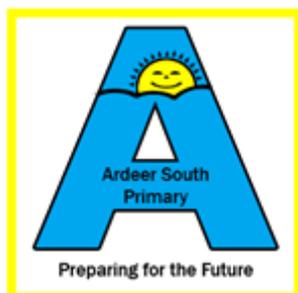


2020 Annual Report to The School Community



School Name: Ardeer South Primary School (5064)



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

Attested on 22 March 2021 at 01:10 PM by Stuart Telford (Principal)

The 2020 Annual Report to the school community:

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

Attested on 28 April 2021 at 09:49 AM by Ha Pham (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

School Vision

Ardeer South Primary School has a friendly, welcoming and inclusive environment. We develop happy, interested, life-long learners who enjoy coming to school and encourage students to take advantage of the wide range of opportunities. Families are welcomed into our school community and in partnership with the staff and the wider Ardeer South community; they make a significant and authentic contribution to the learning journey. We include our students in the learning process by making sure the purpose of learning is clear. We value student voice and give them opportunities for input, encouraging their opinions and fostering the notion of responsibility for them to keep improving what they do as well as maintaining high expectations within all areas of learning. We have a strong emphasis on welfare and wellbeing of individual children.

School Values

We strive to have children with a growth mindset as we build on students' knowledge and desire to be independent and confident members within and outside of our school community. Our school values of Respect, Effort and Responsibility are reinforced on a daily basis. The school motto is 'Preparing for the Future' and we are developing students as 21st Century Learners. Our class structure allows for explicit teaching and individualised instruction addressing student needs and collaboration. We value our multi-cultural community and support the diverse needs and background of our families.

School Purpose

As a school, we are striving to create a culture of continuous improvement, operating within the Professional Learning Communities structures. This is important as we have had a major overhaul in our staff structure, and now have many teachers who are in the initial phases of their career. The first priority will be establish consistent pedagogical practices - including consistent use of an evidence based instructional model, curriculum practices, PLC practices within a culture of development and ongoing support. The next four years will see a profound focus on literacy, numeracy and student engagement / wellbeing.

School Details

Ardeer South Primary School is situated in Western Metropolitan suburb of Sunshine West. It is located within the South Western Victoria Region and is an active member within the Deer Park/Sunshine School Network. Ardeer South Primary School was opened on 16th November 1973 with Block A undergoing a refurbishment through National School Pride in December 2011.

The school grounds are spacious and attractive with an oval, soccer field, playground equipment, sand pits and asphalted/synthetic areas offering basketball, bat tennis as well as other various games. Administration and staff amenities are incorporated into building Block A with the inclusion of numerous meeting rooms, General Purpose Room (PE, After & Before School Care and breakfast club operating from this space), Art Room, Library, Italian Room, senior classrooms and student toilets. Block B also provides a range of staff administration areas and amenities, storage spaces, student toilets and junior classrooms (Grade Prep – 4).

All classrooms are resourced for Literacy and Numeracy learning, with the provision of reading and numeracy materials. In 2020, all students in Grade 3-6 received a school owned iPad to support 21st Century Learning, with all other school owned iPads distributed through the Junior Classrooms. 2020 has also seen all classrooms upgraded with TVs with access to Apple TVs that teachers can connect their laptops or school owned iPads (allocated to all staff).

Education programs are based on the Victorian Curriculum with a strong emphasis on Literacy and Numeracy. The school provides an educationally challenging teaching and learning program. It integrates the Learning Areas and Capabilities with a strong emphasis on Early Years Literacy, English, Mathematics, Health and Physical Education, Technologies, Science, The Arts and Languages (Italian). The curriculum places emphasis on Literacy and Numeracy. Other subjects provide a broad offering and include Integrated Studies using the Inquiry Approach. Visual Arts &

Performing Arts (alternating via semesters), Italian and Physical Education/Sport are taught by our Specialist Teachers, our classroom teachers deliver our Science program with a stronger emphasis around STEAM (Science, Technology, Engineering, Arts and Maths). Our commitment to continuous improvement and achieving excellence in teaching and learning using a differentiated approach is to ensure that every child has the opportunity to reach their potential.

Positive and respectful relationships are important with three core values identified: Respect, Responsibility and Effort

There is an active School Council in place with functioning Finance, Parents & Friends and Buildings & Grounds sub-committees. There is only a very small number of parent volunteers offering support in classrooms and extra curricula events. In 2020, a before and after school care program was introduced and is operated by 'SchoolsOUT!' to provide support for working parents. In addition to this, 2020 also saw the re-introduction of a functioning canteen to support students and families with onsite food and snacks.

The school has eleven classrooms (2xPrep, 3xGrade 1/2, 3xGrade 3/4, and 3xGrade 5/6). As of 2020; staffing includes the Principal, Assistant Principal, Learning Specialist (Curriculum), Leading Teacher (Welfare), eleven classroom teachers, Visual Arts/Performing Arts, Italian and PE specialists as well as teaching and Education Support Staff. The school is supported one day a week by a computer technician for 4.8 hours. A local maintenance person supports the school one day a week.

The breakdown of staff is:

Principal Class - EFT 1.0

Assistant Principal Class - EFT 1.0

Learning Specialist - EFT 1.0

Leading Teacher - EFT 1.0

Classroom Teacher 2 - EFT 7.797

Classroom Teacher 1 - EFT 5.195

Teaching Support Staff - EFT 1.927

Integration Teacher Aides – EFT 3.259

Multi-cultural Teachers Aide – EFT 0.8

Enrolments have remained steady over the past 4 years. Over the last four years the school enrollments have been -

Year	2017	2018	2019	2020
Enrolments	216	234	224	224

The SFO (Student Family Occupation) density has remained consistent over the past four years - remaining between 0.6800 and 0.7209. The number of equity funded students in 2020 is 119. In 2020, there are 136 (62%) EAL students (English as an Additional Language) students. One student identifies as ATSI (Aboriginal and Torres Strait Islander) and there are two students in Out of Home Care. As of 2020, there are 14 students on the Program for Students with Disabilities.

Framework for Improving Student Outcomes (FISO)

In 2020, the school focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Instructional and Shared Leadership. With specific goals around -

- Building and embedding a strong researched based instructional model and agreed approaches to teaching and learning to ensure whole school consistency of practice.
- Building teacher capacity and pedagogy in deep content knowledge in Literacy and Numeracy.
- Building a high quality Professional Learning Community that measures the impact of learning.
- Strengthen teacher capacity in purposeful assessment and rigorous data to inform planning, instruction and feedback that supports the learning growth of every student.
- Developing partnerships with the school community that further develops a culture of high expectations and developing the school community as a high functioning Professional Learning Community.

We have successfully implemented our whole school structures, where a major focus has been providing rich learning opportunities to other staff by delivering quality professional learning opportunities around the High Impact Teaching

Strategies. Whilst the Remote Learning experiences of 2020 did not allow us to completely fulfil our desired outcomes, we were able to maintain a collective focus on the targeted Key Improvement Strategies and it had a positive impact on school improvement and staff culture. Some of the associated AIP actions and professional development plans were modified to suit remote learning, we did this by adapting our professional learning communities to an online portal. This allowed a foundation to be developed to be carried forward in to the future culture of the school.

Achievement

In 2020, the school continued work on its strategic plan goal of maximizing the learning and growth in Literacy and Numeracy for each student.

Due to COVID-19, ES staff, teachers and leaders had to learn new strategies and change their practice to meet the evolving needs of the students. Staff, students and parents adapted quickly to remote and flexible learning with engaging and challenging tasks set by teachers and supported by ES staff. This was largely a success, but was at a cost to other key improvement areas. This was evident from the surveying of the school community around the area of remote learning and within the planning documentation, and ongoing improvement of remote learning practice. Despite the challenges imposed on the school as a result of Remote and Flexible Learning, the school still achieved -

- A defined PLC space has been developed, with an emphasis placed on building staff capability and collective efficacy.
- An Assistant Principal has been employed with a skillset centered around key school needs i.e. PLC development, leadership development and coaching.
- The skillset of a 21st century consultant was implemented, which had a profound impact on student achievement and engagement within literacy and numeracy throughout the remote learning period.
- A significant technology investment was made; with the purchasing and allocation of iPads in upper primary (Grades 3-6).
- An Assessment Schedule has been streamlined and was adapted to meet COVID-19 limitations. The school implemented a consistent manner of assessing and tracking student data through the Essential Assessment platform.
- Structural changes occurred allowing school resources to be purchased that targeted identified needs and learning around Professional Learning Communities.
- We observed progress in some PLC teams, with some teachers beginning to moderate effectively and embrace using data and evidence of student work to drive their professional learning.
- A consistent school wide coaching process has been developed and documented.
- PSD students maintained access to differentiated learning tasks; supported remotely by their designated teacher and assigned ES staff ensuring the worked towards their identified learning goals.
- Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.
- Teacher Judgements in English saw 79.3% of our students at or above expected standard in Prep - Grade 6; which is above Similar School average of 75.2%.
- Teacher Judgements in Mathematics saw 76.2% of our students at or above expected standard in Prep - Grade 6; which is above Similar School average of 71.5%.

Engagement

A high proportion of students at Ardeer South Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom.

During Remote and Flexible Learning, all students requiring a device received one and accessed a range of educational opportunities tailored for their needs. We successfully introduced the online portal - Compass - to our community with 100% of all families connected and engaging with the tool. Compass quickly became our tool to communicate with families and distribute our learning tasks. To ensure all students maintained access to quality learning opportunities during Remote Learning, we allowed high risk/vulnerable children to access learning at school. WebEx was introduced to staff, students and families and became our trusted platform for teachers to deliver learning, whole school assemblies, parent teacher meetings, small group activities as well as professional learning for staff. Many of the practices introduced throughout the remote learning, allowed our staff to develop their skills in 21st Century Learning and embed these practices in the classroom. Our use of 21st Century Learning grew exponentially and our students and staff delivered some high quality learning. In addition to this, we saw staff using video recordings

to deliver learning from classroom and specialist teachers. We also access to digital platforms such as Epic, Matific, Wushka to guide learning experiences.

To support student engagement during the transition back to onsite learning, our school followed DET guidelines and maintained a focus on the three priority areas of Mental Health & Wellbeing, Learning and Transition. Allowing our staff to fine tune school experiences and deliver a consistent approach with other schools.

The school has increased its efforts to manage and support families with student attendance. There is a clear management plan of attendance to be followed, as well as an SMS system, Compass reminders, teacher and Admin phone calls. This has seen the average number of student absence days at 15.2; which is an improvement on the past 4 years (16.7), and is lower than the Similar School average - 19.3. Lateness continues to be an issue and is addressed by newsletter articles and parent information forums throughout the year.

Wellbeing

Our school modified the delivery of health and wellbeing supports to students and their families, by ensuring remote learning tasks had tasks that allowed students to focus on their mental health, being creative and active. Further to this, our teaching and learning opportunities allowed students to access targeted and differentiated learning opportunities. Teacher maintained assessment of students using a range of tools; including 'Essential Assessment' which allowed for targeted and small group work and adjustments. Teachers were also able to use WebEx to perform reading conferences and goal setting. Our Educational Staff maintained ongoing communication with assigned PSD students to support students learning and wellbeing needs. All classroom teachers made regular phone/Webex communication throughout remote learning.

During Remote Learning it was imperative that communication was clear and ongoing. By running regular WebEx assemblies, Compass Posts, Facebook photos, digital parent meetings/SSGs and regular newsletters - it ensured students and their families were engaged, up-to-date and informed on all school operation matters. We concluded the year by creating a COVID-19 time capsule garden that was designed and developed by our student leaders. The students ran a very memorable assembly that unveiled the garden bed. All students were able to capture memories of the year and add to the time capsule to be opened in 20 years.

The leadership team ensured that staff wellbeing was a regular agenda item at all meetings. By having a special breakfast for staff, team bonding activities, positive staff recognition, leadership phone check ins, regular staff webex to check ins and a whole staff PD facilitated by psychologist Maria Ruberto from Salutegenics Psychology who delivered a great session on positive mindset. This provided an opportunity to open dialogue around the Staff Opinion Survey Results to provide future direction to school culture development. It also created a direct avenue to delivering targeted staff coaching.

In a year that was highly unusual, we decided to get the thoughts and opinions of our Grade 4-6 students through the completion of the Students Attitudes to School Survey. This allowed us to reflect on our school year and determine whether our approaches to Remote and Flexible Learning were effective. As a result; the Student Attitude to School survey in regards to 'Sense of Contentedness' remained above State average and Similar School average; in what was a particularly challenging school year.

Financial performance and position

Ardeer South Primary School received funds from the Department of Education as part of the Student Resource Package. These funds were allocated to school base programs used to support students. Student and teacher iPads were purchased/leased. The 5/6 students used their assigned iPad during remote learning. The success of this program was recognised and we were able to then budget for leasing of iPads for the Grade 3/4 cohort. This has given the opportunity for every student across 3-6 year levels to have an allocated school owned device to use in class. All classrooms and meeting rooms were updated with TVs and apple TV's to support the use of iPads.

The Art Room was refurbished with new student table and stools so that each student can sit comfortably to complete their work. Other purchases include an updated phone system, maths trolleys for every classroom complete with updated resources for every day numeracy delivery as well as Literacy/Numeracy/21st Century Learning consultants were engaged to work with our teachers to enhance teaching practice. Additional expenditure included the schools playgrounds being topped up with 'soft fall mulch', trees in the school audited and made safe in accordance with report recommendations, as well as continued efforts to upkeep the school as part of the Department of Education Planned Maintenance Program.

For more detailed information regarding our school please visit our website at
<https://www.ardeersthps.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.

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 224 students were enrolled at this school in 2020, 105 female and 119 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

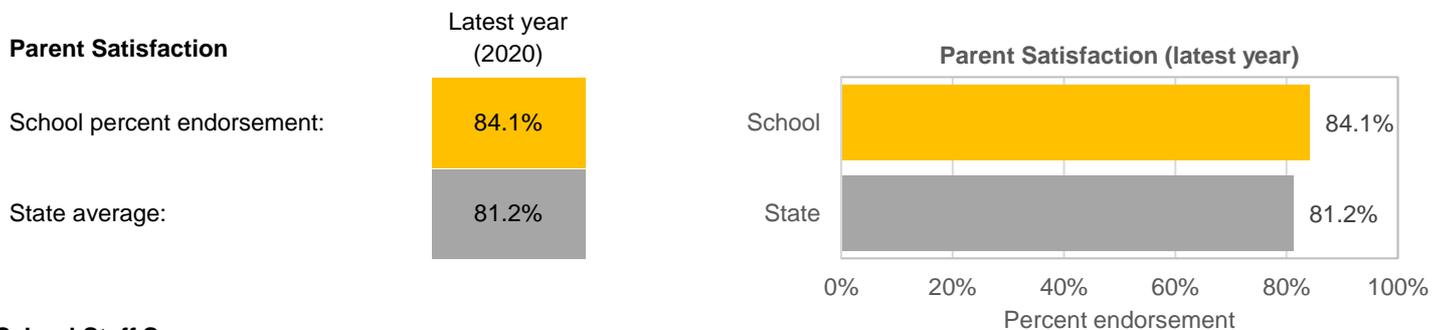
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

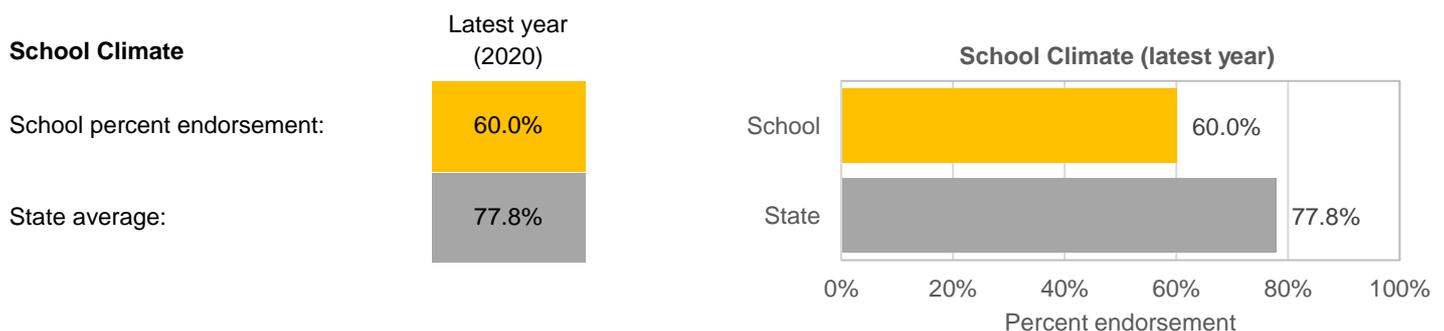


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

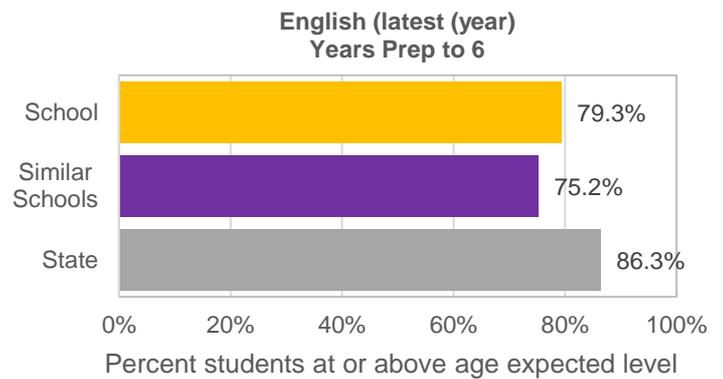
79.3%

Similar Schools average:

75.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

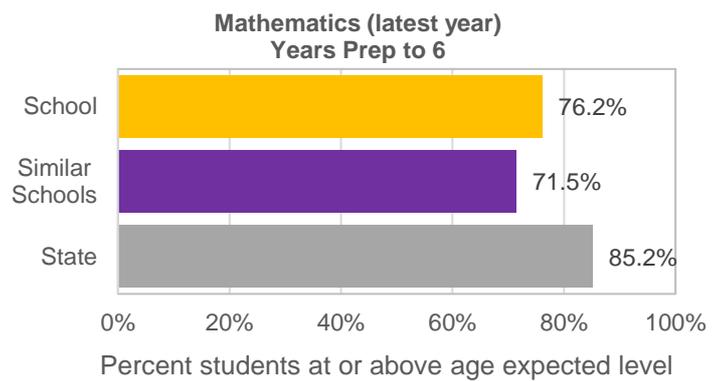
76.2%

Similar Schools average:

71.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

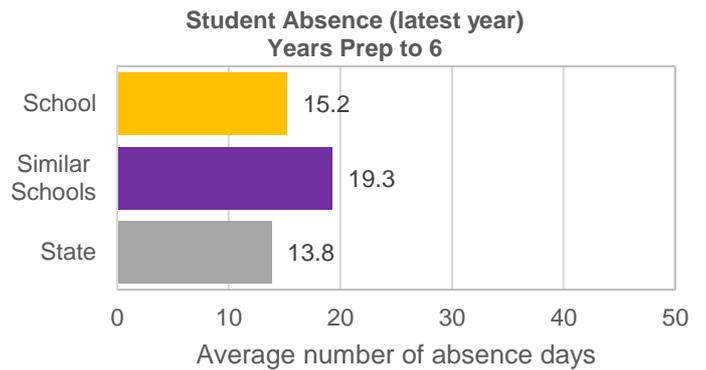
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.2	16.7
Similar Schools average:	19.3	18.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	89%	92%	91%	93%	95%	95%

WELLBEING

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

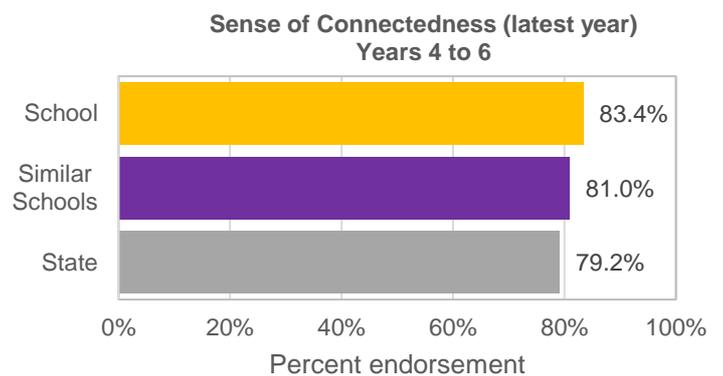
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	83.4%	89.7%
Similar Schools average:	81.0%	83.1%
State average:	79.2%	81.0%



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

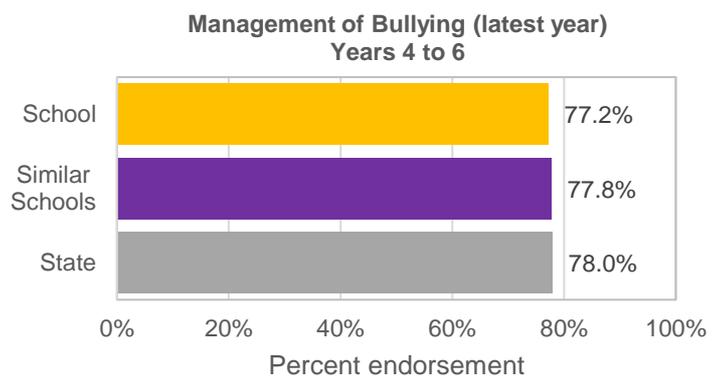
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	77.2%	84.3%
Similar Schools average:	77.8%	81.0%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,489,185
Government Provided DET Grants	\$496,695
Government Grants Commonwealth	\$3,850
Government Grants State	NDA
Revenue Other	\$9,805
Locally Raised Funds	\$27,119
Capital Grants	NDA
Total Operating Revenue	\$3,026,655

Equity ¹	Actual
Equity (Social Disadvantage)	\$418,475
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$418,475

Expenditure	Actual
Student Resource Package ²	\$2,356,650
Adjustments	NDA
Books & Publications	\$3,423
Camps/Excursions/Activities	\$2,566
Communication Costs	\$13,653
Consumables	\$65,061
Miscellaneous Expense ³	\$19,772
Professional Development	\$13,284
Equipment/Maintenance/Hire	\$106,259
Property Services	\$121,780
Salaries & Allowances ⁴	\$17,010
Support Services	\$98,693
Trading & Fundraising	\$17,704
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$24,429
Total Operating Expenditure	\$2,860,285
Net Operating Surplus/-Deficit	\$166,370
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$205,200
Official Account	\$42,474
Other Accounts	NDA
Total Funds Available	\$247,674

Financial Commitments	Actual
Operating Reserve	\$70,557
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$15,085
School Based Programs	\$428,937
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,508
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$164,852
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$693,939

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.