

2020 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 (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 2020 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 10 March 2021 at 02:45 PM by Jessica Kattwinkel (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 March 2021 at 02:39 PM by Kirsty Roberts (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Established in 1864, Birregurra Primary School is a unique learning community, situated 20 kilometres east of Colac. The school is nestled in a picturesque rural setting within the township of Birregurra on a 4 hectare site. Over the past number of years our enrolments have slowly increased with more families choosing to embrace the country lifestyle. Approximately 20% of our students travel to school by bus with others living locally and many choosing to ride, scoot or walk to school. Birregurra PS is proud to be a ResourceSmart School, supporting sustainability practices across the school facilities, community and curriculum aiming to save resources and money for the school. The physical facilities of the school consist of 5 classrooms, an Arts Centre, a Multipurpose Room, two ovals, basketball court and numerous playground areas.

Our school's purpose is to be an outstanding rural school where care, curiosity, innovation and progressive practices ensure students thrive in an ever-changing world. In order to fulfil this vision, we nurture our students to be independent lifelong learners who are well equipped to meet the challenges of an ever changing world; think and learn through problem solving; achieve personal success and excellence; demonstrate ethical, social and environmental responsibility and be active, happy, engaged and productive citizens.

We value:

- integrity in all of our actions, words and endeavours
- commitment to each other and persisting in all that we do
- respect for ourselves, each other and the environment
- responsibility for our own learning and behaviour
- tolerance to accept and value differences in others
- cooperation and teamwork - learning together to achieve the best possible outcomes for all.

We apply these values in our everyday dealings with each other and in the development of our programs and policies.

The Strategic Plan goals for 2018 – 2021 are:

- To improve the student learning outcomes for all students with the focus on Literacy and Numeracy across all learning areas.
- To develop students who are inquiring, creative and critical thinkers that demonstrate a growth mindset and engagement in their learning.
- To develop healthy, happy and resilient students.

Birregurra Primary School is a vibrant, innovative and genuinely student-centred school. We have a strong sense of community and care for each other. The school, being central to the community of Birregurra, has built strong partnerships with parents and local community groups. These partnerships maximise learning opportunities for all. Our school is a regular contributor to the local 'Birre Mail' distributed monthly, sharing our learning journey with the wider school community.

As a Respectful Relationships Lead School, we promote inclusion, acceptance and celebration of difference. We provide the opportunity for all young people to flourish within a supportive and caring environment, with high expectations for learning and behaviour. We want our students and their families to know we are committed to achieving the best outcomes for their child.

Teachers follow evidence based models including the Gradual Release of Responsibility (I do, We do, You Do) teaching and learning model and workshop models to maximise student learning achievement. Learning Intentions and Success Criteria ensure purposeful learning tasks and clear expectations and achievement goals for students.

Teachers work collaboratively, participating in dedicated PLC's using the FISO inquiry cycle to ensure a constant focus on student learning outcomes. We have a professional and committed team all working together to provide the best possible education for our students as evidenced by our consistently high Staff Opinion Survey results.

The curriculum design, learning experiences and overall learning environment focus on fostering the skills and mindset of self-directed, lifelong learners. Teachers explicitly plan to give all students the opportunity to be successful learners who have voice and choice in their learning and can apply/integrate new knowledge and skills across learning areas, with 21st century capabilities woven through all learning experiences. Science, Technology, Engineering, Art and Mathematics (STEAM) are integrated within the curriculum. Specialist teachers conduct Library, Art, Italian, Physical Education and Music classes. Student learning is further enriched through programs including: Social and Emotional Learning (Respectful Relationships, Mindfulness, and Peaceful Kids), Human Development, Junior School Council,

Concert, Camping, Sporting Schools, Interschool Sport and Music.

A Chaplain also works closely with our welfare team to provide support for our staff, students and parents.

These factors all combine to make Birregurra Primary School a stimulating, flexible and happy environment where all children have the opportunity to develop the key social, academic and emotional competencies to be successful and happy life-long learners.

In 2020, Birregurra Primary School had an enrolment of 101 students with a Student Family Occupation (SFO) of 0.3315. The staffing profile included 6.4 teaching staff, a full time Principal, a 0.9 Business Manager, 0.6 Education Support and a chaplain.

Framework for Improving Student Outcomes (FISO)

In 2020, the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building practice excellence, Empowering students and building school pride and Health & Wellbeing. This included:

- * Building teacher capacity to deliver high quality teaching and learning to enhance student learning outcomes.
- * Deepening student engagement in learning through building teacher capacity to provide authentic student voice and agency opportunities across all curriculum areas.
- * Further embedding school values and the Respectful Relationships program P-6.

2020 was indeed a unique school year with extended periods of remote and flexible learning. All staff worked off-site during remote learning in Term 2 except the Principal. This meant that PLC's and opportunities for staff to connect virtually were imperative in order to progress our work towards targets whilst maintaining a key focus on the Wellbeing of the entire school community. The PLC framework enabled the successful implementation of remote learning for all students, utilising WebEx to collaborate & connect.

Birregurra Primary School delivered on our KIS to build teacher capacity to deliver high quality teaching and learning, however in unique ways not initially identified in our AIP actions and professional development plans. Teachers recognised the need to be agile in times of disruption and quickly built technology skills using a number of platforms, utilising the expertise within the team. The structure of PLC's and use of WebEx teams supported collaboration, communication and consistency of approach and supported teacher health and wellbeing through isolation.

Collaboration in terms of planning and implementation within the PLC's was a key element that enabled the delivery of a remote learning program that all could engage in. We understood the need for a consistent approach (weekly overview and daily videos) same practices and processes P-6 to make it easier for families with more than one child. The lesson structure reflected classroom practice where possible, including the use of Learning Intentions, Success Criteria and timely feedback. We prioritised the curriculum - Literacy, Numeracy, Inquiry/STEAM and PE. Teaching needed to be explicit - modelling clear and concise instructions, utilising video/audio functions available through the online learning platform. Student and parent feedback to improve the content and delivery of the program was instrumental to ensure desired student learning outcomes. Communication with parents was paramount as we were joint partners in learning. Fine-grained differentiation for students was evident as the term progressed, related to feedback/observation of student performance.

In Term One, prior to the move to remote and flexible learning, students had the opportunity to be able to identify specific examples of agency in their learning in their classes, use conferencing to set and track progress against individual learning goals and had the opportunity to formally contribute to curriculum through Student Engagement/JSC team and contributions informally within class. This was part of our focus to provide authentic student voice and agency opportunities across the curriculum. A group of Student Leaders and a teacher participated in the Student Voice Cluster held at Surfcoast Secondary College, facilitated by Staff from SRC Victoria. The day was aimed at up skilling our students in new ways of gathering ideas from others and creating the conditions for change.

Moving to remote learning, teachers were aware of our KIS to deepen student engagement in learning through authentic student voice and agency opportunities. Therefore teachers explicitly planned to give students greater choice and voice in their learning to create the opportunity for them to capitalise on the many learning opportunities and resources in their home. Students were able to choose times that suited their home life and circumstances to engage in learning activities and opportunities.

The Health & wellbeing of our entire school was a key priority in 2020. We were able to utilise key aspects of the Respectful relationships curriculum (KIS #3) to support students, staff and families throughout the challenges of 2020.

Our RRRR action plan was implemented, with lessons from RRRR incorporated into the Remote Learning program. Our Chaplain facilitated a return to school program for students P-6. Teachers continued to model positive and respectful relationships at all times with students, families and colleagues and made themselves available to assist families as best they could during remote and flexible learning. Leaders continued to engage virtually in Lead and Cluster RR meetings working with the regional team. On the return to onsite learning in term 4, the Respectful Relationships curriculum had a strong focus particularly the areas of positive coping, problem solving and help seeking. Some students needed help to re socialise after an extended period of no socialisation.

Achievement

Despite the challenges of 2020, Birregurra Primary School once again achieved strong student outcomes in English and Mathematics. The School Performance Summary data indicated that Teacher Judgement of student achievement in English and Mathematics were above both the State average for all Victorian government schools as well as for similar school comparison.

In 2020, teachers were able to draw upon their knowledge and understanding of the Writers & Readers Workshop models to ensure a consistent instructional approach to the teaching of reading and writing. Furthermore they were able to adapt these to suit the remote and flexible learning period to ensure students had every opportunity to achieve success within the English curriculum. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Feedback played an integral part of ensuring learner success across our core subjects. Teachers were able to provide timely and relevant feedback in creative ways to ensure engagement by students across the school. For example the use of voice recordings, videos and written feedback.

In 2021, we will focus on further developing the data literacy of teachers and education support staff to inform understanding of students needs and progress, and identify and monitor students requiring additional catch up or extension. Using the PLC structure will support teacher collaboration, inquiry and reflection as well as strengthen teaching practices in literacy.

Engagement

In 2020, the average number of student absence days as displayed in the Performance Summary Data was below that of the state average and similar schools. Ensuring flexibility in when students were able to complete set tasks and activities, supported online attendance throughout the remote and flexible learning periods. Allowing genuine student voice and agency also supported the engagement of of students. A key group of students were responsible for implementing a 'Masked Singer' competition during remote learning which was received positively by the school community with entries from students as well as staff. A weekly newsletter continued to be distributed, showcasing the efforts of our students learning from home. We also ensured a concentrated effort on Health & Wellbeing and engagement on the return to school implementing lunch time activities to support re-socialisation of students. 'Hip Monday', 'Wheelie Wednesday' and 'Thoughtful Friday' provided structured and engaging activities that were easily accessible by all ages.

In 2021, we plan to continue our focus on building teacher capacity to provide authentic student voice and agency opportunities across all curriculum areas. To support this focus, two staff members will join a network Community of Practice working with the Quaglia Institute to empower student voice and agency in learning. Staff will implement Professional Learning that will further develop staff understanding of what student voice and agency is and how to empower students to have greater voice and agency within the school setting.

The school will remain diligent in emphasising the importance of timely and regular attendance and will continue to employ strategies including same day contact and regular newsletter inserts to improve student attendance. The newsletter and school web page will be used to provide information to parents on the importance of the connection between regular attendance and improved student learning achievement.

Wellbeing

Student Wellbeing remains a high priority at Birregurra Primary School. We are fortunate to have a Chaplain to work collaboratively with the school's Wellbeing Team in the delivery of student and family welfare programs to improve student wellbeing, engagement and connectedness. Throughout 2020 we implemented the following initiatives and actions to ensure a focus on Health & wellbeing:

- * Regular communication and check in's with families throughout the period of remote and flexible learning
- * Remote & Flexible Learning survey to gauge formal feedback about our approach
- * Upon the return to school, implementation of mindfulness activities at key times of the day to ensure students were focused and ready to learn
- * Leadership conducted regular informal catch ups with identified cohorts needing further socialisation/friendship supports
- * Implementation of structured lunch time activities to support positive health & wellbeing
- * Implementation of the Respectful Relationships curriculum throughout the year both in class and online with a key focus on positive coping strategies and help seeking during challenging times.

In addition, transition processes remained a key focus area in 2020, particularly during Term Four to ensure a smooth transition into and out of our school setting. While traditional processes needed to be adapted in order to meet Department and state restrictions, we were able to ensure the implementation of a kindergarten to school transition, year level to year level transition (step up day) and primary to secondary transition program. It was extremely important to ensure regular communication with our local kindergarten and feeder schools in order to deliver transition programs that met the needs of our students. This included negotiating a day for our grade 6 students to attend a transition day that worked for our students and school. We ensured familiarisation of our prep teacher with kindergarten students through kinder visits before implementing three onsite days. Our buddy's although initially unable to work with our incoming students, provided written communication/pictures to introduce themselves. All students were able to participate in a 'step up day' to experience in a range of activities with their 2021 class. This was received positively by the students and community.

Birregurra Primary School was a Respectful Relationships lead school in 2020 and attended online key contact and cluster meetings, ensuring a continued focus on RRRR. In Terms 2 and 3, RRRR resources and lessons were used as an integral part of Remote Learning program, linked to personal and social capabilities. The RRRR curriculum and resources were also used for targeted support for some families.

Our vision is to ensure that Birregurra Primary School continues to be a dynamic learning community that is safe, inclusive and supportive for all. We continue to focus on our identified school values and on building productive and effective relationships between students, staff, parents and the wider community. There is a consistent, whole school approach to student welfare. Staff adopt a restorative practice approach to student management. Student welfare policies and processes are regularly documented, reviewed and followed by staff. Social competencies are explicitly taught through 'Respectful Relationships'. Embedding Respectful Relationships in our school and wider community will continue to be a focus in 2021 as a lead school, also supporting our partner schools in the implementation of Respectful Relationships, Resilience and Rights in their schools.

Financial performance and position

In 2020 the school funds were expended in line with our school's Program Budget. Sound strategic management of finances including human, physical and financial ensured that Birregurra Primary School finished the 2020 year in surplus, while still ensuring that resources were allocated to identified goals and targets. We were fortunate to have some local community groups including the The Bendigo Bank and Birregurra CWA make donations to support specific programs and initiatives in our school. We received Sporting Schools Funding in two terms to support our students to be active and engaged in physical activity. We also received a Local Schools Community Grant of \$8000 for the installation of a new playground. In addition, we received a Chaplaincy grant of \$20,000 through the National Chaplaincy Program. We were still able to raise some funds through our active Parents & Friends group despite Covid restrictions and our ability to come together as a school and wider community. School Council met regularly (virtually during lockdown) to oversee the School's financial position with monthly meetings tracking the school's financial position of the school.

For more detailed information regarding our school please visit our website at
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.

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 101 students were enrolled at this school in 2020, 46 female and 55 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

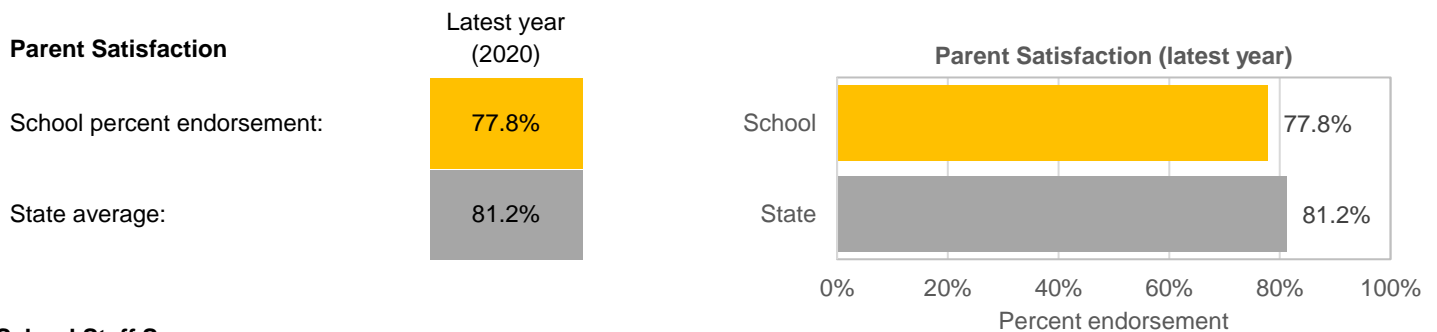
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

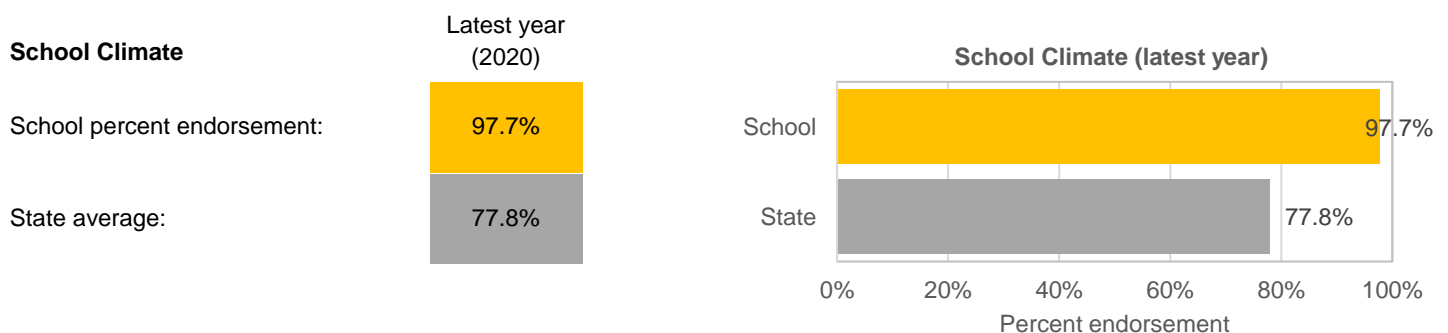


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

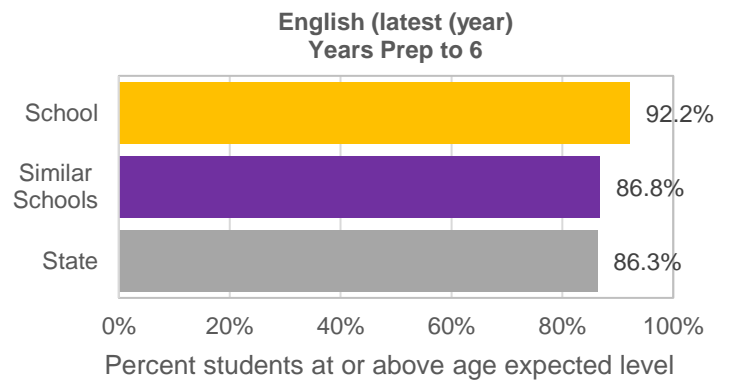
92.2%

Similar Schools average:

86.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

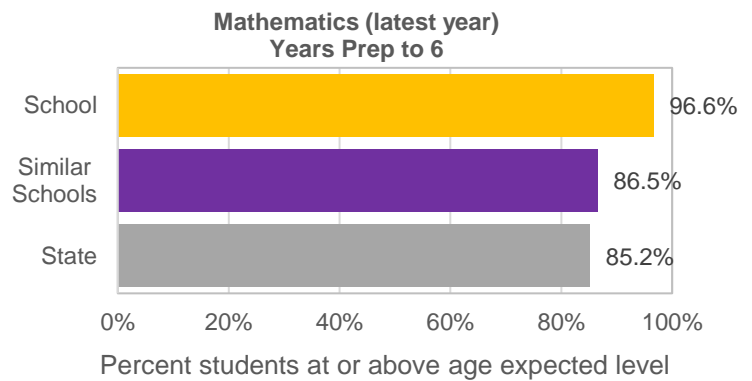
96.6%

Similar Schools average:

86.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

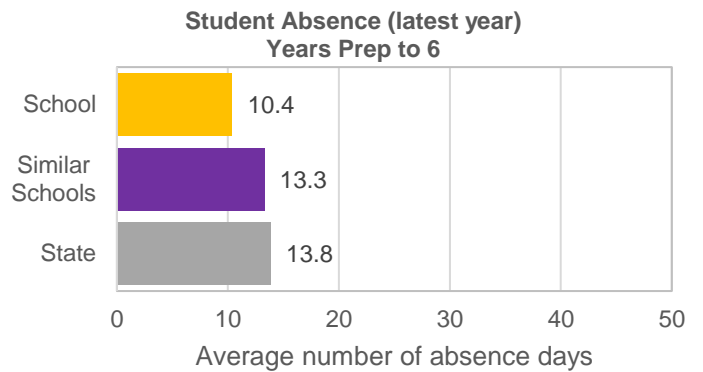
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.4	13.4
Similar Schools average:	13.3	14.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	96%	92%	95%	95%	94%

WELLBEING

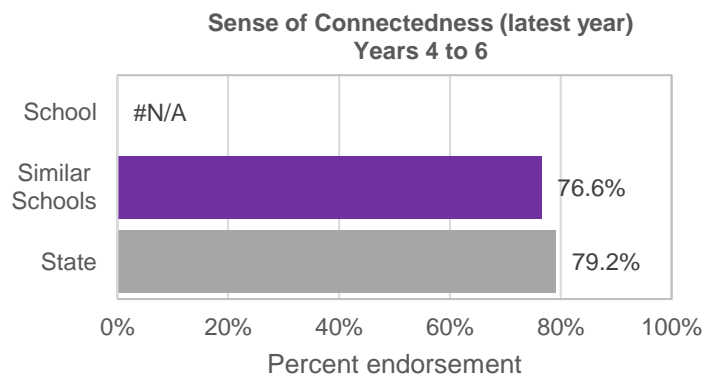
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.6%
Similar Schools average:	76.6%	79.8%
State average:	79.2%	81.0%



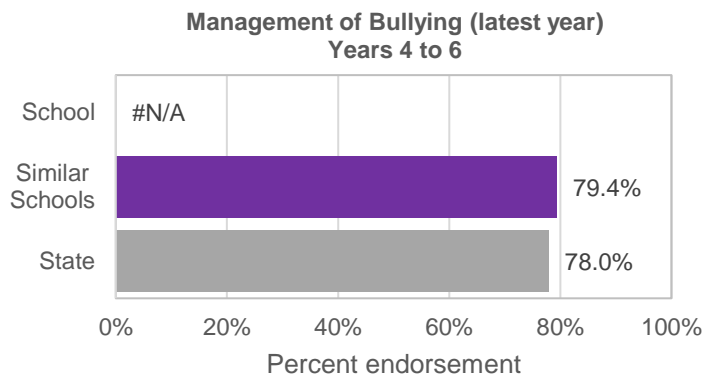
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.1%
Similar Schools average:	79.4%	81.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$974,121
Government Provided DET Grants	\$284,042
Government Grants Commonwealth	\$13,000
Government Grants State	NDA
Revenue Other	\$17,345
Locally Raised Funds	\$39,582
Capital Grants	NDA
Total Operating Revenue	\$1,328,090

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,361
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,361

Expenditure	Actual
Student Resource Package ²	\$919,179
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$8,412
Communication Costs	\$2,080
Consumables	\$33,660
Miscellaneous Expense ³	\$9,711
Professional Development	\$4,619
Equipment/Maintenance/Hire	\$29,307
Property Services	\$26,920
Salaries & Allowances ⁴	\$49,128
Support Services	\$32,386
Trading & Fundraising	\$12,281
Motor Vehicle Expenses	\$1,960
Travel & Subsistence	NDA
Utilities	\$7,476
Total Operating Expenditure	\$1,137,119
Net Operating Surplus/-Deficit	\$190,971
Asset Acquisitions	\$19,699

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$333,289
Official Account	\$5,751
Other Accounts	NDA
Total Funds Available	\$339,040

Financial Commitments	Actual
Operating Reserve	\$34,441
Other Recurrent Expenditure	\$683
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$93,523
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$39,307
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$19,840
Maintenance - Buildings/Grounds < 12 months	\$128,809
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$351,603

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.