**2021 Annual Report to**

**The School Community  
  
School Name: Valkstone Primary School (4778)**

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| --- | --- | --- | --- | --- | --- |
| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 29 March 2022 at 02:39 PM by Marilyn Koolstra (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 06 May 2022 at 05:04 PM by Joel Chibert (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**

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| --- |
| School context |
| Valkstone had a student population of 712 in 2021 with 62 full- and part-time-time staff. The School Improvement Team comprises the Principal, Assistant Principal, three Leading Teachers and three Learning Specialists. The SFO Index is 0.1758 and the SFOE Index is 0.1308. Twenty-eight classes, four at each year level, are housed in well-maintained and resourced learning spaces. A four-year building program of $7.6m dollars has rebuilt or refurbished all our permanent buildings along with significant landscaping and play areas.  Effective teaching teams collaborate to plan and implement highly engaging instruction based on the Victorian Curriculum/FISO and an e5 instructional model.  All teachers use digital technology as a learning tool. COMPASS is the administrative/learning portal.   Student achievement is at or above the expected level in all areas of English and Maths, with students demonstrating above average growth. A focus on writing, modelled in rich literature over the last year has supported students’ skills.  Multi-sensory learning is embedded in the P - 2 classes.  Specialist programs are: Art, Music, Physical Education, EAL (English as Additional Language), L.O.T.E. – Japanese, Library and Digi-Tech. The L.O.T.E. program uses iPads and teleconferences are held regularly with our sister school, Tako Elementary, near Osaka.   Environmental education and student initiatives have established a vegetable garden, outdoor learning area and frog pond. A well-stocked library is used by all classes and is open at lunchtimes as a recreation option for the children.   Sporting facilities include: an indoor basketball stadium used for P.E. classes and whole school assemblies each Monday morning, outdoor netball and basketball courts, an oval with cricket pitch, nets and football goal posts, a small soccer space with goals, a rebound wall and multiple bat tennis courts. Five playground installations provide multiple sources of fitness fun and an outdoor chess board with large chess pieces challenges mental muscles.   Our strong values education program, along with Respectful Relationships, The Resilience Project and Growth Mind Set are embedded in daily practice, producing a positive school culture that has consistent and clear expectations for high achievement and respectful behavior. Student leadership programs include buddies (Year 5 with Prep), Peer Mediators (Year 6), Junior School Council (1- 6), Green Team (4 – 6), a Student Leaders Team, House Captains and School Captains.  Extra curricula programs include musical performances, choir and guitar, Maths Olympiad, ICAS Competitions, chess and coding. School Council is proactive and the parent community is highly supportive of educational programs, fundraising and community events. Out of School Hours Care, O.S.H.C. has attained a high standard of accreditation in Quality Assurance and has been granted a full licence under the Children’s Services Act 1996. |
| Framework for Improving Student Outcomes (FISO) |
| 2021 was the year of review for the Strategic Plan. After a delay of 18 months, the review was held in Semester 1.The Panel managed to meet in person for all but the final day. The Reviewer met with school leadership and the whole staff to present findings of the Review. The Panel saw much evidence of a high functioning school, in academic practices and achievements along with high performance in wellbeing and personal growth. The Panel suggested a continued focus on data literacy practices to improve differentiation. Understanding and use of appropriate evidence-based teaching in response to the data was evidenced in classroom observations. The Panel acknowledged that there was a need to focus on consistency in approaches to writing and mathematics, resulting in Goal 1. To improve student outcomes in literacy and Goal 2. To improve student outcomes in numeracy The Panel concluded that student voice was evident in the school in terms of leadership, activities, and initiatives. Student agency was not as evident in student learning in terms of goal setting, self-regulation and future directions in learning. A key theme for future work is the development of student agency in learning, forming Goal 3: To amplify student agency in learning  Remote learning  Term 1 15th - 17th February  Term 2 31st May - 10th June Term 3 16th - 27th July 6th August - 17th September Term 4 4th October with staged return from 18th - 29th October when all students were back in school.  After each period of remote learning, in particular after the longer block in July/August/September, the main focus for teachers and students on the return to school was to re-establish routines and to re-build connections. Although high engagement overall was seen during remote learning, teaching and learning during remote learning is very different to that of 'on-site' learning. Students were supported to gradually build their 'learning stamina' and to rebuild effective, supportive peer relationships. This was achieved through a large focus on student well-being and foundational literacy and numeracy skills during the initial periods of return. Teachers continued to provide high-quality teaching and learning experiences that were directed at specific student points-of-need on the return to school. High expectations of students were maintained and students continued to achieve at high standards. This was evidenced by commendable NAPLAN results across the board, along with teacher curriculum judgements at the end-of-year reporting cycle to parents. |
| Achievement |
| LITERACY Develop opportunities across all curriculum areas for Speaking and Listening as reflected in planning documents. Develop teacher capacity in Literacy- Reading and Writing, through implementation of high impact teaching strategies.  Targeted professional learning for teachers to develop a shared understanding in Multi-sensory Structured Language to support the learning, catch up and extension priority. 2021 began well, with clear expectations of the English Curriculum for the year ahead in every domain of English. A curriculum day was held in April with the focus on Writing. We invited an experienced teacher, who was also a NAPLAN writing marker, to give all staff a better understanding of the NAPLAN writing criteria, to help us analyse our data and give practical teaching and learning ideas to improve specific areas of student writing. Opportunities to analyse writing at timetabled moderation sessions allowed teachers to discuss student writing and make plans for future teaching. COVID lockdowns resulted in remote teaching once again. Teachers worked hard to continue to deliver a purposeful English Curriculum in a variety of new ways. Online programs supported small group explicit teaching sessions, whole level literature sessions explored rich literature and the MSL training gave students routine and confidence as well as providing parents with an insight to the approach and extending their knowledge about words. Teachers worked collaboratively and with innovative ideas to ensure students were engaged with lessons.  Our achievement data in English was just above similar schools and above the state average. High gains were made in Writing and Spelling which supported the school focus in these areas. Despite 2021 being a challenging year, there is much for staff and students to celebrate.  NUMERACY 2021 began with clear expectations being set in terms of thorough Maths planning based on student assessment data, to ensure that the curriculum provided catered fully for the varied needs of all students. Given that 2020 saw periods of remote teaching, it was considered vital to identify and provide for those students whose learning had been affected. Direction was given to ensure that teaching was differentiated and that students were extended in order to maximise their potential. Means of formal assessment, as outlined in the Valkstone Primary School Assessment Schedule, included PAT Maths testing for Grades 2 – 6, MOLI for Grades Prep – 2, Essential Assessment, Mathletics and Valkstone Number tests. The results provided vital data to guide teaching and learning. Planning sessions for PLTs allowed teams to collaborate and plan effectively. This was evident for both face-to- face teaching and remote learning. A range of on-line resources were utilised during remote teaching. The organisation of on-line meetings allowed opportunities to have targeted, explicit teaching with activities differentiated to suit each group of students. It was expected that meaningful, regular feedback was given throughout all periods of remote learning. Students were able to contact teachers as needed – this could have been for extra support or for extension activities. In Term One a very successful Curriculum Day was held. Teachers attended three sessions throughout the day: Paul Swan – Mental Computation, Maths Curriculum Leaders – Place Value and Mathletics. Positive feedback was received in the survey given at the end of the day, with teachers able to apply knowledge gained directly to their classroom teaching.  Throughout 2021, peer observations provided opportunities for staff to observe best teaching practice. The tutoring program was most beneficial. Based on assessment data, students were chosen to be part of this initiative in which targeted teaching was provided. This continued throughout periods for lockdown. Overall, for 2021, results in Numeracy were very good. NAPLAN results in indicate high gain in Numeracy being just below similar schools. |
| Engagement |
| All student needs, learning styles and interests are catered for through a broad and comprehensive curriculum. All grade levels take part in the five specialist programs Valkstone offers including Music, Art, PE, LOTE and ICT. Students participate in school sport, camp programs, excursions and incursions. Identified students are supported through the EAL and Tutoring programs. Students have opportunities to take on leadership roles including School/Vice captains, House captains, SRC representatives and Team Green representatives.  During the stages of remote teaching and learning, classes conducted daily whole class online meetings to ensure all students felt connected and engaged in their learning. Students were also supported in a range of other ways to continue high levels of engagement including small group work, teacher feedback on work and regular parent communication. Teachers contacted families when students were not visible or engaged in remote classes. For longer term online absences, a member of the school leadership team worked with families and students to support online or onsite attendance. Once back at school on Term 4, teachers and wellbeing staff closely monitored attendance, particularly families who were anxious about close contact.  Aligning with our current AIP goal on student engagement, we aim to continue to increase student engagement levels through student voice, leadership and agency. Our strategies for this include providing ongoing professional development for teachers, strengthening our Inquiry teaching and learning process and introducing parent/teacher/student interviews. |
| Wellbeing |
| As part of our Wellbeing Program the school identified senior, experienced teachers to address the wellbeing of our most vulnerable students, across all year levels. When the school was open for regular classroom programs these staff members addressed teaching and learning and wellbeing for Disability Inclusion, tier 2 students. Students with social and emotional concerns were supported by classroom programs and support teachers. The Wellbeing Programs adopted by the school were Respectful Relations, Resilience Program and Growth Mindset. During the periods of lockdown, students and families were supported in a variety of ways. Vulnerable students were encouraged to attend on-site school sessions, where they were able to access on-line lessons with their class teacher and were supported by teachers and Education Support staff, allocated to daily sessions. The data collected through the Student Attitudes to School, has identified that the Sense of Connectedness, is an area for consideration. Our new Strategic Plan recognises and plans to address student voice and agency. |
| Finance performance and position |
| Valkstone ended the year in a sound financial position despite the challenges of lockdown. Funds have been retained for facilities, scheduled maintenance and projects as contractors were unavailable and we were unable to proceed with any work except for routine maintenance and essential items.  Fundraising was limited but smaller events raised nearly $20,000 for school identified resources and improvements.  The school committed to the installation of solar panels, supported by a government grant.  Parent payments were lower as excursions did not proceed and only Year 6s and 3s were able to attend camp. Out of School Hours Care ran only to support children of essential workers during remote learning. Staff salaries were supported by Federal subsidies. |
| **For more detailed information regarding our school please visit our website at** [**www.valkstoneps.vic.edu.au**](file:///C:\Users\01010936\Downloads\www.valkstoneps.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 703 students were enrolled at this school in 2021, 334 female and 369 male.

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

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: Low

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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 81.3% |
| State average (primary schools): | 81.8% |

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.

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| --- | --- |
| **School Climate** | Latest year (2021) |
| School percent endorsement: | 79.4% |
| State average (primary schools): | 75.8% |

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: | 95.8% |
| Similar Schools average: | 95.2% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 95.0% |
| Similar Schools average: | 94.6% |
| 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: | 90.2% | 89.9% |
| Similar Schools average: | 91.8% | 90.8% |
| State average: | 76.9% | 76.5% |

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| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 91.2% | 85.1% |
| Similar Schools average: | 88.6% | 85.4% |
| State average: | 70.4% | 67.7% |

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| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 74.5% | 83.1% |
| Similar Schools average: | 86.6% | 87.5% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 86.3% | 83.9% |
| Similar Schools average: | 85.2% | 83.0% |
| 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: | 19% | 56% | 26% | 32% |
| Numeracy: | 12% | 54% | 34% | 36% |
| Writing: | 7% | 44% | 48% | 37% |
| Spelling: | 10% | 44% | 45% | 32% |
| Grammar and Punctuation: | 6% | 63% | 31% | 37% |

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.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 8.5 | 11.1 |
| Similar Schools average: | 9.4 | 11.4 |
| 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): | 96% | 96% | 96% | 96% | 95% | 96% | 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).

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 75.8% | 80.2% |
| Similar Schools average: | 82.8% | 82.6% |
| 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 74.0% | 80.6% |
| Similar Schools average: | 79.8% | 80.6% |
| 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 | $5,546,124 |
| Government Provided DET Grants | $485,376 |
| Government Grants Commonwealth | $212,673 |
| Government Grants State | $45,000 |
| Revenue Other | $29,128 |
| Locally Raised Funds | $714,046 |
| Capital Grants | $0 |
| Total Operating Revenue | **$7,032,347** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $12,874 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$12,874** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,465,984 |
| Adjustments | $0 |
| Books & Publications | $2,424 |
| Camps/Excursions/Activities | $226,686 |
| Communication Costs | $5,159 |
| Consumables | $155,232 |
| Miscellaneous Expense 3 | $13,615 |
| Professional Development | $36,305 |
| Equipment/Maintenance/Hire | $198,831 |
| Property Services | $62,604 |
| Salaries & Allowances 4 | $378,883 |
| Support Services | $186,537 |
| Trading & Fundraising | $64,636 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $35,927 |
| Total Operating Expenditure | **$6,832,823** |
| Net Operating Surplus/-Deficit | **$199,524** |
| Asset Acquisitions | **$134,860** |

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 | $604,631 |
| Official Account | $19,339 |
| Other Accounts | $0 |
| Total Funds Available | **$623,970** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $225,897 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $30,000 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $332,000 |
| Asset/Equipment Replacement > 12 months | $130,000 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$717,897** |

*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.*