

2025 Annual Report to the School Community

School Name: Birregurra Primary School (0723)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 March 2026 at 10:26 AM by Jessica Kattwinkel (Principal)

- As executive officer of the school council, I attest that this 2025 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 26 March 2026 at 03:09 PM by Jessica Kattwinkel (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Established in 1864, Birregurra Primary School is a unique learning community situated 20 kilometres east of Colac, Victoria. Nestled in a picturesque rural setting within the township of Birregurra, the school sits on a spacious four-hectare site.

Enrolments have steadily increased in recent years, with more families choosing to embrace the country lifestyle. The school is now operating under an enrolment management plan as we approach capacity. In 2025, Birregurra Primary School had an enrolment of 115 students, comprising 61 females and 54 males, with a Student Family Occupation (SFO) index of 0.2932. The school operated six classes including a Prep class, two Grade 1/2 classes, a Grade 3 class, a Grade 4/5 class and a Grade 5/6 class.

Our staffing profile consisted of 8.4 FTE teaching staff, including a Mental Health and Wellbeing Leader (three days per week), a full time Principal, a full time Business Manager, 2.6 Education Support staff, a 0.4 tutor, and a Chaplain who supported the emotional wellbeing of our school community three days per fortnight.

The construction of a new main building was completed in late 2023, providing three modern teaching and learning spaces, new administration areas, a first aid room and a conference room. In addition to this, the school has three additional classroom spaces, a Wellbeing Room, an Arts Centre, a Multipurpose Room, two ovals, a basketball court and a number of playground areas that support active play and outdoor learning.

We provide a broad and balanced curriculum, supported by specialist programs in STEAM, Visual Arts, Indonesian and Physical Education. These programs complement classroom learning and help students develop creativity, cultural understanding, physical skills and problem-solving capabilities. Beyond the core curriculum, students have access to additional opportunities including Swimming, Bike Education, Junior School Council, School Concert, Camps, Private Instrumental Music, Sporting Schools and inter-school sport. These experiences support confidence, teamwork, leadership and connection to the school community.

Birregurra Primary School's motto is 'Living and Learning Together'. Our vision is to be an inclusive community that supports and encourages a love of learning and the skills and mindset required to thrive. To achieve this, we nurture our students to become independent lifelong learners who are equipped to meet the challenges of an ever-changing world. We encourage students to think and learn through problem solving, strive for personal success and excellence, demonstrate ethical, social and environmental responsibility, and become active, happy and engaged citizens.

At Birregurra Primary School, we live by our CARE values:

C – Community: growing positive partnerships between school, home and the broader community

A – Aspire: setting goals and purposefully working towards their achievement

R – Respect: for self, others, learning and our environment

E – Excellence: striving for the highest personal achievement in all aspects of schooling.

These values underpin everything we do and were co-developed with the whole school community. They guide our actions, decisions and relationships, and are embedded throughout our teaching, learning and daily interactions. The CARE values are reflected in our programs, policies and the way we work together as a school community.

As a central part of the Birregurra community, the school continues to build strong partnerships with families and local organisations to enrich learning opportunities and strengthen students' sense of belonging.

As a Respectful Relationships school, we actively promote inclusion, acceptance and the celebration of diversity. We are committed to providing a safe, supportive and orderly learning environment where high expectations for learning and behaviour enable all students to succeed.

Our teaching and learning practices are grounded in evidence informed approaches designed to maximise student achievement. Staff work collaboratively through professional learning teams, using the FISO 2.0 improvement cycle to analyse evidence, reflect on practice and strengthen student outcomes. This work is supported by a shared and responsive instructional model that promotes consistency and quality teaching across the school.

The school review conducted in 2025 recognised Birregurra Primary School as a high performing and inclusive learning community. The review highlighted significant achievements across both academic and wellbeing outcomes. The panel acknowledged the strong culture of high expectations and collaboration among staff, supported by strategic leadership that provides clear vision and direction. The school's positive, safe and orderly learning environments were also identified as key strengths that support students to thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Birregurra Primary School maintained a strong focus on student learning, with a particular emphasis on maximising achievement in literacy and numeracy.

We implemented our new Mathematics Scope and Sequence 2.0. Participation in, and co-facilitation of, the Barwon South West Mathematics Community of Practice enabled our numeracy learning specialist and leadership team to align Victorian Lesson Plans (VLPs) with the new scope and sequence, providing teachers with practical strategies to strengthen student understanding. Key learnings from our termly Communities of Practice days were shared with staff throughout the year, supporting consistent classroom practice and improved student outcomes. Teachers engaged in coaching structures, with informal observations and walkthroughs informing next steps, contributing to greater consistency of practice, shared understanding of pedagogy, and alignment of planning and documentation with the Victorian Curriculum 2.0 and VTLM 2.0.

In literacy, we continued our involvement with the BSW Literacy Community of Practice, with all staff attending a curriculum day led by Emina McLean, focusing on evidence-based reading practices. We implemented a text-based curriculum designed to build students' knowledge, vocabulary, and ability to access complex texts. We dedicated staff meeting time to reflect on the implementation of text-based units, including the integration of shared lesson slides. Feedback highlighted strong engagement with the approach, with key takeaways emphasising the value of thoroughly knowing and rehearsing lessons and adapting materials to meet the needs of individual classes.

Teaching quality in both Mathematics and text-based literacy learning strengthened through the use of consistent lesson structures and participation in professional learning communities. Teachers demonstrated greater confidence and clarity in lesson delivery, supported by the VTLM 2.0 and consistent application of high-impact teaching strategies. Student engagement and confidence in numeracy improved, reflected in the increase in high-performing students and the low number requiring additional support. Collaboration and

professional dialogue were enhanced through structured reflection sessions and external feedback opportunities.

These combined initiatives contributed to strong outcomes across literacy and numeracy. The School Performance Summary indicates that Teacher Judgement of student achievement at or above age-expected standards was 96% for English and 95.7% for Mathematics. Students also performed strongly in NAPLAN, with Year 3 and Year 5 numeracy results well above both similar schools and state averages. Year 3 reading achievement exceeded both similar and state averages, and 100% of Year 5 students achieved Strong or Exceeding in Reading, reflecting the positive impact of our targeted literacy and numeracy strategies.

Wellbeing

Our whole school approach to wellbeing is guided by the Wellbeing Instructional Model, which establishes a consistent, evidence-based approach in every classroom. The model integrates key strategies from the Berry Street Education Model, Restorative Practices and the Zones of Regulation, creating a cohesive framework to support both staff and students. It emphasises emotional regulation, positive relationships and restorative approaches to conflict, ensuring an inclusive and supportive environment for all students.

During 2025, we continued to embed this approach across the school, strengthening a sense of belonging and inclusion. In line with FISO 2.0, our work recognises that learning and wellbeing sit at the core of effective schooling, with each supporting the success of the other.

Our wellbeing team, consisting of the Mental Health and Wellbeing Leader (MHWL), Chaplain and Principal, continued to work collaboratively to support the whole school community. The team regularly reviewed student wellbeing needs, coordinated supports and responded to referrals from staff and families, ensuring students received timely and appropriate assistance. Pivot wellbeing surveys were used throughout the year in our Years 3–6 cohort to gather student feedback, enabling a proactive approach to identifying and addressing wellbeing needs.

We also provided targeted professional learning for all staff on Positive Classroom Management Strategies (PCMS). This focused on building strong teacher-student relationships, establishing clear expectations and implementing consistent routines. Professional learning on PCMS was integrated into the meeting schedule throughout the year. As a result, classrooms became more structured, teachers maximised instructional time and minimised disruptions, students became familiar with routines and transitioned smoothly between lessons, and overall teacher-student relationships were strengthened.

Student wellbeing outcomes are measured through the percentage of positive responses to the Sense of Connectedness and Student Perceptions of Safety variables in the Attitudes to School Survey, completed annually by students in Years 4 to 6. Results for the Sense of Connectedness variable showed a positive endorsement of 74.9%, similar to that of similar schools (75.8%) and slightly below the state average (77.1%). Student responses to the Management of Bullying variable were particularly strong, with an 88% positive endorsement, well above both the state average (76.4%) and similar schools (78.8%).

Engagement

At Birregurra Primary School, communication remains a top priority, based on the belief that an informed community is an engaged community. In 2025, we strengthened connections with families through newsletters, parent information sessions, and XUNO updates, ensuring families were well-informed about school programs, events, and their child's participation in learning and wellbeing initiatives.

The importance of regular attendance and punctuality was consistently reinforced, highlighting the vital link between consistent attendance and improved student outcomes. In 2025, the average number of absence days was 15.2, significantly lower than the state average of 21.5 and similar schools at 20.3. All year levels maintained above 90% attendance, with Preps achieving 93.8% and Year 2s 93.6%, reflecting strong engagement and connection with school life.

In line with our commitment to engagement and student wellbeing, 2025 saw the introduction of a Behaviour Communication Initiative. Recognising that behaviour is a form of communication and an opportunity for growth, this initiative used XUNO notifications to provide families with timely information about both positive choices and areas where students needed support. Staff aimed to send at least one positive notification per day, highlighting examples of students demonstrating our school values of Community, Aspire, Respect, and Excellence, as well as providing clear feedback when behaviour required reflection and support. Follow-up conversations and targeted strategies were implemented as needed to support students' social, emotional, and academic development.

Families, along with the Parents & Friends group and the School Council, played a vital role in strengthening our school community and maximising opportunities for students. Throughout the year, the wider community came together for a range of events including our annual Trivia Night, Mother's and Father's Day breakfasts, the popular JSC Disco, Market Day, and House and Polwarth events. These events, together with camps, excursions, incursions, swimming, guest speakers, assemblies, and clubs, provided rich opportunities for students to connect, participate, and engage in school life.

Together, these initiatives fostered a strong culture of engagement at Birregurra Primary School, where students felt connected to their learning, families were active partners in education, and the school community worked collaboratively to support the success and wellbeing of every child.

Other highlights from the school year

A highlight of the 2025 year was the School Review, which recognised the school's successes over the course of the 2022–2025 Strategic Plan, noting improvements in literacy and numeracy, effective teaching practices, and strong engagement with families and the wider community, providing a solid foundation for future planning.

The sporting calendar provided our students with numerous opportunities to participate in a variety of events, including tennis, basketball, cross country, football, netball, and athletics at school, regional, and state level. Birregurra students demonstrated their competitiveness and passion for sport, consistently striving to perform at their best and proudly representing the school in every competition.

Our Grade 6 students enjoyed an excursion to Melbourne, immersing themselves in the vibrancy of city life and celebrating the culmination of their primary school journey. The trip offered a mix of learning, adventure, and fun, creating wonderful memories with their peers.

Our end of year activities provided a great opportunity to bring the wider school community together. The annual Colour Run on the final day of the school year gives our graduating students a fitting send-off while celebrating a successful year for everyone. The school concert is a highlight of the year, allowing students to shine on stage and showcase the effort they have put into their weekly dance sessions throughout Term Four.

Financial performance

In 2025, Birregurra Primary School operated with an expenditure deficit, reflecting the ongoing investment in programs, facilities and student services beyond recurrent income. This position highlights the importance of continued careful financial management and the pursuit of external funding to sustain current initiatives.

Family support remains strong, with approximately 92 percent of families contributing to the Curriculum Contributions program. High collection rates for extra-curricular activities, including camps, swimming and excursions, also helped offset operational costs and support enriched learning experiences for students.

The school received a range of grants and targeted funding to assist with specific projects and programs. These included two Small Schools Risk Reduction OHS Grants totalling \$10,000, an Outside School Hours Care grant of \$25,000, funding through the Safe Tree Program, the ACCIONA community grant for library improvements, and Sporting Schools funding to enhance physical education programs. Equity funding through the School Resource Package was received but remains limited due to the school's demographic profile.

Key service agreements entered into by the School Council during the year included a new photocopier lease, a cleaning contract with Better Facilities, and an agreement with TheirCare to provide the school's Outside School Hours Care program.

Fundraising continued to play a vital role in supporting school programs and facilities. The school community's involvement in various initiatives throughout 2025 provided essential resources that help offset costs and maintain program quality.

While the school remains committed to providing a rich and supportive learning environment, While the school remains committed to providing a rich and supportive learning environment, sustaining current programs will rely on ongoing fundraising, targeted grant applications, and careful financial planning.

**For more detailed information regarding our school please visit our website at
<https://www.birregurraps.vic.edu.au/>**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 115 students were enrolled at this school in 2025, 61 female and 54 male. NDP had English as an additional language and NDA 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 - Medium**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School | 83.3% |  |
| | Similar schools | 84.8% |  |
| | State | 82.0% |  |

School Staff Survey


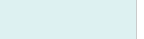


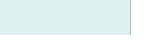

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 96.1% |  |
| | Similar schools | 82.2% |  |
| | State | 77.4% |  |

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

| | | 2025 | |
|--|-----------------|--------------|---|
| English Prep - 6 % of students at or above age expected standards | School | 96.0% |  |
| | Similar schools | 87.8% |  |
| | State | 86.3% |  |
| Mathematics Prep - 6 % of students at or above age expected standards | School | 95.7% |  |
| | Similar schools | 85.9% |  |
| | State | 84.2% |  |

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


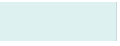


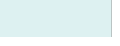

| | | 2025 | 3-year average |
|---|-----------------|---------------|----------------|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 75.0% | 80.0% |
| | Similar schools | 73.3% | 71.7% |
| | State | 69.5% | 69.3% |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 100.0% | 94.7% |
| | Similar schools | 79.9% | 80.1% |
| | State | 73.9% | 74.6% |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 90.0% | 96.0% |
| | Similar schools | 71.8% | 70.7% |
| | State | 66.2% | 66.4% |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 94.7% | 94.7% |
| | Similar schools | 73.0% | 71.1% |
| | State | 69.1% | 68.1% |

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 77.8% |  |
| | Similar schools | 75.5% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 61.1% |  |
| | Similar schools | 72.3% |  |
| | State | 74.0% |  |

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage 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).

| | | 2025 | | 4-year average |
|--|-----------------|--------------|---|----------------|
| Years 4 to 6 % positive endorsement | School | 74.9% |  | 76.5% |
| | Similar schools | 75.8% |  | 76.7% |
| | State | 77.1% |  | 77.3% |

Student Attitudes to School – Managing Bullying

The percentage 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).

| | | 2025 | | 4-year average |
|--|-----------------|--------------|---|----------------|
| Years 4 to 6 % positive endorsement | School | 88.0% |  | 87.1% |
| | Similar schools | 78.8% |  | 78.9% |
| | State | 76.4% |  | 75.8% |

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

| | | 2025 | 4-year average |
|----------|-----------------|------|----------------|
| Prep - 6 | School | 15.2 | 16.1 |
| | Similar schools | 20.3 | 21.0 |
| | State | 21.5 | 21.7 |

Attendance rate

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

| | | 2025 | |
|--------|--------|-------|---|
| Prep | School | 93.8% |  |
| Year 1 | School | 92.5% |  |
| Year 2 | School | 93.6% |  |
| Year 3 | School | 91.5% |  |
| Year 4 | School | 90.0% |  |
| Year 5 | School | 92.7% |  |
| Year 6 | School | 90.7% |  |

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,436,163 |
| Government Provided DET Grants | \$270,151 |
| Government Grants Commonwealth | \$9,069 |
| Government Grants State | \$0 |
| Revenue Other | \$13,873 |
| Locally Raised Funds | \$113,089 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,842,346 |

| Equity | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$7,942 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$7,942 |

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

| Expenditure | Actual |
|---------------------------------------|-------------|
| Student Resource Package ¹ | \$1,468,151 |
| Adjustments | \$0 |
| Books & Publications | \$863 |
| Camps/Excursions/Activities | \$49,533 |
| Communication Costs | \$2,260 |
| Consumables | \$27,877 |
| Miscellaneous Expenses ² | \$12,657 |
| Agency Staff | \$0 |
| Professional Development | \$5,234 |
| Equipment/Maintenance/Hire | \$51,645 |
| Property Services | \$106,187 |
| Salaries & Allowances ³ | \$44,456 |
| Support Services | \$82,164 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$33,972 |
| Motor Vehicle Expenses | \$2,255 |
| Travel & Subsistence | \$676 |
| Utilities | \$8,271 |
| Total Operating Expenditure | \$1,896,199 |
| Net Operating Surplus/-Deficit | (\$53,853) |
| Asset Acquisitions | \$5,950 |

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$167,565 |
| Official Account | \$13,871 |
| Other Accounts | \$0 |
| Total Funds Available | \$181,436 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$71,341 |
| Other Recurrent Expenditure | \$1,840 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$29,549 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$19,468 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$11,656 |
| Total Financial Commitments | \$133,855 |

All funds received from the Department of Education, 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.