

# 2022 Annual Report to the School Community

School Name: Wales Street Primary School (3139)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 02 May 2023 at 09:08 AM by Jennifer Deeble (Principal)

- This 2022 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 11 May 2023 at 09:31 AM by Kellie Marks (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

### School Profile

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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

Our mission is for students to be part of a diverse community-minded school dedicated to lifelong learning, helping students achieve their personal best.

We will achieve this by enabling students to be:

- Independent, creative and self-motivated
- active inquirers in the local and broader community
- reflective thinkers who are socially, environmentally, and digitally aware.
- proud of their own and others growth and success

Our purpose is to enable students to become lifelong learners and to assist them with the necessary academic, social and emotional skills in order for them to become responsible citizens in a rapidly changing world.

Our school promotes academic excellence; nurturing each student's talents whilst developing community minded individuals who embrace diversity and are respectful of each other and themselves.

The Wales Street Primary School community believes the values of Kindness, Respect, and Responsibility, reflect the ethos and culture our school community aspires to develop in our students.

These values provide a framework for the development of self-esteem, interpersonal skills, resilience, leadership, and positive role modelling which are highly valued for the sense of community and agency they engender in our students.

We value:

- Respect for ourselves and others
- Taking responsibility for our learning and impact on our selves, others and the environment
- Thinking and acting with kindness

### Context

Established in 1891, Wales Street Primary School is located in the Melbourne suburb of Thornbury approximately 10 kilometers northeast from Melbourne's Central Business District (CBD). The school site includes three main buildings that house classrooms, a multipurpose hall, dedicated specialist classrooms for the Arts, a library, a Light Timber Construction (LTC) building and two relocatable buildings.

The school had significant re-development and construction of the current school buildings in recent years and was completed in late 2021. A school funded project to provide a Nature Play adventure playground and an outdoor classroom was completed in 2021. The funds were locally raised by the parent community through many years of running a successful Fete and other key community events. The use of outdoor spaces is conducive to the connection to nature and to care for the environment which is valued by our community.

Enrolments for 2022 were 564 students- a decrease in enrolment in recent years due to families locating north and/or moving away from the inner suburbs after the pandemic. The decrease led to the school offering 25 classes in 2022.

The Student Family Occupation Education (SFOE) index in 2022 was 0.1195

The staffing profile of Wales Street Primary School includes 42.38 fulltime equivalent (FTE) staff, a Principal, one Assistant Principal, 1 Leading Teacher, 2 Learning Specialists and 15 Education Support (ES) staff, including classroom integration, school nurse, SAC and office administration staff.

The schools F-6 curriculum framework incorporates the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. In 2016 the school gained accreditation for the International Baccalaureate - Primary Years Program and has been through an evaluation process in 2019, consolidating the program as a key point of difference for our school. The program is supported and led by the leading teacher to ensure that consistency and rigor is sustained and forms the guides the direction of ongoing professional learning.

Classroom teaching and learning is supported by the provision of a specialist curriculum. Physical Education (PE), Languages other than English (LOTE) Italian, Visual and Performing Arts, and Science, Technology, Engineering and Maths (STEM), are specialist areas provided by the school. A range of strategies and programs assist students needing additional support or extension and are provided by the school through the Tutor Learning Initiative and High Abilities program. Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include art, instrumental music, performance productions, camps and excursions, sporting programs and student leadership opportunities. An accredited school council run School Aged Care (SAC) operates onsite.

### Focus

Over the course of the School Strategic Plan, we intend to implement:

- Professional Learning Communities, to improve data literacy and embed the school improvement cycle
- Extension and challenge strategies, particularly teaching to each student's point of learning and extending each student
- Professional Learning - Evidence based approaches and a school instructional model
- Student voice and agency in learning, particularly feedback strategies, and transferable skills
- Community engagement in learning, with a particular focus on communication of student progress
- Student resilience, wellbeing and inclusion strategies and programs

## Progress towards strategic goals, student outcomes and student engagement

### Learning

2022 was a year of building both physically and strategically. Our capital works projects were completed in late 2021 so we were able to settle into normal routines in 2022. The pandemic restrictions and remote learning were no longer required however the presence of COVID did impact absenteeism by both students and staff throughout the year. We had a full year of onsite learning and the strong attendance of students and teachers' commitment and dedication to student learning has produced a positive improvement year of school data and growth.

Apart from the priorities goal set by the Department of Education, we also identified a second learning goal for 2022- to improve student learning outcomes for every student in literacy and numeracy. With these goals in mind, the focus for professional development was on teaching number fluency, the Science of Reading, Conceptual Understanding, and delivering a common teaching model to improve consistency across the school and align all teaching practice. These focus areas were important strategies and practices to build students' learning stamina and to realign a structured approach to learning and best practice with the PYP Conceptual Understandings.

The school performed well in engagement data and low attendance indicates that the students enjoy coming to school and are engaged in the programs we offer. As a result of the new learning and consolidation of practice, students in all year levels continued to show improvement in both literacy and numeracy. As anticipated, there were several students that were identified as having been impacted by low engagement from the remote learning experience and funding was provided through The Tutor learning initiative. This initiative enabled students to catch up on the skills they had missed with a major focus on Numeracy as well as Reading support.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Key highlights of achievement include:

- Improved Teacher Judgement of student achievement of English, the school registered 94.7 % of students at or above expected age level which is 7.7 % above state mean and 0.6% behind similar schools.
- Teacher Judgement of student achievement of Mathematics, the school has 95.1% of students working at or above age expected level similar to like schools and 10% above the state mean.
- Naplan data shows that the school performed above state level in Reading and Numeracy, ahead of like schools in Reading for year 3 and for year 5, the same as like schools.
- Naplan Numeracy, our school scored marginally behind like schools and 15% above state schools for both year 3 and 5.

After the pandemic years, the results show a positive outcome for Wales Street PS, maintaining high performance in the national testing program and in teacher judgement measures. Wales Street Primary School has overcome many challenges of the past few years to continue on the path of improving outcomes for all students with the support of the teaching staff and school community working together.

### Wellbeing

Wales Street Primary School continues to have a strong focus on wellbeing and identifies its close ties to student learning and connectedness to school community. We are proud of our whole-child approach with wellbeing being the key to the success of our students both academically and personally. A number of policies were reviewed and updated in 2022 to reflect changes to approaches in line with wider system initiatives and adaptations. These included our child safe policies and our student wellbeing and engagement policy.

We also introduced our new Wellbeing @ WSPS document which outlines our classroom and whole school practices that support the wellbeing of our students. We aim to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities. Our school values of Respect, Responsibility and Kindness are part of our everyday culture and 'lived' through our interactions with students and community.

We have a whole school focus on supporting and developing our students' wellbeing from Foundation-Grade 6. This includes a commitment to safety and wellbeing as an integral part of our Annual Implementation Plan. We recognise our responsibility to ensure that our school is a safe and supportive environment that is inclusive and supports students to thrive. Our grade six students start the year with peer mediator training and are all rostered on during break times to support the younger students with conflict resolution. Our JSC is very active and fundraised for a 'Buddy Bench' where students sit if they are needing support in finding someone to play with. Our peer mediators also facilitate this process.

In 2022 a wellbeing team was formed to support individual students, groups of students and families as needed. A reflection room was introduced as a safe space for reflective thinking for students. Our behaviour management frameworks were revised and shared with staff and students.

## Engagement

Wales Street Primary School is dedicated to providing a safe and inclusive environment that fosters high staff and student morale, and a strong sense of connectedness with our school community. We are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

Our school reviewed transition processes in 2022 including our kindergarten to Foundation program, as well as our step-up program, our internal transition supports for students moving to their new grade levels for Foundation to Grade 5 classes. For new families to Wales Street primary School, we provided school tours and induction visits, and information sessions for families, with comprehensive information supplied orally, in written formats and on the school website.

Our strategic focus related to Student Voice and Agency has centred around focusing on student engagement and personalisation of learning. This has involved students having a greater understanding of the purpose of learning and ownership over learning intentions and goals for their learning and what they may need to evidence to be able to be successful in developing concepts skills and understandings. In 2022, we introduced a student leadership program for our Junior School Council Representatives and the School Captains. They spend a dedicated day working with a former Assistant Principal to gain an understanding of what leadership is and their role as leaders in our school.

Attendance data tells us that our students have less absenteeism than the state and similar schools which would indicate that our students are attending school consistently and are connected with the school and engaged in learning. We have Welfare officer employed two days per week to address any attendance issues and we use Compass to document and flag any potential absenteeism that may need to be addressed.

Our outdoor classroom and nature play area were completed in 2022. All classes spend a double session in this area as well as being able to play in this area during recess and lunchtimes. Our play-based learning resources were moved to a bigger space to support the valuable learning that occurs in these sessions for foundation – grade 2 students.

In 2022 we again ensured supported a smooth transition back to school with a high quality start up program unit related to Social, Emotional and Well being learning. This involves understandings of essential agreements and the importance of working together to create positive and productive environments. The unit also supports setting high expectations of student conduct across the school. Sport gala days, swimming programs, sport and camping programs were able to occur in 2022. Some community events were also able to resume such as the school disco and the school fete.

Wales Street primary School highly values the partnership between school and home. This partnership provides our students with a sense of importance around their education. In 2022, we continued to have some challenges due to Covid and its related complexities. However, the school community remained supportive of the school's initiatives and staff worked to continue to communicate effectively with parents and families through Compass, see saw and google classroom.

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## Other highlights from the school year

### Highlights of the school year

In 2022, we returned to a full year of education onsite and saw the return of many of our community valued school activities such as camps, excursions and social events.

The annual school fete returned in October after a three-year absence and with a newly recruited management team, the event was one of our most successful ever. The school council relaunched the social calendar with a volunteer drive to encourage families to get involved in the school community after the pandemic years. The Wales Street Social team were very active in delivering a range of well loved social events throughout the year such as the Open air movie night and Trivia Night. Parents and families enjoyed the return to onsite social community events and attendance was strong throughout the year.

The School Council master planning team developed the Imagination Garden project as a target for future fundraising and grants to improve the physical school environment that are in need of improvement. After seeking feedback from the community, a Master plan for future staged building works was developed so that the school has purpose built facilities that serve both the school and the local community. These plans include a new gymnasium, performing arts spaces and improved hard court surfacing.

Other school and community events in 2022 included:

- Year 6 camp to Somers
- Year 5 camp to Cave Hill Creek
- Grade 4 camp to Warburton
- Term 2 education week open morning and afternoon
- Excursions and incursions connected to Units of Inquiry
- Special day celebrations including Italian Day, Book Week, Idahobit Day
- Participation in a wide variety of sporting programs including interschool sport, gala Days, Netball and other sporting clinics.
- Community events such as the School Fete, Trivia Night
- Swimming F-6
- Perimeter fenced completed around the school
- High Abilities program continued with a school Lego exhibition organised
- Continuation of the Tutoring program

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## Financial performance

Wales Street Primary School maintained a sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

A deficit was carried over in the Student Resource Package which is due to school based programs (SAC & School Nurse) where staff are paid through the central payroll but are funded through locally raised funds. These funds are repaid through the quarterly cash grants.

The Financial Performance and Position report shows an end of year deficit of \$38 996 for the budget of 2022. This deficit occurred through a higher than expected cost for teacher replacement due to the continuation of the pandemic for a third year, impacting staff absenteeism. However, at the end of the year, the school remains in a sound financial position with the high yield account remaining at a steady amount going forward into 2023.

In 2022, we were able to relaunch most of our Wales Street Social annual events with the most successful being Our Great FETE, held in October. With a renewed level of volunteerism, the Fete team and with community support, were able to raise considerable funds which will be earmarked for the Imagination Garden project planned for 2023. Annual events such as the Movie Night, Mango drive and the Special Persons Day stall also were well received and raised funds for the aforementioned school grounds project.

Equity funding was directed toward small group intervention for students and the SRP funded Tutoring program provided extra support for those students deemed to have been academically impacted during remote learning. The funding will continue in 2023.

# 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 2.0 (FISO 2.0).

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 564 students were enrolled at this school in 2022, 300 female and 264 male.

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

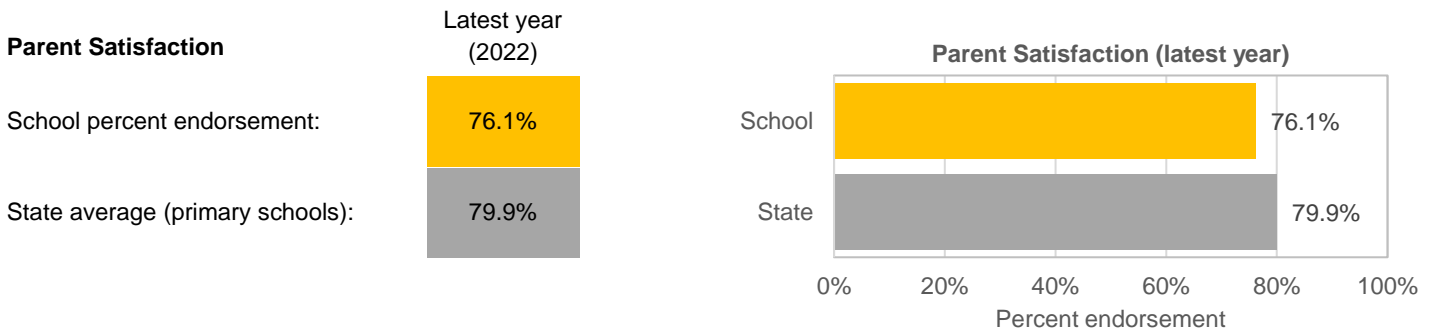
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

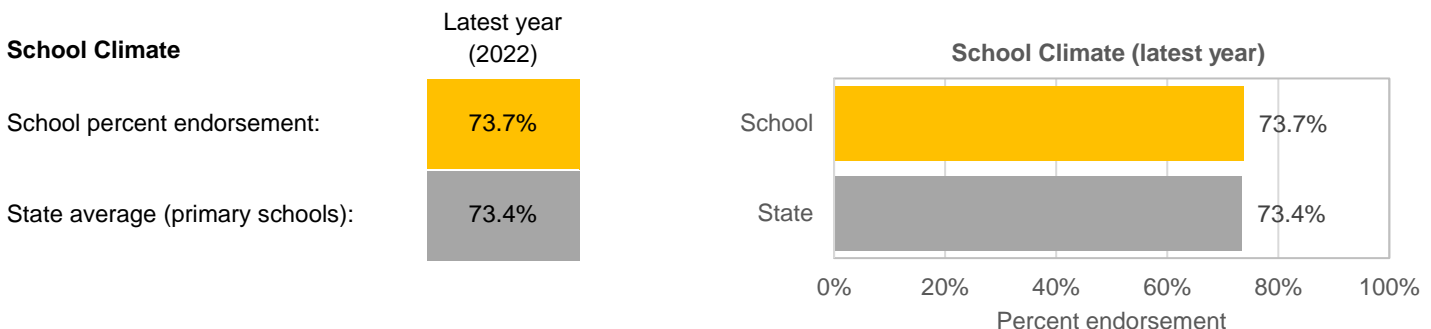


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

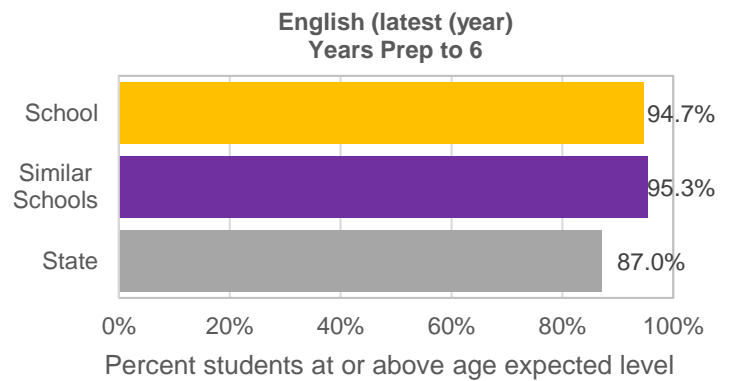
94.7%

Similar Schools average:

95.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

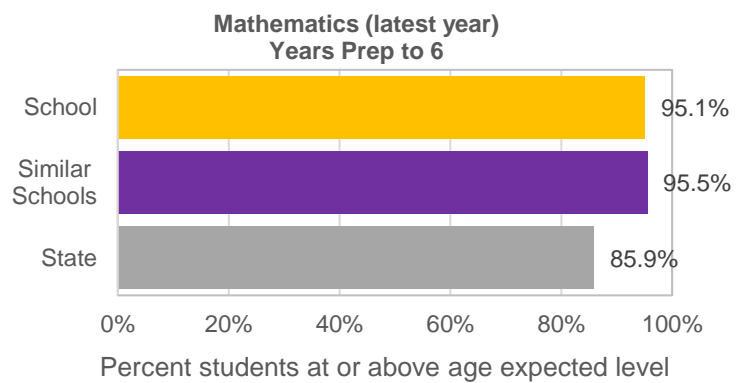
95.1%

Similar Schools average:

95.5%

State average:

85.9%



## LEARNING (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.

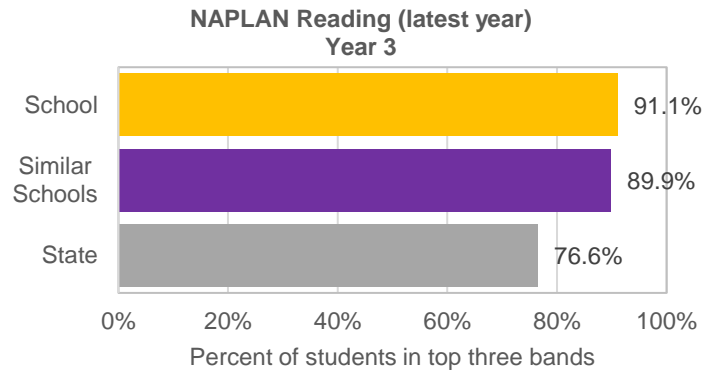
### NAPLAN

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 2019, 2021 and 2022 data.

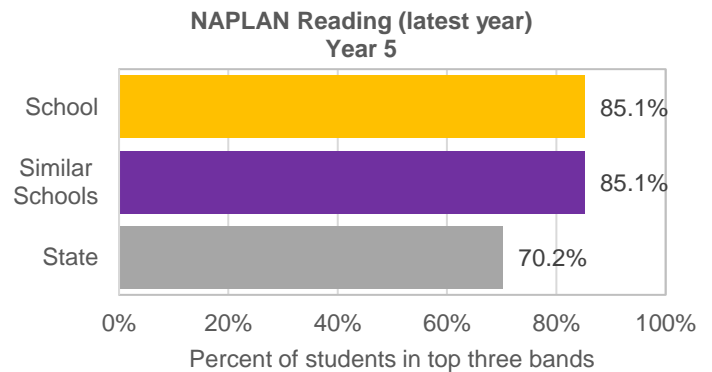
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.1%	89.3%
Similar Schools average:	89.9%	90.1%
State average:	76.6%	76.6%



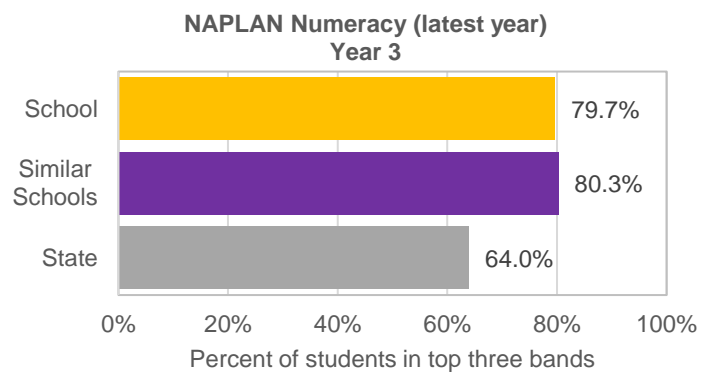
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.1%	88.2%
Similar Schools average:	85.1%	84.9%
State average:	70.2%	69.5%



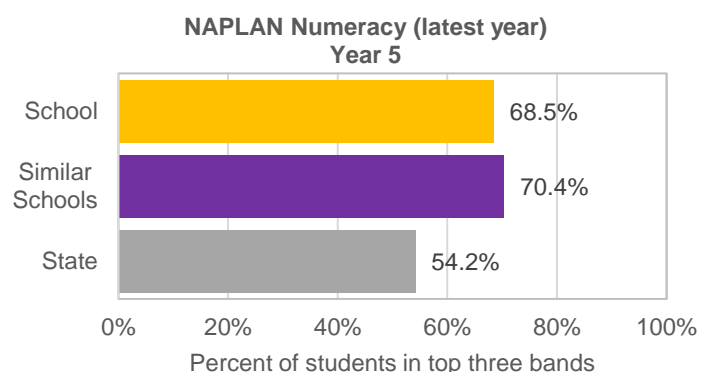
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.7%	79.6%
Similar Schools average:	80.3%	83.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.5%	77.3%
Similar Schools average:	70.4%	76.1%
State average:	54.2%	58.8%



## WELLBEING

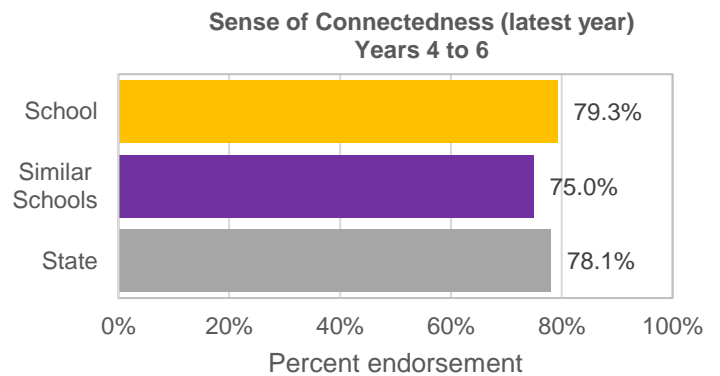
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	79.3%	76.9%
Similar Schools average:	75.0%	77.7%
State average:	78.1%	79.5%

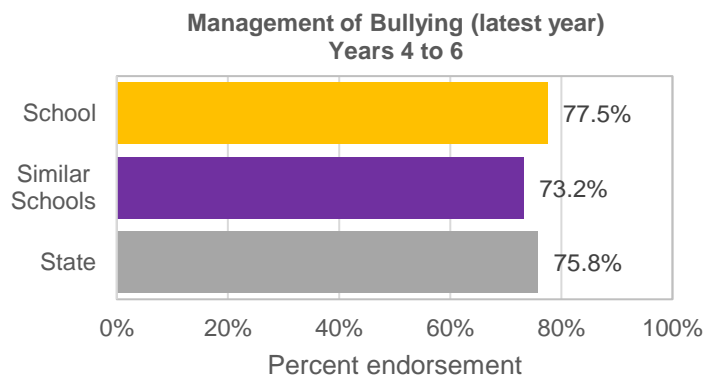


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	77.5%	73.1%
Similar Schools average:	73.2%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

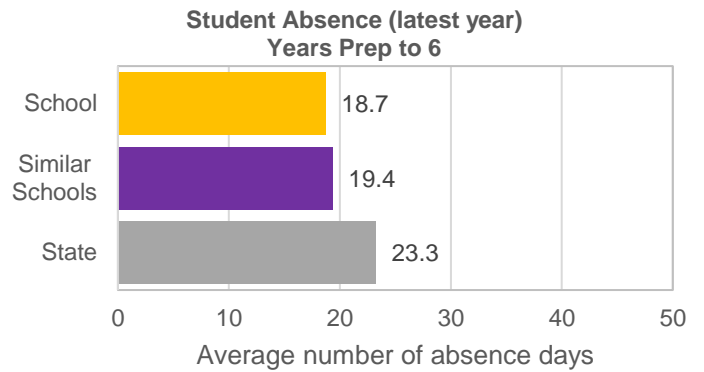
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.7	12.2
Similar Schools average:	19.4	12.8
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	92%	91%	91%	89%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,699,690
Government Provided DET Grants	\$329,215
Government Grants Commonwealth	\$163,099
Government Grants State	\$4,485
Revenue Other	\$27,317
Locally Raised Funds	\$961,904
Capital Grants	\$15,920
<b>Total Operating Revenue</b>	<b>\$6,201,630</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,755
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,755</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,893,146
Adjustments	\$0
Books & Publications	\$15,645
Camps/Excursions/Activities	\$176,644
Communication Costs	\$7,372
Consumables	\$135,511
Miscellaneous Expense <sup>3</sup>	\$41,146
Professional Development	\$27,949
Equipment/Maintenance/Hire	\$73,848
Property Services	\$191,424
Salaries & Allowances <sup>4</sup>	\$435,856
Support Services	\$45,806
Trading & Fundraising	\$133,930
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$976
Utilities	\$45,454
<b>Total Operating Expenditure</b>	<b>\$6,224,706</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$38,996)</b>
<b>Asset Acquisitions</b>	<b>\$42,962</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$744,973
Official Account	\$73,980
Other Accounts	\$34,835
<b>Total Funds Available</b>	<b>\$853,788</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$193,625
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$26,397
School Based Programs	\$23,438
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,988
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$165,699
Maintenance - Buildings/Grounds < 12 months	\$1,671
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$414,818</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*