

# 2021 Annual Report to The School Community



**School Name: St Leonards Primary School (0866)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 16 March 2022 at 11:01 AM by Jennifer Cowburn (Principal)

- This 2021 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 22 March 2022 at 10:00 AM by Kate McCabe (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

Our school is located on the Bellarine Peninsula, in the midst of the small, but growing coastal town of St Leonards. Our campus is just 200 metres from the beach and Port Phillip Bay. Our students have a rich outdoor classroom, a place where they are immersed in community and the natural, marine and coastal environment.

At St Leonards Primary School our mission is to develop future capable learners who will become great adults. Our values are respect, responsibility and safety.

We will achieve our mission by nurturing students to:

- - want to learn, know how to learn and be engaged and have agency in their learning
- - know that anything is possible
- - be creative, curious and confident inquirers
- - be happy, caring and inclusive with a strong sense of community
- - have high expectations of themselves and others

Our children learn academically, emotionally and socially in a thriving, supportive learning community.

Our staff are purposeful in delivering optimal experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting student voice, creativity, resilience and a growth mindset.

High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education our students receive. The school has a strong and inclusive professional learning culture.

Our positive school culture is built on a belief that we are a community of learners and agents in our own learning. This is underpinned by the teaching of the Learner Strengths of Collaboration, Self-Management, Communication, Thinking and Research. Using this inquiry approach means that we are constantly improving our capacity to learn. The specific teaching of these strengths moves us towards developing 21st century learning capabilities. Overlaying our teaching of curriculum is the teaching of School Wide Positive Behaviour and Respectful Relationships. Like academic skills, these social skills must be taught explicitly, regularly practised and acknowledged frequently to ensure mastery.

Our learning community is symbolised by the St Leonards Pier and the animals that live underneath represent our St Leonards Learner strengths and values.

The staffing profile of St Leonards PS includes a principal, 8.5 full time equivalent (FTE) teachers, 4 FTE education support (ES) staff and 1.5 FTE office administration staff. There is an enrolment of 119 students grouped into 6 composite classes: 2x Prep/1/2s, 2x Grade 3/4s and 2x Grade 5/6s.

During 2021 the second year of the coronavirus pandemic has continued to have a huge impact on the way we live and learn. Our school moved from learning onsite to learning remotely on five occasions. In Term 1 for 3 days, in Term 2 for 5 days then in Term 3, for 8 days followed by a snap lockdown of 2 days, with an unexpected return to onsite learning. The final 4 weeks of term 3 were again remote learning, but P-2s returned for the last 6 days. Term 4 started with all P-2s on site, the 3/4s for 2 days per week and 5/6s for 2 days, before all students returned to onsite learning on October 26th.

The changes and challenges during the year have enabled our school community to become even more adaptable and responsive, and to work and learn collectively at a pace that is beyond expectations. This is reflected in survey results with Parent Satisfaction at 88.1% compared to the state average of 81.8%. The School Staff Survey recorded School Climate at 86.5%, compared to a state average of 75.8%.

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### Framework for Improving Student Outcomes (FISO)

In 2021 the school adopted the recommended Education State FISO priorities for the Annual Implementation Plan. These had a clear link to the effects of COVID 19. They were:

1. Learning, catch-up and extension priority:

Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. We will support both those who need to catch up and those who have thrived to continue to extend their learning.

2. Happy, active and healthy kids priority:

We will make sure we look after our students' mental health and enable every student to get back outdoors, get active and get creative. This means effectively mobilising available resources to support our students, especially the most vulnerable

3. Connected schools priority:

We will build on the stronger connections that we have established with families, carers and communities through 2020 to embed and spread improved ways of working to support our students.

The school's FISO focus was on Excellence in Teaching and Learning. The school's aim was to develop and deliver a whole school approach to high quality curriculum, instruction and assessment to improve the growth and achievement of every student. As the year continued and COVID 19 impacted, St Leonards Primary adapted quickly and the FISO focus shifted to encompass all areas of the model, but particularly Parents and Carers as Partners, Health and Wellbeing and Professional Leadership.

The strong, inquiring Professional Learning Community culture within the school continued to grow, develop and adapt as needed. Excellence in Teaching and Learning took on a new meaning with 5 transitions to remote and flexible learning during the year. Staff rose to the challenge and became more collaborative, flexible and responsive. The Professional Learning Community found innovative ways to operate and displayed exemplary commitment to every student's learning and wellbeing.

In November 2021 the school completed its Strategic Review. The Review Panel assessed our school at "embedding" on 13 of the 16 domains in the FISO Continua of Practice, which was at a higher level than the staff self-assessment.

The Review process was completed online with input to the panel by staff, students and parents and carers as well as classroom observations. The report by the Review panel will shape the Strategic Plan for 2022-2025 and link with the FISO 2.0 model to be used in 2022.

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## Achievement

Literacy and numeracy were priority areas with all staff continuing to have a strong, consistent focus on reading and writing workshop models and a rigorous focus on the Fountas and Pinnell reading continuum. Whole school professional learning focused on strengthening current literacy practice in Writing and Reading with continued professional learning for all staff, and students and families working towards reading goals. Improved staff capacity and creativity in writing lessons has been achieved through a focus on creativity in writing with the 100 Story Building through the Sparking Creativity Grant and Story Hubs, in collaboration with Whittington Primary School.

The interruptions and effects of the pandemic have directly impacted on gains in literacy and numeracy, which were varied with some students making good progress and some falling behind. Ongoing formative assessment was used to identify specific needs. Two tutors were appointed and, with class teachers, identified and developed individual Education Plans for targeted students. This initiative enabled the school to support a number of children with literacy and numeracy catch up during the year to improve learning gains. The program will continue in to be funded in 2022.

The transition to remote learning using a mixture of online and paper based methods was implemented with continuous learning and refinement over 2020-2021 by all involved.

Explicit teaching and a focus on student voice enabled students to be able to articulate and reflect on their learning.

A teaching and learning focus on reading and writing over the past 3 years is reflected in NAPLAN learning gain results in reading high gain 25% (20% in similar schools)  
in writing 30% (in 15% similar schools)  
and in spelling 27% (18% in similar schools)

As recommended by the Review Panel, from 2022-25 St Leonards Primary School will focus on improving learning outcomes, particularly in Mathematics. The school will also focus on improving student self-worth, engagement and purpose through further activation of voice and agency, high expectations for all and continuing to consolidate high level wellbeing and inclusion.

In 2022 the school will adopt the Education Victoria AIP focus recommendations as the COVID pandemic continues: "Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO."

These goals fit with the Strategic Plan recommendations. The school will review instructional models, particularly in literacy. A focus on Mathematics will commence in Semester 2 with intense professional learning. It is anticipated that this focus will continue across the 4 years

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## Engagement

St Leonards students want to be at school and want to be in the classrooms with other students and staff.

To support student engagement during remote and flexible learning staff continuously checked in with students, online, via phone and email. Students were supported with both hard copy and digital learning options. Students who did not have access to technology were able to borrow ipads and laptops and families were supported with internet access and learning and troubleshooting so that digital platforms could be accessed from home. Access to onsite learning was provided to students who were at risk of disengaging at home.

To support student engagement during the transition back to onsite learning, our school made well-being a focus with student voice, learning through inquiry and growth mindset as key components.

Happy, active and healthy a kids was a priority. Professional learning about the 'Walking Curriculum', regular outdoor inquiry learning sessions and kitchen garden programs were learning highlights for students and have been embraced by staff and connected to literacy and numeracy.

We have worked together as a community to use technology positively and combat the negative impact of social media and addiction to digital devices. (Green time vs Screen time)

The school has also focused on empowering students through, voice and agency, to actively engage in their learning, taking ownership and responsibility.

Being at school every day and being on time are continuously focused on and the school employed many strategies to improve attendance:

- High absence was targeted. Families were sent formal letters and supported by the Wellbeing Teacher and an attendance plan was created.
- Public acknowledgements for excellent attendance included: certificates, whole class awards, and "Beary (sic) Good" attendance awards.
- Attendance figures were included in individual student reports each semester with colour coding to project future learning outcomes.
- Attendance was continuously monitored, and proactive strategies implemented regularly.
- Compass supported access to attendance data for all staff.

Student absence data for 2021 showed a slight improvement. Data across 4 years indicates that the average number of absent days at St Leonards is 15.7, slightly above the state average, but better than similar schools.(18.3%).

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## Wellbeing

In 2021 the Connected Schools priority built on the strong connections that we have established with families, carers and communities to embed and spread improved ways of working to support our students.

We continued to focus on key issues with families: digital awareness, student voice, learning for the future and support for students with specific needs. Family needs varied greatly. As we moved backwards and forwards, from remote to onsite learning, the school aimed to be flexible, non-demanding, non-comparing and non-judgmental with clear instructions and follow-up. We developed new and/or stronger relationships with each other and families.

Wellbeing was a continuous priority with ongoing Schoolwide Positive Behaviour, Respectful Relationships, Child Safe Standards and the Berry Street Educational Model forming the Positive Climate for Learning Program that was explicitly taught to students and practiced consistently across the school. Berry Street Educational Model training has improved the whole staff response to student wellbeing and behaviour management. We continue to provide a consistent, strength-based approach which is constantly refined.

Building of relational trust across the community was reflected in feedback to the School Review Panel with well-being at the centre alongside learning.

The Parent /Caregiver /Guardian Opinion Survey for 2021 also reflected this with the following results:

100% believe that teachers are enthusiastic and positive about teaching

100% believe that their child feels safe at school

100% believe that our school has a consistent approach to promoting positive student behaviour

100% believe that our school treats their child with respect

The Student Attitudes to School Survey showed that 80.4% of our students have a sense of connectness and 87.8% believe that Management of Bullying is effective. Both of these results are higher than the average of all state schools in Victoria.

The focus on student self-worth, engagement and purpose and high expectations for all will continue across the next 4 years as per the Strategic Review recommendations. The focus in 2022 will be on implementing Disability Inclusion, differentiation, consolidating a tiered support system and mental health initiatives, as well as continued learning and activation of voice and agency. An Assistant Principal will commence in 2022 to support our Wellbeing teacher and staff with these initiatives.

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## Finance performance and position

The school's overall financial position is positive.

Equity Funding was used to provide additional human resources support for students in the early years and for wellbeing. Equity funds were also used for professional learning for all staff on the Berry Street Educational Model.

The community actively fundraises for the school to provide additional funds and seeks funding from grants. This was lower than normal during 2021 due to COVID 19.

Funds will continue to be boosted in 2022 by money from the State Government to employ tutors for learning catch-up and a Minor Capital Works Grant to upgrade the playground.

In 2022 the school will continue to support the growth of the Before and After School Care program.

Funds from the high yield investment account will continue to be allocated to develop digital infrastructure and buildings and grounds.

**For more detailed information regarding our school please visit our website at**  
<https://www.stleonardsps.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 119 students were enrolled at this school in 2021, 61 female and 58 male.

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

### Overall Socio-Economic Profile

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

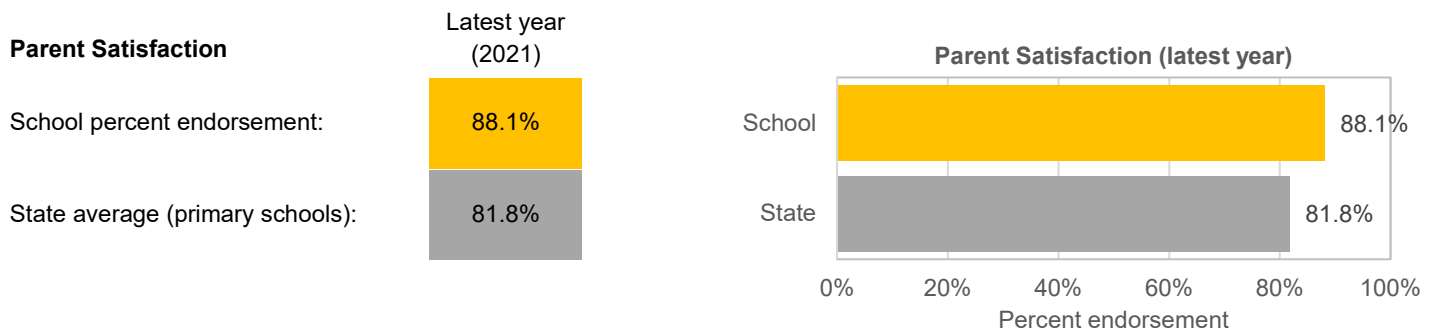
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

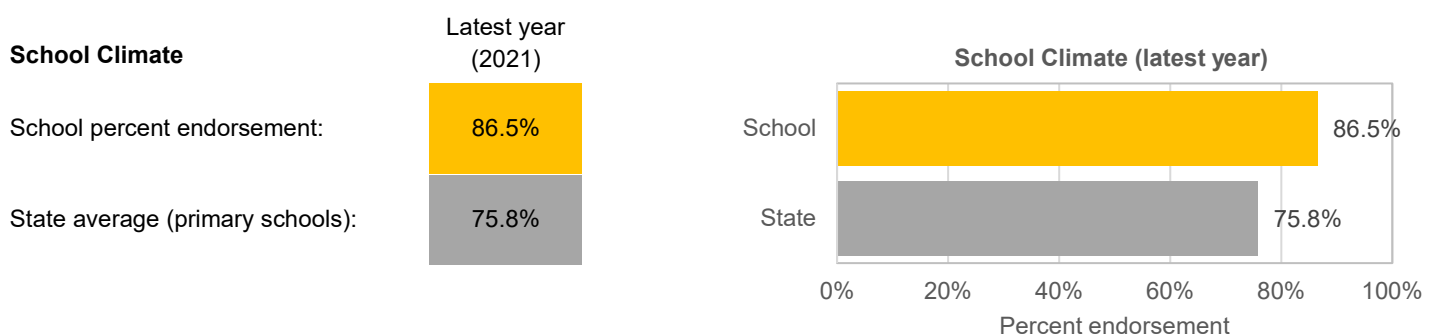


### School Staff Survey

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

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

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



## 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  
(2021)

School percent of students at or above age expected standards:

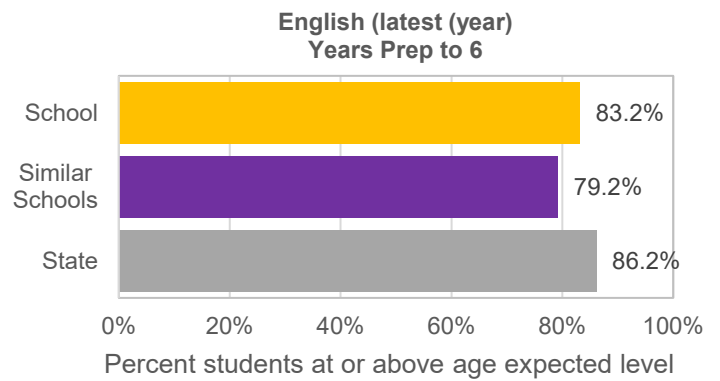
83.2%

Similar Schools average:

79.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

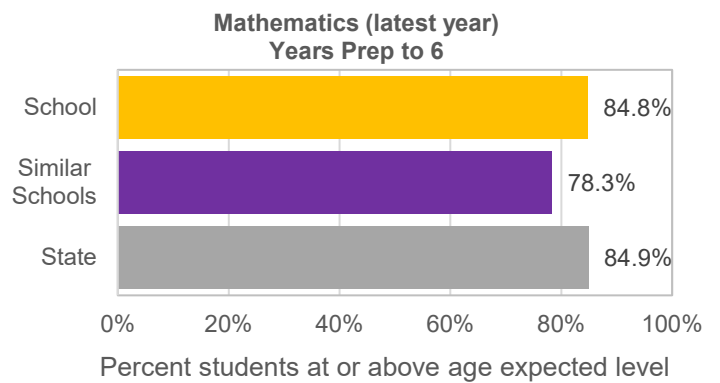
84.8%

Similar Schools average:

78.3%

State average:

84.9%



**ACHIEVEMENT (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.

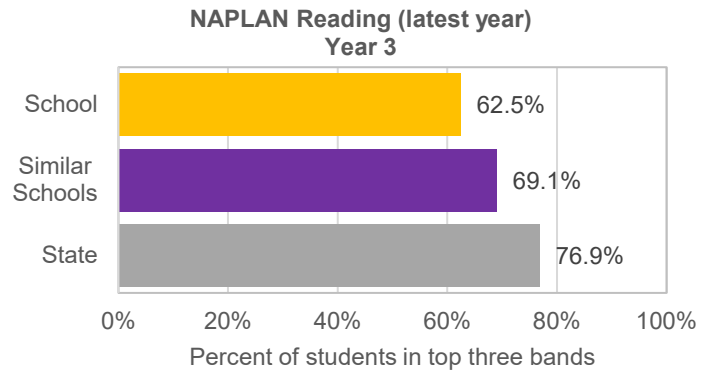
**NAPLAN**

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 2018, 2019 and 2021 data.

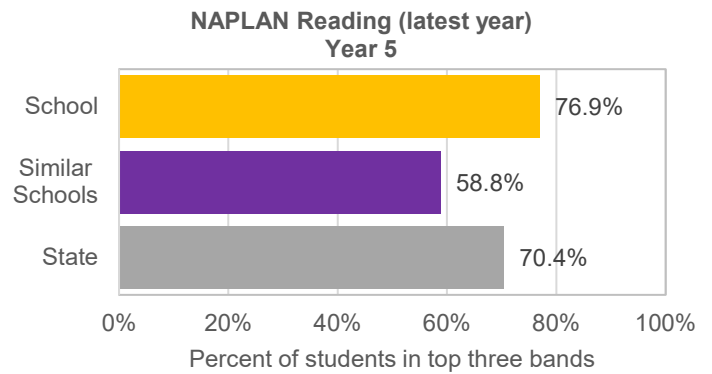
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	78.8%
Similar Schools average:	69.1%	67.9%
State average:	76.9%	76.5%



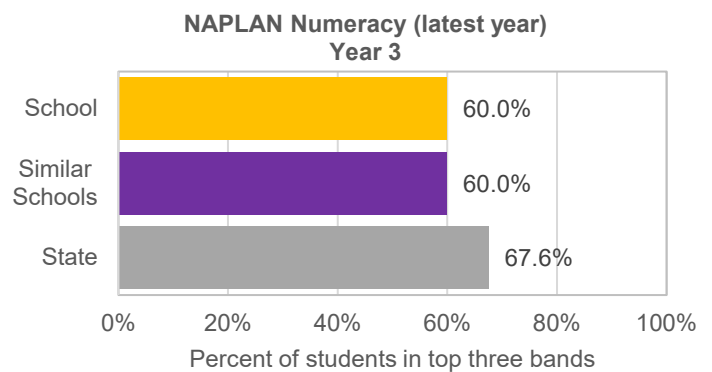
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.9%	46.9%
Similar Schools average:	58.8%	58.6%
State average:	70.4%	67.7%



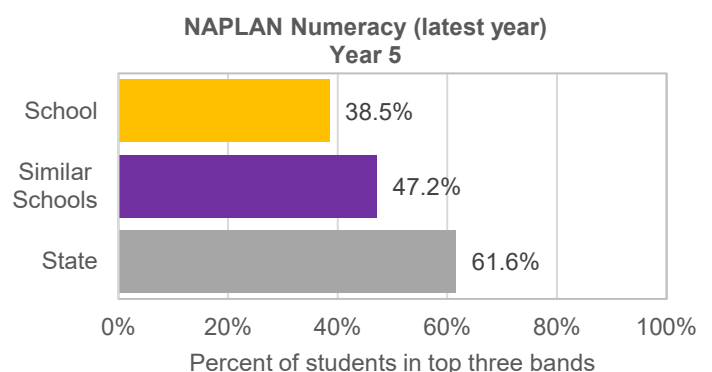
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	72.5%
Similar Schools average:	60.0%	59.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.5%	43.8%
Similar Schools average:	47.2%	47.2%
State average:	61.6%	60.0%



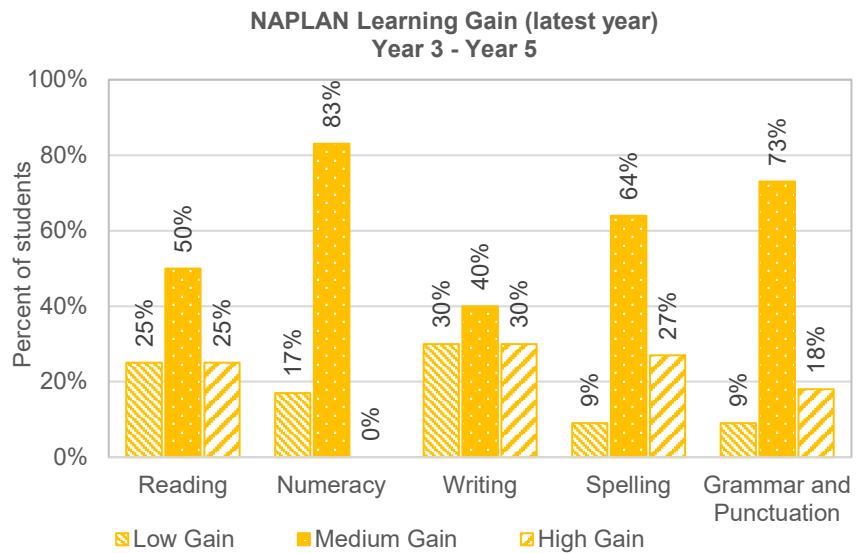
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	50%	25%	20%
Numeracy:	17%	83%	0%	19%
Writing:	30%	40%	30%	15%
Spelling:	9%	64%	27%	18%
Grammar and Punctuation:	9%	73%	18%	21%



## ENGAGEMENT

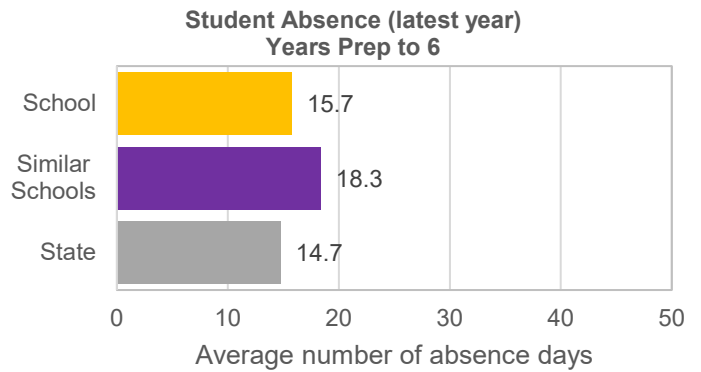
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.7	15.7
Similar Schools average:	18.3	16.8
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	93%	94%	91%	92%	93%	92%

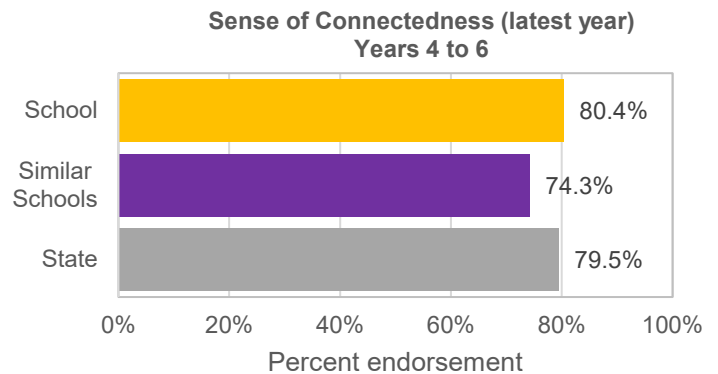
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	80.4%	82.2%
Similar Schools average:	74.3%	76.6%
State average:	79.5%	80.4%

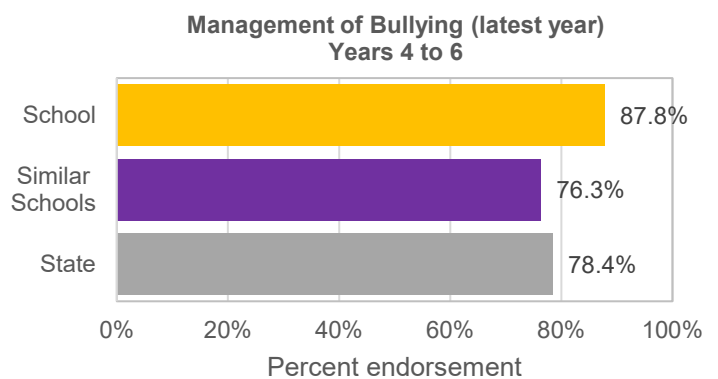


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	87.8%	82.1%
Similar Schools average:	76.3%	77.9%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,356,684
Government Provided DET Grants	\$280,207
Government Grants Commonwealth	\$30,650
Government Grants State	\$0
Revenue Other	\$742
Locally Raised Funds	\$44,188
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,712,471</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$112,368
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$112,368</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,267,197
Adjustments	\$0
Books & Publications	\$523
Camps/Excursions/Activities	\$29,419
Communication Costs	\$2,015
Consumables	\$51,495
Miscellaneous Expense <sup>3</sup>	\$5,645
Professional Development	\$34,734
Equipment/Maintenance/Hire	\$55,477
Property Services	\$40,345
Salaries & Allowances <sup>4</sup>	\$97,329
Support Services	\$5,301
Trading & Fundraising	\$20,659
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,142
<b>Total Operating Expenditure</b>	<b>\$1,619,280</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$93,191</b>
<b>Asset Acquisitions</b>	<b>\$10,591</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$268,543
Official Account	\$6,839
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$275,382</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$56,193
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$215,382
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$331,575</b>

*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.*