

2023 Annual Report to the School Community

School Name: Pakenham Hills Primary School (5370)



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

Attested on 29 April 2024 at 09:51 AM by Dale Hendrick (Principal)

- This 2023 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 29 April 2024 at 03:00 PM by Kira Saroni (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Pakenham Hills Primary School (PHPS) is a medium-sized school situated in Victoria's outer South-East suburbs. The school was established 28 years ago and runs a varying enrolment of between 400 and 415 students, with a further 40-50 students attending the 6 month Foundation transition program Pakky SEALS.

At PHPS our motto is 'Life is for Learning'. Our mission is to provide each child with the lifelong learning skills, knowledge and social development that will enable them to reach their full potential and participate successfully in our society. We have three expected behaviours which underpin everything we do at our school: Be a Learner; Be Responsible; and Be Safe. Pakenham Hills is a diverse community where we have 32 languages represented and where we focus on being inclusive of all students.

We commenced 2023, with 3 Principal Class Officers, comprising of one Principal and two Assistant Principals. In Term one, the Principal reduced their time fraction and went parttime, to three days. One of the two Assistant Principal's was successfully appointed as the Acting Principal for two days and continued their AP role for the other three days. The other AP was successful in being appointed to an Acting Principal role at another school. The status of this role changed when they were appointed substantively in Term 3, 2023. After discussion and consultation, the Principal Class officers decided to adjust the structure of leadership, bringing the three Learning Specialists up to the office on their non teaching days as additional support.

Other staffing in the school included 30 Teachers EFT and 19 Education Support and Office Administration Staff. During 2023, PHPS operated 18 classrooms and a range of specialist subjects. Specialist subjects offered included Performing Arts, Physical Education, Art and Auslan. The teaching teams were organised into five professional learning communities for planning, organisation and program implementation. The school also offered a Phonics based reading intervention, GRIN for Numeracy Intervention, and EAL programs. Curriculum delivery is based on a Gradual Release of Responsibility learning model which includes differentiating, where teacher's adapt the core curriculum to meet the learning needs of students in their grades.

PHPS has a transient population. According to our NAPLAN data at least 30% of our student population changes every two years between grade 3 and grade 5. PHPS has an SFO of 0.6303 and an SFOE of 0.5263 reflecting the low socio-economic status of the area and the considerable disadvantage of the students and their families. During 2023, significant resources were invested into the welfare area of the school including a Student Engagement Assistant Principal, Psychologist (0.6) and a Learning Specialist in Wellbeing. The primary focus of the school is to provide a safe and orderly learning environment, a guaranteed and viable curriculum and effective teaching in every classroom. The level of disadvantage in the school has slightly decreased over the past 12 months.

2023 continued to be impacted by the recent pandemic which saw an ongoing increase in illness as well as a shortage of CRT's in the system. The school staff continued to do a fantastic job of working through these challenges and making adjustments in process and responding to the wide range of student needs,

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we continued to embed our focus and implementation of our instructional model, which is based on the Gradual Release of Responsibility. Our key purpose was to provide rich learning experiences to support students at their point of need. This was accomplished through differentiating our content whilst exposing all students to at-the-level teaching. In Numeracy, attention was paid to Place Value, and, in Literacy, we continued to embed the principles of the Science of Reading. In both Numeracy and Literacy, these foci were used to both extend students and provide interventions for students who need additional support.

During 2023, the following actions were implemented to improve the instruction of students:

- Professional learning was deployed via our Learning Specialists, focussing on pedagogy and responsive teaching. The key aspects of this were checking for understanding after the delivery of explicit instruction - the 'I Do' component of the lesson, and the use of tools, such as mini whiteboards to support the 'we do', 'you do' routines of our instructional model.
- Professional learning was also undertaken to strengthen and deepen staff knowledge around the base 10 number system, and their ability to understand and deliver lessons in Numeracy.
- Learning Walks were engaged in to observe staff in their instructional practice of base-10 in Numeracy. Data was collected to review and design further staff learning and instruction.

- In Literacy we continued to embed the principles of the Science of Reading, with particular attention given to the implementation of a structured literacy approach to the teaching of reading, which ensured a rich literacy block, encompassing oral language, phonological awareness, phonics, fluency and comprehension practice was delivered in the first session of every morning.
- A copy of "The Art and Science of Teaching Primary Reading" by Christopher Such was bought for each teacher and sequences of professional learning were designed for staff. The staff worked through the entire text to support teacher understanding of the Science of Reading and build teacher capacity in the teaching of reading.
- The assessment schedule was updated to reflect current pedagogical practice and current evidence based assessment tools in literacy. Key additions to this included the PVAT for years 3-6 and PAST Phonological screen test, DIBELS for oral reading fluency and comprehension and Morphology spelling tests for grades 5 and 6. SPARKLE was also introduced for Grade Prep - 2 for phonics, fluency and comprehension. Teachers engaged in ongoing assessment in literacy to check progress of students and assess their phonological awareness and competency in decoding and making meaning from text.
- The school began to review and rewrite our curriculum in relation to how to teach comprehension. This was undertaken collaboratively with the whole staff to reflect our understanding of the most up to date evidence of teaching comprehension.
- We continued to implement the Tutor Learning Initiative (TLI) with the aim of meeting students at point of need and providing both Literacy and Numeracy intervention to reduce the learning gaps for students which have continued since COVID

NAPLAN results showed a positive impact of these strategies with particularly positive outcomes in Year 5. In Writing, 83% of students were identified as either Exceeding or Strong which was well above similar schools, our Network and the State. Numeracy results were also strong with 56% of students performing in the Exceeding or Strong proficiency which was above similar schools and close to the Network Performance. Students who were identified as 'Needing Additional Support' in Year 5 Numeracy was within range of similar schools and at 15% and those students in Reading who 'Need Additional Support' was lower than similar schools and inline with Network Data at 8%.

Wellbeing

Pakenham Hills prides itself on the high level of pastoral care we offer our students. In 2023, we continued to focus on supporting student wellbeing by working to 'mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable in line with the state-wide goal set by the department.

To support student wellbeing, Pakenham Hills continued to embed our Social and Emotional curriculum which includes the Resilience, Rights and Respectful Relationships (RRRR) program across the school. Other actions included:

- The Social and Emotional (S&E) curriculum was further refined in consultation with staff and was enriched with a 'Protective Behaviours' curriculum and links made across the board to all aspects of our practice to ensure a cohesive and responsive S&E curriculum.
- There was a continued focus on supporting students' awareness of their emotions and being able to co-regulate and self-regulate these
- The Eudaimonia Team continued to focus on the delivery of the S&E curriculum and developed a Peer Observation protocol. Peers observed each other teaching RRRR and Circle Time and gave targeted feedback to improve pedagogy.
- Targeted professional learning also included staff response to Family Violence and refining protocols and documentation when making Mandatory Reports
- Professional Learning was delivered to staff around Cognitive Load Theory and Executive Functions. This deepened staff knowledge of the Science of Learning and how to leverage this knowledge to design and deliver learning tasks and lessons which would be accessible to all students.
- The school also prepared to transition to the new Disability Inclusion (DI) funding model. This included engagement in a Community of Practice (CoP) and developing whole school documents to support staff. Documentation included a comprehensive review of Individual Learning Plans as well as a developing a collection of SMART goals for staff to use in developing learning plans at point of need. Professional Learning was delivered to the staff about DI to prepare and upskill staff in relation to their role and the new process involved in funding students in 2024
- The Eudaimonia team developed a whole school approach to Student Voice as a part of our Strategic Plan. This included an Action Plan for implementation in 2024.

The initiatives and programs implemented by the school had a positive impact on a range of domains in our Attitudes to School Survey. Student endorsement of emotional awareness and regulation increased from 66% in 2022 to 80% in 2023. This endorsement was well above both Network and State outcomes. Other positive endorsements included the management of bullying which improved from 70% to 79% and also the endorsement of teacher concern for students which was 84%. This was well above similar schools, the Network and State (73%).

Engagement

Pakenham Hills placed great emphasis on continuity of learning and attendance throughout the 2023 school year. Attendance continues to be a focus post COVID and we employed a number of strategies to positively acknowledge attendance and also a number of strategies to respond to issues relating to absenteeism. These include:

- Establishing a weekly raffle which acknowledged students who attend every day and on time. We also established a raffle each term which acknowledges and rewards those students who attend regularly throughout the term and the focus was on prizes which also acknowledged the positive impact of families on attendance.
- The Eudiamonia team also developed and printed a number of postcards which acknowledged attendance. These were distributed to staff to give out to students at any time.
- Monitoring attendance and responding to absenteeism was also a priority. A school specific attendance data protocol was developed and up to date Panormama data was reviewed in PLT's using the protocol to help inform and respond to all levels of absenteeism
- Newsletter items and XUNO notices were published to educate the community about the importance of daily attendance, being on time and the potential impact of regular absences on student's learning
- Attendance monitoring processes for staff were reviewed and put out for consultation to ensure that our responses are timely and targeted, particularly with students who tended to have a high number of absences that were non consecutive.

Attendance continued to be challenging in 2023 following the post COVID trend. Whilst the data shows a slight improvement in the average number of days being reduced from 29 to 25.9, we were encouraged to see that we had an increase in the number of students who had no absences.

Other highlights from the school year

During 2023 Pakenham Hills students engaged in excursions and incursions to further enrich their educational experience. This included a whole school excursion to Phillip Island Adventure Camp and a whole school intensive swimming program. Our Junior school made a trip to Chesterfield Farm for our Prep to Grade 2 students, and the school engaged in two Koorie incursions. The Grade 5/6 students participated in a 3 day camp at Gundimwindi Lodge in Silvan. The 5/6 students continued to participate in a range of inter school sporting events with some participating at a regional level.

We continued to hold our school concert in term three. This was run again as a matinee over two days at the local Cultural Centre. The school concert is a highlight for our community with all students participating in some way, either on stage or back of house. The support from our families was amazing and we had a full house for both performances.

Financial performance

Pakenham Hills Primary School continues to be financially secure and recorded a surplus at the conclusion of 2023. The school continued to use resources to align with the needs of the school and students. Pakenham Hills continued to see a decrease in its equity funding while at the same time a small increase in overall student numbers. The equity funding we received was used to ensure all students had equal access to academic, social and wellbeing initiatives, this included our school Psychologist increasing their time fraction to full time. Funding was also used to subsidise a range of activities and keep school costs as low as possible. The school used additional funds to ensure our ICT resources, especially those provided for student use are up to date. We also spent funds to improve infrastructure and the school environment. This included facilities that support a comfortable learning environment such as heating and air conditioning, the continued improvement of the school grounds and the upgrade of the basketball courts with completely new surfaces. Total funds available to the school at the end of the school year and its overall financial position remain strong and allows the school to fund future improvement projects.

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 410 students were enrolled at this school in 2023, 213 female and 197 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

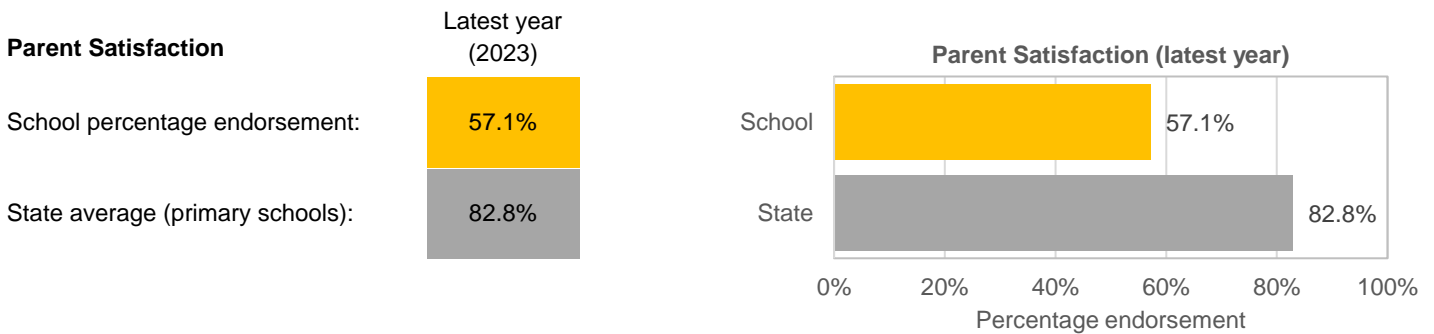
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

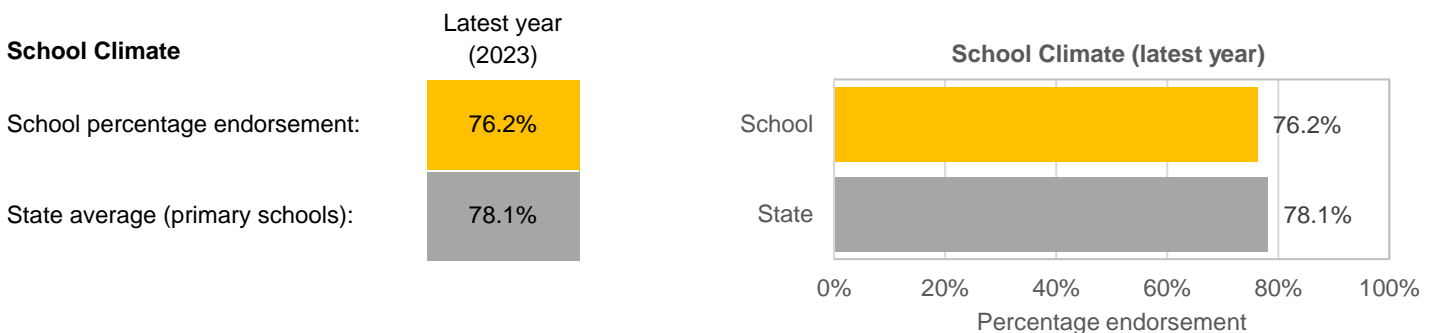


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

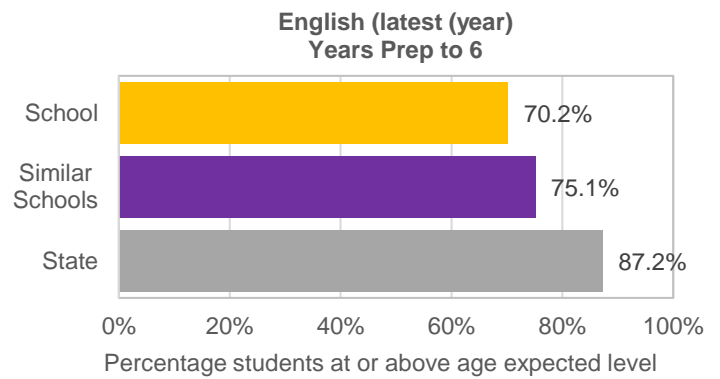
70.2%

Similar Schools average:

75.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

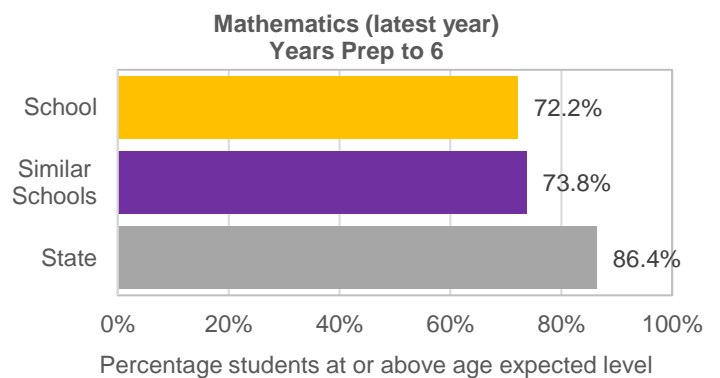
72.2%

Similar Schools average:

73.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.9%

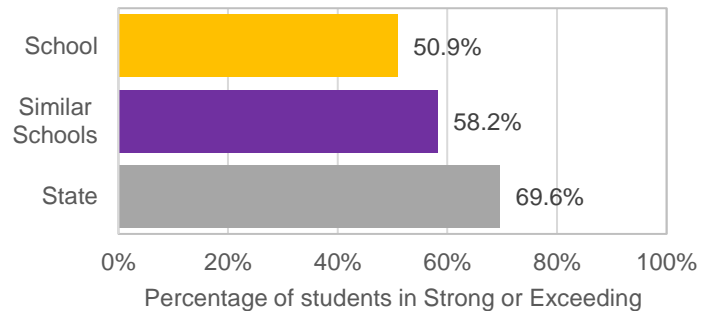
Similar Schools average:

58.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.2%

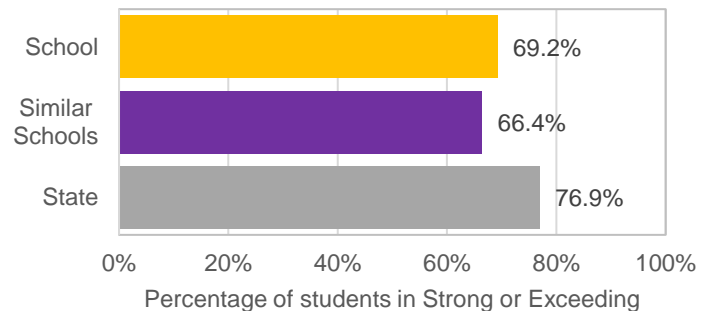
Similar Schools average:

66.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.1%

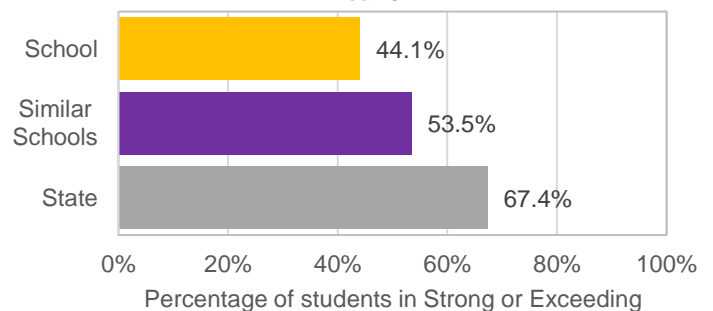
Similar Schools average:

53.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.4%

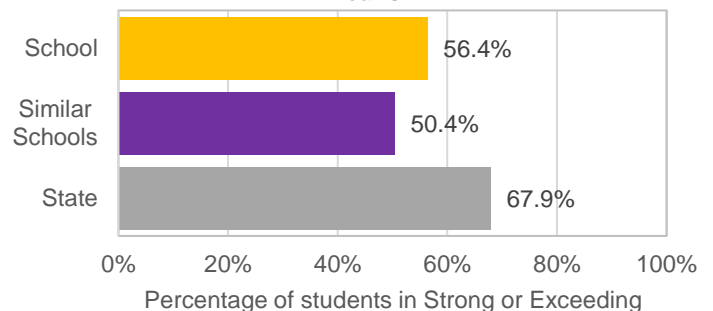
Similar Schools average:

50.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

56.0%

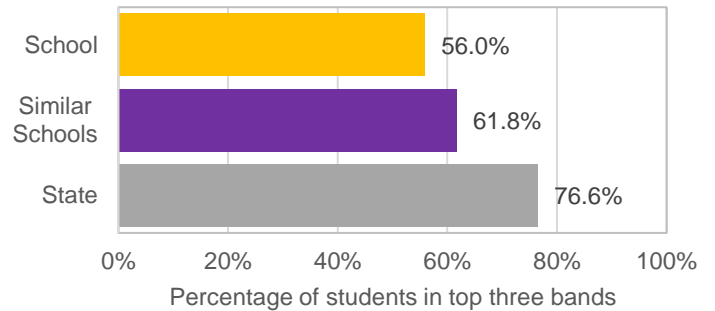
Similar Schools average:

61.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

76.2%

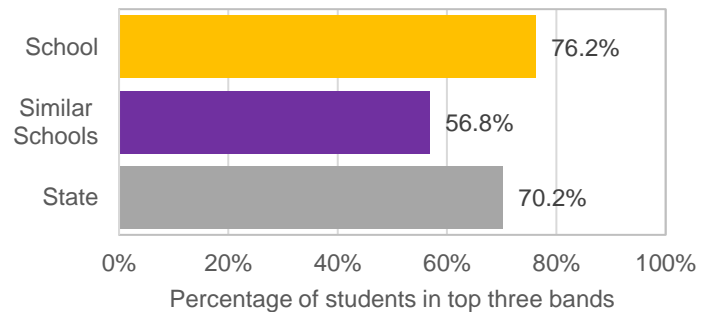
Similar Schools average:

56.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.9%

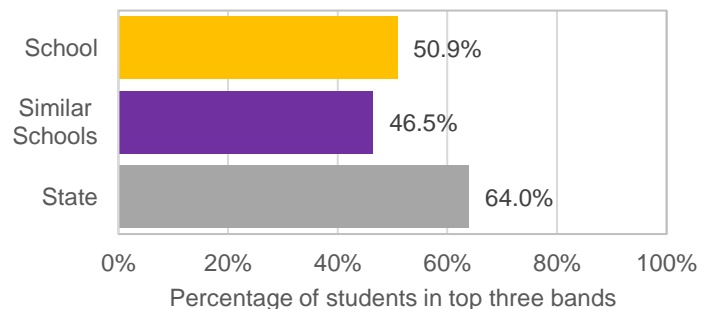
Similar Schools average:

46.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

38.1%

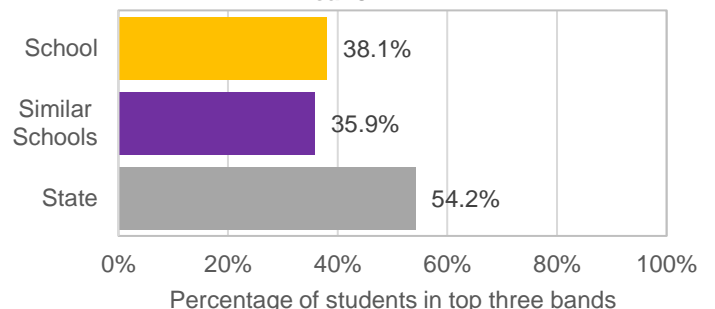
Similar Schools average:

35.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

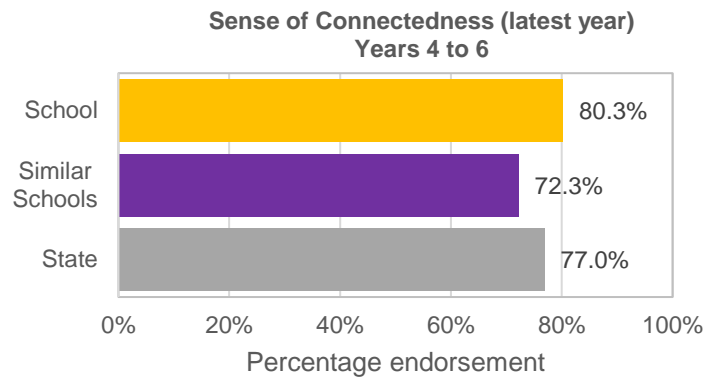
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	80.3%	77.8%
Similar Schools average:	72.3%	74.7%
State average:	77.0%	78.5%

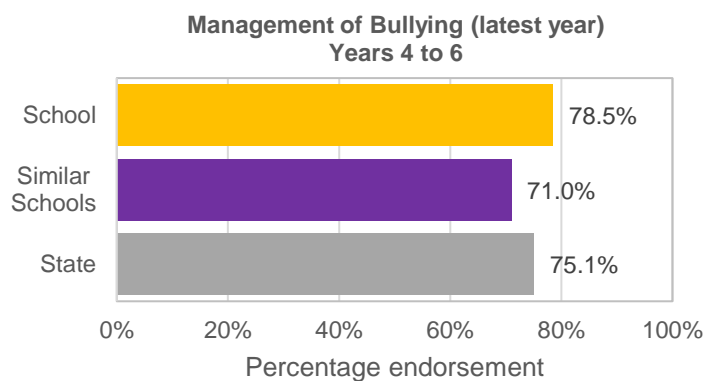


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.5%	78.5%
Similar Schools average:	71.0%	73.7%
State average:	75.1%	76.9%



ENGAGEMENT

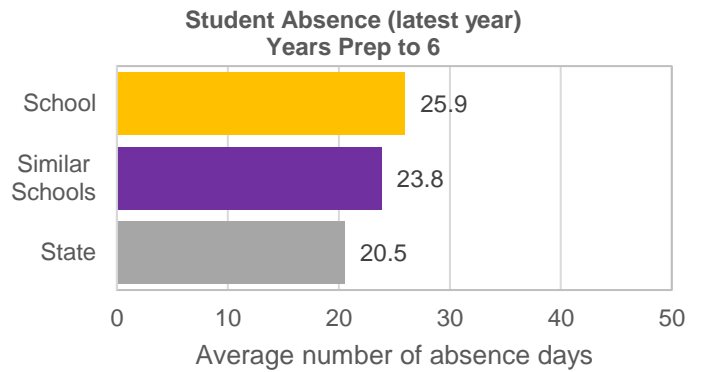
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	25.9	23.4
Similar Schools average:	23.8	21.7
State average:	20.5	18.1



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 (2023):	88%	88%	85%	86%	89%	86%	85%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,983,665
Government Provided DET Grants	\$661,812
Government Grants Commonwealth	\$11,872
Government Grants State	\$0
Revenue Other	\$62,726
Locally Raised Funds	\$209,024
Capital Grants	\$0
Total Operating Revenue	\$5,929,099

Equity ¹	Actual
Equity (Social Disadvantage)	\$583,793
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$583,793

Expenditure	Actual
Student Resource Package ²	\$4,825,590
Adjustments	\$0
Books & Publications	\$3,382
Camps/Excursions/Activities	\$84,209
Communication Costs	\$12,028
Consumables	\$142,239
Miscellaneous Expense ³	\$43,812
Professional Development	\$28,324
Equipment/Maintenance/Hire	\$122,148
Property Services	\$226,408
Salaries & Allowances ⁴	\$135,484
Support Services	\$124,883
Trading & Fundraising	\$14,374
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,619
Total Operating Expenditure	\$5,811,501
Net Operating Surplus/-Deficit	\$117,599
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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$368,051
Official Account	\$27,413
Other Accounts	\$0
Total Funds Available	\$395,464

Financial Commitments	Actual
Operating Reserve	\$131,197
Other Recurrent Expenditure	\$4,756
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$95,000
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	\$86,000
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$456,953

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.