

2022 Annual Report to the School Community

School Name: Stratford Primary School (0596)



- 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 of the previous calendar year 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 21 March 2023 at 01:25 PM by Kate Steele (Principal)

- This 2022 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 28 March 2023 at 09:53 AM by Amanda Collins (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

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

About Our School

School context

Our Mission

To engage our students in an informative, safe learning environment that supports the growth of confident, literate, numerate, informed and responsible global citizens. We also work to develop the whole child through programs that foster self-esteem, confidence, independence and cooperative skills that develop a desire for further learning. We promote an atmosphere where effort is valued and achievement recognised.

Our Vision

At Stratford Primary School we challenge and support all children through a clear understanding of agreed teaching practices in all learning areas. A growth mindset is at the core of everything we do. It filters into our language, our actions and attitudes. Having a positive school culture cultivates a student who takes responsibility for their own learning, is self-motivated and driven, sets goals and is aware of learning outcomes.

Our students feel safe, supported, respected, valued and connected to their community. Stratford Primary School believes in building strong, positive relationships between students, staff and the community. This gives us the opportunity get to know our students well, placing us in the best position to provide exciting and challenging learning experiences. We use expert advice and strategies to help support students with their social and emotional needs.

Overall wellbeing is integral in being able to learn and we aim to minimize any barriers that students may have that hinders their learning. We are able to do this with care, commitment and taking the time to get to know our students. Student voice is vital to us at Stratford Primary. Empowerment leads to a sense of ownership, belonging and pride which resonates throughout our school. Opportunities for students to take on leadership roles within their class and the school foster these qualities, as well as building key life skills. Student-directed learning results in an engaging, inspiring and exciting curriculum.

We adopt flexible delivery of our curriculum by using hands-on programs and fluid class groupings to cater for all styles and levels of learning. We collaborate and constantly foster a communicative environment by using creative, consistent and carefully selected approaches such as team teaching in multi-age levels and creative student groups according to the needs and interests of our students across all learning areas. Assessment strategies provide a clear picture of current capabilities as well as provide the 'next step' in learning – enabling educators and students to map the journey ahead.

We use Information and Communications Technology to enhance learning across all curriculum areas, making it a part of daily life. We know that the use of ICT in our learning experiences helps to support and engage students and provide another method for students to demonstrate their understandings. For this to occur, our resources and software are up to date and maintained to a high level. In order for our students to learn in a safe and risk-free environment we enforce a firm and fair system that encourages students to aim high, show respect, be curious and be honourable.

By setting high expectations and consistently raising-the-bar, Stratford Primary fosters independent thinkers, highly motivated in challenging their own learning and supporting each other to achieve excellence in all areas of self-development. Our aim is to develop the whole child – one who shows compassions, empathy, perseverance and a strong sense of self-worth.

Our Values

Stratford Primary School encourages positive learning attitudes for each student through programs that develop self-esteem, confidence, independence and caring and cooperative attitudes. Children are encouraged to take responsibility for their own learning and behaviour and are provided with challenging life experience.

Central to our teaching and learning program are our core ARCH values. Our values are:

- **Aim High:** Always do your best. Commit and follow through. Persevere. Demonstrate a Growth Mindset.
- **Show Respect:** Be caring and considerate of yourself, others, the community and the environment. Show acceptance of others and their beliefs and ways of doing things. Think about how what you do and say affects others.
- **Be Curious:** Ask questions. Show initiative and find out more. Try new things. Look at something from more than one perspective.

- **Be Honourable:** Be kind. Be compassionate and empathetic. Be honest. Show integrity – do the right thing even when no one is watching. Take responsibility for your choices and actions.

These values are actively taught and reinforced by all staff and modelled by our student leaders.

In 2022 we had three multi aged classrooms and one Foundation classroom. We employed two full time teaching staff, one teacher at 0.8, one at 0.4 and one at 0.6. teaching staff. The Principal had a weekly teaching load of 0.5. We employed a Tutor to deliver the Tutor Learning Initiative at 0.6. We had three PSD funded students who were supported by ES staff. We had 2 ES staff employed full time, one at 0.8 and one at 0.4. We also employed a 0.8 business manager. Extra funds were allocated to supported students with high needs who were not included in the PSD program. Staff worked closely to devise Individual Learning Plans for each of our funded students, incorporating academic, social and emotional goals, including a focus on self-regulation. Close working relationships were developed between staff, families and support services in the setting and monitoring of these individual goals and these relationships contributed greatly to the growth in learning for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Despite staffing challenges faced by our school throughout 2022, we celebrate the learning achievements of our students due to the resilience of our whole school community.

End of year results indicated:

- 87.9% of students in Foundation to Year 6 were working at or above the expected level in English. This places our school above both results of both similar schools (84.4%) and the State (87%).
- 89.3% of students in Foundation to Year 6 were working at or above the expected level in Mathematics. This places our school above both results of both similar schools (85.4%) and the State (85.9%).

NAPLAN (Years 3 & 5) results indicate:

Number of students in years 3 and 5 in the top 3 NAPLAN bands:

- Reading: Year 3 = 75% (double the result of 2021) Year 5 = 88.9% (more than 30% increase on 2021). Year 3 results are above similar schools (69.4%) and below state (76.6%). Year 5 results are well above similar schools (61.1%) and state (70.2%).
- Numeracy: Year 3 = 58.3% Year 5 = 33.3% Year 3 results are just below similar schools (58.6%) and below state (64%). Year 5 below both similar schools (45.5%) and state (54.2%).

Unfortunately we do not have relative or benchmark growth statistics for 2022 as students did not undertake NAPLAN in 2020.

Other areas of celebration for us include:

- Year 3 Grammar and Punctuation – students in top 2 bands 58% (similar schools 42%, state 54%)
- Year 5 Writing – students in top 2 bands 33% (similar schools 20%, state 29%)
- Year 5 Grammar and Punctuation – students in top 2 bands 33% (similar schools 20%, state 32%)

Following on from the challenges of 2020 and 2021, 2022 continued to be a challenging year for our school community and such learning growth is an acknowledgement of the focus and hard work of students, staff and families in supporting our students throughout the impact of COVID 19 and staffing changes.

Future Direction:

We will continue to focus on developing teaching and learning processes through our Professional Learning Community, that will develop student agency in learning, promote curiosity, independence and motivation - all which can be applied across all areas of the curriculum.

Staff will continue to participate in our writing coaching program, working with a teaching mentor and with the Outer Gippsland

Network of schools.

We have set goals to improve student outcomes in Numeracy, appointing a Numeracy Leader in 2023 who will engage with the Education Improvement leader and Outer Gippsland Network of schools to support us in delivering best practice. Our Tutor program will continue to support or extend identified students at point of need.

Wellbeing

The wellbeing of our whole school community was high on our agenda throughout 2022. Challenges continued to be encountered around supporting our students in need. Access to Student Services was limited due to Student Support Services staffing, but we managed to reduce the number of students on the waiting list for assessments and access to psychological, social and emotional and speech services. We established a monthly Key Contact meeting with SSS, and from term 3, due to Mental Health and Wellbeing funding, we were able to engage the services of a counsellor who worked with identified students every Tuesday.

Our revamped school values were introduced to begin the year. Due to the excellent wellbeing teaching and learning in the past, students were quick to adopt and understand the new values – Aim High, Show Respect, Be Curious and Be Honourable. The student leadership team managed our Stratty Bucks reward system, planned special whole school theme “Buddies” days, conducted fundraisers and special tuck shops, and organised weekly House activities.

The Bounce Back program continued as the basis of our social skills program and was delivered in every classroom for a 45-minute session weekly. Students also participated in the Respectful Relationships program, making links to our values and Bounce Back as part of our Health and PE program.

The consistent approach to the integration of our school values and our behaviour management processes across all areas of the curriculum and our culture has played a significant role in helping our students feel safe, happy and prepared to take learning risks. The upheaval due to staffing changes throughout 2022 has impacted the results of our Student Attitudes to Schools Survey:

AtSS (Yrs 4-6) results for 2022:

| | | |
|--------------------------------|-------------------------|---------------|
| Sense of Connectedness – 69.7% | Similar Schools – 77.1% | State – 78.1% |
| Management of Bullying – 76.2% | Similar Schools – 78.3% | State – 75.8% |

In 2023 we will continue to develop practices and processes that support our students, families and staff. Our Annual Implementation Plan has set goals to improve the following areas:

- Student and parent understanding of opportunities for voice, agency and leadership at our school.
- Increase the element of pride in our school.
- Develop resilience in our students and improve their understanding of how to regulate their emotional state.

Strategies for 2023 include:

- Utilising the Mental Health Fund to support the continued employment of a Counsellor to attend fortnightly.
- The appointment of a Mental Health and Wellbeing Leader. This person will develop, implement and build capacity of staff and students in the delivery of best practice wellbeing curriculum.
- Continue monthly Key Contact meetings with Student Support Services to ensure students are monitored and assessed in a timely manner.
- Staff to complete Professional Development in Student Voice, Agency and Leadership.
- Further develop the potential of our students to support each through Peer Support, student leadership and other avenues.
- Seek opportunities for the wider community to be involved in school activities that celebrate learning and wellbeing.

Engagement

The stamina of our staff, students and families had been impacted by the continued interruptions to learning throughout 2020 and 2021. Staffing changes throughout the year and student and staff illness due to COVID had an impact on attendance throughout 2022. Therefore, actively implementing opportunities to engage our school community was high on the agenda throughout the year.

Opportunities such as the 3-6 camp, combined school's Shakespeare production, school and interschool sporting opportunities, the student leadership program and special classroom activities were prioritized. Staff made the conscious effort, sometimes in creative ways, to ensure the students accessed these opportunities. We were lucky enough to provide our F-2 Big Day Out and our 3-6

Camp at no cost to our students due to the Positive Start Program and the fundraising efforts of our school community. The school timetable meant all teachers worked with all students throughout the week which further supported our belief that all teachers are responsible for all students at the school. Student feedback indicated that this continued to be a positive approach.

Attendance will be a focus in 2023 for Outer Gippsland Network Schools.

Attendance Data:

Absences:

- Average of 25.7 days absent per student. This is higher than similar schools (22.9 days) and State (23.3 days).

Attendance Rate:

- When reviewing the attendance rate at each year level our lowest average is 84% in year 5 (2022), with our highest at 90% in year 1 and 2.

Our future focus will be to enhance and extend our current practices around student agency and voice. 2023 will see a return to the many extra curricula activities, greater family involvement and more opportunities for events and activities that link our school and broader community.

Attendance is a priority focus for Stratford Primary moving forward. We intend to increase the understanding and awareness of our community regarding the negative impact of absences on student achievement and connectedness to school and peers.

Financial performance

Initially, we knew we would face a financially challenging year in 2022. Our SRP indicated that we would be running at a deficit of approximately \$38,000 which would be recovered from our cash grant in term 3. Our school continued to be put at a great disadvantage in regard to the Department's replacement staff funding for staff on leave (especially sick leave due to COVID 19 quarantine requirements). There was no resolution to this issue.

Initially, the Student Resource Package budget for 2023 is in deficit and this will need to be recovered by the Department.

Equity funding was been used to provide extra classroom support and this has had great benefits for our students in need.

We received a grant of \$152,000 to support the establishment and maintenance of an Out of Hours School Care program introduced in 2022 and continued in 2023.

Receiving funding through the Mental Health in Primary Schools initiative in term 3 allowed us to allocate funding to student wellbeing.

The fundraising efforts of our school community, combined with government initiatives such as the Positive Start Program allowed us to offer many opportunities to our students.

Salary adjustments after the employment of a principal in Term3 and a classroom teacher in term 4 placed our credit budget in surplus. We were able to transfer some of this surplus to our cash budget to recover from our initial deficit. School spending was aligned to the school budget, with professional learning aligned to our Annual Implementation Plan (AIP).

All reports and financial transactions were monitored by School Council inline with Department of Education and Training (DET) policy.

For more detailed information regarding our school please visit our website at
<http://stratps.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 86 students were enrolled at this school in 2022, 50 female and 36 male.

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

Overall Socio-Economic Profile

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

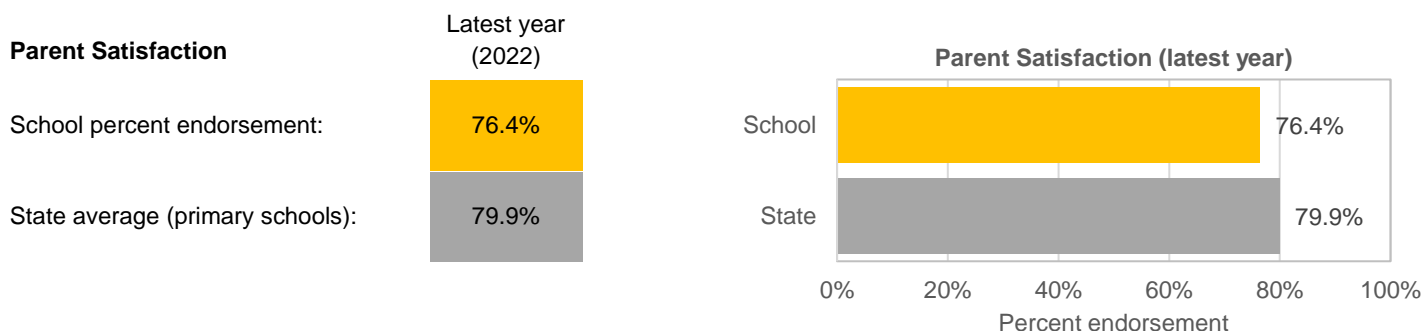
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

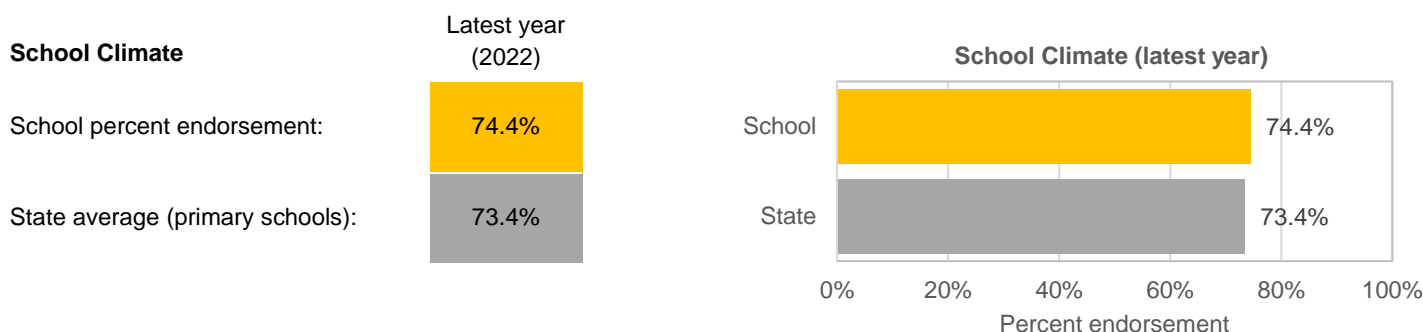


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

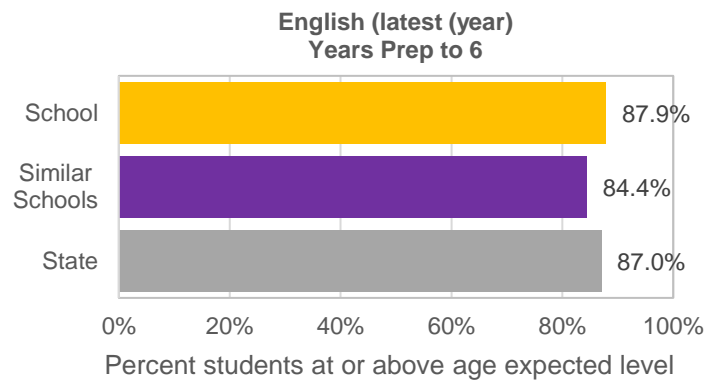
87.9%

Similar Schools average:

84.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

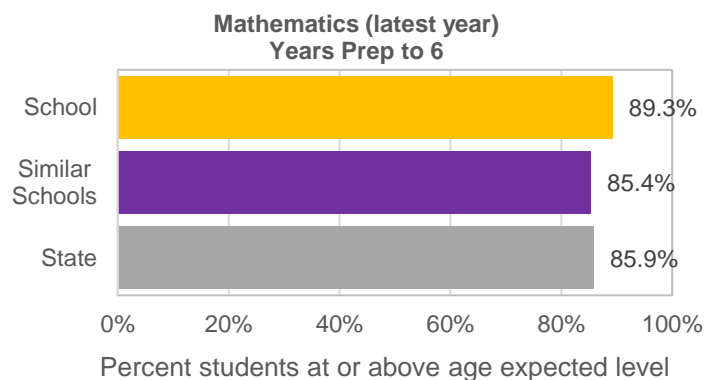
89.3%

Similar Schools average:

85.4%

State average:

85.9%



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.

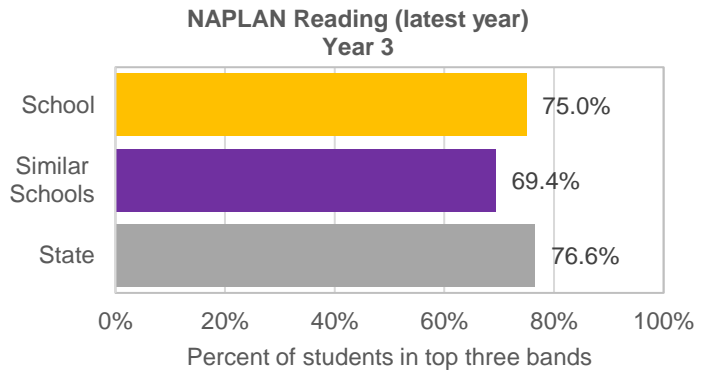
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

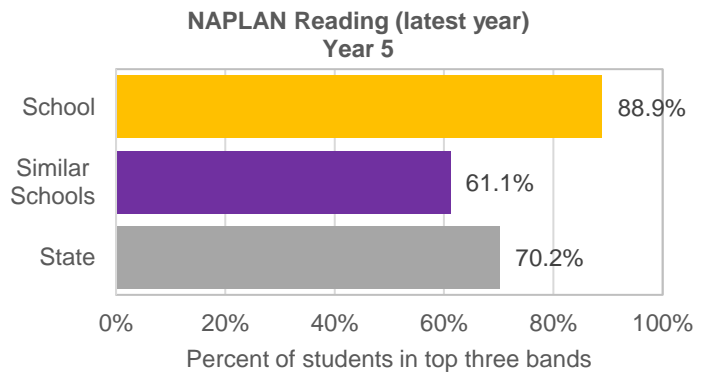
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 75.0% | 62.5% |
| Similar Schools average: | 69.4% | 71.5% |
| State average: | 76.6% | 76.6% |



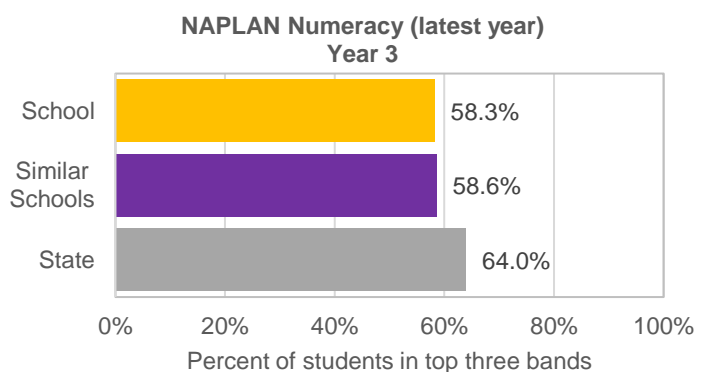
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 88.9% | 62.2% |
| Similar Schools average: | 61.1% | 64.1% |
| State average: | 70.2% | 69.5% |



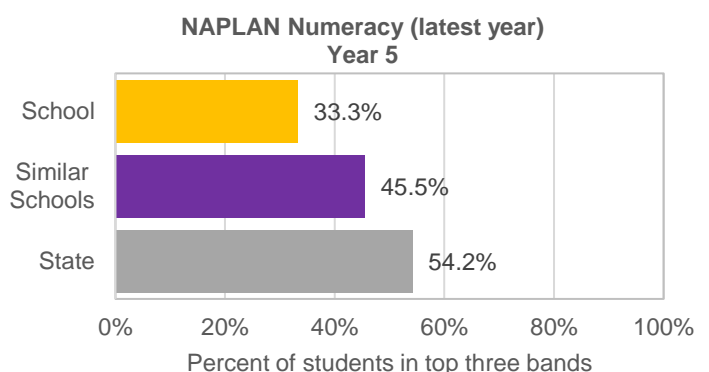
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 58.3% | 62.5% |
| Similar Schools average: | 58.6% | 62.6% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 33.3% | 50.0% |
| Similar Schools average: | 45.5% | 52.0% |
| State average: | 54.2% | 58.8% |



WELLBEING

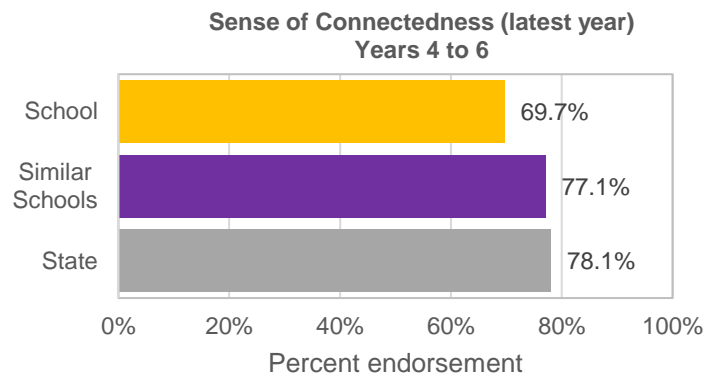
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 69.7% | 72.4% |
| Similar Schools average: | 77.1% | 78.4% |
| State average: | 78.1% | 79.5% |

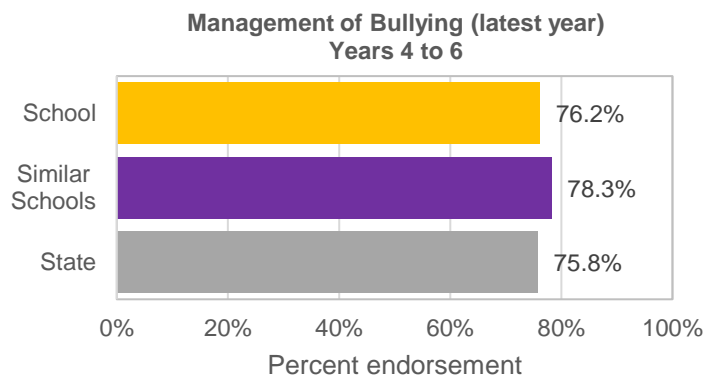


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 76.2% | 73.6% |
| Similar Schools average: | 78.3% | 79.6% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

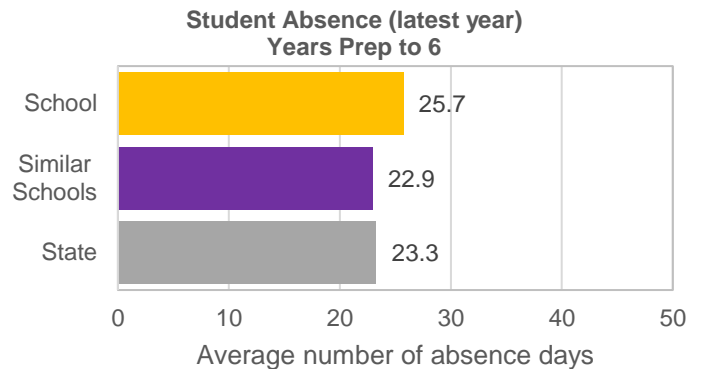
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 25.7 | 16.5 |
| Similar Schools average: | 22.9 | 17.4 |
| State average: | 23.3 | 17.0 |



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 (2022): | 86% | 90% | 90% | 85% | 87% | 84% | 88% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$912,472 |
| Government Provided DET Grants | \$352,356 |
| Government Grants Commonwealth | \$2,200 |
| Government Grants State | \$0 |
| Revenue Other | \$3,617 |
| Locally Raised Funds | \$52,194 |
| Capital Grants | \$12,869 |
| Total Operating Revenue | \$1,335,709 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$40,850 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$40,850 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$856,304 |
| Adjustments | \$0 |
| Books & Publications | \$210 |
| Camps/Excursions/Activities | \$10,084 |
| Communication Costs | \$1,210 |
| Consumables | \$18,975 |
| Miscellaneous Expense ³ | \$4,238 |
| Professional Development | \$2,289 |
| Equipment/Maintenance/Hire | \$26,136 |
| Property Services | \$49,719 |
| Salaries & Allowances ⁴ | \$116,159 |
| Support Services | \$22,688 |
| Trading & Fundraising | \$61,873 |
| Motor Vehicle Expenses | \$57 |
| Travel & Subsistence | \$0 |
| Utilities | \$11,533 |
| Total Operating Expenditure | \$1,181,474 |
| Net Operating Surplus/-Deficit | \$141,366 |
| Asset Acquisitions | \$0 |

- (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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$173,297 |
| Official Account | \$16,905 |
| Other Accounts | \$0 |
| Total Funds Available | \$190,203 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$51,363 |
| Other Recurrent Expenditure | \$6,111 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$92,000 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$3,116 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$10,000 |
| Maintenance - Buildings/Grounds < 12 months | \$2,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$10,000 |
| Total Financial Commitments | \$174,590 |

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.