

2020 Annual Report to The School Community



School Name: Heatherhill Primary School (4802)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 April 2021 at 01:54 PM by Amanda McLean (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 01:20 PM by Bart Firus (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Heatherhill Primary School opened in 1958 and has served the Springvale, Springvale South and Noble Park communities as a centre of educational excellence to the present day. The school staff are highly trained educators, well equipped to provide high-level instruction, with high expectations for academic, physical, social and emotional achievement. Heatherhill Primary School is committed to providing a secure, caring and harmonious environment where students learn the knowledge, skills and values they need to contribute to and live happily in society. The school maximises each student's potential to achieve academic and social success and celebrates and embraces diversity.

The school is an integral part of the community, and the student population is culturally and linguistically diverse. School families speak more than thirty different languages. In 2020 Heatherhill Primary School had an enrolment of 187; new families from overseas and international students could not arrive due to the COVID-19 pandemic. The school has a high transience level, and up to 29% of students transfer in or out of the school due to housing affordability. New students are welcomed into the school community, and learning is continuous through a seamless transition. In 2020 the school had the equivalent of 22.94 full-time staff: 2 Principal Class Officers, 12.1 teachers and 7.44 Education Support Staff.

As a state government school, the school implements the Victorian Curriculum with a strong focus on building student literacy and numeracy skills to improve student learning achievement. Heatherhill Primary School has a whole-school instructional model underpinned by highly effective learning and teaching in best practice. Our teachers are committed to the best learning and teaching practice to build student capabilities to grow and thrive in an ever-changing global world. We are committed to providing a safe, inclusive and caring learning environment that develops the whole child; academically, socially, emotionally and physically. Students have the opportunity to develop their capabilities through the Visual Arts, Library, Italian, Physical Education, and participate in the annual whole-school concert. Students participate in the Department of Education and Training's Respectful Behaviours and School-wide Positive Behaviours Programs.

Values: As a school community, we agree to use the school's values in all interactions with staff, students, parents, and carers. Our school values are Respect, Trust and Doing Your Best.

The school has well-maintained grounds and buildings. There are two BER buildings housing Junior, Middle and Senior students. Our foundation students are housed in the school's main building. The school has a library, music room, Italian room and art room, and a hall for Physical Education and the Perceptual Motor Program. There are three playground equipment areas, two basketball courts, an outdoor table tennis table, cricket nets, a large oval, two large sandpits, and a jumps pit and several play areas. During breaks, students can borrow bicycles and a wide range of sports and play equipment. The school also offers a Breakfast Club to support families with an early drop off that operates each morning during the school term.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) priorities for 2020 were Excellence in Teaching and Learning: Building Practice Excellence and Curriculum Planning and Assessment. Our goal was to embed a consistent approach to implementing the whole-school instructional model from foundation to year six. During 2020, staff continued to participate and lead whole-school professional learning both face to face (when onsite) and online during remote (offsite) learning.

Professional Learning for staff continued in 2020, both onsite and working remotely. At the beginning of the year, staff worked collaboratively with educational consultant Anny Lawrence to document the whole school instructional model and write a whole school Staff Agreement underpinned by how we work and talk together at Heatherhill Primary School. The whole school instructional model and Staff Agreement are displayed in every classroom and office space. Also, Anny Lawrence facilitated six whole-school professional learning sessions exploring the teaching of reading comprehension using non-fiction texts, making authentic links with the units of inquiry and understanding transdisciplinary learning for

teachers. Teachers trialled strategies in classroom practice and provided feedback to Anny. Teachers had the opportunity to learn with, from and on behalf of their colleagues' experiences. This process was repeated after each professional learning session with Anny. The professional learning impacted planning, teaching, student learning and evaluation. The principal complemented Anny's work by mentoring and coaching teachers during team planning.

In terms two, three, and four, with the introduction of remote online learning, staff built their capabilities using Google Classroom. All professional learning in term two focused on using the Google Classroom and supporting students to learn remotely. Professional learning was driven by the need to build teacher confidence and capabilities in using Google Classroom as a platform for remote online learning. Professional learning in digital tools continued, led by leadership and teachers in; Google Suite, Click View, Audacity, Ziggi and recording texts, FUSE, Kids News and Behind the News. Teachers built their capabilities in filming daily greetings, explicit instructions, responding and providing feedback to students. Teachers in the Middle and Senior school used Google Slides to invite student collaboration. Students enjoyed collaborating with peers during remote and flexible learning. Students with disabilities and those requiring support received materials from the Speech Pathologist during online learning. During remote and flexible learning, as part of a professional learning community, learning occurred teacher to teacher, student to teacher, teacher to student, student to student, teacher to parent, parent to student and student to parent.

Mentoring and coaching continued both informally and formally. One teacher sought full VIT registration and worked with a mentor individually during team planning and at whole-school professional learning. The School Improvement Team (SIT) undertook leadership coaching in term four facilitated by educational consultant Vivien Smith. Areas of focus include the school context, school culture, understanding self and others, team building, communication skills and problem-solving.

The Respectful Relationships units identified as the areas of focus for 2020 were implemented. Teachers participated in whole-school professional learning in Respectful Relationships facilitated by the DET and school staff. The school also revisited the Child Safe Standards – Four Critical Actions in term three. Our assistant principal continued fortnightly meetings with the SSSO to monitor student wellbeing and write plans for students at risk. The assistant principal and a group of teachers participated in online Respectful Relationships Professional Learning to meet our partnership school requirements.

When onsite learning resumed in term four, classes implemented activities that provided opportunities to become re-acquainted with their classmates. Staff in the Junior and Middle School focused on 'Getting Along' strategies as part of School-wide Positives Behaviours. The Senior School continued with the Respectful Relationships "Coping Strategies" unit. A dedicated day (Friday) for student wellbeing was incorporated into the Daily Morning/Afternoon Briefing to support students and their families during remote online learning. Student wellbeing is also part of year level planning meetings. Teachers kept records of conversations with students and parents during remote online learning. Scott Dunbabin from the Social Development Centre returned to continue to work with a student needing support to develop his social, emotional, academic and physical learning.

The leading teacher commenced the Bastow Institute of Educational Leadership's Unlocking Potential, Principal Preparation Program. The placement component of the program will conclude in 2021.

Staff also participated in the Department of Education and Training's Cultural Understanding and Safety Training to build their understanding of Indigenous Australians and how to make links with their classroom practice.

Achievement

Due to the COVID-19 pandemic, NAPLAN did not occur in 2020. The school-based literacy and numeracy assessments outlined in the school's Assessment Schedule continued. In semester two, the school developed a modified Student Report to show student progress, and in semester two used the school's usual Student Report format. Parent/Teachers Interviews were held to discuss student progress and achievement.

NAPLAN - The Big 3 - Reading and Viewing and Writing continued to be part of teacher weekly planning and teacher weekly Work Programs. In terms two and four, teachers presented team level data shows (using the modified student

report) and shared this at whole-school professional learning. In term three, our leading teacher facilitated whole-school professional learning in reading. Term three data indicated more students in year five, four, three, two had more students working at or above level than below level, while students in year six, one and prep had more students at or below the indicative level than at or above level. Please note: students working below the indicative level showed growth in their reading when they returned to face to face teaching in term four. In term four, Repeated Reading was introduced to target students reading below the indicative level in reading. Repeated reading positively impacted building students' reading skills, as evidenced in Reading Benchmark data.

Assessment of student understanding in Mathematics was monitored and assessed through the online learning tool Essential Maths. Essential Maths was embedded as part of the weekly teaching program during remote and flexible learning. Teachers reviewed and updated the whole school Assessment Schedule and developed online assessment tools for students in reading. Teachers participated in Professional Learning in how to upload and administer online assessment tools remotely. Teachers liaised with parents and carers to organise times to assess students in reading. Teachers assessed students during online teaching and also on the designated Curriculum Day. Teachers received positive feedback from parents and caregivers.

Online and flexible learning continued in term three and the beginning of term four. In term two, teachers' learned how to use the Google Classroom and continued to build their capabilities in semester two. With the return to face to face teaching, students continued to be assessed to monitor student growth using tools; On-demand, PM & PROBE, Magic Words, English Online, Letter/Sound ID and CARS. Teachers collected student writing samples and developed rubrics to assess summative assessment tasks for units of inquiry. Individual Education Plans were written for funded students, students working below and above the indicative levels. Individual Education Plan goals were discussed with parents and carers during meetings. Online learning tools to support reading during remote learning include Sunshine Online, Oxford Owl and Mappen units of inquiry. These online tools were part of student daily reading and viewing tasks during remote online learning.

Engagement

Student attendance was slightly lower than the previous year, except for Year 5 students. Student attendance has consistently been a priority at this school. Classes and students were acknowledged and rewarded for excellent attendance and arriving on time. When students were onsite, they actively engaged in fortnightly online assemblies. Communication also occurred via the school newsletter and the introduction of the online platform Sentral Parent Portal. The school continued to use the Sentral Messaging system for notifying parents of student absences. Most parents and carers preferred to contact the school directly to notify the school of an absence; in some cases, there was no response from parents and carers, absences were recorded as unexplained.

Student Leadership was enhanced by involving School Captains, School Vice Captains and House Captains in a student leadership development program, Lead the Way, in term one. This program was developed at Heatherhill Primary School, and several local schools were invited to participate. Students undertook a range of programs designed to encourage leadership, communication, collaboration and self-confidence. The Learn to Learn program also created opportunities for all students to develop collaborative and social skills and create a safe and harmonious learning environment. In term four, the School Captains and Vice Captains initiated and led the Heatherhill News Flash via Skype for Business on a fortnightly basis to communicate and interview students about the learning and events happening at school.

The Student Attitudes to School Survey was not administered at Heatherhill Primary School in 2020. The Staff Opinion Survey and Parent Opinion Survey were implemented in 2020. The Student Agency and Voice data in the Parent Opinion Survey achieved the target of 85%. The results for Confidence and Resiliency skills were slightly below at 82%, possibly reflecting the challenges presented by COVID-19 and remote learning, but worthy of celebration given the unusual circumstances. The School Staff Survey data for Academic Emphasis was slightly below the target 85%, at approximately 79%, given the complexities of remote learning; this is considered a positive result.

The School Leadership Team attended professional learning in Student Voice and Agency facilitated by Russell Quaglia to work with Russell and his team to achieve goal two of the School Strategic Plan - Student Voice and Agency. This continued online during remote learning and the professional development concluded at the end of term three. The team facilitated a professional learning session for teachers after the sessions. With the introduction of staggered entry and

exit times after remote and online learning, Heatherhill staff intentionally engaged students in conversations as they entered and exited the school. This built student confidence in talking to adults, and as a consequence, students became more vocal and expressive in their communication skills.

At the end of the year, Year Six Graduation was delivered through WebEx to ensure parents/guardians could be a part of the celebration as the school adhered to the government's social distancing requirements. Students were able to be onsite for the event with COVID-19 modifications.

Wellbeing

The school has a strong emphasis on Student Well Being. A range of programs operate to enhance student relationships, develop resilience and student safety, including, but not limited to, daily Breakfast Club (pre-COVID), Peer Mediation, You Can Do It, Respectful Relationships and School-wide Positive Behaviours (SWPBS). Well defined discipline procedures provide support for students and staff and work cohesively with the SWPBS program. The first two weeks of the year are dedicated to the Learn to Learn program, which aims to develop positive learning communities and relationships. Students in Year 4 participate in Peer Mediation training and Years 5 and 6 Respectful Relationships. Year 5 and 6 students perform duties as Peer Mediators. Teaching teams agendas have a student wellbeing focus each week and monitored and supported "at-risk" students. Junior School students completed Cyber Safety sessions. A Google Classroom page for student wellbeing was implemented throughout online learning.

The Whole School Transition Program supported the wellbeing of students. All students, including kindergarten students, participated in three transition sessions. Students in each year level transitioned to the next year level and learned about the milestones events to look forward to when they move to the next year level. On the statewide Orientation Day (first Tuesday in December), students meet their next year's teacher and class, including future students. The Kindergarten to School Transition Program included three one hour sessions (adapted to comply with COVID-19 guidelines) and one-half day as part of the whole school transition.

At the start of the school year, students and staff engage in the Learn to Learn unit of inquiry designed to build a positive learning community and a sense of belonging and connectedness. Student explored and developed the attributes of resilience, resourcefulness, self-responsibility and reflection individually and collectively as a group. Through her wellbeing role, the Assistant Principal continued to support students and their families through the Breakfast Club for some of the year. During Remote Learning, families were supported through the One Box program and the delivery of Breakfast Club supplies to families in need. Once students returned to school, appropriate Breakfast Club foods were made available to students as needed.

All staff participated in First Aid training at the start of the school year. Senior and Middle School students also completed a first aid session as part of their Learn to Learn.

The school employs a speech pathologist who works directly with students and oversees a Language Support Program delivered by education support staff for many students. During Remote Learning, she developed activities for parents to use with students at home. The Department of Education and Training's educational psychologist supported and counselled staff, students and families and continued some emergency services as required during remote learning.

Financial performance and position

Careful management of the school's funding ensured the school was in surplus, all financial commitments were met, school programs were appropriately resourced and planning in place to meet future needs. A large new playground was ordered to upgrade the junior playground and commenced a new lease agreement to update student laptops. The school received Equity Funding, which was used to employ teaching, education support staff and a part-time Speech Pathologist, ensuring students were supported. Equity Funding was also used to provide professional learning for teaching and education support staff, pay for student enhancement programs such as in the Visual Arts and to purchase teacher resource materials for teaching Literacy. The Department of Education and Training allocated some of the school's 2020 surplus to fund the 2021 Tutoring Program initiative.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 200 students were enrolled at this school in 2020, 102 female and 98 male.

85 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) which takes into account parents' occupations and education.

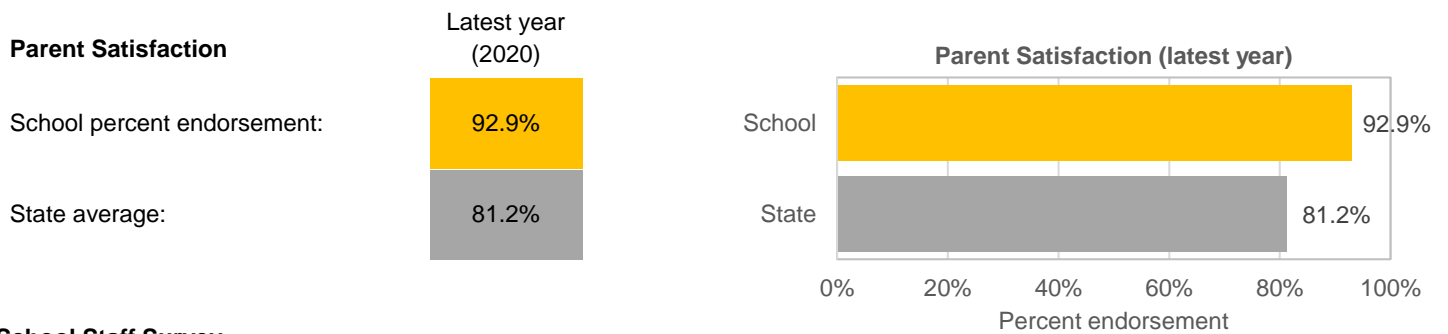
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

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

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

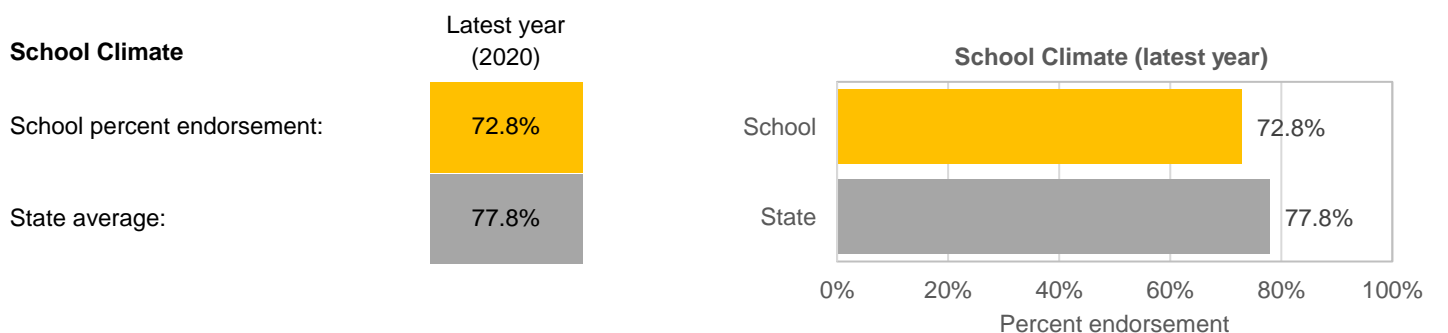


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

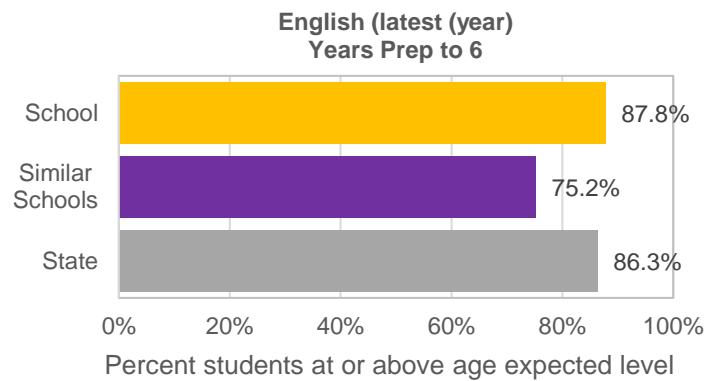
87.8%

Similar Schools average:

75.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

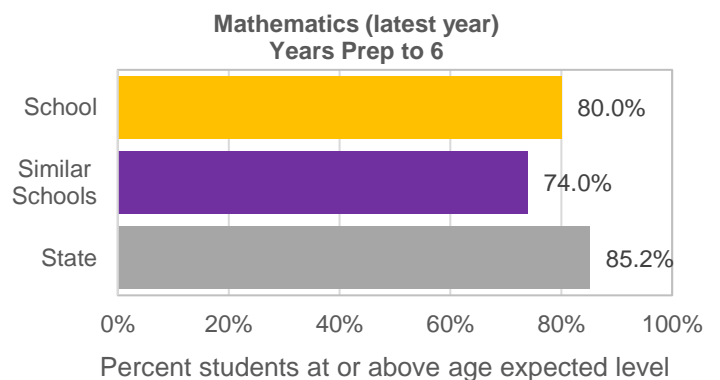
80.0%

Similar Schools average:

74.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

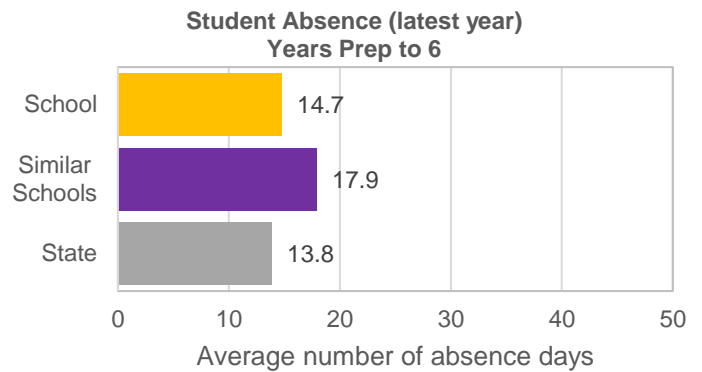
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.7	14.7
Similar Schools average:	17.9	17.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	89%	89%	93%	93%	95%	96%

WELLBEING

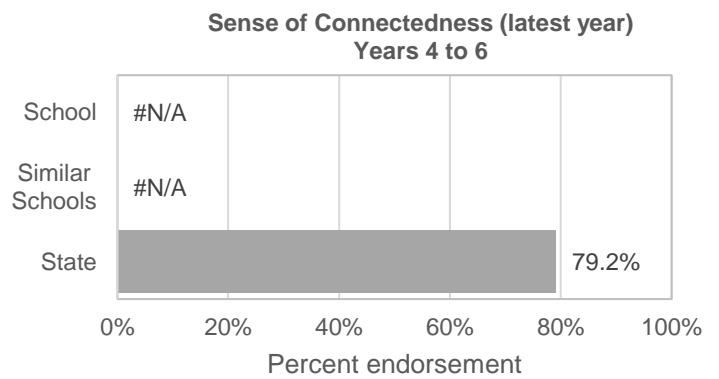
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	89.6%
Similar Schools average:	NDP	83.9%
State average:	79.2%	81.0%



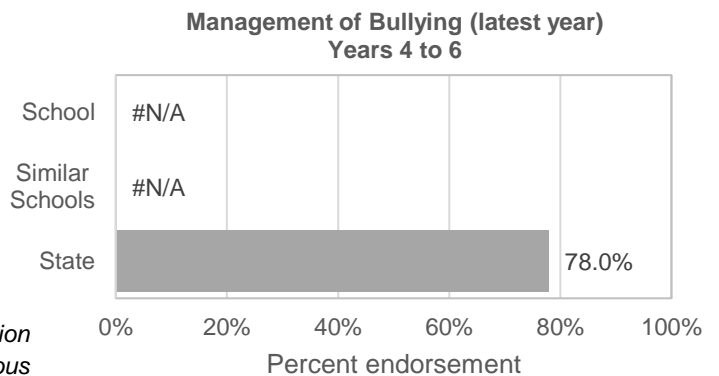
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.8%
Similar Schools average:	NDP	81.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,350,670
Government Provided DET Grants	\$429,265
Government Grants Commonwealth	\$3,000
Government Grants State	NDA
Revenue Other	\$14,847
Locally Raised Funds	\$49,052
Capital Grants	NDA
Total Operating Revenue	\$2,846,834

Equity ¹	Actual
Equity (Social Disadvantage)	\$406,988
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$406,988

Expenditure	Actual
Student Resource Package ²	\$2,093,307
Adjustments	NDA
Books & Publications	\$3,037
Camps/Excursions/Activities	\$7,607
Communication Costs	\$13,685
Consumables	\$41,885
Miscellaneous Expense ³	\$20,153
Professional Development	\$28,003
Equipment/Maintenance/Hire	\$88,773
Property Services	\$34,848
Salaries & Allowances ⁴	\$333
Support Services	\$134,794
Trading & Fundraising	\$16,192
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,773
Total Operating Expenditure	\$2,506,390
Net Operating Surplus/-Deficit	\$340,444
Asset Acquisitions	\$49,343

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$216,517
Official Account	\$24,786
Other Accounts	NDA
Total Funds Available	\$241,303

Financial Commitments	Actual
Operating Reserve	\$63,827
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$14,516
School Based Programs	\$33,639
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$71,338
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$597,983
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$781,303

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