

2021 Annual Report to The School Community



School Name: Aireys Inlet Primary School (5566)



- 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 22 March 2022 at 01:54 PM by Jennifer Abel (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 30 March 2022 at 11:55 AM by Michelle Vernieux (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

Our Student Family Occupation and Education Index is 0.26

Our current enrolment at the beginning of 2021 is 76 students with 5.4 Full Time teaching staff, 1x Teacher Aide (10 hours) and 2 Administration Staff.

Inspired by our unique natural surroundings, our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Aireys Inlet Primary School aims to provide an inclusive and caring learning environment that engages our students and challenges them to grow to acquire, demonstrate, articulate and value the knowledge and skills that will support them, as life-long learners.

Aireys Inlet Primary School is dedicated to recognising the importance of the partnership between the school and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for ensuring inclusive, safe and orderly environments by delivering the Respectful Relationship curriculum, using the School Wide Positive Behaviour Framework, underpinned by the core values of Respect, Cooperation and striving for Personal Best.

2021 was a challenging year for all. The staff took on new learning and effectively delivered a comprehensive education remote learning program for their students. The majority of families coped well transitioning from face to face to online learning. Testing indicated that most students continued to progress well academically. Socially, however the students missed seeing and collaborating face to face with their friends.

Over the year the teaching staff were able to enrol in the suite of DET, Bastow, and AEU Professional learning of their choice. They then shared their learning.

The positives that have arisen from 2021 is that we continue to show High level school performance parameters and our school is one of Influence for Mathematics and with strong but declining Reading measures. With renewed focus our reading data will continue to remain high.

The Respectful Relationships curriculum has been embedded and again supported through the Blueearth program which was delivered both face to face and virtually. Throughout 2021 there was a concerted effort to ensure all students and families remained connected to the school and had the opportunity to see each other during remote learning. The classroom and specialist teachers also conducted live whole class and small targeted teaching lessons.

Considering the last two years we have had, it was not surprising that school climate, student attitude, engagement and participation data was lower than previous years.

Our students once again performed very well academically with results in English and Mathematics above similar schools and the state average. This was an outstanding result considering the constant interruptions in teaching and learning. The staff, students and parents must be commended.

Framework for Improving Student Outcomes (FISO)

Considerations for 2022

In 2022 Aireys Inlet Primary School will go through a Review Cycle, and develop goals for our new Strategic Plan. A focus for the year will be on student learning, wellbeing and whole school and community connectedness. Over the

past 2 years our families have not had the connection with the school as they have had in the past due to COVID restrictions. There will be a concerted effort to safely welcome back our families on site and into classrooms. We will work with the Parent Club to ensure there are plenty of opportunities for families to come together.

All stakeholders will unpack the Opinion Survey data and have a significant input into developing strategies for change. There will continue to be a focus on acceptable behaviours in line with our school values for all school community members, with the aim of developing a cohesive community culture.

Although our students perform very well across most key learning areas, it has been identified in the data that we need to challenge students at the 'top end' with an increase of students having high growth. In 2022 we will be adopting an engaging whole school inquiry model, based on deep learning, questioning and challenge. There will also be the opportunity for talented and gifted students to take part in the Victorian High Abilities Learners program and continue to access the Gateways, specialised learning workshops with students across the Geelong area.

In 2022, three staff will attend the Bastow, Leading Mathematics course and another three will attend Professional Learning Communities (PLC) training.

2021-FISO Dimensions and Key Improvement strategies reviewed.

Excellence in Teaching and Learning

Building Practice Excellence and Curriculum Planning and assessment- Embedding

Teachers are making links between students' progress data and their own professional learning needs.

The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. In 2021, our focus was to improve writing across the school. Moderation writing assessments continued throughout the year and teacher judgement results indicate positive improvement across most year levels.

Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student needs. Teachers teach at 'point of need' for each individual child, depending on where they sit on the continuum, even during Flexible Remote Teaching and Learning most of our students achieved a least one years growth with a high percentage of our students achieving growth of more than one year.

The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning.

Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. This continued during the the remote learning period with teachers meeting in their Professional Learning Teams to assess, diagnose and plan for future learning.

Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence. Students are actively involved in developing and monitoring their own learning goals, even throughout the remote learning period, which has ensured student engagement and academic rigour.

Professional Leadership

Building Leadership Teams and Instructional Shared Leadership- Evolving moving towards Embedding

Leadership roles are aligned with the School Strategic Plan and Annual Implementation Plan (AIP) priorities. A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies. The teachers' roles and responsibilities include facilitating the school professional learning program.

All staff engaged in the annual performance and development process, although modified to include a 'Statement of Expectation' reflecting on the complexities of the year. Leaders initially developed action plans to use as a guide, together with school performance data, to develop a set of clear goals for student learning in line with the Annual Implementation Plan (AIP), however this become disjointed as transitioning to and from face to face to Flexible Remote Teaching and Learning throughout the year had an impact of continuity.

Positive Climate for Learning

Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion- Evolving moving towards Embedding

Our teachers encourage students to set high expectations for their own learning. They engage in conversations about

learning and progress, addressing concerns and celebrating achievements.

Teachers assist students to become more self-directed and to believe in their ability to complete tasks and reach goals. Staff, students and parents regularly share and celebrate school achievements within and beyond the school using a broad range of opportunities.

Students are familiar with behaviour expectations and consequences for inappropriate behaviour. Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. All classes provide safe and welcoming learning environments in which students respect and value on-task learning.

Community Engagement in Learning

Building Communities and Global Citizenship- Evolving

Inclusive school policies, programs and practices were monitored and evaluated for their effectiveness. All students at our school had access to the curriculum and facilities both at school and at home.

Our school works in partnership to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. We work on a tiered approach, using both internal and external supports personnel such as our Welfare Officer and the SSSO network of professionals. During 2021, the Student Welfare Office had a key role in checking in on families and offering support where needed, especially during remote teaching and learning. A shared commitment and collaborative actions by our school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. We collaborate with community agencies to support specific learning, health and wellbeing needs of these students. There were a few students who required extra support during the remote learning period and therefore onsite supervision was provided.

Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. We actively engage with our local community and agencies, such as DELWP, the CFA, Angair and the Friends of Eastern Otways around local and global issues.

We continue to look for authentic opportunities for our students to become active citizens within the school and wider community.

Through our inquiry units of study, teachers draw on students' experiences to develop their understanding of the economic and social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights.

Achievement

Aireys Inlet Primary School has achieved pleasing results in all areas of Student Learning during 2021, with very few students negatively impacted by the challenges of the year.

In English teacher assessments against the Victorian Curriculum show the percentage of students in Years P-6 with at or above the expected growth of one year was 90.6% (above both similar and state measures)

In Numeracy, the percentage of students in years P-6 with at or above the expected growth of one year was 88.8% (above both similar and state measures)

Learning gain from Year 3-5 showed High growth in Reading, Numeracy, Spelling and Grammar, substantially higher than similar schools and state measures. Writing showed less gain this year.

During remote learning the teachers were able to continue to formatively assess the students as they posted their work onto the Seesaw platform. They also used Essential Assessment to assess Reading and Mathematics. All students had access to Wushka, online reading books, and the teachers could set assessment tasks to be accessed by the students. Testing and Assessment in the Foundation and year one levels was more problematic. Once students returned to face to face teaching a suite of assessments were given to students to ascertain if any child had slipped

behind during the remote learning period, and intervention was provided. This also helped teachers differentiate future learning for their students.

Engagement

Our Average Number of Student Absence Days in 2021 was 20.7 significantly higher than similar schools and the state. This is not surprising considering COVID-19 impacted, with many of our students having to self isolate at home after receiving a test.

Our school continue to record average number days absent for each child being six or more days higher than State average. This can be noted in the trend data.

Year 2 and 4 had the highest rate of absenteeism, although other year levels were consistent across the school. Common reasons for non-attendance include COVID-19 test self isolating at home and illness.

We actively encourage attendance by promoting the 'It's not okay to be away' message, providing fun and engaging learning experiences and actively following up non-attendance.

Most students were enthusiastic to return to school after remote learning. A small percentage were anxious and we worked with these students to address their fears and concerns.

We actively worked with the student voice team to organise some fun and engaging events at school. The senior students did miss the opportunity to play inter school sport and participate in other events held outside of the school, and this was reflected in the Attitudes to School data. This was also seen in the percentage of students who positively endorsed a sense of connectedness was significantly lower than it had been in 2020 and that of similar schools and the state averages.

Wellbeing

Covid-19 did impact on the Opinion Survey data. The students in Years 4-6 students indicated a decrease in connectedness and student voice, although both were still above similar schools and state benchmarks. Student Voice and Agency remains as a focus for us in 2022 as the senior students are now able to develop authentic opportunities for all, and to have a greater input into their own learning and the operation of the school.

The school will continue to focus on improving students' connection to school by building our students' sense of belonging and enjoyment. We will continue to encourage student leadership, build community and cultural partnerships, and develop student social and emotional capabilities.

The majority of our students believe we manage bullying well, indicating an 76.2% positive response in the Attitudes to School Survey. Interestingly the positive endorsement from the parents was 63% in comparison. Student data indicated 80.6% did not experience bullying, yet again the perception from the parents that their child did not experience bullying was 77%. These results are similar to last year, with an overall improvement on previous years, however we acknowledge we have some way to go. Overall, we had a positive improvement in the amount of students not experiencing bullying which is positive. This can be due predominantly to the fact that the students spent much time at home in remote learning and also the work teachers have done embedding the Respectful Relationships curriculum, SWPB and values programs and Blueearth. These programs will continue in 2022.

Finance performance and position

The school ended the year with a healthy surplus, however this is predominantly due to the Parent Club funds of \$52,316.00

The school itself ended with a small surplus in the cash budget (official account) of \$21,477.00

The School Resource Package (SRP) ended the year with a surplus of \$21,318.00

Extraordinary revenue noted, was the Parent Club funds and there was no extraordinary expenditure over the year.

The sources of funding that the school received in 2021 included very little locally raised funds due to the events being cancelled due to Covid-19 restrictions. We did receive donations from the Recycle Shed, Anglesea, voluntary contributions from families and Sporting Schools and other minor local grants.

Additional State/Commonwealth funding the school received included, Playground funding, Bushfire preparedness grants, Swimming, the Sporting Schools initiative, the National Chaplaincy Program, Student Excellence program and additional funds for Covid cleaning.

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 86 students were enrolled at this school in 2021, 42 female and 44 male.

0 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).

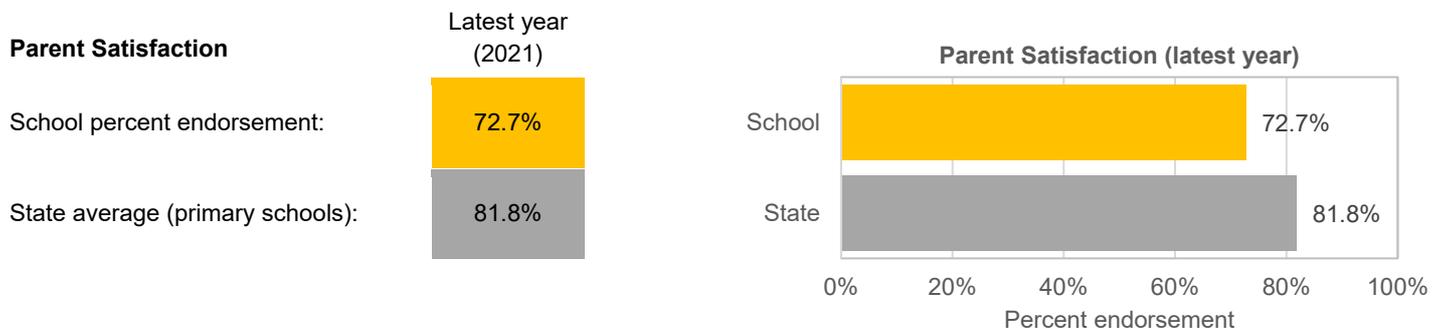
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

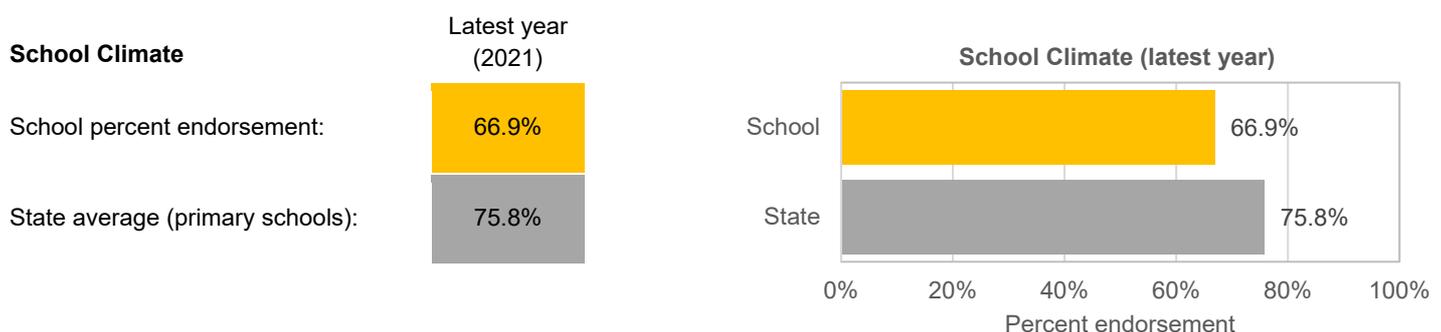


School Staff Survey

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:

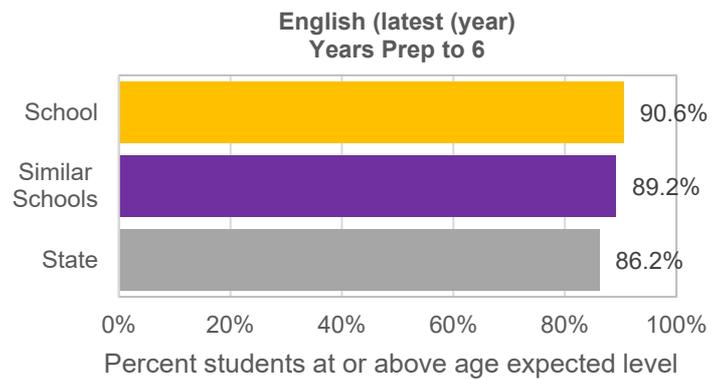
90.6%

Similar Schools average:

89.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

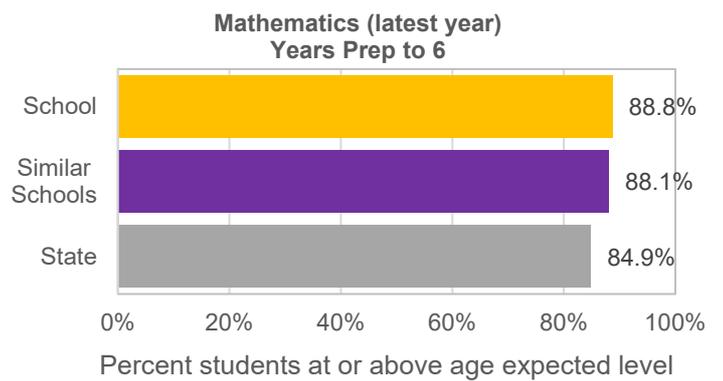
88.8%

Similar Schools average:

88.1%

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.

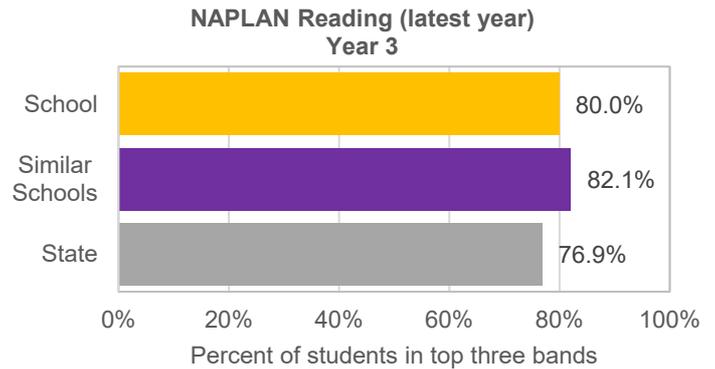
NAPLAN

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.

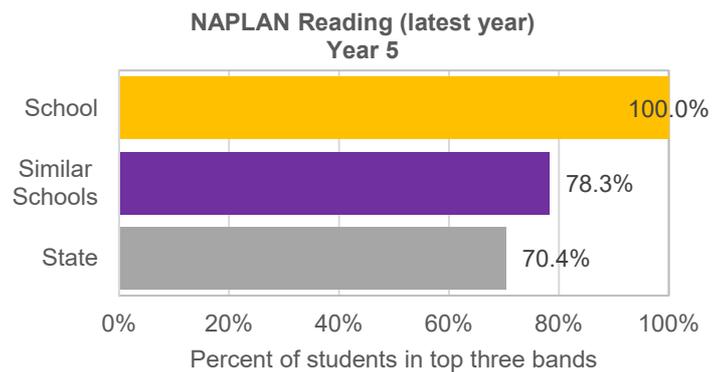
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	83.7%
Similar Schools average:	82.1%	82.1%
State average:	76.9%	76.5%



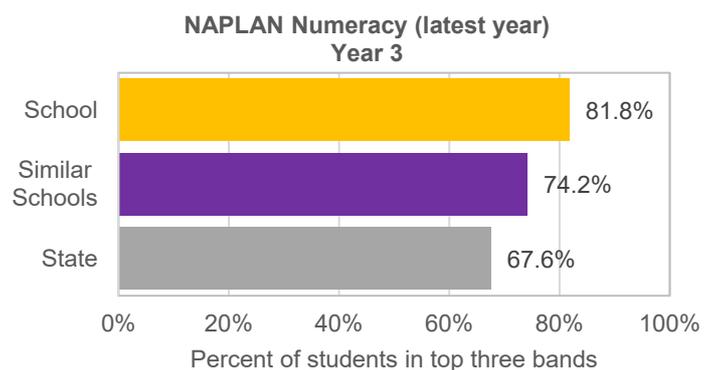
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	78.3%	74.8%
State average:	70.4%	67.7%



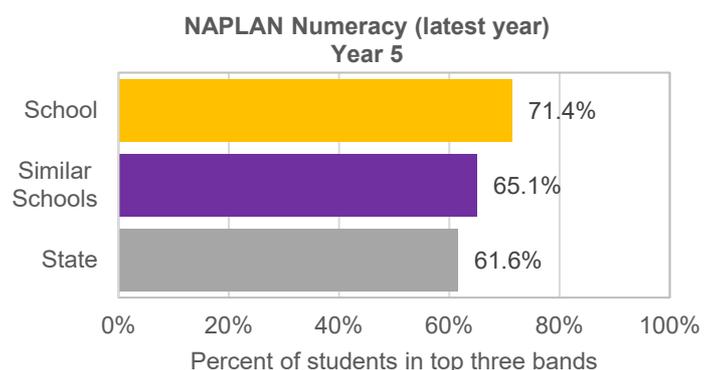
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	72.7%
Similar Schools average:	74.2%	74.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	88.1%
Similar Schools average:	65.1%	64.4%
State average:	61.6%	60.0%



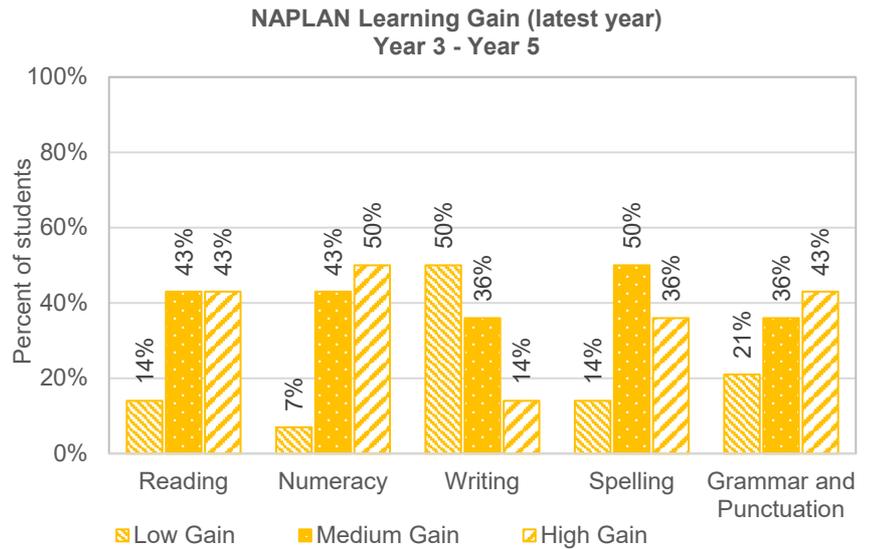
ACHIEVEMENT (continued)

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:	14%	43%	43%	28%
Numeracy:	7%	43%	50%	22%
Writing:	50%	36%	14%	26%
Spelling:	14%	50%	36%	24%
Grammar and Punctuation:	21%	36%	43%	22%



ENGAGEMENT

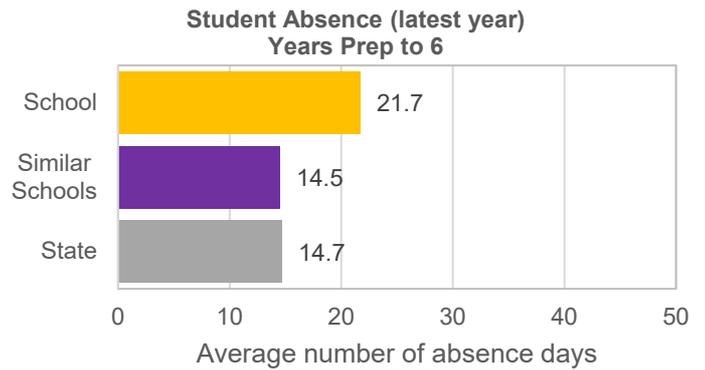
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.7	20.1
Similar Schools average:	14.5	14.8
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):	86%	91%	92%	89%	92%	88%	86%

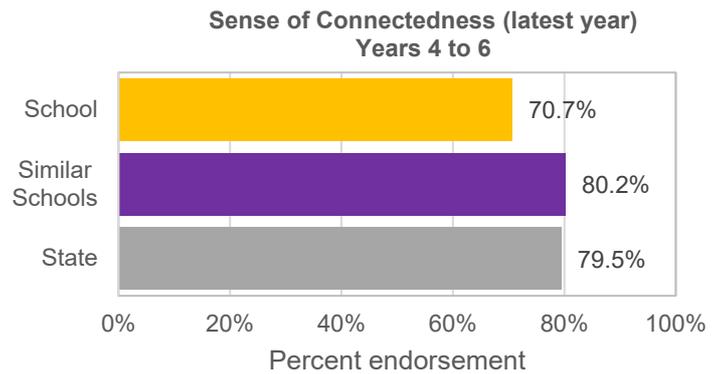
WELLBEING

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:	70.7%	76.7%
Similar Schools average:	80.2%	79.2%
State average:	79.5%	80.4%

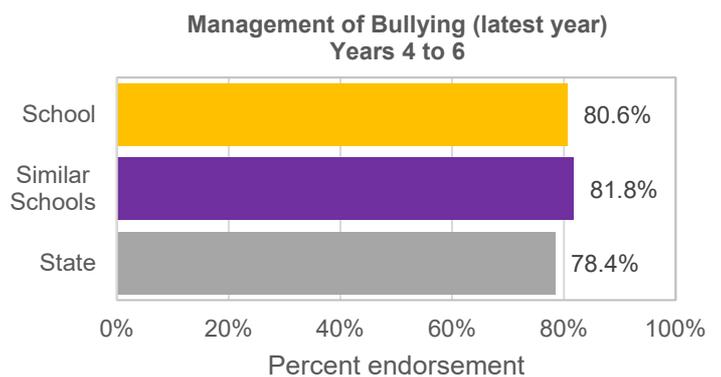


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.6%	75.4%
Similar Schools average:	81.8%	81.6%
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	\$841,028
Government Provided DET Grants	\$244,308
Government Grants Commonwealth	\$8,300
Government Grants State	\$7,000
Revenue Other	\$1,629
Locally Raised Funds	\$52,316
Capital Grants	\$0
Total Operating Revenue	\$1,154,581

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$843,557
Adjustments	\$0
Books & Publications	\$475
Camps/Excursions/Activities	\$35,358
Communication Costs	\$3,304
Consumables	\$41,339
Miscellaneous Expense ³	\$9,616
Professional Development	\$2,801
Equipment/Maintenance/Hire	\$6,216
Property Services	\$115,505
Salaries & Allowances ⁴	\$35,436
Support Services	\$28,388
Trading & Fundraising	\$1,585
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,683
Total Operating Expenditure	\$1,133,263
Net Operating Surplus/-Deficit	\$21,318
Asset Acquisitions	\$12,818

- (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	\$184,264
Official Account	\$21,477
Other Accounts	\$0
Total Funds Available	\$205,742

Financial Commitments	Actual
Operating Reserve	\$34,872
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,950
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$54,983
Repayable to the Department	\$2,529
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$3,264
Maintenance - Buildings/Grounds < 12 months	\$44,176
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$151,775

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.