

2021 Annual Report to The School Community



School Name: Panmure Primary School (1079)



- 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 2021 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 07 April 2022 at 04:31 PM by Mark Antonio (Principal)

- This 2021 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 17 May 2022 at 10:11 PM by Sharna Purcell (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Panmure Primary School is a well known and respected rural school situated 25 kilometres east of Warrnambool on the Princes Highway. At the conclusion of 2021 our enrolment was 12 students. The renovated historic country school has been providing quality education to the children of Panmure and the surrounding district for over 150 years.

At Panmure Primary School, through the implementation of our core values Respect, Care, Honesty & Teamwork, we strive to sustain a school community, which works in partnership with parents and the wider Panmure community to provide a caring, structured, nurturing environment where each child is encouraged to reach his/her full potential for the 21st century learning environment. We focus on the 5 Keys to School Success – Organisation, Resilience, Getting Along, Persistence and Confidence. Using our values and the 5 Keys our goal is to ensure our students' feel safe, enthusiastic, valued and respected.

Our students are friendly, caring, respectful, enjoy learning and coming to school. They display initiative, leadership and support their peers to ensure they feel safe and confident to learn both individually and as part of a team. The development of leadership skills and a strong sense of community are promoted at our school through our students' active involvement in school activities and events within the wider community. Our enthusiastic, friendly, caring staff members are dedicated to ensuring all students are provided with an individualised program, which meets their needs and enables them to progress academically, personally and socially, at their own rate. Students achieving their full potential as well as their safety, well-being and welfare are always paramount in our staff's endeavours. As part of our commitment to the safety, well-being and welfare of our school community, over the past 5 years, Panmure Primary School has been working closely in a Community of Practice (CoP) with Cudgee Primary School, Nullawarre & District Primary School and South West Llen. Noorat Primary School joined our CoP in 2021. We have developed and implemented a Small Schools' Inclusion and Well-Being Plan, which has become an integral component of school and classroom programs, across all 4 schools.

Specialist teaching is provided in the Performing & Visual Arts and LOTE (Chinese). Students also have access to the MARC Library and our MARC Teacher/Librarian provides a structured library program for all students. Students in Grade 3 to 6 actively participate in many inter-school sports events, including Athletics, Winter Sports and Cross Country.

Our student transition initiatives within the school are aimed at providing a seamless and successful transition between classrooms within the school, between kindergarten and Prep and from Grade Six into Secondary School. Senior students participate in a range of transition activities with local primary and secondary schools. We have a close working relationship with 2 other local rural schools, Cudgee and Noorat Primary Schools. In 2021, we established a Professional Learning Community (PLC) with Cudgee and Noorat Primary Schools. Our focus, during 2021, was to improve the reading comprehension ability of all students. We also participate in a comprehensive camps and excursions program with Cudgee Primary School, Nullawarre & District Primary School and Noorat Primary School. Over the past 4 years we have worked closely with Cudgee Primary School, Nullawarre & District Primary School and SWLen to develop a small schools' wellbeing and inclusion plan. This plan was developed to meet the specific social, emotional and wellbeing needs of our school communities.

Our vision is for Panmure Primary School to be seen as a valued and respected establishment in the local community. It's an inviting place where students receive a quality education. We take pride in nurturing close relationships with students, parents, family and teachers. We enjoy working together to build strong partnerships with the wider community. Students, staff and parents are viewed as respectful, caring, cooperative, productive community members who contribute positively to and take pride in being an integral part of the local, rural community. It's a school that parents want their children to attend, and one which students are proud, enthusiastic and happy to belong.

Panmure Primary School's equivalent full-time staff at the end of 2021 was 3.11 which included 1 Principal, 1.41 teachers (0.4 of the teacher component is funded through DET's Tutor Learning Initiative) and 0.7 education support staff.

The parent satisfaction percentage endorsement for our school, in 2021, as indicated in the Parent Opinion Survey, was well above the state average.

Framework for Improving Student Outcomes (FISO)

Our Key improvement strategy for 2021:

- Strengthen the use of the Professional Learning Community (PLC) framework to identify and track our students' point of need learning.

We were able to strengthen the framework and effectiveness of our Professional Learning Community, which includes Panmure, Cudgee and Noorat Primary Schools. We had regular Professional Learning Community meetings which were held, initially in person, but then via WebEx, due to COVID 19 protocols. We were also able to develop and implement Cycles of inquiry in our classrooms based on the data analysed in our Professional Learning Community meetings. Our focus for 2021 was reading comprehension, and we established that our students needed to become more proficient at understanding ideas that were not directly stated in texts, by using evidence found in texts and contextual clues. Cycles of Inquiry were utilised throughout the year to develop, evaluate and modify strategies in order to improve reading comprehension.

Achievement

During remote learning, parents, families, staff and the wider school community worked closely together to ensure our students were able to access the best possible learning opportunities. Available technologies and paper based activities were used to complete learning tasks to the best standard that circumstances allowed. Activities were differentiated to ensure learning tasks met individual student learning needs. Unfortunately, the 2 teachers, from our 3 school cluster (Panmure, Cudgee and Noorat Primary Schools), who were trained through the DET's Primary Maths Science Specialist initiative, gained employment in teaching and DET positions outside our cluster. The loss of their leadership and expertise impacted on the ability of our 3 schools to build substantially on the work we completed, during 2019 and 2021, on our numeracy programs and instructional model. However, we were able to extend teacher growth and capacity, in literacy, through our cluster Professional Learning Community (PLC).

Teachers became more confident when informally identifying student learning needs and capably used pre-assessments and post assessments to determine point of need learning and student growth. Teachers consistently implemented our literacy and numeracy instructional models, when planning and lessons. This, together with explicit teaching and differentiated tasks, enabled students to access learning at their point of need, and achieve the best educational results. Through the Tutor Learning Initiative (TLI) process we were able to identify students with specific learning gaps and provide targeted academic support and intervention. The students were provided with dedicated 9.30am to 11.00am and 11.30am to 1.25pm sessions on Tuesday, Thursday and Friday each week, to focus on improving their learning outcomes.

Teacher judgements for 2021, from the Victorian Curriculum (Prep to Year 6), for the percentage of students at or above age expected standards, at Panmure Primary School, in English and Mathematics were well above the average for both Similar Schools and all State Schools.

For Year 3 NAPLAN, in 2021, we did not have enough students participate to receive data. However, our 4 year average for the percentage of Year 3 students in the top 3 bands, in Reading, was above the average for Similar Schools', but slightly below the average for all State Schools. Our 4 year average for Year 3 students, in Numeracy, was well above both Similar Schools' and all State Schools' averages.

Year 5 NAPLAN results, for the percentage of students in the top 3 bands in 2021, for Reading, were above both Similar Schools' and all State Schools' averages. However, the 4 year average was below the Similar Schools' average and the average for all State Schools. For Numeracy, the percentage of students in the top 3 bands, in 2021, was below the Similar Schools' and all State Schools' averages, but the 4 year average was well above the average for

both Similar Schools and all State Schools.

NAPLAN Learning Gains from Year 3 in 2019 to Year 5 in 2021, were above the high gain for the Similar Schools' average in Numeracy but below their high gain average in Reading and Writing.

In 2022, we will formalise a process where students can demonstrate their ability to articulate the 'usual' structure of lessons, what they have learnt and their future goals. Teacher will continue to refine and extend their use of High Impact Teaching Strategies, our Instructional Models and professional dialogue, to improve student learning outcomes. We will also continue the work in our Professional Learning Community and strengthen our Cycles of Inquiry to enhance our teaching and learning practices. Analysing data in greater depth and using that analysis to inform teaching and to measure growth will also be a focus. Student agency is also an area we will need to dedicate time to in 2022.

Engagement

For Student Attendance during 2021, the average number of days absent for students at Panmure Primary School was below the average for similar government schools and the state average for Victorian government schools. The overall average for 4 years was also below the average for similar government schools and the state average for Victorian government schools. On our Small Schools' Pilot - Attitude to School Survey, 100% of students either strongly agreed or agreed that their parents believe going to school is important and 100% of students either strongly agreed or agreed that they always tried to attend school.

We have continued to refine and implement our Small Schools' Inclusion and Well-Being Plan in our classrooms. This has been instrumental in improving the social and emotional well-being of students, staff and families. We have also continued to conduct regular student support groups for students with specific needs, in order to achieve the best possible outcomes for the student, parents, family and the school. We have informed parents about the importance of students attending school, via our newsletter, information nights and targeted discussions. The importance of arriving at the commencement of the school day has also been a focus in improving our Student Attendance data.

In 2022, we will continue to work in our Small Schools' Community of Practice, which includes Cudgee and Nullawarre & District Primary Schools and SW Llen, to enhance our Inclusion and Well-Being Plan. We will continue to maintain strong links with our school community to enhance engagement and improve attendance. We will also work with Brophy Family and Youth Services, in Warrnambool, to implement an animal assisted therapy program aimed at improving the attendance rate of our grade 5 and 6 students and increasing the likelihood of them continuing to engage in education when they attend secondary school.

Wellbeing

COVID restrictions and remote learning impacted significantly on our Small Schools Inclusion and Wellbeing Plan, Community of Practice's (CoP's) ability to maintain our regular meeting schedule. It also reduced our 'face-to-face' time with students which is an important element of our social and emotional learning program. We implemented health and wellbeing weeks as part of remote and flexible learning to support the health and wellbeing of not only students, but of all members of our school community. Every student at our school was also contacted weekly, by one of our teachers, with a specific focus on the student's health and wellbeing. We implemented targeted health and wellbeing activities to support our students' transition and health and wellbeing after each return to school, from remote and flexible learning.

When students were at school, our 15 minute morning and afternoon classroom sessions focussing on wellbeing, inclusion, mindfulness and movement were an integral part of our daily routine. Specific short classroom 'brain breaks' and physical activities designed to re-engage, energise or relax and calm students were used regularly throughout onsite learning. We also had weekly lessons, based around The Resilience Project, Life Skills Go, Smiling Minds and the You Can Do It program, which were dedicated to enhancing our students' social and emotional skills. Students maintained positive attitudes and relationships, as was evidenced by student organised whole school activities, at recess times, effective collaboration in class and the consistent respectful interactions between, students, staff, parents

and visitors. We provided opportunities to improve our students', staff's and families' understanding of the Resilience Project model and its content. We conducted sessions in class and PD activities based on The Resilience Project. Our parent information night also included information about The Resilience Project. However, due COVID restrictions, we didn't do as much work with families as we would have liked.

All staff share a passion for improving students', staff's and families' social and emotional health and wellbeing and this is evidenced by regular discussions about strategies we can implement or strengthen to continue to improve the social and emotional health and wellbeing of all. Students readily engage in the wellbeing programs we are using and often use them during individual learning time. We have also observed students more readily engage in mindfulness activities, both class and individual.

Our 2021 Year 4 to 6 students' Attitudes to School Survey's positive endorsement for the Sense of Connectedness factor, was below the averages for both Similar Schools and all State Schools. However, the 4 year average was above that of Similar Schools and all State Schools. For the Management of Bullying factor, the positive endorsement by our Year 4 to 6 students, was below the Similar Schools' average but above the average for all State Schools. Our 4 year average was above that of Similar Schools and all State Schools.

In 2022, our priority will be to continue our work, with our CoP, on our Small Schools' Inclusion and Well-Being Plan, in order to improve the health and wellbeing of all members of our school community.

Finance performance and position

In 2021, we had a net operating surplus of \$39,244, due to reduced expenditure which was largely the result of flexible and remote learning. We spent significantly less on replacement teachers due to students being based at home for the majority of the year, and the fact teachers were unable to attend offsite activities as part of their professional learning. Panmure Primary School received \$9,705 in equity funding, which was spent on teaching and learning programs and resources for literacy and numeracy. As part of the Tutor Learning Initiative (TLI) our school received \$7,500 from DET, which we supplemented with funds, from our SRP, to employ a tutor on a 0.3 time fraction. Our school council used funds they raised to purchase a large shade shelter for use at at schools sports and events. We continue to be the banker school for the MARC program and on costs again resulted in expenditure exceeding the MARC program SRP allocation. MARC cluster schools agreed to continue with a levy per student to assist with covering the MARC Program shortfall.

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 12 students were enrolled at this school in 2021, 7 female and 5 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).

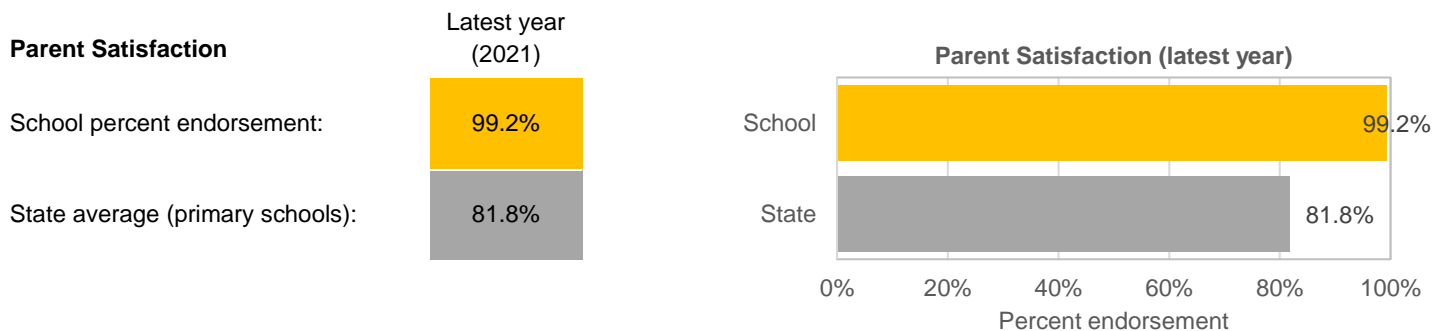
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

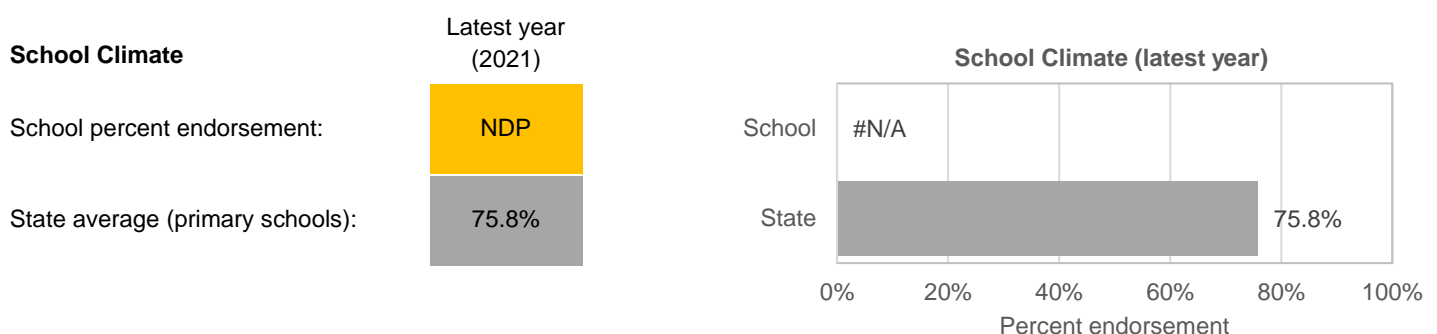


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

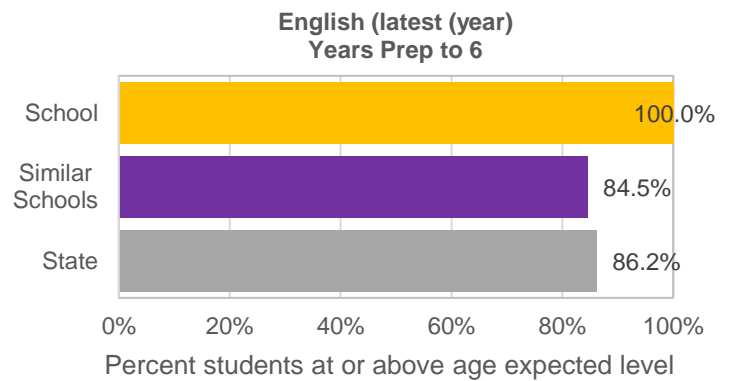
100.0%

Similar Schools average:

84.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

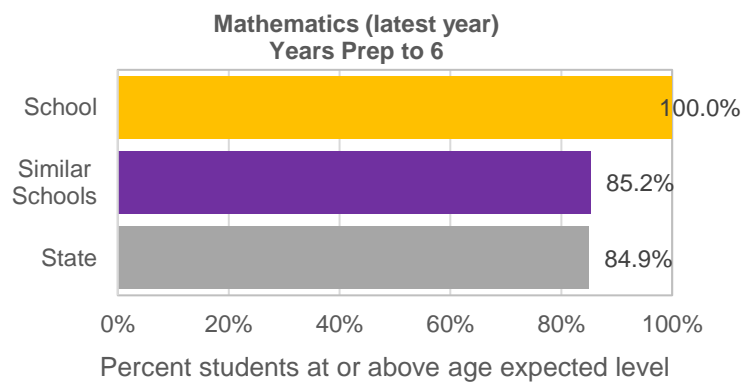
100.0%

Similar Schools average:

85.2%

State average:

84.9%



ACHIEVEMENT (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.

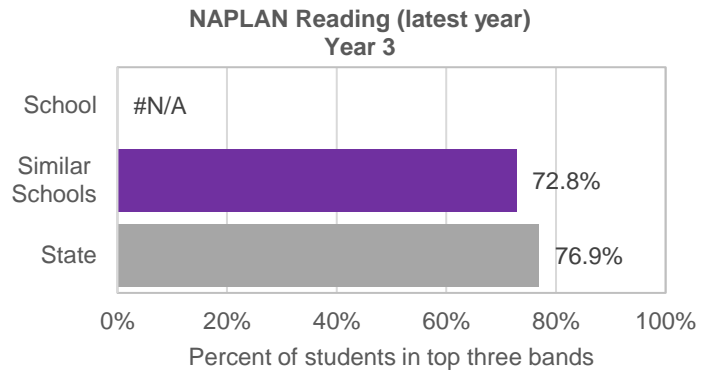
NAPLAN

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 2018, 2019 and 2021 data.

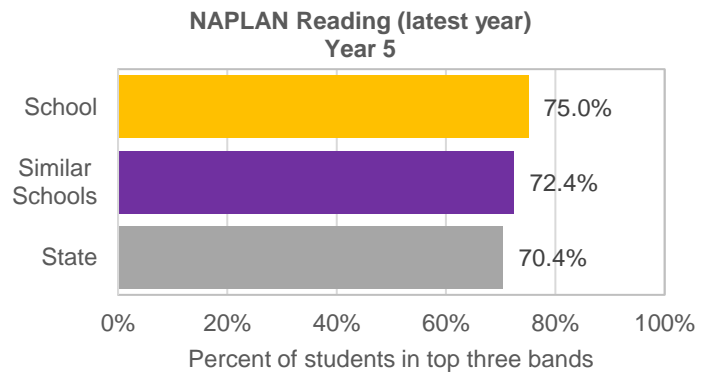
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	72.8%	74.0%
State average:	76.9%	76.5%



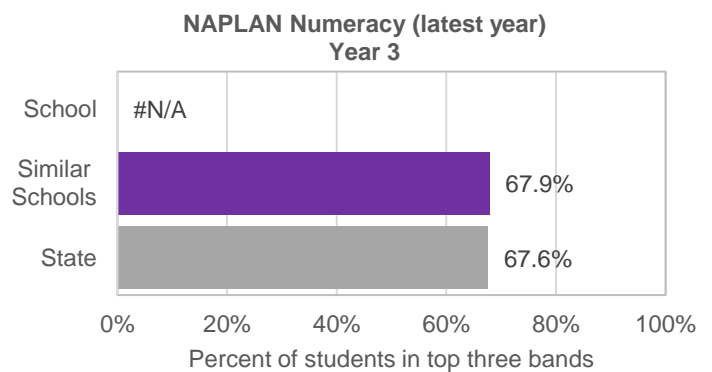
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	62.5%
Similar Schools average:	72.4%	65.2%
State average:	70.4%	67.7%



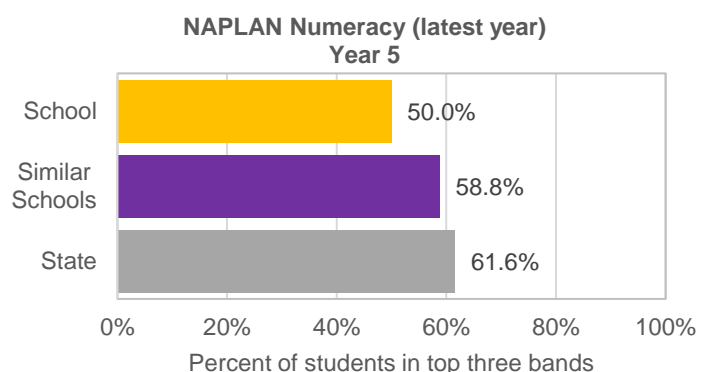
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	87.5%
Similar Schools average:	67.9%	74.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	75.0%
Similar Schools average:	58.8%	54.9%
State average:	61.6%	60.0%



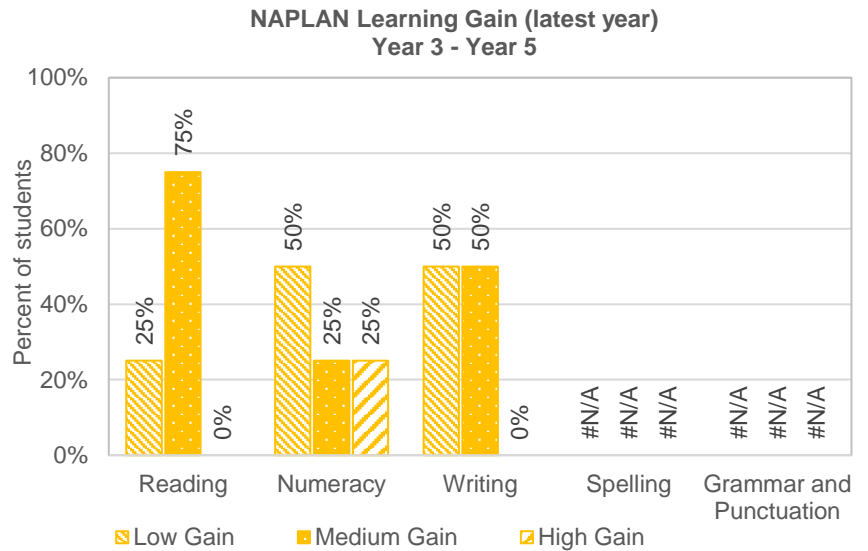
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	75%	0%	23%
Numeracy:	50%	25%	25%	23%
Writing:	50%	50%	0%	18%
Spelling:	NDP	NDP	NDP	14%
Grammar and Punctuation:	NDP	NDP	NDP	18%



ENGAGEMENT

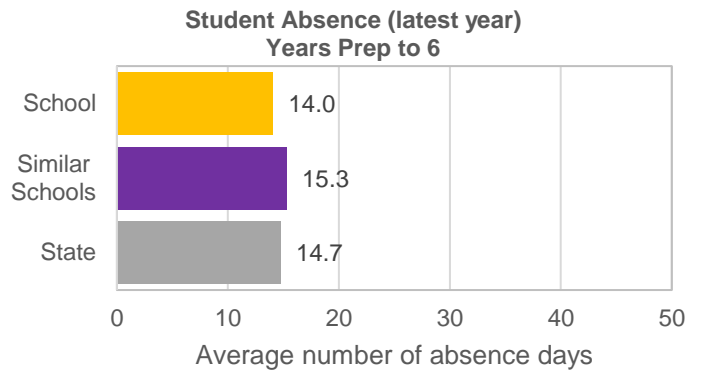
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.0	14.2
Similar Schools average:	15.3	14.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	NDA	NDP	NDP	NDP	94%	NDP

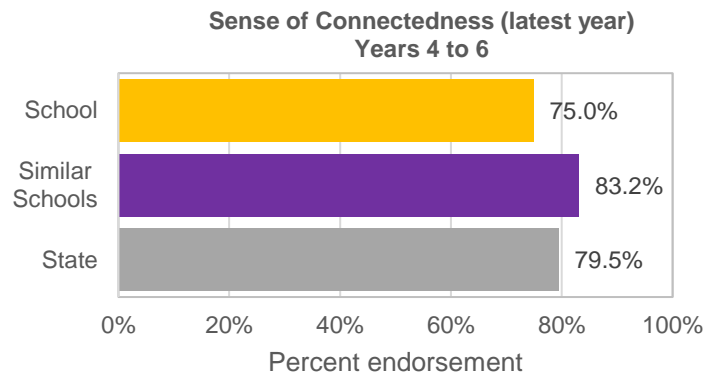
WELLBEING

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 (2021)	4-year average
School percent endorsement:	75.0%	88.7%
Similar Schools average:	83.2%	82.5%
State average:	79.5%	80.4%

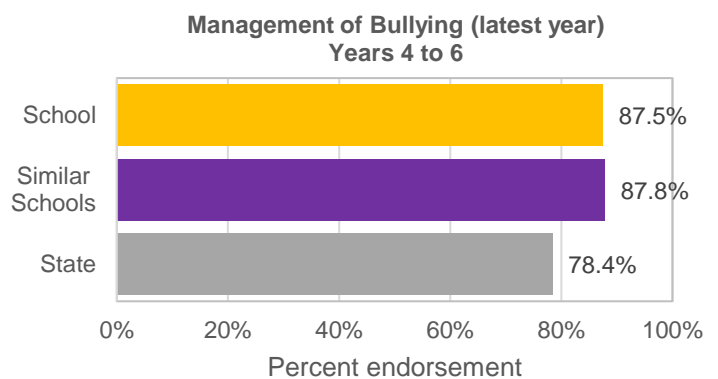


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.5%	89.9%
Similar Schools average:	87.8%	86.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$371,215
Government Provided DET Grants	\$114,544
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$17,812
Locally Raised Funds	\$6,017
Capital Grants	\$0
Total Operating Revenue	\$509,587

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,705
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,705

Expenditure	Actual
Student Resource Package ²	\$357,576
Adjustments	\$0
Books & Publications	\$7,658
Camps/Excursions/Activities	\$3,261
Communication Costs	\$1,634
Consumables	\$17,556
Miscellaneous Expense ³	\$3,123
Professional Development	\$1,171
Equipment/Maintenance/Hire	\$4,022
Property Services	\$29,477
Salaries & Allowances ⁴	\$8,811
Support Services	\$24,000
Trading & Fundraising	\$3,025
Motor Vehicle Expenses	\$3,458
Travel & Subsistence	\$0
Utilities	\$5,572
Total Operating Expenditure	\$470,343
Net Operating Surplus/-Deficit	\$39,244
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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$166,950
Official Account	\$5,028
Other Accounts	\$0
Total Funds Available	\$171,978

Financial Commitments	Actual
Operating Reserve	\$17,497
Other Recurrent Expenditure	\$1,005
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$68,401
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$44,608
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,277
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$181,788

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.