

2022 Annual Report to the School Community

School Name: Black Rock Primary School (3631)



- 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 01 May 2023 at 08:58 PM by Samuel Tyndall (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 01 May 2023 at 09:17 PM by Laura Anderson (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
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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

Black Rock Primary School aims to provide a dynamic learning climate that engages students to achieve their personal best, form respectful relationships, be active citizens and show appreciation and understanding of the natural environment in which we live. We value Respect, Relationships, Cooperation, Learning, Innovation and Sustainable Practices, and these tenets are central to life at our school and inform our everyday dealings with each other and in the development of our programs and policies.

As a Professional Learning Community, the school aims to foster the highest individual learning achievement and learning growth. Every child should leave the school with a high sense of self-confidence and appreciation that learning is a lifelong process. While catering for all ability levels and learning styles, our focus is on students being happy, engaged and achieving the best possible outcomes in Literacy and Numeracy as essential foundations for success.

Located in the Bayside suburb of Black Rock, Melbourne, Black Rock Primary School offers its students well-maintained heritage classrooms, and a contrasting modern, open-space BER design building. We aim to create an enjoyable learning environment that is student-centred, safe, friendly and organised. Learning spaces across the school allow flexible groupings to support a range of independent and collaborative student learning arrangements. Every year we take pride in improving our secure and well-maintained facilities. The school has an abundance of open-space, including a lush 8000sqm natural turf oval, variety of leisure/adventure playground facilities and a full-sized sports stadium. These are complemented by the ongoing implementation of key elements of our Grounds and Landscape Masterplan, such as creative outdoor classroom and natural play spaces that promote sustainable practices. An accessible sensory playground was installed along the western side of the oval in 2022, facilitated by an Inclusive Schools grant.

We have high expectations for every student's learning and wellbeing development. Our explicit instruction approach, with opportunities for guided inquiry and our capacity to provide high-quality specialist programs offers every child the opportunity to experience success. All students have the opportunity to participate in the school's outstanding Performing Arts and sports programs and be involved in numerous extra-curricular activities. To support this, the school also boasts a variety of specialised learning spaces which include:

A comprehensively resourced, librarian-managed library; STEM (Science/Technology/Engineering/Maths) center with a wide range of practical science, robotics, coding and 3D printing resources; a multi-purpose hall for Performing Arts and level-based activities, a Visual Arts workshop, LOTE (Chinese) space, a Music space and an Out of School Hours Care facility. Digital technologies are integrated extensively throughout the school to augment learning across the curriculum.

Black Rock Primary School is a welcoming community and we work in partnership with families as we challenge each of our students to achieve his/her full potential. The committed efforts of staff and parents continue to ensure the provision of the best possible outcomes and learning environment for the students at our school.

In 2022, the school's enrolment at census was 517 students (a decline of 77 students from 2021 levels) across 23 classes. 5% had English as an Additional Language and NDP percent were Aboriginal or Torres Strait Islander.

Staffing profile was varied in terms of both gender and teaching experience with 55 staff (45.80EFT), consisting of one Principal, one Assistant Principal, one Leading Teacher, 33 teachers (inc. one learning specialist) (29.8EFT), a school psychologist (0.4EFT) and 14 education support staff - administration, library technician and funded student support (9.94EFT). We also employed a school maintenance officer/groundskeeper for approximately 12 hours per week.

School Climate demonstrated 70% positive endorsement, as reported in the annual School Staff Survey, which is 3% below the State average.

Parent satisfaction demonstrated 71% positive endorsement, as reported in the annual Parent Opinion Survey, which is 8% below the State average.

In 2022 Black Rock Primary School, like all Victorian schools, returned to full-time onsite learning following the interrupted 2020 and 2021 school years as a result of the global pandemic.

Progress towards strategic goals, student outcomes and student engagement

Learning

We were pleased with the overall learning outcomes in 2022, despite the year proving to be a challenging one. Significantly higher staff and student absence and time prioritised to managing the impacts of COVID were barriers impacting on the consistent delivery of programs throughout the year. Throughout 2022, Black Rock Primary School completed its quadrennial review of School Strategic Plan (SSP) 2018-2022. A new SSP with targeted goals has been established and work towards those goals has commenced through our 2023 Annual Implementation Plan.

In 2022, the school had a dedicated focus on the statewide Key Improvement Strategy of *'Supporting those who need extra support and those who have thrived to extend their learning'*. The school achieved this by:

- Maintaining a high priority focus on Reading Instruction. This included the continued implementation of a structured phonics program, a revised spelling curriculum and enhanced novel studies in Years 4-6. We focused strongly on improving oral reading fluency across the school as a means to enhancing overall reading effectiveness and comprehension. All internal assessment benchmarks set were reached, with most surpassed by a significant amount.
- We achieved this success through maintaining a strong collaborative culture of cooperation, targeted professional learning for teachers, expert planning support and consistent implementation of prioritised instructional practices. Students who required additional support were clearly identified and the support program through the Tutor Learning Initiative was privileged throughout the year e.g. tutors were teachers with strong expertise in literacy instruction and we rarely diverted them from their programs (to cover staff shortages etc.)

TEACHER JUDGEMENT OF STUDENT ACHIEVEMENT

Teacher Judgement in English for students working at or above the expected level was 94.0%, which is equivalent to similar schools and well above the State average.

Teacher Judgement in Mathematics for students working at or above the expected level was 93.8%, which is less than 2% below similar schools and well above the State average.

NAPLAN

NAPLAN 2022 was our school's first attempt at the assessment on the online platform and was conducted in May. Whilst the 4-year average for the percentage of students in the top three bands of testing in NAPLAN for Year 3 and 5 students remained strong in 2022, our 2022 results in this category for Reading and Numeracy were below historical averages. Despite this, student achievement and progress as measured by our school-based standardised assessments for the same group of Year 3 & 5 students in November showed that they had progressed and reached historical levels of achievement.

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3 was below similar schools in both Reading and Numeracy, although our 4-year average results remained equivalent to similar schools.

The percentage of students in the top 3 bands of testing in NAPLAN at Year 5 was below similar schools in both Reading and Numeracy, although our 4-year average results remained equivalent to similar schools.

LEARNING GAIN

NAPLAN tests were not conducted in 2020, therefore the learning gain normally calculated over the two-year period between tests in Year 3-5 was not calculated.

All students with individualised Tier 3 funding through the Program for Students with Disabilities (PSD) or Disability and Inclusion showed progress at or above expected in achieving their individual goals.

Wellbeing

In 2022, the school had a dedicated focus on the statewide Key Improvement Strategy of *'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'*. The school achieved this by:

- Commencing the establishment of a viable Resilience, Rights and Respectful Relationships curriculum.
- Continuing established programs such as "The Cybersafety Project" and "Better Buddies", including ongoing student and parent workshops and staff professional learning.
- Whole-school Wellbeing themed homework and celebration days e.g. Friendship Day
- Collaborating with another school to appoint a school-based psychologist from Term Two (2 two days per week) to support students and school staff with the implementation of Wellbeing and Inclusion strategies.
- Formation of a Student Wellbeing team consisting of the Assistant Principal (Disability and Inclusion Leader); Psychologist; Learning Specialist (Master of Student Wellbeing qualifications).

The Student Wellbeing team commenced the development and implementation of a revised whole-school wellbeing framework, including updating key policies throughout the School Review process and the Respectful Relationships curriculum. Throughout the year they provided ongoing staff professional learning in areas such as Disability & Inclusion, Individual Education Plans, Zones of Regulation and Behaviour Support Plans.

The Student Wellbeing team also successfully completed a Disability Inclusion Profile, and supported targeted groups/individual students with a range of wellbeing needs and assessments, laying the foundation for similar support within the overarching wellbeing framework in future years.

Engagement

In 2022, following two years of interrupted learning, the school identified a successful return to school would involve a concerted effort to reengage students via a differentiated learning program that sought to bridge gaps in learning achievement and challenged students at their point of need, engaged students via purposeful delivery of the curriculum, establishing an empowering learning environment that values the positive contributions of students and provided a wide range of learning experiences that catered to a wide variety of student academic and extra-curricular interests. The school achieved this by:

Providing enhanced opportunities for Student Voice & Leadership

- Year 6 Leadership Program
- House Spirit Program
- Student-led assemblies
- Year Book production

Science and STEM Programs

- Science specialist program for every student in the school, taught by a specialist science teacher
- Year 5/6 "Adopt an Engineer" STEM program (Engineering undergraduate works with teachers to support STEM focused, problem-based learning approaches, including multiple teams competing in the First Lego League competition)

Sustainability and Gardening Programs

- Year 4 Urban Agriculture edible garden and sustainability program with horticulture outreach specialist and school staff.

Full Camp program

- Year 3 to 6 students were able to participate in a full camp program, including a

Extra-curricular Arts Programs

- Black Rock Lantern Festival with artists in residence
- Ellen Jose Art Competition

Lunch Clubs

- Library, Lego, Chess, First Lego League, Gardening, Mindfulness Colouring

Homework Club

The school's 2022 absence data reflected students were absent, on average, 18.6 days last year. This is much better than the State average, marginally better than similar schools but higher than the school's 2019 (pre-COVID) average of 14.9 days per student. The school acknowledges the increase is attributed to COVID-enforced absences and, given the abolishment of travel restrictions, increased parent-approved absences for holidays. Attendance rate by year level was between 89% and 92% across all year levels in 2022.

Other highlights from the school year

When the 2022 school year commenced, we all rejoiced in the fact that we could come back together as a school, not only for learning, but to celebrate the various events that help us to mark the passing of time and significant milestones within our community. We began with our recognition of our Year Six students as leaders of our school and welcomed our 2022 Foundation students and other new families across the school. We also held many other successful events, including Running Colour and Welcome Family Picnic, Market Day afternoons, Election Day BBQs, Book Week celebrations, lunchtime clubs and participated in an abundance of sporting events, including students representing the school at regional and state level. We also had multiple

students enter the Ellen Jose Student Reconciliation Art Awards and completed an artists-in-residence program to support our participation in the local Black Rock Village Lantern Festival.

As the year unfolded, students have relished their cross age connections through House events such as Cross Country and through Buddy Programs; or through the myriad of activities and assemblies that bring them together to achieve shared goals. At the end of the year we were able to look back at with pride at new or restored connections, increased knowledge and skill both within our students and staff, confidence gained and a sense of accomplishment with a clear plan of how we can continue to grow and build the learning environment and sense of community at Black Rock Primary School in the future.

Financial performance

Black Rock Primary School completed 2022 in a financially sound position, although we ended with a second successive operating deficit (\$152,941). The School's total revenue in 2022 included DET Government grants, Commonwealth Government grants and locally raised funds (voluntary payments including tax-deductible building and library funds) and monies received through the hiring of school facilities (basketball stadium, OSHC and private music tuition).

The deficit was influenced by several factors, including COVID-19:

- enrolment decline of approximately 77 students between 2021 and 2022 (a decrease of over \$600,000 in funding at 2022 per student rates)
- significant increase in the use of Casual Replacement Teachers (CRTs) to support the replacement of staff who were in COVID-enforced absence

Although there was an operating deficit, the school was still able to carry over a cash balance of \$459,000 due to historically sound financial management systems and strategic planning. We are also incredibly fortunate to have a supportive school community, who despite a second financially challenging year for many, continued to provide strong support through parent payment contributions and voluntary payments used to support the achievement of educational outcomes and improve the physical amenity of the school.

The school's commitments were closely monitored by the School Council with major commitments including:

- Support of Science Specialist program through cash to credit transfer of Camp Australia Licence Fee (\$40,000).
- Continuation of STEM "Adopt-an-Engineer" program for Year 4-6 students, including First Lego League support.
- Ongoing maintenance (irrigation, mowing and treatment) of the school's natural turf oval.
- Leasing of school owned and managed digital devices.
- Cyclical upgrades of classrooms, including: heating and cooling and carpet upgrades

DET targeted initiative funding for Swimming in Schools was combined with rolled over amounts to subsidise intensive swimming programs for students in Years Foundation to 6. Student Excellence Program funding was rolled over to 2023.

Equity funding of \$5,000 supplemented support through the Tutor Learning Initiative.

Tier 2 Disability and Inclusion funding provided resources, materials and professional learning for reasonable adjustments implemented across the school to support students with additional learning and physical needs.

An accessible sensory playground was installed along the western side of the oval in 2022, facilitated by an Inclusive Schools Fund grant of \$200,000.

Commonwealth Government Grants of \$10,892 included payments of approximately \$1,892 for pre-service teacher supervision and the Sporting Schools Fund (\$9000). The Sporting Schools fund was utilised for specialist coaching sessions such as golf clinics, however COVID interruptions meant that the entire grant could not be spent in 2021, with the school repaying the unused portion of \$3,200.

Black Rock Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities at the current high standard.

For more detailed information regarding our school please visit our website at
<https://www.blackrockps.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 517 students were enrolled at this school in 2022, 266 female and 251 male.

5 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).

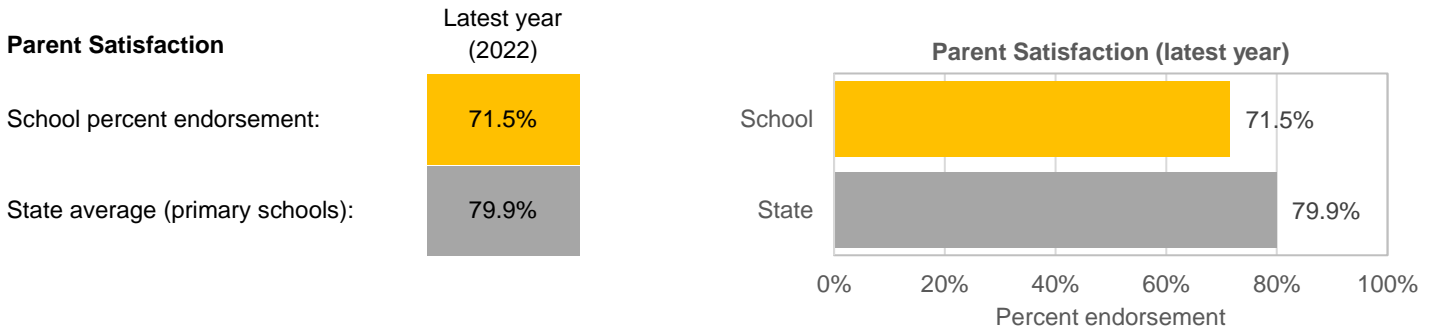
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

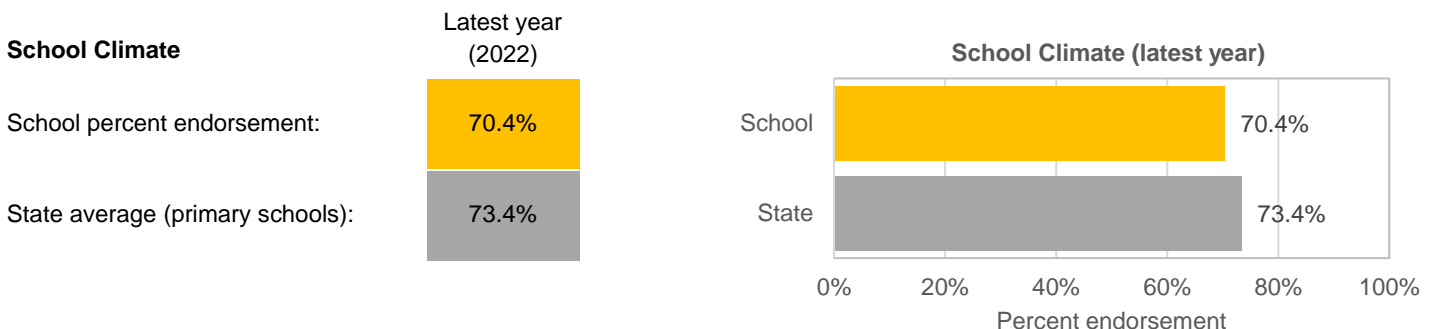


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

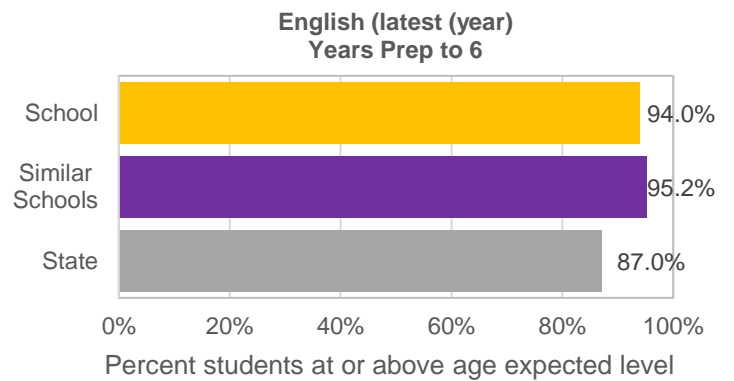
94.0%

Similar Schools average:

95.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

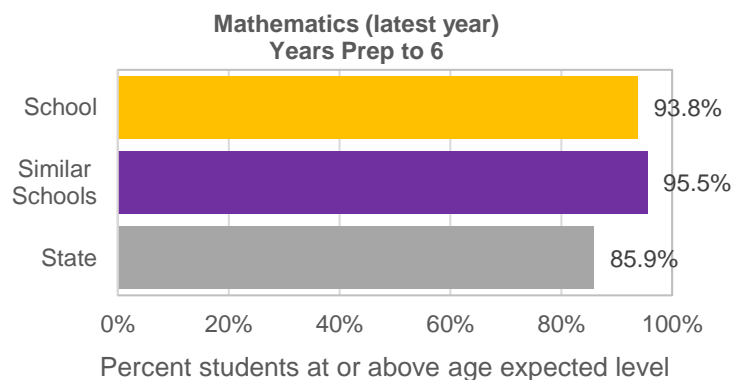
93.8%

Similar Schools average:

95.5%

State average:

85.9%



LEARNING (continued)

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

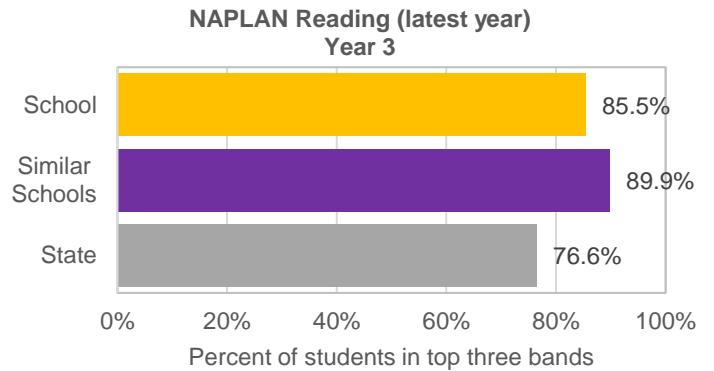
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

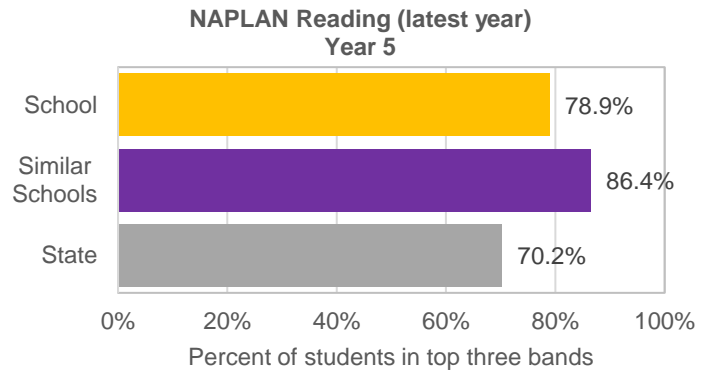
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.5%	90.6%
Similar Schools average:	89.9%	89.9%
State average:	76.6%	76.6%



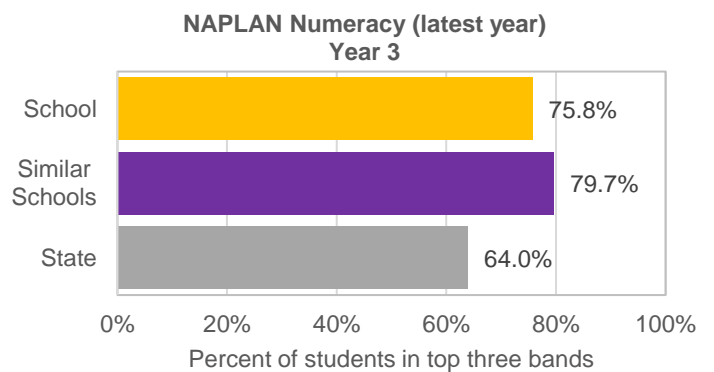
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	84.2%
Similar Schools average:	86.4%	85.7%
State average:	70.2%	69.5%



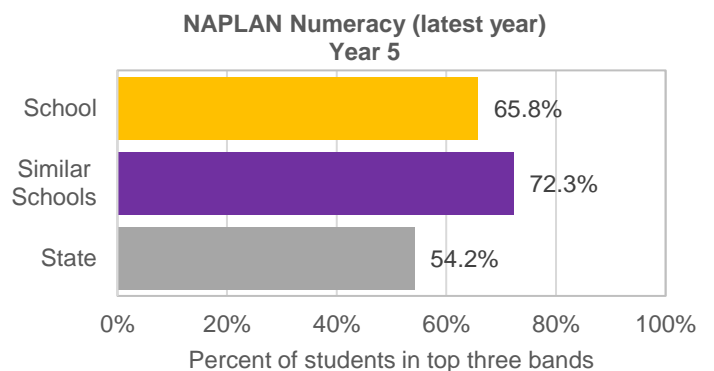
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.8%	82.5%
Similar Schools average:	79.7%	83.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.8%	76.9%
Similar Schools average:	72.3%	77.2%
State average:	54.2%	58.8%



WELLBEING

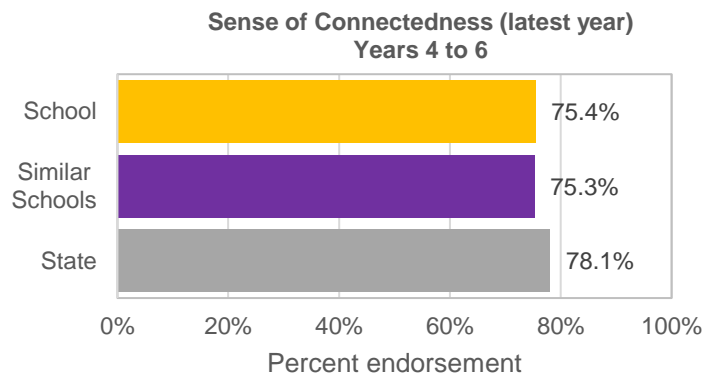
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.4%	77.6%
Similar Schools average:	75.3%	77.3%
State average:	78.1%	79.5%

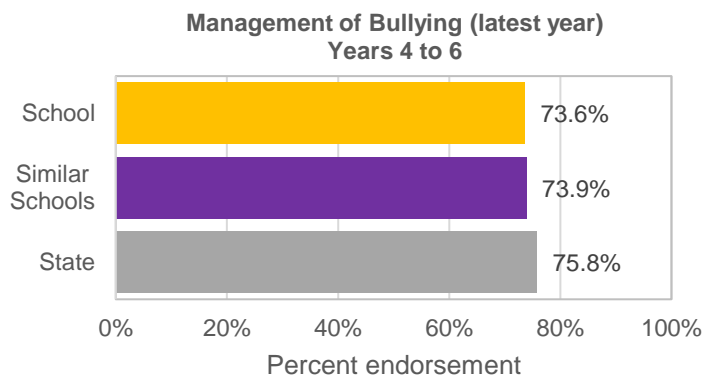


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.6%	77.6%
Similar Schools average:	73.9%	76.5%
State average:	75.8%	78.3%



ENGAGEMENT

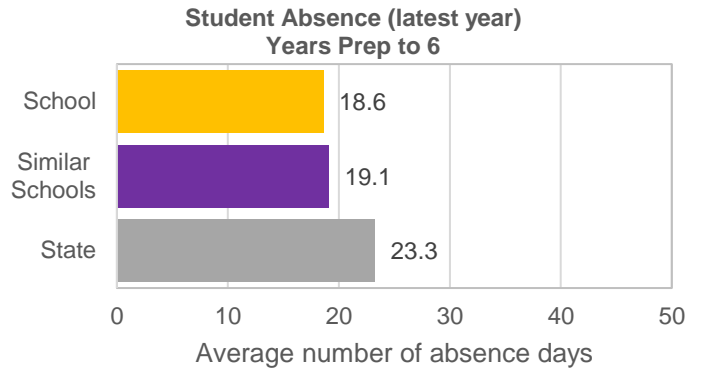
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.6	12.7
Similar Schools average:	19.1	12.6
State average:	23.3	17.0



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,473,838
Government Provided DET Grants	\$407,632
Government Grants Commonwealth	\$10,892
Government Grants State	\$0
Revenue Other	\$10,626
Locally Raised Funds	\$766,301
Capital Grants	\$0
Total Operating Revenue	\$5,669,289

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

Expenditure	Actual
Student Resource Package ²	\$4,680,966
Adjustments	\$0
Books & Publications	\$23
Camps/Excursions/Activities	\$309,153
Communication Costs	\$8,351
Consumables	\$85,848
Miscellaneous Expense ³	\$53,704
Professional Development	\$37,771
Equipment/Maintenance/Hire	\$115,691
Property Services	\$125,671
Salaries & Allowances ⁴	\$153,297
Support Services	\$119,191
Trading & Fundraising	\$85,524
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,040
Total Operating Expenditure	\$5,822,230
Net Operating Surplus/-Deficit	(\$152,941)
Asset Acquisitions	\$0

- (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	\$423,994
Official Account	\$21,230
Other Accounts	\$14,186
Total Funds Available	\$459,410

Financial Commitments	Actual
Operating Reserve	\$171,700
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$6,074
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	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$9,953
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$207,727

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.