2022 Annual Report to the School Community

School Name: Sunbury West Primary School (5006)

- 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 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 04 April 2023 at 01:48 PM by Inga Wilson (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 28 April 2023 at 10:30 AM by Shane Mattox (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 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.

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

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)

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

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. In 2021, the school celebrated its 50th Year Anniversary, providing quality education to the children of Sunbury since 1971. The school's vision states, 'In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards their maximum potential as a confident individual and responsible member of society. The school's motto is, 'Together We Learn. Together We Grow'. Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages mix cooperatively. The school encourages staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices that reflect current education state initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

In 2022 Sunbury West had an enrolment of 187 students from Foundation to Year 6. In 2022 our staffing consisted of 2 Principal Class officers, 10.4 EFT teachers and 3.0 EFT ES Staff. The school operated 8 classrooms, with all classes being organised into composite groupings with the exception of Foundation level. Due to the commencement of a capital works program, all classes were housed in one LTC building, with only the school's administration being located in a second LTC building. Building commenced in July, limiting space and play areas for the remainder of the year.

Our classrooms are well resourced and the school has facilities such as a gym and separate Out of School Hours Care setting. The capital works project upon completion will see a refurbished BER building, a new Science and Arts wing, brand new playgrounds and landscaping, and upgrades to the gym and OSHC room.

Our teaching teams work closely together to plan for continuity of practice within teams and across the school. Teaching and learning programs are tailored to meet the distinct learning needs of all students with a strong emphasis on Literacy and Numeracy. We use an inquiry approach to our integrated curriculum, promoting voice and agency as students help to shape the curriculum and experiences relative to their stage of learning. Our skilled teaching teams are committed to lifelong learning and the school places great importance in ongoing professional learning at every stage of their careers. Our core curriculum is further complemented by programs in the areas of Visual Arts, Performing Arts, Physical Education and Japanese. The school also promotes 21st Century learning through its Digital Literacy Program in Years 5/6 and access to laptops, iPads and smart TVs in all areas of the school.

Our school has continued to offer a large number of opportunities designed to assist children in developing connectedness with each other and also build resilience and self-esteem. Examples of these are Junior School Council, House / Vice Captains, Pupil of the Week, Buddies and Peer Support programs, House Mates program, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions complement our core curriculum programs. Each of these offer our children a chance to participate at a level of confidence and interest and provides them with a sense of accomplishment and achievement over a period of time. Parents as partners in education are also highly valued with many parents supporting school activities such as excursions, camps and local fundraising.

Student wellbeing is of paramount importance and the school adopts School Wide Positive Behaviours in its approach to Student Engagement, Wellbeing and Behaviour Management. In 2020 Sunbury West became a Resilience, Rights and Respectful Relationships partner school and a lead school in 2021. Our practices are well documented to ensure understanding and clarity in relation to expectations. Our newly adopted school values are defined by our commitment 'To Strive. To Respect. To Belong' and underpin our daily interactions and practices at our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The following summary outlines progress made towards the attainment of AIP goals in 2022.

As part of the state priority goals, the Department's Tutor Learning Initiative (TLI) continued in 2022. Identification of students participating in intervention programs was based on the Maths Online Interview and Fountas and Pinnell assessments. Students in years 1 - 6 participated in Levelled Literacy Intervention as part of the TLI. Students in years 1/2 were supported during writing sessions. Students in Years 3 and 5 requiring extension worked with a tutor prior to NAPLAN. Ongoing data has been collected and updated to monitor student progress. Parent response to the provision of intervention and support was positive. School Improvement Teams met to monitor students participating in the programs. Unfortunately, staff shortages hindered the progress of intervention and extension programs during semester one. During semester 2, tutors continued intervention in reading with a particular focus on phonics

and phonemic awareness. Teachers engaged in professional learning in relation to decodable readers which was also a literacy focus as part of the TLI initiative.

Data Literacy continued to be an ongoing focus, particularly in relation to PLC inquiry. Teams regularly engaged with data within team-based PLC inquiries and via scheduled professional learning. Formative and summative assessments were used to track student progress and growth, particularly as part of inquiry interventions.

All teams successfully completed PLC inquiry cycles with a predominant focus on Literacy. Pre and post data showed positive growth relating to student achievement in the focus topics of phonological awareness, sight and high frequency words and morphology. Work in this area was supported by staff professional learning in relation to decodable readers. This was delivered by a SSS speech pathologist.

Staff have made conscious efforts to identify and focus on appropriate high impact teaching strategies HITS) during planning and PLC inquiries. In Term 2, at the commencement of the inquiry cycle, teams reviewed the HITS maturity matrix and measured their performance against targeted areas. Strategies to move towards the next proficiency have been identified.

During a professional practice day staff also worked on moderation in the area of writing and developed marking guides to promote greater consistency with regard to teacher judgements.

Following on from whole staff Professional Learning on the elements of effective Peer Observation, several staff participated in Peer Observations within teams. The focus of the observation was on the instructional model in reading to monitor continuity of practice within and across teams. The DET template was used to structure the recording of observations and provide evidence regarding practice. The feedback from staff participating in these observations and the post discussions was very positive, although unfortunately due to ongoing staff illnesses this did not occur in all teams. Moving forward, the goal was to however, continue this within teams, linking to PLC Inquiry focus. This also supported documentation of the instructional model as a common guide for all staff.

The learning specialist coordinating the peer observations was supported by regional staff as part of a Community of Practice (CoP) to help build a culture of peer observations across the school. Based on previous work in Literacy and staff feedback, the intention was to focus on a gradual release model.

Refining school practices in relation to curriculum and planning documentation continued throughout the year, with emphasis being on the completion of the Reading Scope and Sequence and Place Value learning sequences. This has occurred at the school level and via network communities of practice projects.

The Numeracy coordinator participated in two Communities of Practice (CoPs) to support the development of a guaranteed and viable curriculum. The focus of the work in respective CoPs has been on the sequence of learning in Place Value and formative and summative assessment. This included professional learning at a network level and ongoing coaching and mentoring with regional personnel.

Work explored mathematical mindsets with a central focus on understanding the sequence of learning in Numeracy with a particular focus on Place Value. School based professional learning involved teachers in years 3 - 6 and focused on building staff capacity in relation to data literacy, formative and summative assessments, and moderation.

In Literacy, staff used professional learning opportunities to continue working on a developmental continuum in Reading that was commenced in 2021. During a pupil free day, the whole school also worked together to create an agreed marking criteria for the moderation of student work. Staff are also in the process of developing worked examples of writing, mapped against the Victorian Curriculum.

Literacy and Numeracy leaders worked towards the documentation of instructional models for Reading, Writing and Mathematics sessions to enhance continuity of practice. This has been imperative as new and graduate teachers have joined staff in 2023.

The highlight of the school's teaching and learning data was our NAPLAN results in Year 5, with students performing above similar schools in both Reading and Numeracy.

Wellbeing

The following summary outlines progress made towards the attainment of AIP goals in 2022.

In 2022, key staff continued to undertake regional Resilience, Rights and Respectful Relationships training, revising topics 1 - 8 and how to correctly implement these in the classroom. As a lead school, the network endeavoured to establish cluster networks with neighbouring schools. Staff also engaged in ongoing School Wide Positive Behaviours professional learning. In addition to the 'It's Up To Me' inquiry unit at the beginning of the year that focusses on setting the scene for wellbeing, the majority of classroom teachers implemented the Respectful Relationships program at least once a fortnight.

School Improvement Teams continued to develop their action plans in relation to the implementation of ongoing wellbeing programs for students. These included programs coordinated by the school chaplain as well as the ongoing World Vision sponsored mentoring program, Kids Hope, an extremely positive program for students requiring some additional support.

The chaplain ran the 'Brave' program for students with anxiety. This involved 19 students across four groups. Feedback from the students and parents was very positive. Students were engaged and actively participated despite some discontinuity due to COVID. The chaplain continued an ongoing communication strategy with parents and worked with individual students also.

The chaplain also established lunch club for students who struggle to form friendships in the yard. They consistently attended on Tuesdays and Fridays and the structured play allowed them to engage with others in activities and converse with peers and the chaplain. Children reported that they appreciated being able to talk to the chaplain when they had concerns. The chaplain regularly engaged with the student wellbeing leader and group to plan for future programs and activities.

Student surveys continued to be conducted to monitor engagement levels in different areas. Examples include ongoing Pivot Surveys and a Maths survey to gauge student attitudes.

During semester 2, the Engagement and Wellbeing team finalised the development of the Resilience, Rights and Respectful Relationships Action Plan. The team also completed a review of the Behaviour Matrix and developed a multi-tiered continuum to support mental health and wellbeing and intervention. This work will be further developed with the appointment of a Mental Health Leader in 2023.

Student Attitudes to School data was equivalent to or above state and similar school averages across both categories of Connectedness and Management of Bullying.

Engagement

The school's data in relation to attendance is slightly lower than previous years ranging between 87% and 90% across the cohorts, but remains close to state and similar schools. Whilst the return to on-site learning in 2022 was welcomed, the school experienced waves of absenteeism across the cohorts due to COVID illnesses. Staff and leadership however, continued to monitor attendance closely during the transition back to school period. Protocols and communication strategies were put in place with a tiered approach to tracking engagement, particularly in relation to chronic absenteeism. The school will continue with strategies to support student engagement in the classroom via trackers and home / school communication strategies in the future.

Other highlights from the school year

In 2022, as we returned to full on-site learning, we were still impacted by COVID restrictions, therefore minimising opportunities for whole school events and activities. The commencement of a capital works program also impacted access and available space. The school was able to reinstate some school based and interschool sporting activities such as Swimming, Athletics and Cross Country Carnivals, as well as varying incursions and excursions which brought back a sense of normality.

As an optional program, students had the opportunity to participate in the Wakakirri Performing Arts Program. This involved the development of a themed story dance, choreographed at the school level, and then performed at the Clock Tower Arts Centre, alongside many other schools across Melbourne. The students enjoyed the experience and were successful in obtaining awards for their performance. Approximately 24 students participated in this program.

The school was also fortunate to be eligible for the Positive School Start Program, enabling all of our students in Years 3 - 6 to attend a free school camp. Approximately 95% of students in these cohorts attended Araluen School Camp in Anglesea.

The year culminates in the Year 6 graduation. The students host the evening, celebrating their successes and achievements, and reflecting on the highlights of their first 7 years of schooling. This is a long standing tradition and wonderful community event for families.

Financial performance

Careful planning and budgeting procedures for the school are reviewed annually. The school aims to expend or commit all funds received from the Department or raised by the school 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.

The annual result shows the school is in a sound financial position with a surplus of $194,130 however the 2022 SRP Reconciliation shows a deficit of $85,989. The deficit will be required to be repaid to DET through the Term 3 & 4 Cash Grant. The balance of approximately $110,000 will be used in 2023 to continue to employ designated Specialist teachers for specialist programs in the areas of Art &PE. In addition, any surplus funds will go towards purchases of additional furniture and materials to compliment the capital works.

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 187 students were enrolled at this school in 2022,   96 female and   91 male.

10 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
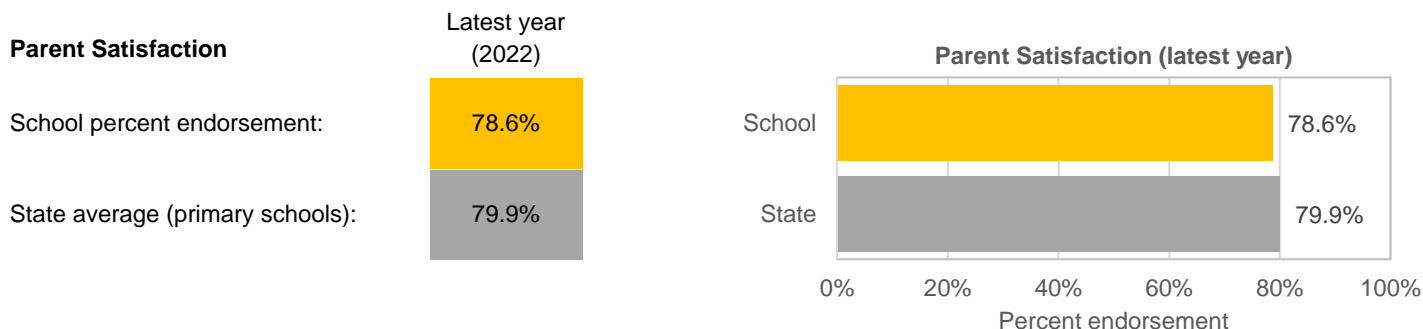
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	78.6%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

	Percent endorsement
School	78.6%
State	79.9%

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.

School Climate	Latest year (2022)
School percent endorsement:	76.5%
State average (primary schools):	73.4%

School Climate (latest year)

	Percent endorsement
School	76.5%
State	73.4%
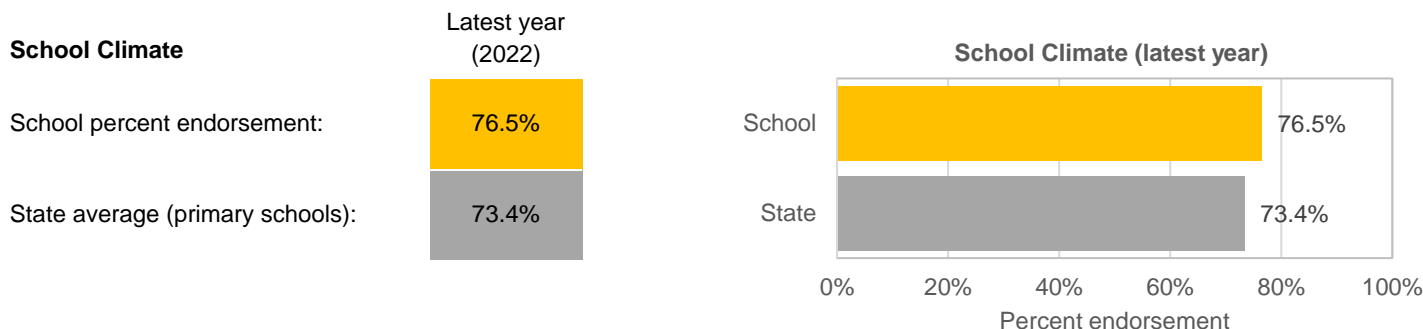
LEARNING

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:	79.9%
Similar Schools average:	85.0%
State average:	87.0%

English (latest (year)
Years Prep to 6

School	79.9%
Similar Schools	85.0%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
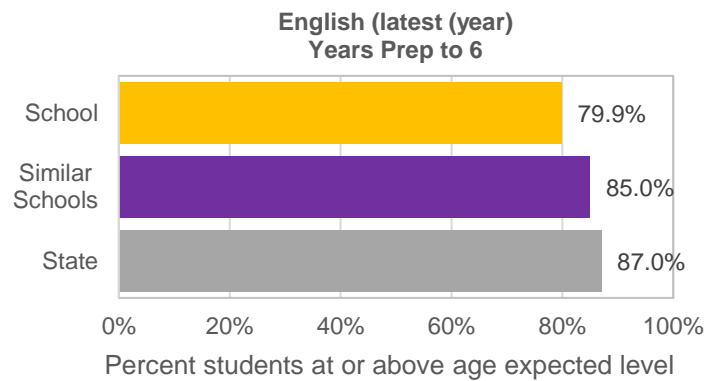
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	85.3%
Similar Schools average:	85.1%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School	85.3%
Similar Schools	85.1%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
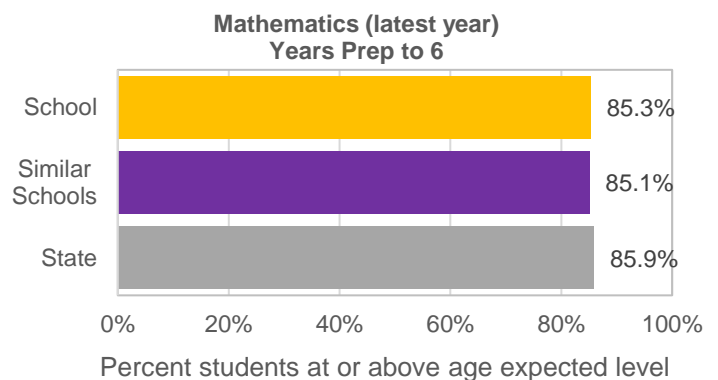
LEARNING (continued)

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.
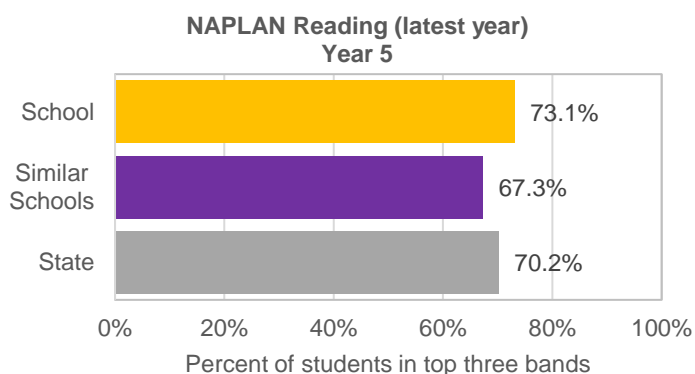
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	54.8%
Similar Schools average:	74.5%	72.8%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School	71.4%
Similar Schools	74.5%
State	76.6%

Percent of students in top three bands
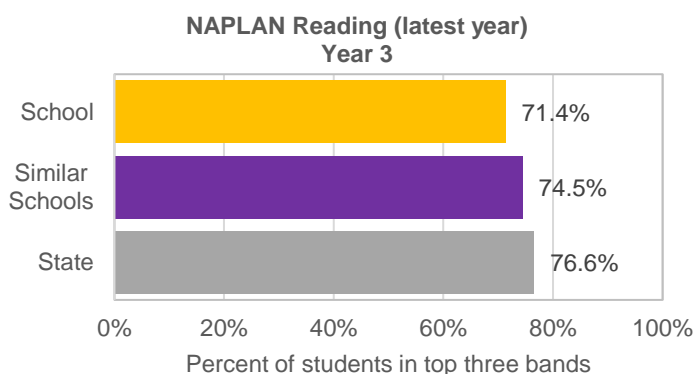
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	61.3%
Similar Schools average:	67.3%	66.4%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School	73.1%
Similar Schools	67.3%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	54.3%	53.0%
Similar Schools average:	59.3%	62.6%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	54.3%
Similar Schools	59.3%
State	64.0%

Percent of students in top three bands
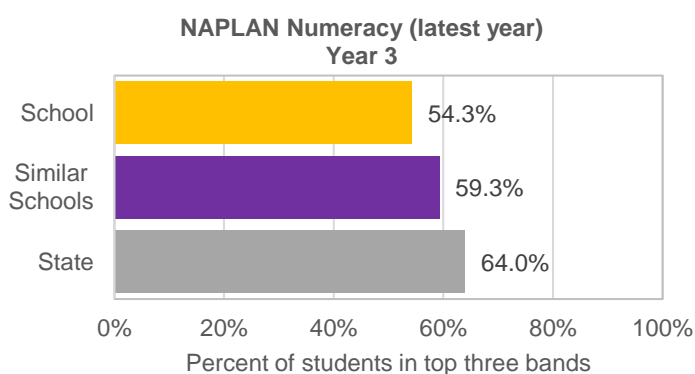
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	57.7%	49.4%
Similar Schools average:	48.9%	51.9%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School	57.7%
Similar Schools	48.9%
State	54.2%

Percent of students in top three bands
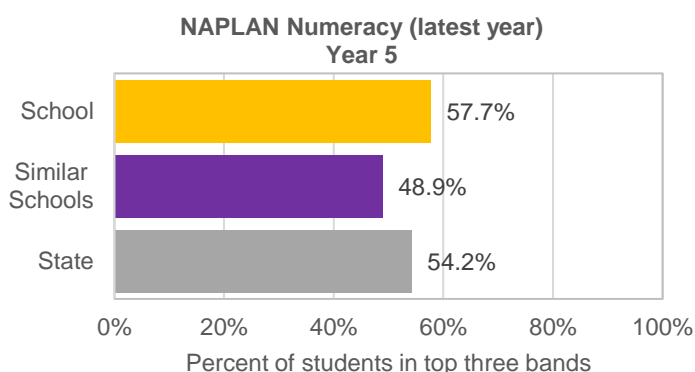
WELLBEING

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:	78.0%	69.1%
Similar Schools average:	75.6%	77.8%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

|	Percent endorsement
School	78.0%
Similar Schools	75.6%
State	78.1%
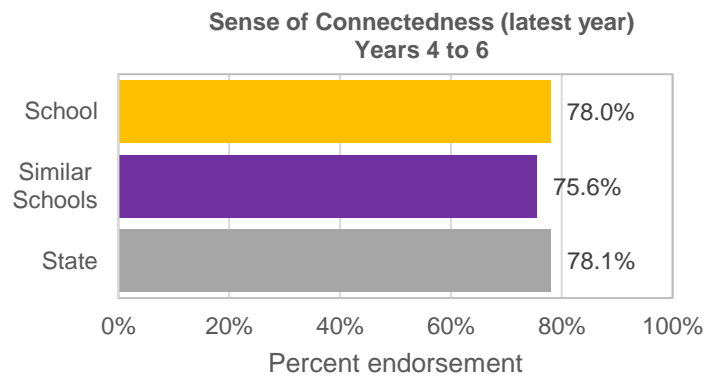
Student Attitudes to School – Management of Bullying

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:	81.5%	69.0%
Similar Schools average:	74.0%	77.6%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

|	Percent endorsement
School	81.5%
Similar Schools	74.0%
State	75.8%
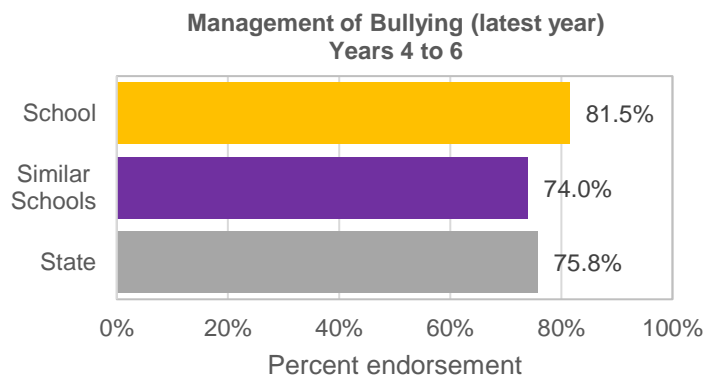
ENGAGEMENT

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:	23.0	19.6
Similar Schools average:	24.1	18.2
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

School	23.0
Similar Schools	24.1
State	23.3

Average number of absence days
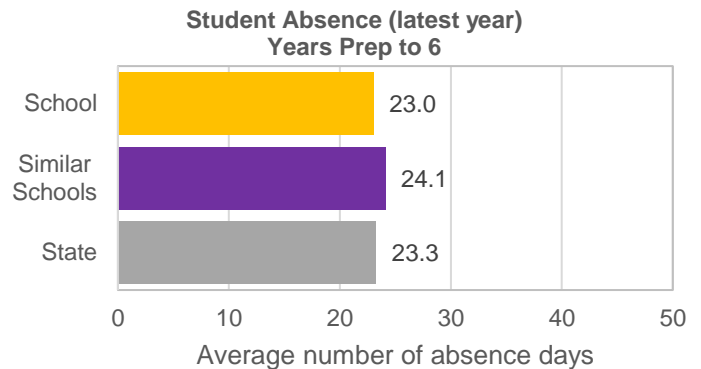
Attendance Rate (latest year)

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):	89%	87%	90%	89%	89%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,774,269
Government Provided DET Grants	$277,709
Government Grants Commonwealth	$6,492
Government Grants State	$177,525
Revenue Other	$19,243
Locally Raised Funds	$128,218
Capital Grants	$0
Total Operating Revenue	**$2,383,456**

Equity [1]	Actual
Equity (Social Disadvantage)	$62,485
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$62,485**

Expenditure	Actual
Student Resource Package [2]	$1,860,948
Adjustments	$0
Books & Publications	$74
Camps/Excursions/Activities	$37,046
Communication Costs	$4,164
Consumables	$31,183
Miscellaneous Expense [3]	$9,936
Professional Development	$5,527
Equipment/Maintenance/Hire	$14,209
Property Services	$39,389
Salaries & Allowances [4]	$104,705
Support Services	$32,248
Trading & Fundraising	$23,668
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$26,227
Total Operating Expenditure	**$2,189,326**
Net Operating Surplus/-Deficit	**$194,130**
Asset Acquisitions	**$2,697**

(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

Funds available	Actual
High Yield Investment Account	$593,719
Official Account	$2,945
Other Accounts	$8,293
Total Funds Available	**$604,957**

Financial Commitments	Actual
Operating Reserve	$50,003
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$3,178
School Based Programs	$30,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$200,000
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$136,479
Maintenance - Buildings/Grounds < 12 months	$10,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$429,660**

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.