

2022 Annual Report to the School Community

School Name: Tooradin Primary School (1503)



- 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 24 March 2023 at 12:13 PM by Zania Cope (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 25 March 2023 at 12:38 PM by Danielle Symons (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

Tooradin Primary School strives to provide a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity, collaboration and independence. Tooradin Primary School is a community-oriented school with a long tradition of providing a quality education to families in the Tooradin and surrounding areas. The school is located approximately 66 kilometres east of the Melbourne CBD. Our school is a well-resourced and engaging learning environment with a strong community spirit. In 2022, the school enrolment was 308 students spread across 15 classrooms. Our workforce composition included a Principal, 1 Acting Principal, 2 Teaching Learning Specialists, the equivalent of 20 teaching staff encompassing classroom, specialists and tutor learning support teachers in both part time positions. The school also employed five Educational Support Staff, two office staff, and one Stephanie Alexander staff member. Our school facilities include a STEAM Centre, Library, Kitchen, OSHC, Gym, well-resourced classrooms and playground spaces.

Tooradin Primary School takes pride in providing a safe and supportive environment with strong emphasis on high expectations of student learning outcomes. We provide a range of programs designed to increase student engagement, extend our students who are achieving above expected levels and support those students who require additional assistance. The continual upgrade of resources ensures digital technology is integrated into all curriculum areas enabling students to discover, analyse, communicate and create. The Tooradin Primary School community, including all staff, School Council, and families work together in many ways to ensure that all students have equal access to a high quality education.

Tooradin Primary School is committed to developing confident learners, responsible leaders, and respectful community members. Students are actively encouraged in their pursuit of personal excellence in learning - both academic and social/emotional - through principles embodied in our school values: Respect, Responsibility, Teamwork and care.

Progress towards strategic goals, student outcomes and student engagement

Learning

High expectations for all students and the unwavering belief that every child can progress, underpins all that we do at Tooradin Primary School. Through the provision of a quality differentiated curriculum, our teachers work strategically to support each student to take the next step in their learning. Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A significant emphasis is placed on shared responsibility, collective efficacy and consistency of practice within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning.

Throughout the first semester in 2022, our teachers comprehensively assessed the academic needs of each student. Students who would benefit from 'catch up' Tutoring Support were identified, and specific learning goals established to progress their learning. Parents were communicated with to assist with the home school connection.

Moving into Semester 2, our teachers were strategic and flexible in identifying learning outcomes that would be achievable for our students. All focus areas aligned strongly to the Victorian Curriculum. Learning Intentions and Success Criteria were also identified and communicated in all documentation. In addition to our strong focus on Reading and Writing, our students also engaged in daily activities in our Specialist Programs, Inquiry units and whole school activities that focused on the Personal and Social Capabilities.

Seesaw was used for parents to see students' achievements, highlights, goals and achievements during the school day and was also an avenue for parents to communicate with their child's teachers. For 2023 we will be moving to one platform being Compass.

A review of both the 2022 Teacher Judgement data and the NAPLAN data in English and Maths, indicates our school performed very well when compared to both schools across the state and with schools with a similar demographic.

Our Year 3 and 5 NAPLAN data demonstrate excellent results, generally performing above both schools across the state and with schools with a similar demographic

Our Year 3 NAPLAN data with students in the top 3 bands is 5% above state.

Our NAPLAN Year 5 data with students in the top 3 bands is 1.6 % above state.

Our NAPLAN Numeracy Year 3 with students in the top 3 bands is 12.9 % above state.

Our NAPLAN Numeracy Year 5 with students in the top 3 bands is 2.2 % above state. 10.7% above our similar schools.

In our Attitude to School data sense of connection we are 14% above state at an exceptionally high 92.4%.

Our Attitude to School management of bullying we are 19.8 % above the state at 95.6%.

Whilst the strengthening and embedding of our whole school instructional model in Reading was a priority, we strategy implemented the 6 plus one steps to writing and writers notebook throughout 2022. Through ongoing collaboration, teachers continued to build their knowledge around best practice as it relates to teaching Reading and how to use purposeful data to inform their planning. This approach aligned well with the work already undertaken through our school's involvement in the Professional Learning Community (PLC) initiative and our strong focus on data to drive effective, point of need teaching. At the beginning of 2022 rigorous processes around the Tutor Learning Initiative were re-established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will continue to be a feature of our evidence based program for 2023.

Wellbeing

At Tooradin Primary School, we endeavour to provide a supportive and engaging learning environment for our students. Results from the Student Attitudes to Schooling survey state we have achieved Excelling levels of student safety and connectedness to school, peers and teachers. We are in fact excelling in all aspects of our Attitude to School data and our Supplementary Report states that we are an Influence school.

We continue to develop student wellbeing throughout our school, and during 2022 are involving our parent community through the newsletter. We let parents know what our social and emotional focus is for the students weekly. This whole school approach will continue to help students learn to focus on gratitude, mindfulness, empathy, problem solving, self regulation, friendship development, stress management and emotional literacy.

Our Well Being Supplementary Report states we are excelling in all areas in this document with us being an Influence school. The Students Attitudes to School data shows that a high percentage of our students are still responding positively on Sense of Connectedness with this being 93.2%, with State being 79.5%, and Similar Schools being 76%. Our 4 year trend data have us at 90.1 % with similar schools being 78% and State Schools being at 80.4%.

Management of Bullying, we are positive 92.1% with Similar Schools being 76.9% and State Schools being 78.4%. Our 4 year trend for this is very high at 93%, Similar Schools at 78.7 % and State Schools at 79.7%.

We take an active approach to student wellbeing and management with a range of programs on offer that target student self-esteem and relationship building. Through circle time sessions, the Superflex programme and the Zones of regulation approach, students work with their teacher and classmates to learn more about what helps us be successful learners.

In 2021, connections to local pre-schools was again strengthened through information sessions run by a staff member about how to prepare your child for primary school and Story-Time afternoons at school. Prep Transition program, "Learning Links", continued to be highly successful for our students and positively received by parents. It prepared our youngest students for their first term of schooling in 2022. Our Prep program embraces play based learning providing hands-on creative learning through play experiences for the children allowing them to use their imagination, build on prior learning, solve problems and develop interpersonal attributes, independence and responsibility in a warm and familiar environment.

Remote learning was a catalyst to refine and further implement wellbeing supports for staff, students and families. We ensured our students had where appropriate a modified curriculum which was implemented to ensure an accessible and manageable workload for all students. We organised with some of our families phone calls or virtual TEAM calls ensuring student connection and engagement with learning was retained. We emphasised providing opportunities for students to consolidate learning through the use of High Impact Teaching Strategies such as Multiple Exposures while ensuring we had a heavy focus on maintaining a routine both in onsite learning and remote learning to support normality. There was a focus on mindfulness and self regulation upon students return to school, with children engaging in the programs Superflex and the Zones of regulation resources while having daily circle time meetings.

In 2022, Student and staff Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

Engagement

Student engagement is continually promoted throughout the school through stimulating and motivating programs which ensure we innovate and enhance programs already achieving desired outcomes. Having a clear understanding of student needs provides us with the relevant and pertinent information to plan effectively and purposefully. Our students continue to be highly engaged, well behaved students who enjoy their positive learning environment, which is provided by our caring, dedicated team of staff and school leaders. Building resilience and increasing knowledge and skills in developing oneself is a feature of our wellbeing approach and enables us to continue to strengthen how we cater for the needs of our

students. Teachers continued to reinforce our 'SEL' (Social and Emotional Learning) programme and our Student of the Week awards were celebrated in person in our weekly assemblies. Our Wellbeing Programme was reinvigorated into all curriculum areas as our students made the adjustment back into onsite learning. Students were recognised for their ability to give their best effort, for persistence and for their overall resilience. We foster Student Leadership throughout the school by offering students the opportunity to participate in Leadership training and students assume a leadership role for which they successfully selected for. Opportunities for leadership roles range in various areas; school captain, vice captain, house captain, bus captain, I sea I care ambassadors and junior school council representative. Our Year 6 leaders were given the opportunity to attend the Halogen and Casey Young Leaders day. Our student leaders enjoyed attending these days where they had the opportunities to build their leadership skills. The Student Voice Team met fortnightly during school time to discuss and develop ways they could re-engage our school and community to continue to build a strong connection. Our Sports and Vice Captains worked with our PE teacher encouraging students to participate in all our whole school sporting days. These days were well attended by our parent community and well run by our Sports and Vice Captains. At Tooradin Primary School we offer our students a holistic approach to Student Engagement. Students continue to be active participants in their own learning through setting goals and strategies and assisting teachers with setting learning intentions and success criteria. Our staff continue to offer a comprehensive and meaningful curriculum where students are encouraged to be competent learners, problem solvers and respectful global citizens. Our teachers continue to create a range of opportunities for their students to engage in classroom activities by catering for the diverse learning needs of students. Tracking students learning was especially important after returning from remote and flexible learning. Student absence was a focus for our school. If there have been two days of consecutive, unexplained absences, the classroom teacher makes contact with the parents/carers. Where absences are of concern due to their nature or frequency, the Assistant Principal is advised and will then follow up families. Through our newsletter we communicate with parents the importance of being at school and not arriving late, due to the impact it has on their child's learning.

Other highlights from the school year

Due to returning to school full time, students were able to rebuild relationships within their class as well as develop the skills of getting along, resilience and respect. We endeavoured to rebuild our community connections through bringing back our traditional whole school events which were attended enthusiastically by our parent community. Our whole school concert at Frankston Art Centre was well received with us offering a matinee and an evening show. This was our Prep, Year 1 and Year 2 students first concert with them being very excited to be able to perform in front of the whole school community. Our Italian day with our students being in mixed year level groups was a highlight for our students with our older students mentoring and assisting our younger students in their tasks. It was lovely to be able to welcome our Grandparents to our school during Book Week. Our students and grandparents enjoyed being able to share student learning in the classroom. Our 2nd shade sail was assembled with our community using this as soon as this was put up. We have set up a pen pal programme with a Taiwan school which will commence during Term 1 2023. Our students and teachers are very excited to be sharing our cultures and traditions across the two countries. As a school learning community staff reengaged in onsite curriculum team meetings, and professional learning regarding our instructional model in reading, writers notebook and six plus one traits of writing. Our teachers utilised our Little Learners Love Literacy purchased resources to enhance teaching and learning in literacy in the Prep to Year 2 level with our students loving this programme. Teachers also strengthened their understanding of assessment practices and data and utilised this knowledge to support and extend all students.

Tooradin Primary School Wellness Supplementary Report states we are in excellent for 10 out of the 11 measures. All of these 10 measures are in the high 90th percentile

Sporting events

- Percentage of student positive endorsement for managing bullying: 96% (similar schools: 75%; state schools: 75%).
- Percentage of student positive endorsement for Respect for diversity: 95% (similar schools: 78%; state schools: 84%).
- Percentage of student positive endorsement for Sense of connectedness: 92% (similar schools: 76%; state schools: 78%).
- Percentage of staff positive endorsement for Emotional awareness and regulation: 94% (similar schools: 68%; state schools: 71%).

Financial performance

Tooradin Primary School is committed to providing an educational experience that supports learning for the 21st century for all students. The school is resourced to provide educational experiences that support and enhance the learning in the most effective manner. The school has shown due diligence and transparent accounting process to ensure targeted expenditure to optimise our students' learning experiences and environment. There is a strategic approach to program budgets, revenue and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students. Our Finance Committee of School Council, supported by the Business Manager, have shown diligence to, and applied the appropriate governance processes. The current School Strategic Plan, along with the 2022 Annual

Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The cash budget has been carefully monitored and the Student Resource Package (SRP) continued to be in surplus at the end of 2022. Significant funds were allocated for maths trolleys which ensure our students have access to manipulatives for their numeracy block. We had increased numbers of Casual relief Teachers employed because there was more staff absence due to illness. For our Intervention programs included a literacy and numeracy we employed experienced teaching staff. All moneys from the Equity allocation have been spent and accounted for during the 2022 school-year. Utilities, curriculum expenses, ICT consumable and connectivity expenses were generally increased as a consequence of returning to onsite learning. All monies were allocated appropriately and according to the DET guidelines for these specific programs and resources.

For more detailed information regarding our school please visit our website at
<https://www.tooradin.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 309 students were enrolled at this school in 2022, 132 female and 177 male.

1 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

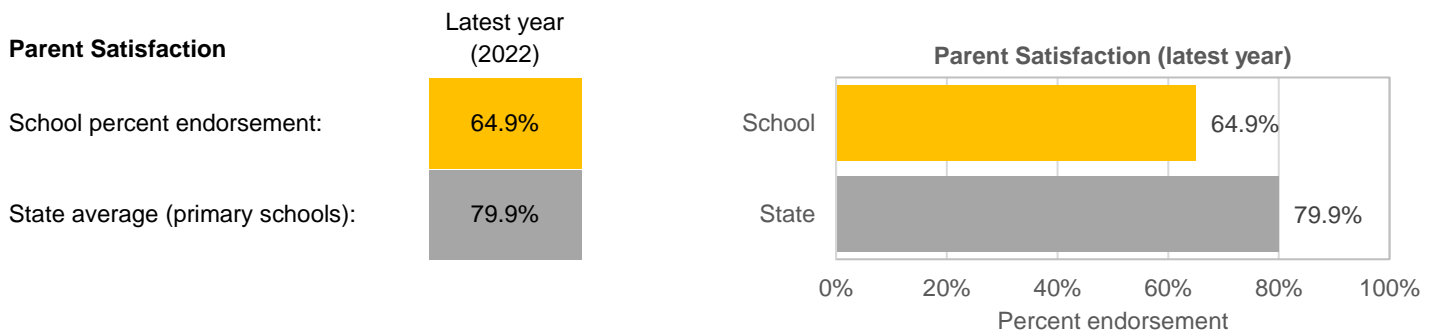
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

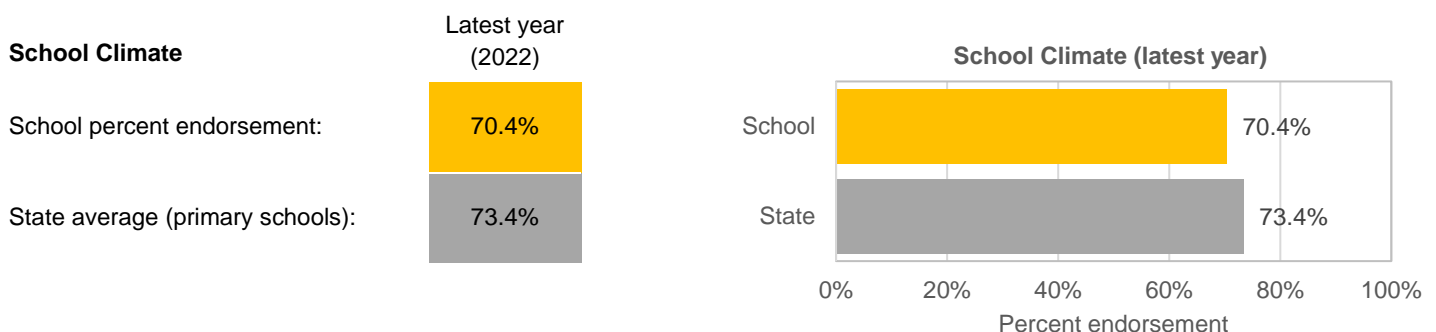


School Staff Survey

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:

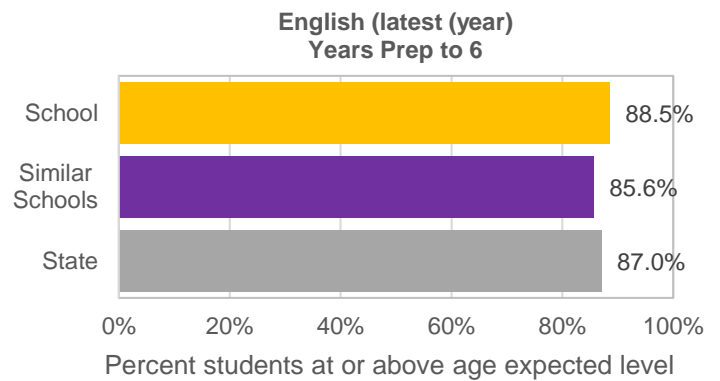
88.5%

Similar Schools average:

85.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

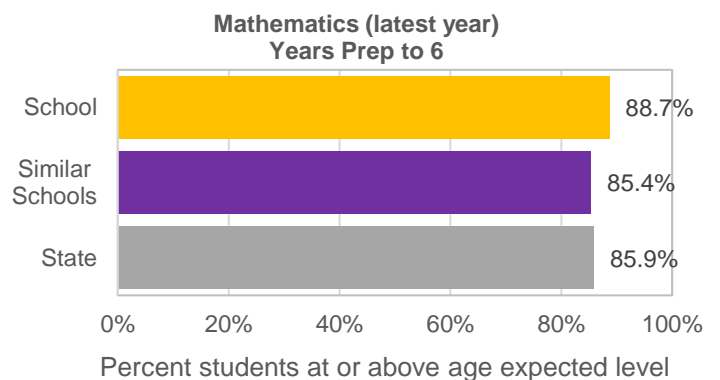
88.7%

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.

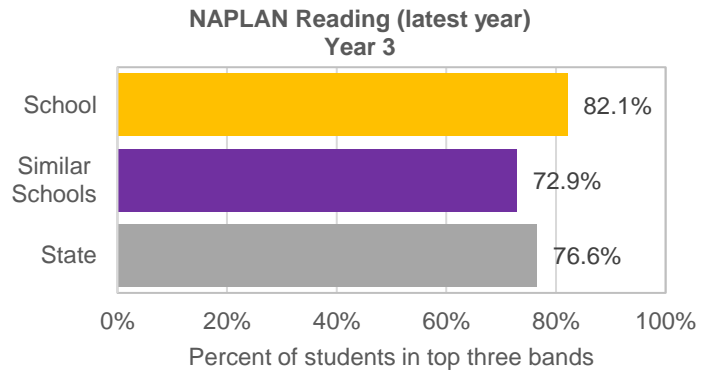
NAPLAN

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.

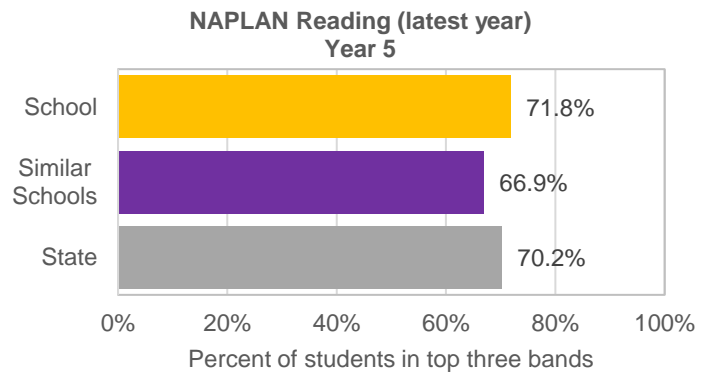
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.1%	77.4%
Similar Schools average:	72.9%	72.2%
State average:	76.6%	76.6%



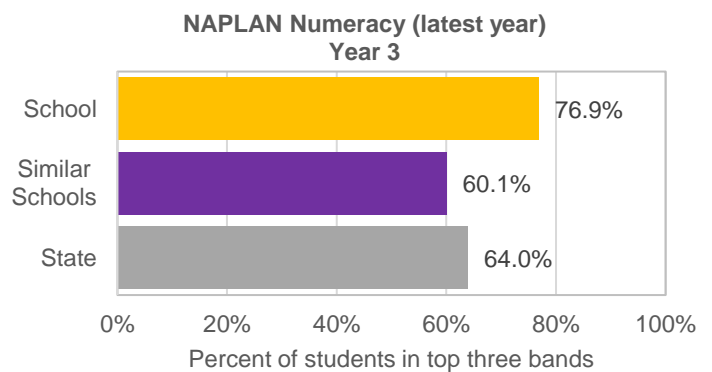
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.8%	64.1%
Similar Schools average:	66.9%	65.6%
State average:	70.2%	69.5%



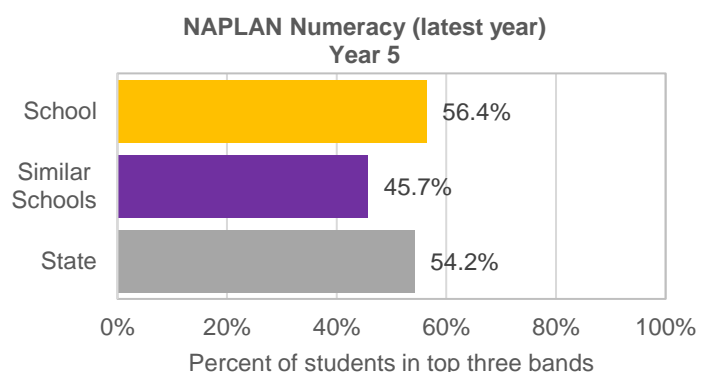
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	73.9%
Similar Schools average:	60.1%	63.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.4%	52.5%
Similar Schools average:	45.7%	51.9%
State average:	54.2%	58.8%



WELLBEING

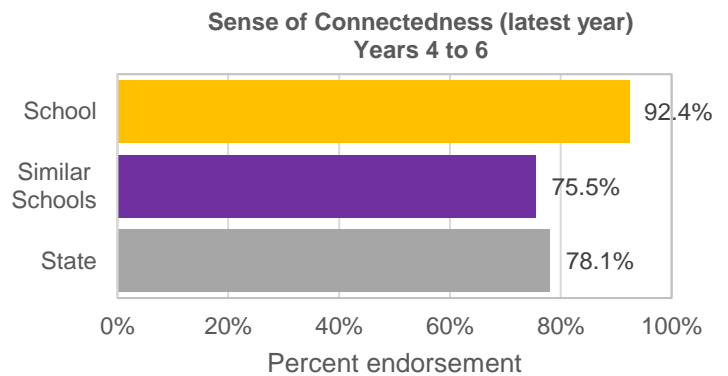
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.4%	91.6%
Similar Schools average:	75.5%	76.6%
State average:	78.1%	79.5%

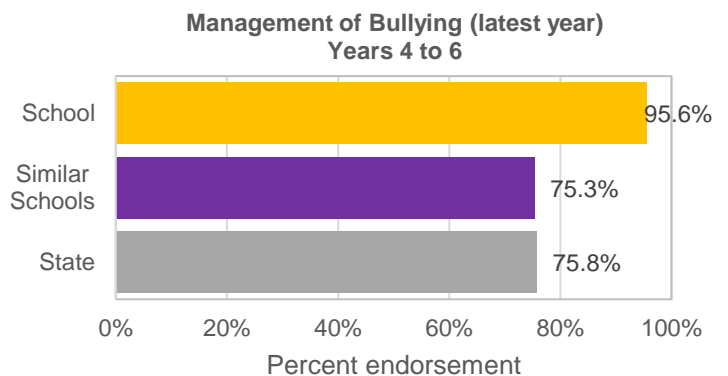


Student Attitudes to School – Management of Bullying

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:	95.6%	92.5%
Similar Schools average:	75.3%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

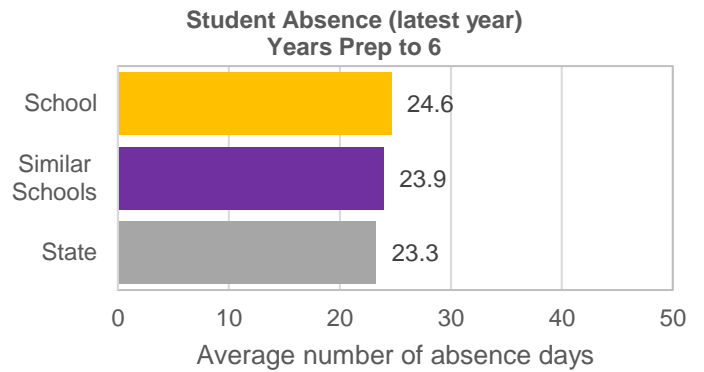
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.6	18.0
Similar Schools average:	23.9	17.5
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):	89%	88%	88%	87%	88%	87%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,960,313
Government Provided DET Grants	\$340,896
Government Grants Commonwealth	\$84,113
Government Grants State	\$0
Revenue Other	\$7,688
Locally Raised Funds	\$154,225
Capital Grants	\$0
Total Operating Revenue	\$3,547,235

Equity ¹	Actual
Equity (Social Disadvantage)	\$73,438
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$73,438

Expenditure	Actual
Student Resource Package ²	\$2,777,237
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$88,795
Communication Costs	\$3,940
Consumables	\$87,229
Miscellaneous Expense ³	\$10,033
Professional Development	\$6,879
Equipment/Maintenance/Hire	\$42,162
Property Services	\$81,716
Salaries & Allowances ⁴	\$218,044
Support Services	\$124,657
Trading & Fundraising	\$32,905
Motor Vehicle Expenses	\$321
Travel & Subsistence	\$0
Utilities	\$20,293
Total Operating Expenditure	\$3,494,211
Net Operating Surplus/-Deficit	\$53,024
Asset Acquisitions	\$12,094

- (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	\$55,291
Official Account	\$25,533
Other Accounts	\$0
Total Funds Available	\$80,824

Financial Commitments	Actual
Operating Reserve	\$80,824
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$26,311
School Based Programs	\$4,888
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$27,000
Maintenance - Buildings/Grounds < 12 months	\$6,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$145,023

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.