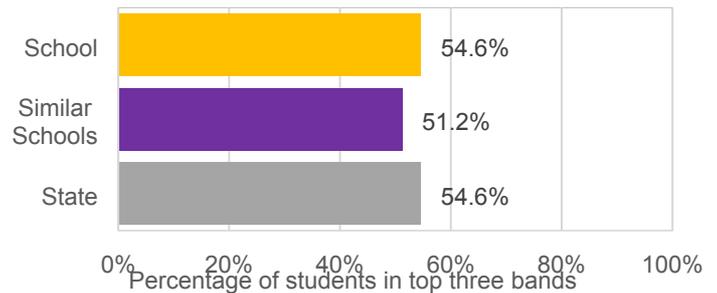
Similar Schools average:

51.2%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

42.8%

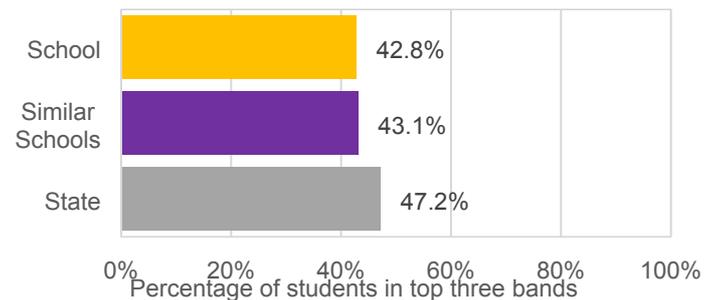
Similar Schools average:

43.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

49.3%

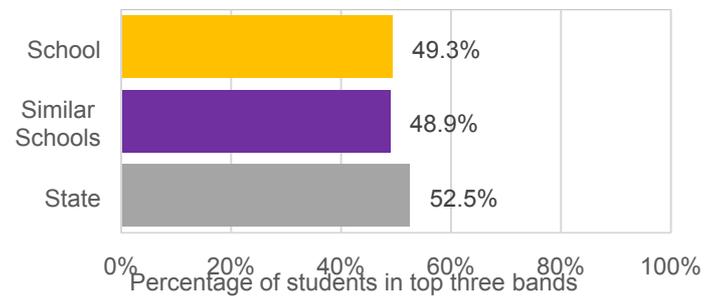
Similar Schools average:

48.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

36.0%

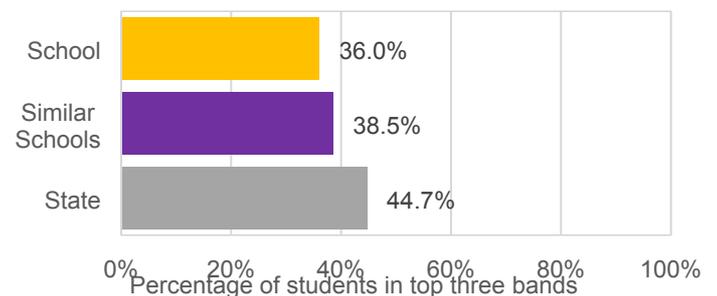
Similar Schools average:

38.5%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

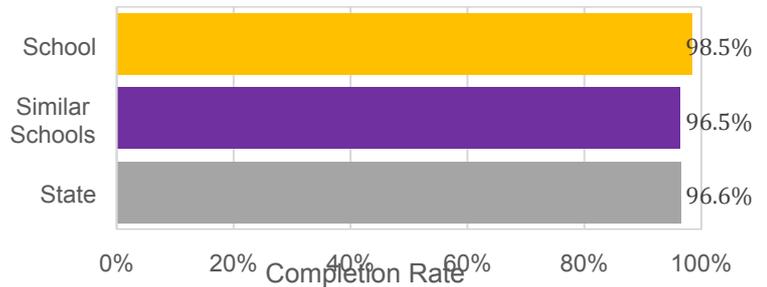
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.5%	98.9%
Similar Schools completion rate:	96.5%	97.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.7

Number of students awarded the VCE Vocational Major

17

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

Percentage VET units of competence satisfactorily completed in 2023:

77%

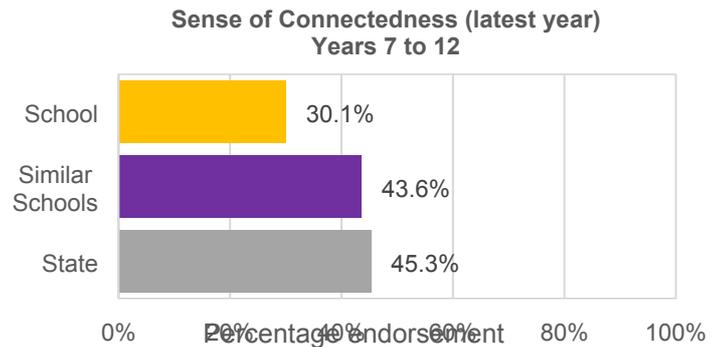
WELLBEING

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).

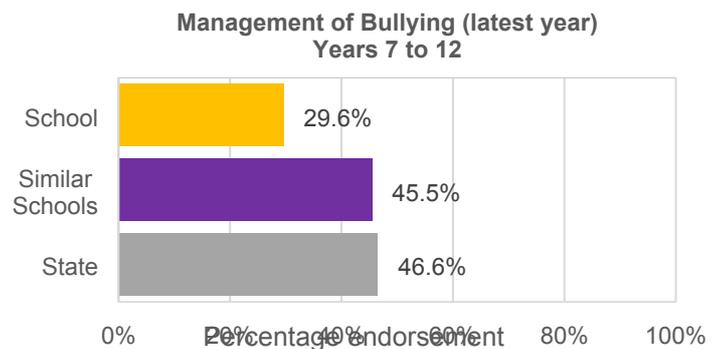
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	30.1%	43.2%
Similar Schools average:	43.6%	48.7%
State average:	45.3%	49.9%



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 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	29.6%	44.2%
Similar Schools average:	45.5%	50.3%
State average:	46.6%	51.0%



ENGAGEMENT

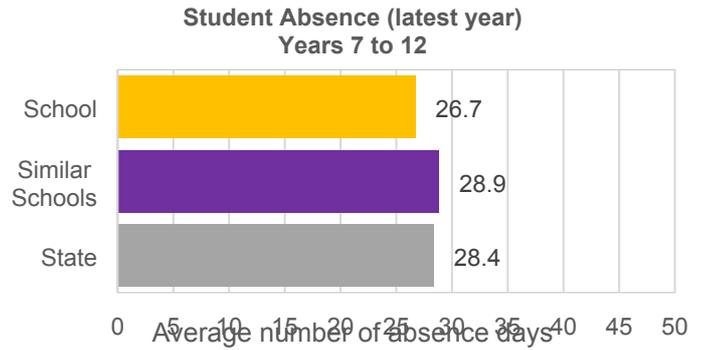
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	26.7	21.5
Similar Schools average:	28.9	23.9
State average:	28.4	23.8



Attendance Rate (latest year)

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

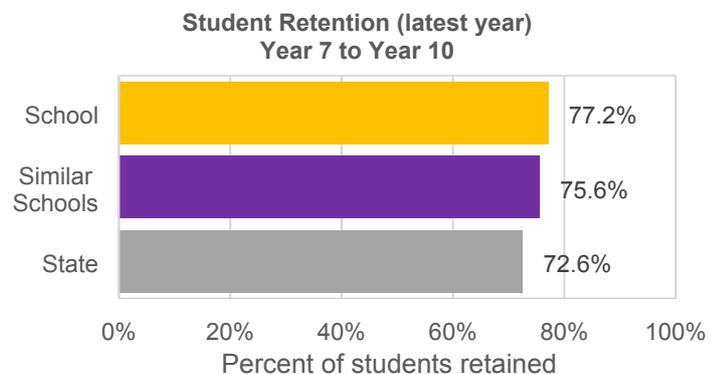
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	85%	86%	87%	85%	88%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	77.2%	80.0%
Similar Schools average:	75.6%	77.3%
State average:	72.6%	73.8%



ENGAGEMENT (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.

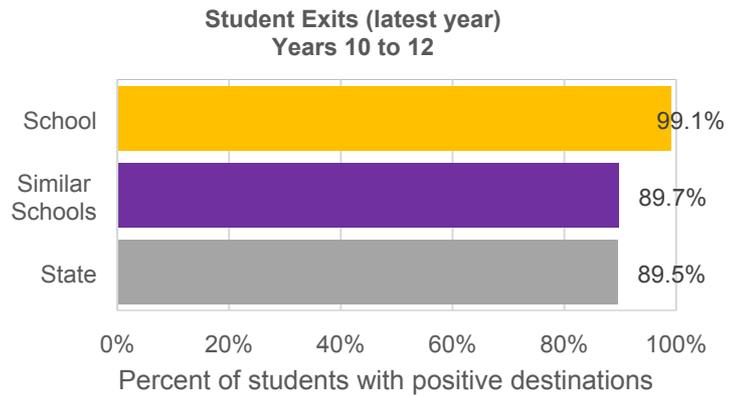
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	99.1%	96.6%
Similar Schools average:	89.7%	88.9%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$17,621,422
Government Provided DET Grants	\$2,855,102
Government Grants Commonwealth	\$29,281
Government Grants State	\$6,488
Revenue Other	\$161,515
Locally Raised Funds	\$732,477
Capital Grants	\$0
Total Operating Revenue	\$21,406,283

Equity ¹	Actual
Equity (Social Disadvantage)	\$986,425
Equity (Catch Up)	\$88,406
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,074,830

Expenditure	Actual
Student Resource Package ²	\$16,586,950
Adjustments	\$0
Books & Publications	\$3,880
Camps/Excursions/Activities	\$344,104
Communication Costs	\$25,161
Consumables	\$327,039
Miscellaneous Expense ³	\$71,266
Professional Development	\$77,608
Equipment/Maintenance/Hire	\$221,622
Property Services	\$472,740
Salaries & Allowances ⁴	\$782,699
Support Services	\$759,084
Trading & Fundraising	\$10,986
Motor Vehicle Expenses	\$16,726
Travel & Subsistence	\$67
Utilities	\$168,734
Total Operating Expenditure	\$19,868,667
Net Operating Surplus/-Deficit	\$1,537,616
Asset Acquisitions	\$40,004

- (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 20 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

Funds available	Actual
High Yield Investment Account	\$1,372,560
Official Account	\$71,623
Other Accounts	\$0
Total Funds Available	\$1,444,183

Financial Commitments	Actual
Operating Reserve	\$483,176
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$483,176

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.