

2021 Annual Report to The School Community



School Name: Beaumaris North Primary School (4803)



- 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 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 15 March 2022 at 01:11 PM by Sherril Duffy (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 29 March 2022 at 10:16 AM by Kristy Hamshare Hamshare (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, 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.

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.

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)

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

BNPS School Vision

To inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance'

Our Vision

Our vision is to develop, in partnership with the whole community, an effective, caring and dynamic learning community.

The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn and all students have the right to become effective learners. It is important to continue to strengthen the partnership between staff, the students and their parents if this vision is to be achieved. Through our school Strategic Plan, which is underpinned by our Annual Implementation Plan, we will endeavour to develop the teaching practices and learning that supports this philosophy.

We will use a model of professional learning that promotes and develops these effective practices and has at its core, the essential elements for learning; constructivism, inquiry, collaboration, self-responsibility and personal development in an environment of challenge and support. These core practices enable us to build a community of global learners. The professional learning of teachers will be both focused and tied to our agreed direction of improving learning and teaching, and as a result, improving student outcomes.

We value opportunities for student voice, choice and ownership of their own learning. We strive to inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance.

School Values

We will CARE for others, showing EMPATHY, compassion and RESPECT towards the needs and feelings of others. We will show RESPONSIBILITY to our own learning and belongings, displaying self-discipline and commitment. We will show TRUST acting with integrity, honesty and a strong sense of fairness.

Purpose

To build teacher capacity in pedagogy embedding visible learning strategies to improve student learning.

Rationale

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. Teacher practice in the classroom and the way they interact with students is vital. Implementing visible learning strategies has had an impact on student voice and in 2021 the SAT (Student Agency Team) emerged. The Teams ability to connect with the students and gain feedback was impacted by remote learning.

Focus

Excellence in teaching and learning – Building Practice Excellence

Geographic location

Beaumaris North Primary School (BNPS) was established in 1959 and is a well-maintained and safe environment located in a quiet, treed, residential Bayside suburb just 15 kilometres south east of the Melbourne City Centre. The school is located in a quiet residential, bayside neighbourhood surrounded by golf courses and large nature reserves. The school grounds provide an aesthetically pleasing learning environment with large open spaces for recreational activities. Our playgrounds inspire creativity and imagination for all year levels and includes some fabulous artistic adornment to our school buildings and grounds. There is a mix of spaces that cater for both passive and active recreation by students in all year levels and separate areas are set aside for use by junior and senior students.

Programs

Beaumaris North Primary School is an International Baccalaureate (IB) World School authorised to teach the IB Primary Years Programme (PYP) since 2010. The IB is an internationally recognised programme and provides the

framework for implementing the Victorian Curriculum.

Our school has an active commitment to the maintenance of an open, co-operative, considerate and friendly environment in which all children are encouraged to reach their full potential. The safety and wellbeing of ALL students, outlined in our Child Safe Policy is paramount. BNPS works to develop values, attitudes, knowledge and skills that will better equip each student to achieve a meaningful and fulfilling life in our complex and ever-changing society. Student engagement and wellbeing are a priority – our school endeavours to instill in each child, a love of learning.

The majority of children at the school have English as their first language. There are no students requiring extra tuition in English. There are no Aboriginal or Torres Strait Islander students or staff. The school is situated in a middle to high income area.

Size, Structure and Workforce

Enrolment in 2021 was 625 with a good gender balance of girls/boys. The school's Student Family Occupation (SFO) index is 0.1665 and the SFOE Index is 0.1253. We currently have a 1:20.5 teacher student ratio across all year levels. We have 28 straight classes with Learning Support Teachers in several year levels and offer Specialist programs in Visual and Performing Arts, Languages, Library and PE.

In 2021 the school has 40.5 EFT teachers, 4 Principal class officers, 14.95 EFT Education Support staff including a Canteen Manager, School First Aid Officer, Library Technician, Teacher Assistants, School Wellbeing Officer, Facilities Manager, 1 Specialists Technician, Outside School Hours Coordinator and a Uniform Shop Manager.

Our website: www.beaumarisnorthps.vic.gov.au details every aspect of our school and a comprehensive A-Z parent Guide together with our fortnightly iNewsletter and regular Compass Newsfeeds

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

The 2021 DET priorities focused on building relationships, reconnecting with each other and developing a sense of belonging. The focus on return to school was to support and encourage happy, active and healthy kids. The aim academically was to establish consistent approaches across the school so there will be cohesiveness in teaching and learning. The students worked at varying levels with various levels of support in their homes during Remote learning. Catch-up and extension were factored in for whole school, small group and individual learning on return to school. Many students have developed their skills using IT platforms, in particular One Note and MS Teams. The 2021 goals were impacted by remote learning, however the students overall achieved excellent outcomes. Future goals will include a focus on the needs of students and building respectful relationships.

NAPLAN Relative growth:

In 2021, the percentage of students making above relative growth in NAPLAN from Year 3 to Year 5 exceeded the targets in:

Reading from 25 per cent in 2019, to 30 per cent in 2021

Numeracy from 20 per cent in 2019, to 26 per cent in 2021.

Staff Opinion Survey: Positive results

Teacher collaboration from 61 per cent in 2019 to 63 per cent in 2021- In 2021 Collaboration is 91%

Time to share pedagogical content from 50 per cent in 2019 to 52 per cent in 2021- In 2021 Sharing Pedagogical content is 45%

Understand how to analyse data from 58% in 2019 to 60% in 2021- In 2021 64%

Professional learning through peer observation from 65% in 2019 to 70 per cent by 2021. In 2021 Peer Observation 36% - This aspect has been severely impeded by remote learning due to being absent from the school site.

Remote learning has impacted many aspects of completing this goal. Teachers continue to collaborate, planning teaching and effective learning experiences for the students onsite and remotely. Their expertise in the use of MS

Teams is evident and is applied onsite as required. They were able to move from onsite learning to remote learning confidently.

The TLI program commenced early in the year add was aimed at having maximum impact. Groups of students experienced 6-8 weeks of targeted learning. The results have been positive with evidence presented in post testing and final IEP. The tutors met together frequently and were able to join the network tutor group for online meetings, sharing any concerns or general feedback.

Achievement

During remote learning we continued to implement the strategies which support an increase in student outcomes in literacy and numeracy. Whole school approaches to literacy include the implementation of Smart spelling, Daily 5 and CAFE which provide continuity for students learning remotely.

Teaching and learning experiences in remote learning were enabled by the use of technology which informed the planning of rich learning experiences for students. The students work using One Note or MS Teams as their shared platform. These platforms are becoming familiar to the students and allow the teachers to provide feedback in a timely manner. These skills have established a growing knowledge of various ways students can achieve growth. The students in 4-6 have developed independence and were able to present collaborative inquiry based units of work using platforms such as Sway. The year 3 students competently engaged with One Note. This skill base has become an aspect of everyday engagement in learning experiences and expanded on throughout the year.

The students were able to access online maths platforms such as Matharoo, My Numeracy and Mangahigh. These platforms can provide targeted learning content which support the learning being covered in the classroom. They can be accessed both in remote learning and onsite.

The TLI program commenced early in the school year and provided concentrated teaching for small groups of students that were identified at the end of 2020. The Assessment results indicated growth in these students across the year achieving excellent results at the end of 2021. The growth in all students as compared to the state and like schools is documented in the data provided.

Engagement

To support student engagement at Beaumaris North Primary School during the transition back to on-site learning, there has been a greater focus on student wellbeing, building connections and creating a safe environment for learning. Remote learning in 2021 differed from 2020 in that we went into it expecting it to be short and sharp but ended up being extended many times which effected long term planning. The return to school onsite was staggered over a few weeks.

During the remote learning periods, students had the opportunity to connect and engage with their class and peers through various technology forms, such as Microsoft Teams and One-note. We continued to build on student's ICT and technology skills through developing greater teacher capacity through professional learning in the area of 21CLD. Whilst working remotely, the Year 4 students showcased their increased digital capabilities as they presented 'Microsoft Sway' presentations on aspects of the Human Body. The students were able to share their presentations which highlighted their engagement in their learning. The Year 3 established their expertise with One note very quickly. We have placed priority and focus on the skill set students need for the future and acknowledge how this is evolving and changing.

Teachers developed small focus groups as required to provide targeted learning experiences and make more personal connections with the students. Online resources such as Matharoo and Wushka provide an added element to enrich the students experience.

Wellbeing

Through our continual focus on student engagement and attendance during remote learning, teaching staff monitored attendance during our daily morning Virtual Classroom meets. If a student was not in attendance for two days, staff were committed to calling and checking in with the family and their child's wellbeing. The wellbeing needs of the students and strategies required to engage students at home were discussed at team planning sessions. As a result, this led to staff introducing small group sessions, Year Level Virtual Assemblies, opening social virtual classrooms during recess breaks, cooking classes and dress up days. As needed, staff set up individual meetings via Teams with students who required extra support encouragement during this period.

Teachers developed small focus groups as required to provide targeted learning experiences and make more personal connections with the students. Online resources such as Matharoo and Wushka provide an added element to enrich the students experience.

Our Wellbeing officer provided PD and resources to support Teachers and the school community throughout remote learning which assisted them personally and provided strategies to help students in need. The students were provided with a variety of online incursions which were designed to target various social aspects of the return to school including a focus on friendships and getting along -A whole school well being week centred on "Empathy and Kindness". Some students were understandably anxious on the return to onsite learning, therefore a wellbeing focus of calm classrooms, mindfulness and building relationships became the norm.

FUTURE FOCUS

2022

Training then introducing two new therapy dogs.

Respectful Relationships

The Department of Education and Training (DET) Respectful Relationships Initiative is a program that runs in more than 1850 Victorian government schools. The aim of the program is to promote equal and respectful relationships, and create a culture free from family violence and gender inequality

Student Focus

Better Me program 5/6

The Better Me Program is designed to work with young people with deregulation in behaviours and emotions to learn about strategies to better cope, enhance awareness, build resilience and regulation. Students will be able to learn how to identify and recognize issue occurring at home, self-regulate when distressed, identify emotions, make respectful relationships, and respect authority and basic skills on how to keep safe.

Wellbeing focus for students

Resilience Project- Gratitude, Empathy and Mindfulness

- repairing relationships
- reconnecting peers
- confidence socially
- emotional regulation
- respectful relationships and communication
- transition

Finance performance and position

The School's revenue has been negatively impacted by COVID-19 in that a) School Fundraising Activities was unable to be held, and b) Trading Activities (OSHC, Uniform Shop, Canteen) were unable to operate at full capacity.

- School student enrolment is lower than previous years, resulting in lower gross revenue applied to the same levels of operating expense (in particularly, salaries and education delivery costs).
- The School's expenditure has been higher than anticipated due to COVID-19, particularly with regard to: a) salaries and related costs for student supervision during State lock-down, b) unanticipated costs to provision materials and equipment for Remote Learning, and c) unplanned cleaning and hygiene costs.
- Despite the deficit in 2021 the School has the advantage of a strong cash asset based which it has been able to draw upon to sustain standards and quality.

For more detailed information regarding our school please visit our website at
<https://beaumarisnorthps.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 625 students were enrolled at this school in 2021, 314 female and 311 male.

2 percent of students had English as an additional language and 0 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).

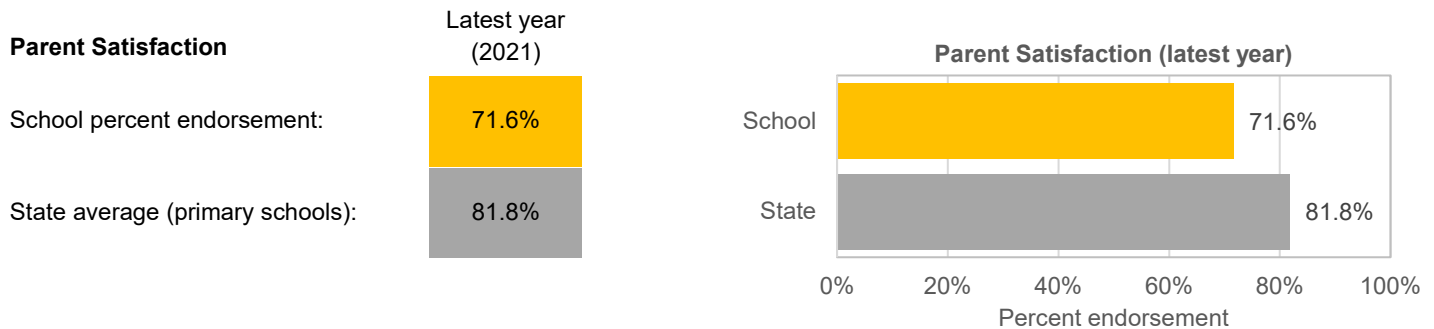
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

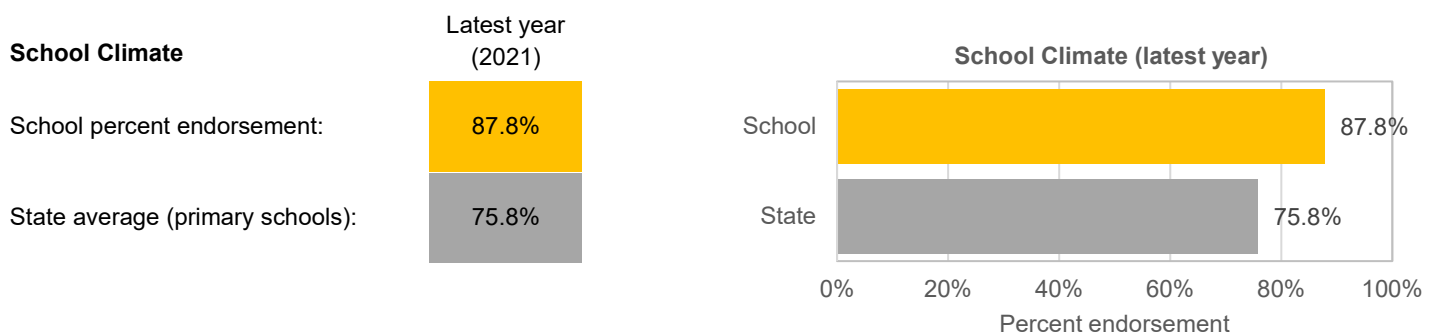


School Staff Survey

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:

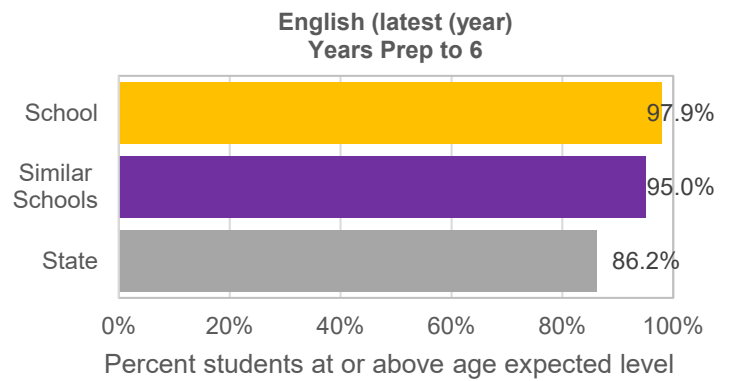
97.9%

Similar Schools average:

95.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

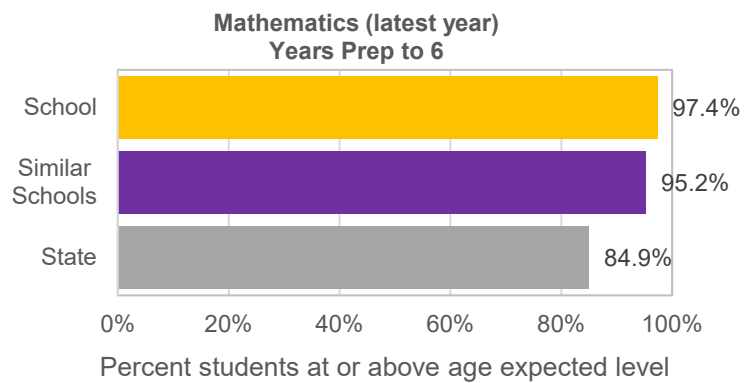
97.4%

Similar Schools average:

95.2%

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.

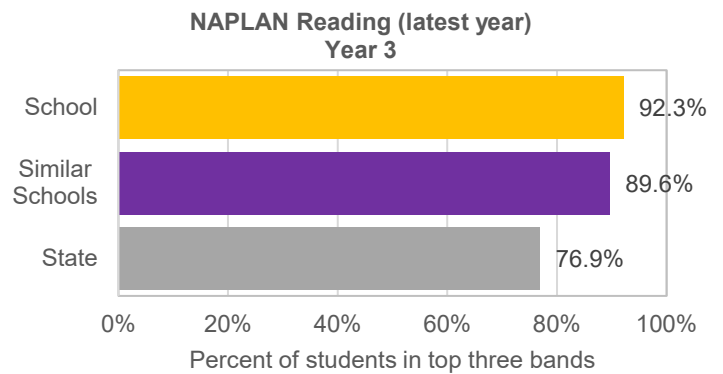
NAPLAN

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.

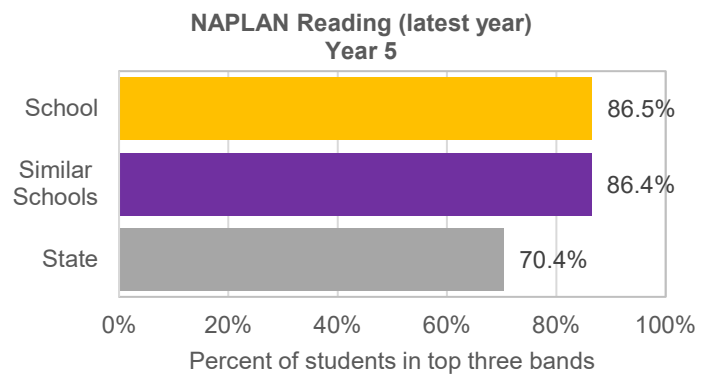
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.3%	89.2%
Similar Schools average:	89.6%	89.4%
State average:	76.9%	76.5%



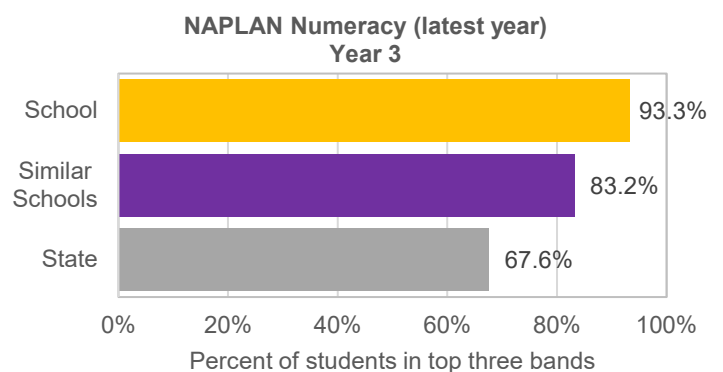
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.5%	83.3%
Similar Schools average:	86.4%	83.2%
State average:	70.4%	67.7%



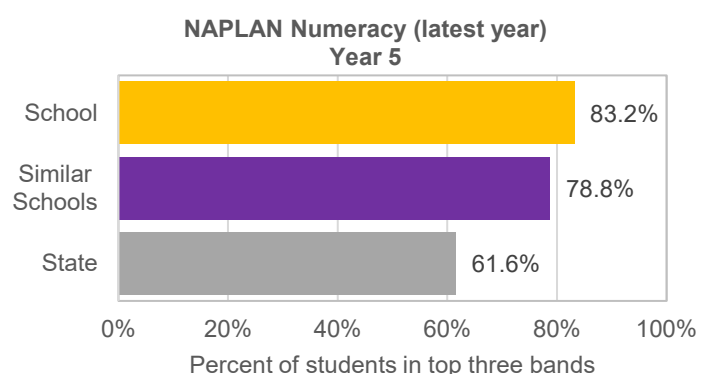
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	88.9%
Similar Schools average:	83.2%	86.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.2%	74.2%
Similar Schools average:	78.8%	77.4%
State average:	61.6%	60.0%



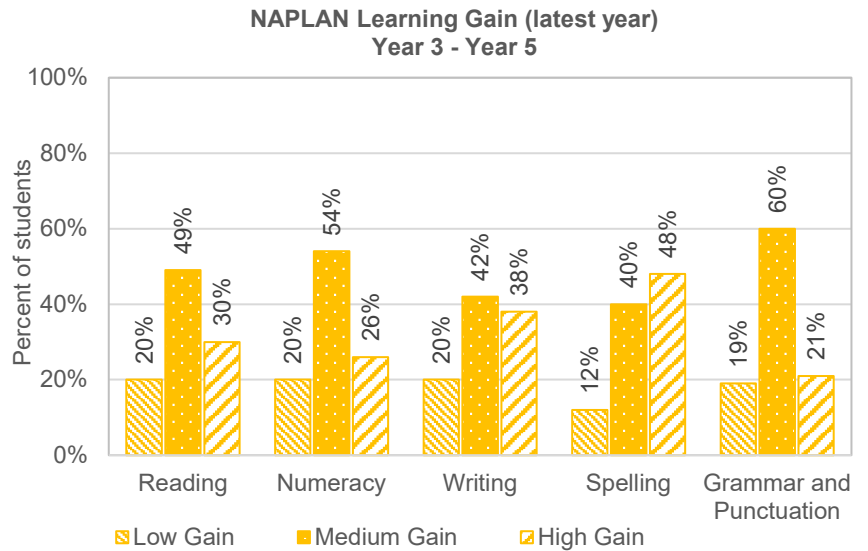
ACHIEVEMENT (continued)

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:	20%	49%	30%	28%
Numeracy:	20%	54%	26%	25%
Writing:	20%	42%	38%	28%
Spelling:	12%	40%	48%	25%
Grammar and Punctuation:	19%	60%	21%	24%



ENGAGEMENT

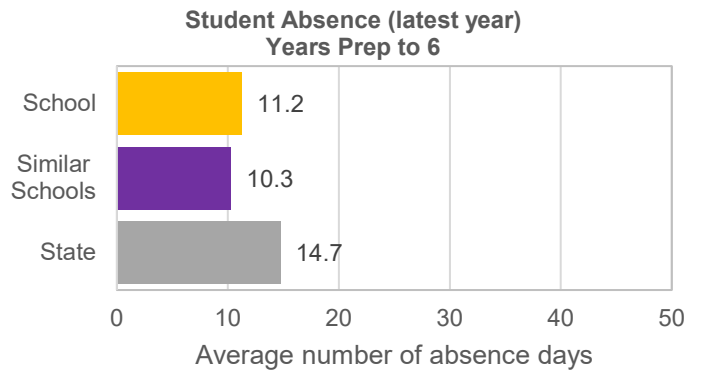
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.2	12.2
Similar Schools average:	10.3	11.5
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):	93%	95%	95%	95%	95%	94%	94%

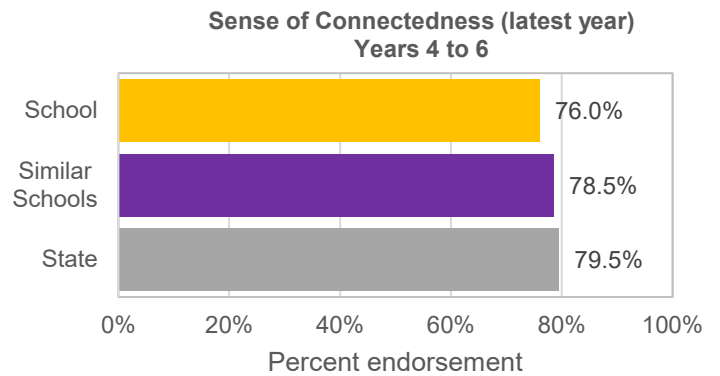
WELLBEING

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 (2021)	4-year average
School percent endorsement:	76.0%	76.0%
Similar Schools average:	78.5%	79.5%
State average:	79.5%	80.4%

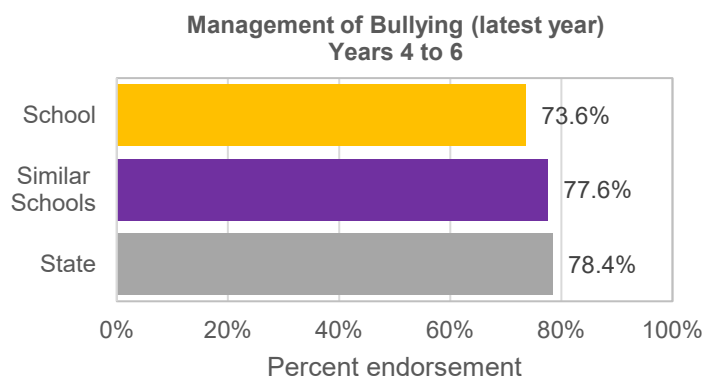


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.6%	77.9%
Similar Schools average:	77.6%	79.3%
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	\$4,778,929
Government Provided DET Grants	\$363,953
Government Grants Commonwealth	\$141,890
Government Grants State	\$5,000
Revenue Other	\$5,739
Locally Raised Funds	\$1,035,943
Capital Grants	\$0
Total Operating Revenue	\$6,331,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,454
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,454

Expenditure	Actual
Student Resource Package ²	\$5,106,354
Adjustments	\$0
Books & Publications	\$5,175
Camps/Excursions/Activities	\$206,046
Communication Costs	\$6,927
Consumables	\$161,041
Miscellaneous Expense ³	\$395,247
Professional Development	\$23,670
Equipment/Maintenance/Hire	\$121,491
Property Services	\$43,134
Salaries & Allowances ⁴	\$712,804
Support Services	\$7,939
Trading & Fundraising	\$105,060
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,110
Total Operating Expenditure	\$6,947,999
Net Operating Surplus/-Deficit	(\$616,546)
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 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

Funds available	Actual
High Yield Investment Account	\$552,073
Official Account	\$51,996
Other Accounts	\$11
Total Funds Available	\$604,079

Financial Commitments	Actual
Operating Reserve	\$301,323
Other Recurrent Expenditure	\$4,431
Provision Accounts	\$2,000
Funds Received in Advance	\$185,844
School Based Programs	\$289,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,512
Repayable to the Department	\$365,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$98,520
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,257,631

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.