

2022 Annual Report to the School Community

School Name: Ascot Vale West Primary School (4025)



- 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 05 May 2023 at 05:45 PM by Heather Carr (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 10 May 2023 at 02:25 PM by Tamara Popovich (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
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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

Ascot Vale West Primary School is situated in Melbourne's inner north-west in the city of Moonee Valley. The school is bordered by residential housing on two sides with the Ascot Vale Leisure Centre and Victory Park on the third. The Royal Melbourne Showgrounds are located directly opposite the front entrance to the school. The school was established in 1923.

The school population reflects the characteristics of the Ascot Vale community with its diversity of socio-economic and cultural backgrounds. A key strength of the school is the value placed by the school community on its multicultural mix. The school continually strives to build connections with its diverse communities by providing a range of opportunities for families to participate in school life through parent programs and social activities however due to COVID, opportunities for families to participate in school life through parent programs and social activities continued to be impacted.

Students at Ascot Vale West P.S. have vastly different living circumstances. Approximately a third of students reside in social housing, being of families who are more recent arrivals where English is not the main language spoken at home. In recent times the school experienced a greater than usual transient population of approximately 20%. This is largely due to families being offered permanent housing outside the local area as the planned redevelopment of the Ascot Vale Housing Estate proceeds.

The values embraced by the school community are: Be a Learner, Be Respectful and Be Safe. These values together with a set of Guiding Principles provide a framework for the way we work towards achieving our vision. The school has a clearly defined learning framework based on the Gradual Release of Responsibility Model. Through this learning framework teachers scaffold students to support learners as they develop their understandings.

Whilst developing literacy and numeracy are our key focuses, we believe that the development of the whole child is critical to successful outcomes for our students. The student wellbeing team support staff and monitor students and their families to ensure they remain connected and engaged in learning. The school is also committed to its specialist program where the specialist team implement visual and performing arts, physical education and Spanish programs.

Staff work collaboratively in professional learning communities led by Instructional Leaders. PLCs use inquiry cycles to challenge current practices to drive and deepen their knowledge by responding to student data. This enhances the tracking and monitoring of individual students and sub-groups to more effectively personalise and scaffold learning; ensuring challenge and progress for every student. Working as part of the leadership team, Instructional Leaders work to support consistent practices across the school.

The school provides a caring and supportive environment for students using a mix of composite and straight year level classes. The number of classes was 13 in 2022. Staffing profile in 2022 was 2 principal class officers (2 EFT) 13 classroom teachers, 3 P/T specialist 0.6 and 1 at 0.8, Tutors 0.4 (0.8), 1 Primary Welfare Officer (0.8) (18.2 EFT), and 8.8 ES staff including 0.8 MEA. The school's leadership team consists of 2 principal class officers and 4 teachers.

Enrolments remained static with 295 students enrolled. The gender breakdown is 55.8% males and 44% females. The Student Family Occupation Education Index (SFOE) indicates a low-medium socio-educational disadvantage. The average number of equity funded students stands at 92 representing 32% of the student population. The number of students funded through the PSD program has declined over recent years with 6 funded students in 2022.

The school is a member of the Moonee Vale Instrumental Music Program (MVIMP). This program is a long-standing collaboration between four local primary schools to offer affordable user pay in school instrument music tuition for student from Years 3-6.

The school values the input of its students. A number of student leadership roles are available through an election process. Apart from traditional leadership roles, the school also offers ambassador roles for students who exhibit an interest or talent in the specialist programs. These students assist in promoting specialist programs, being ambassadors for the program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school maintained a focus on teaching readers with its goal to improve literacy and numeracy outcomes for all students with a focus on writing. This was due to the opportunity to work with the DSSI Teaching partners the school decided to continue with its focus on teaching readers.

Teacher Judgements indicate that in both English and mathematics the percent of students performing at or above age expected standard is significantly above Similar Schools and the State. It should be noted this data only includes students assessed against the Victorian Curriculum and not those assessed against the English as an Additional Language Continuum.

The 2022 AIP Targets

Reading - Increase in the percentage of students above age expected level in P-6 to 65%. This target was not achieved by 2% with 63% of students judged to be achieving above expected level.

Numeracy - Increase in the percentage of students above age expected level in P-6 to 25%. This was exceeded with 36% of students judged to be achieving above expected level.

NAPLAN

Year 3 English (reading). The data for year 3 indicates a general improvement in 2022 compared with the 4-year average however the percent of students achieving in the Top 3 Bands is below Similar School and State data. However, it should be noted that compared to Similar and State data the school has made significant progress whereas the Similar Schools and state data has remained static.

Year 3 Numeracy The data for year 3 indicates a similar percent of students in the Top 3 Bands in 2022 with the 4-year average. The school's data is similar to Similar Schools and State data for 2022. However, it should be noted that compared to Similar and State data the school has maintained the percent of students in the Top 3 Bands whereas the Similar Schools and State data has declined when comparing the 4-year averages.

Year 5 English (reading). The data for year 5 indicates significant improvement in 2022 compared with the 4-year average, The percent of students achieving in the Top 3 Bands is well above Similar School and State data. It should also be noted Similar Schools and State data has remained static when comparing the 4-year averages whereas the school continued to improve on this measure.

Year 5 Numeracy The data for year 5 indicates a slight improvement in the percent of students achieving in the Top 3 Bands in 2022 using the 4-year average data. The school's data is below Similar Schools and State data for 2022. However, it should be noted that compared to Similar and State data the school has maintained the percent of students in the Top 3 Bands whereas Similar Schools and State data has declined when comparing the 4-year averages.

NAPLAN

Reading Year 5

Target: Increase the percentage of students achieving in the Top 2 Bands to 43%.

This target was exceeded with 50% of students achieving in the Top 2 Bands.

there was significant improvement in the percent of students achieving in the Top 2 Band from 2021 and a significant reduction in the percentage of students achieving in the Bottom 2 Bands.

These are patterns of improvement over time. The school performed significantly above the Similar Schools for the Top 2 Bands.

Numeracy Year 5

Increase the percentage of students achieving in the Top 2 Bands to 43%.

This target was not achieved with only 15% of students achieving in the top 2 Bands.

However, there was significant improvement in achievement in the Middle 2 Bands and reduction in the Bottom 2 Bands.

Improvement in the Bottom 2 Bands is a pattern over time.

Scheduled meetings for PLCs were prioritized where possible with specialist programs cancelled to enable PLCs to meet. PLC schedules documented on the school's timetable. Minutes of meetings posted on Share Drive. Actions identified and followed up at subsequent meetings.

Professional references purchased, and articles provided, framed professional reading to support the building of consistency in understanding and practice.

Professional learning plan developed, and sessions identified on the Term Meeting Schedule. Outcome of understandings developed through professional learning were documented in the AVW Teaching & Learning booklet establishing expectations for all teachers.

PLCs explored effective goal setting feedback practices (HITS -DET) to support students to learn at point of need.

PLCs consistently used the *Diamond Tool* to plot student achievement, identify learning sequences and monitor student progress.

Planned whole school professional learning was implemented (Pupil Free days and Professional Practice Days).

Data, both formal and informal (observations/ conversations), was used by each PLC to respond to the learning needs of students

Moderation of student work samples in teams and across teams was implemented supporting deeper understanding, assisting teachers to meet learner needs.

Inquiry cycles (reading) were identified in response to data and teacher knowledge, documented, and shared between Instructional Leaders.

The school maintained its focus on the teaching of readers. Working specifically on continuing to strengthen reading conferences, guided reading, and independent reading for coaching sessions.

Staff participated in one-on-one coaching as well as team planning with the Teaching Partners.

Teaching teams used the school's current numeracy curriculum maps for planning Unit of Study including identification of Learning Intentions and Success Criteria. Continued focus on Learning Intentions and Success Criteria supported strengthened teacher knowledge of mathematical content and mathematics pedagogy. Moderation of student work in Professional Learning Communities

(PLCs) continued supporting teachers to identify individual achievement and differentiation the learning for individuals within classes.

PLCs continued to collaboratively plan Units of Study including identifying assessment tools and timing to determine student point of need and monitor progress during the Unit of Study to adjust planned Units to meet the needs of their students. By collaborating with colleagues using a PLC model, teachers respectfully challenged and clarified understandings and practices.

Wellbeing

The percent endorsement of positive responses from the ATS for the Sense of Connectedness factor indicates a reduction in the percent of positive responses in 2022 compared to the 4-year average. The percent endorsement of positive responses for the school was also below Similar Schools and the State. This has been the trend over time however the 2022 data differs more so than in previous years.

The percent endorsement of positive responses from the ATS for the Managing Bullying factor indicates a slight reduction in the percent of positive responses in 2022 compared to the 4-year average. The percent endorsement of positive responses for the school was also below Similar Schools and the State which is a continuing trend over the 4-year average. Whilst the Management of Bullying factor has dipped slightly when comparing with the 4-year average it should be noted that data relating to Similar and State averages have dipped to a greater extent.

The school's target for Managing Bullying factor for 2022 was 77%. This was not achieved.

Teachers completed the Student Check-In Tool on a termly basis, with the data being collated and analysed by the Wellbeing Team. The 3 Tiers of Response to Intervention was used to identify students, actions were undertaken including seeking further information and planned intervention or monitoring. As the year progressed, teachers became more familiar with the tool and were able to participate in deeper professional dialogue with the Primary Welfare Officer who presented the collated data during PLCs.

The Wellbeing Team utilised the School Mental Health Menu that provided information regarding services and programs to support students identified in the Student Check-In Tool. The School Mental Health Menu enabled the Wellbeing Team to look beyond their immediate resources to pinpoint targeted support for either groups of students or individuals.

In addition, the Wellbeing Team used the data to identify patterns and or focus areas needing strengthening across the school. These patterns were shared for discussion with the Leadership Team who planned effective professional learning pertaining to these areas.

Staff were supported to participate in online modules either individually or as a whole school with a focus on positive health promotion.

Engagement

Data pertaining to student absences indicates a greater number of absence days in 2022 compared to the 4-year average. The school's average number of absence days is below Similar Schools and State averages. This appears to be an improvement when considering the comparison with Similar Schools and State data for 2022 and the 4-year average.

The school has concern regarding the use the 2022 absence data to track progress toward the school's target to decrease the percentage of students with 20 or more absence days from 22% to 20% in 2022. This is due to the ongoing impact of COVID including general illnesses and parent concern attendance in 2022.

Of note is the percent of positive endorsement on the ATS - Factor Attitude to Attendance at 82% and high positive endorsement of how the parents of students surveyed valued attendance.

The school has noted that further work needs to be undertaken particularly in relation to the school's male cohort who responded far less positively on most factors than their female peers.

Implementing actions identified in the school's AIP to support student engagement were seriously impacted by COVID-19. Staff continued absences and the ability to access CRTs impacted the capacity of the school to hold weekly Leadership meetings and further develop consistent understandings and practices across the school. Establishing continuity of meetings and focuses was challenging and more ad hoc.

Professional Learning sessions/days and PLCs continued to be impacted by staff absences.

Leaders with the assistance of the Teaching Partners facilitated Pupil Free Days and Professional Practice Days.

Agendas for meetings continued to be developed by the leadership team in consultation with staff. Agendas aligned to 2022 AIP.

Deliberate work continued through a professional learning program to support staff to build a deeper understanding of practices that develop greater involvement of students in decision making relating to their learning. This included jointly developing selection criteria and teachers working alongside students to provide timely feedback and set goals to progress student learning.

Working with the DSSI Teaching Partners had a positive impact on classroom practices by strengthening practices and supporting for Instructional Leader to lead change.

Teaching Partners acted as critical friends for the Instructional Leaders by providing feedback and professional discourse to challenge and clarify leadership and professional practices.

The school continued to provide specific mentoring to student leaders and offered additional experiences for these leaders including attending conferences and organisation of specific activities to nurture their leadership capabilities. An extensive transition program was also offered.

The school has expended considerable effort working with families to ensure students were at school and learning. A formal process was developed which included sending daily SMS messages to parents, whose children have been marked unexplained absence as well as sending out monthly reports to parents outlining unexplained absences and making phone calls after extended periods of absences. Due to this process, unexplained absences have continued to drop significantly as parents are more aware of the significance of absence and its impact on the students learning.

Financial performance

In 2022 we did not exceed expenditure to our revenue. The surplus was \$164,240. With the reintroduction of Show Parking, there was a profit of \$136,339.29. The trust funds, Fred Tongue Trust and Anne Harding Trust, are accessed annually to provide awards to students. We hold \$28,356.90 in fundraising from Parents and Friends. The school expended its equity funding to support families in need by providing Breakfast Club, lunches and assisting with costs associated with essential and non-essential items. Additional education support staff were also employed to assist students in their learning. We continue to invest in the professional development of staff to address the goals and targets in the school strategic plan, (2022-2026), and the 2022 Annual Implementation Plan by providing additional non-face to face release for instructional Leaders to plan, present professional learning for staff and support the implementation of the AIP. We continued to make improvement to our facilities, including repairs caused by the new building works, on going damage to the toilets, plumbing and electrical issues.

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 295 students were enrolled at this school in 2022, 133 female and 162 male.

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

Overall Socio-Economic Profile

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

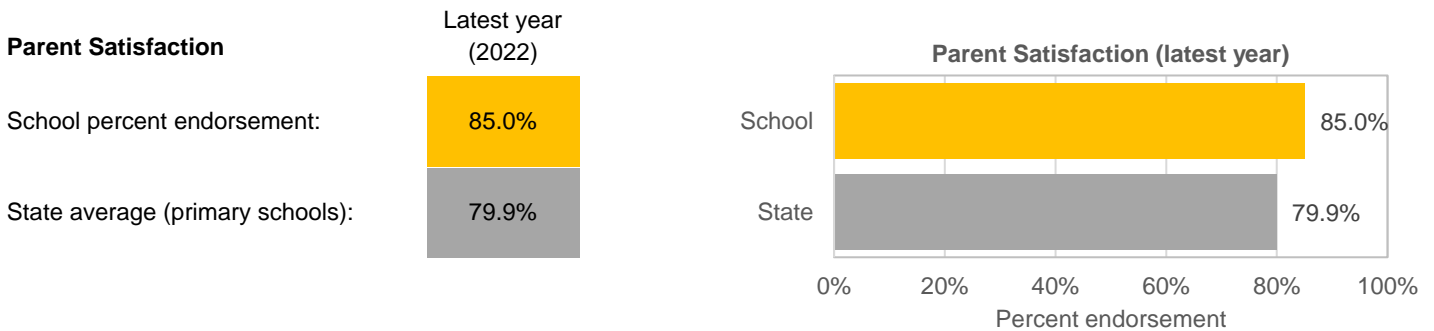
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

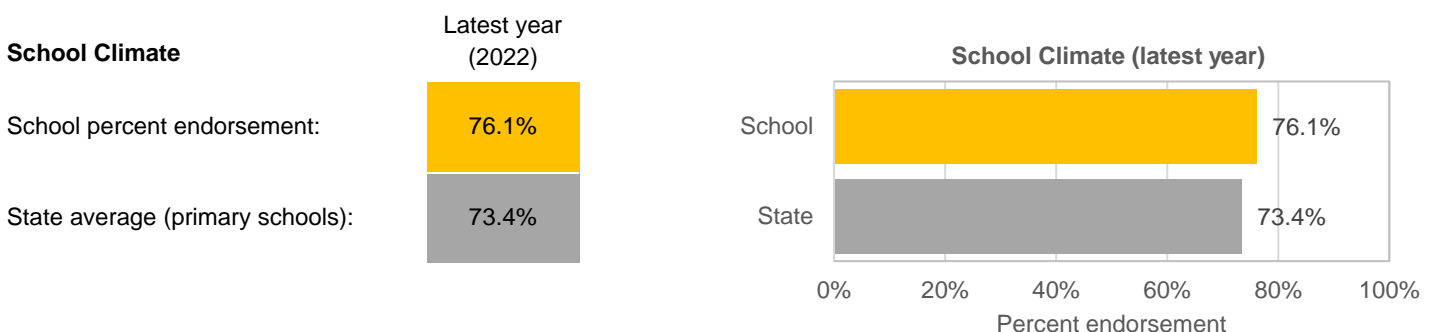


School Staff Survey

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:

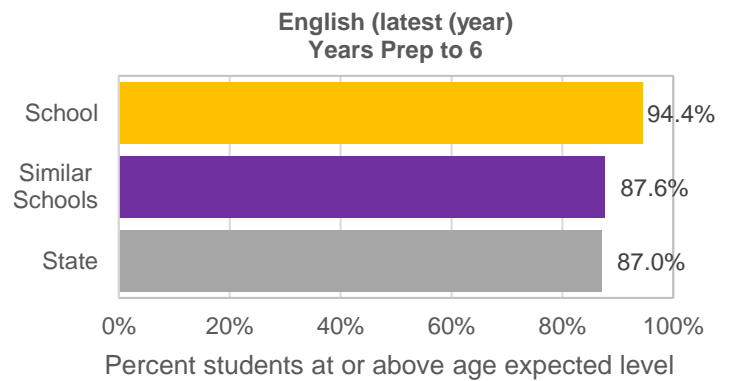
94.4%

Similar Schools average:

87.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

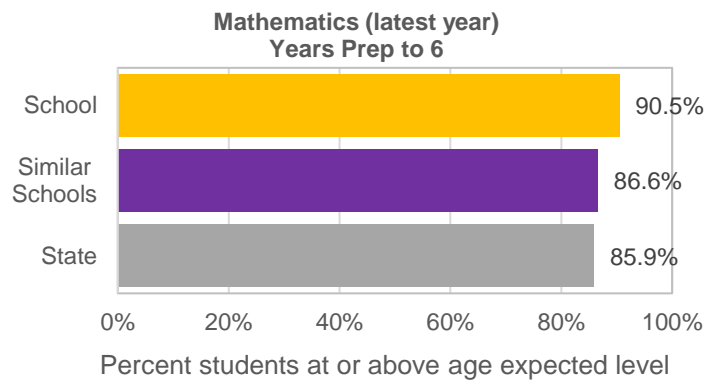
90.5%

Similar Schools average:

86.6%

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.

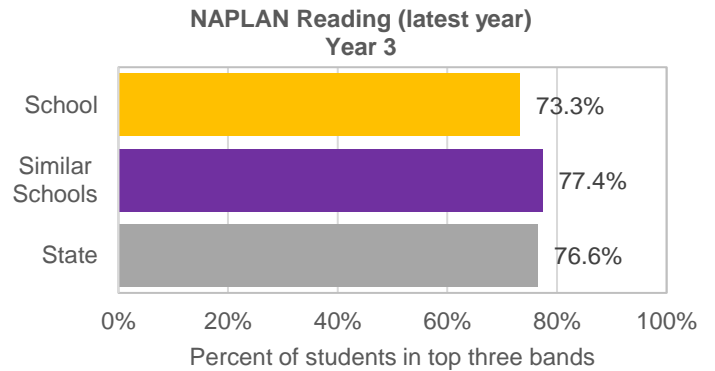
NAPLAN

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.

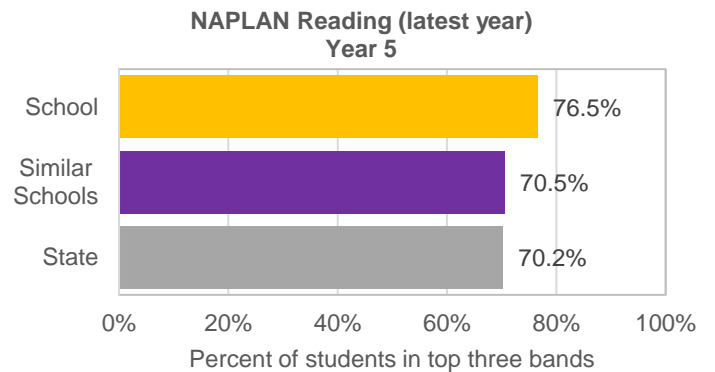
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	69.3%
Similar Schools average:	77.4%	77.6%
State average:	76.6%	76.6%



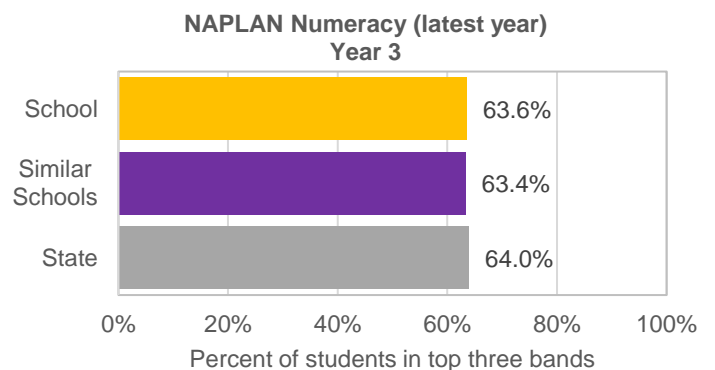
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.5%	64.6%
Similar Schools average:	70.5%	70.1%
State average:	70.2%	69.5%



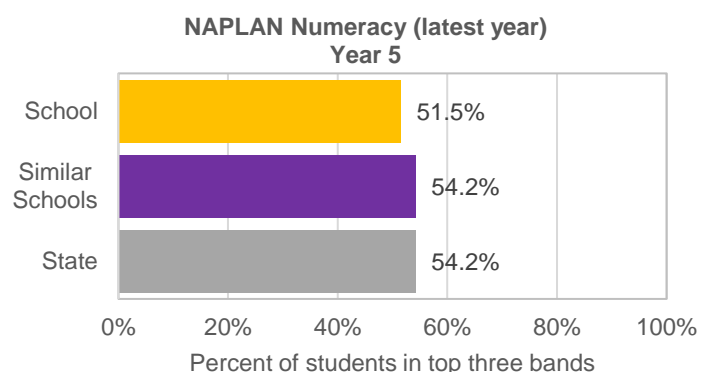
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	63.2%
Similar Schools average:	63.4%	66.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.5%	50.5%
Similar Schools average:	54.2%	59.8%
State average:	54.2%	58.8%



WELLBEING

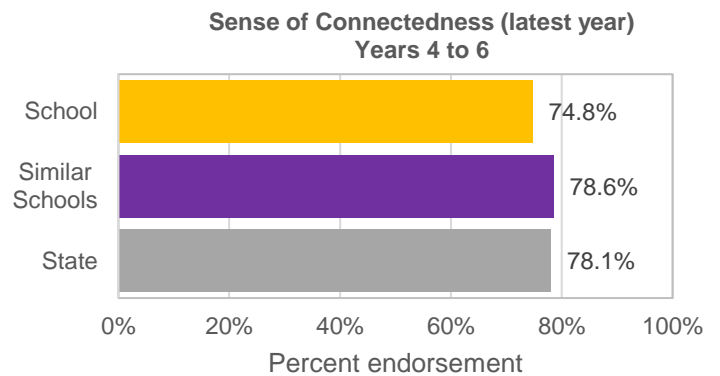
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	74.8%	78.9%
Similar Schools average:	78.6%	80.0%
State average:	78.1%	79.5%

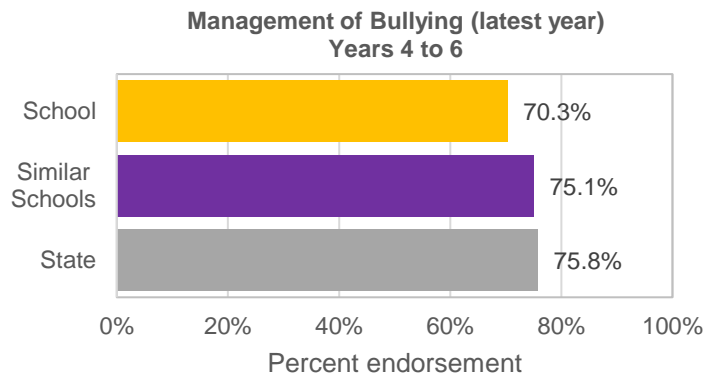


Student Attitudes to School – Management of Bullying

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:	70.3%	71.5%
Similar Schools average:	75.1%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

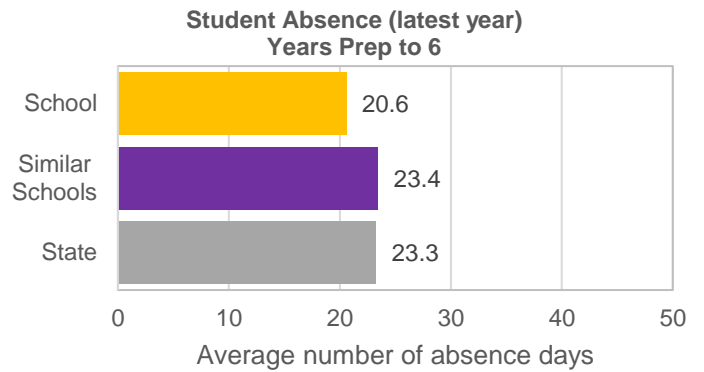
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.6	18.2
Similar Schools average:	23.4	17.3
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):	91%	89%	90%	91%	88%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,749,799
Government Provided DET Grants	\$322,753
Government Grants Commonwealth	\$3,425
Government Grants State	\$413
Revenue Other	\$19,099
Locally Raised Funds	\$311,671
Capital Grants	\$0
Total Operating Revenue	\$3,407,158

Equity ¹	Actual
Equity (Social Disadvantage)	\$69,023
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$69,023

Expenditure	Actual
Student Resource Package ²	\$2,642,342
Adjustments	\$0
Books & Publications	\$647
Camps/Excursions/Activities	\$61,307
Communication Costs	\$5,254
Consumables	\$48,605
Miscellaneous Expense ³	\$31,762
Professional Development	\$8,031
Equipment/Maintenance/Hire	\$102,799
Property Services	\$68,090
Salaries & Allowances ⁴	\$221,360
Support Services	\$16,414
Trading & Fundraising	\$9,033
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,273
Total Operating Expenditure	\$3,242,918
Net Operating Surplus/-Deficit	\$164,240
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	\$294,694
Official Account	\$17,723
Other Accounts	\$7,779
Total Funds Available	\$320,195

Financial Commitments	Actual
Operating Reserve	\$91,506
Other Recurrent Expenditure	\$6,671
Provision Accounts	\$0
Funds Received in Advance	\$9,544
School Based Programs	\$28,357
Beneficiary/Memorial Accounts	\$2,351
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$388,429

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.