

2021 Annual Report to The School Community



School Name: Lockwood Primary School (0744)



- 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 18 April 2022 at 12:43 PM by Carmen Huszar (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 27 April 2022 at 03:16 PM by Sashi Cross (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

Lockwood Primary School is situated in an attractive rural setting approximately 14km southwest of Bendigo, and caters to students from Foundation to Year 6. Parents, students and staff work together in a partnership to bring about the best possible outcomes for all students.

The School's vision is for every student to thrive academically, socially, and emotionally and the values our school community embraces are:

- Learning: we are continually learning and improving
- Caring: we make sure our school is safe and inclusive
- Laughing: we engage in all aspects of school
- Sharing: we are responsible for making our school great

These values provide us with a framework for the way in which we achieve our vision.

In 2021 the school maintained a steady enrolment of 127 students, 56 female and 71 male. Of those, 0 percent of students had English as an additional language and 8% were Aboriginal or Torres Strait Islander.

Our school's socio-economic profile is in the low-medium range (SFOE index of 0.40), increasing just slightly in the last twelve months.

The students were divided into 6 classes - 1 x Prep, 2 x 1/2 composite, 2 x 3/4 composite, and 2 x 5/6 composite. The staffing profile was made up of 1 principal, 10 teachers (11.3 EFT), 3 education support staff (2.8 EFT), and a business manager. No staff members identify as Aboriginal and Torres Strait Islander. Weekly specialist classes were offered in Chinese, STEAM and Physical Education.

In 2021, our Annual Implementation Plan directed our Teaching and Learning programs, meeting schedules, Performance and Development Plans and the Professional Learning Plan. This alignment supported the staff to build their knowledge and skills in the areas of Literacy, Numeracy and Student Wellbeing. Obviously, the COVID-19 pandemic was the biggest focus and challenge throughout the 2021 school year. Throughout the year there were no major changes to Literacy and Numeracy programs across the school due to the pandemic, however, the move to Remote and Flexible Learning saw all teachers moving to a digital platform to deliver learning. Google Classroom was used to share learning expectations and instructions, with WebEx the vehicle to deliver small group, whole group and individual instructions. Parents and teachers also became creative working together over digital platforms, however, provision was also made for those families that preferred to work in more traditional methods. This included the organisation of take-home learning materials, phone calls, drop off/pickups etc. As much of 2021 was spent in and out of REMOTE AND FLEXIBLE LEARNING, we continued to have a strong focus on English and Mathematics. In addition to this, our focus on learning Chinese, STEAM and the importance of Physical Education were also delivered weekly. When school resumed in Term 4, our focus (along with all schools in the State) moved to priorities of the essential areas of literacy and numeracy, physical activity, wellbeing, engagement and catching up learning. This focus will take Lockwood PS into the 2022 year and inform all decisions moving forward.

Remote and flexible learning was the primary link between parents, students and teachers for most of term two and three. As a result, the partnership between home and school were strengthened during this period which was reflected in the Parent Opinion Survey where 'General School Satisfaction' was rated a very pleasing 77.3% positive.

The School Staff Survey results were also pleasing with a 84.7% positive endorsement compared with the State average of 75.8%.

Despite the challenges of 2021, the Lockwood School Community continued to work together and continue working towards achieving our goals - although somewhat modified. It was certainly the year to develop resilience and find new ways of working in order to continue to achieve!

This report highly acknowledges every member of the school community for their ongoing support, and their

commitment in support for our students to achieve their very best.

Framework for Improving Student Outcomes (FISO)

Lockwood Primary School delivered on the Statewide KIS priorities of 'Learning, catch up and extension', and 'Happy, Active and Healthy kids' through a variety of key actions and activities. However, some of the associated AIP actions and professional development plans were modified to suit remote learning.

Learning, catch up and extension:

We did this by successfully implementing the Tutor Learning Initiative with all students demonstrating some improvement. Throughout the year, our school received positive feedback about our implementation and thoroughness with the TLI program, along with providing suggestions for further improvement. This will be taken forward into the 2022 TLI program.

We continued to develop teacher capacity to use student data to inform the teaching and learning program, however due to considerable periods of remote learning it was difficult to source enough relevant data to make a true and accurate judgement.

Happy, Active and Healthy kids:

During remote learning the school ensured that daily 'wellbeing' checkins were included for any/all students that required them. At least one Google Meet session was an opportunity for students to 'socialise' with one another and connect online in a relaxed way. The Mental Health & Wellbeing CoOrdinator frequently met with teachers to checkin with them, and their students. The MHWC also met one to one with students/families as required.

Once students returned to school the focus returned to our SWPBS framework in an attempt to re-engage students with a process for how we learn and play together. Acknowledgement tokens were a huge focus and constantly reinforced expected behaviours.

Achievement

When reviewing the 2021 data, it is important to note that assessment and reporting was impacted by the COVID-19 pandemic and the repeated process of remote and flexible learning, particularly in terms 3 & 4.

The overall measure for student learning at Lockwood Primary School, using teacher judgment data indicated generally positive results achieving above similar schools in both English and Mathematics. Teacher judgement data compared to NAPLAN shows consistency at Year 3 level.

Our school data shows:

TEACHER JUDGEMENT:

English – 86.6% above similar & the State average (83.8% & 86.2%)

Mathematics – 86.1% above similar & State average (83.6% & 84.9%)

NAPLAN Learning Gain -

Growth from Yr 3 to Yr 5 (ie: above in Yr 3 and maintaining it in yr 5)

Reading: high gain 29% (similar schools 23%)

Numeracy: high gain 10% (similar schools 19%)

Writing: high gain 19% (similar schools 16%)

Spelling: high gain 29% (similar schools 19%)

G&P: high gain 14% (similar schools 17%)

During remote and flexible learning, staff were able to utilise online resources for content and developed new ways of differentiating for students. Essential assessment was a vital tool for assessing and differentiating in numeracy and literacy, and we plan to continue this in 2022. Online lessons were based on the instructional models and internal professional development was undertaken to assist teachers with this in remote and flexible learning. Teachers

designed suitable curriculum in Literacy, Numeracy, Integrated Studies, STEAM and Physical education that students could access at home. Google Meet meetings, both individually and in groups, were used as welfare checks, direct instruction and feedback.

Once students returned to school in Term 4, there was a significant focus on literacy and numeracy across the school in an endeavour to catch up any learning gaps created by remote and flexible learning. Wellbeing was also a focus to help students integrate back into school and to assist with re-establishing relationships lost during the lockdown period. Students funded through the Program for Students with Disabilities as well as those students with English as an Additional Language or from Aboriginal or Torres Strait Islander backgrounds were catered for through Individual Education Plans.

Students identified as suitable for the Tutor Learning Initiative received tutoring (both onsite and during remote learning) at least 3 times weekly. This involved timetabled meeting times and a continual review of learning goals and achievements.

In 2022 Lockwood Primary School will continue to focus on individual student point of need, particularly in the areas of Mathematics and English as well as mental health and wellbeing. The TLI program will continue with a focus on Reading and Mathematics. Numeracy will have an explicit focus in 2022, alongside embedding best practice teaching of Reading and Writing. Four staff will be trained in the GRIN (Getting Ready in Numeracy) intervention program through Monash University.

Engagement

In 2021, Lockwood Primary School continued its journey to empower all students to be active partners in their learning related to the FISO dimension of Empowering Students and Building School Pride.

Our student attendance data across all grades, Foundation through to Six was maintained in 2021 and we are performing above similar schools and across the State. However, it is important to note that absence and attendance data in 2021 may have been influenced by the COVID-19 pandemic.

Students missed on average 14.5 days during 2021. Illness and extended family holidays were the greatest reasons reported for student absence.

A greater emphasis on same-day reporting of absences, combined with individual phone calls, push notifications and/or emails via Sentral for unexplained absences, contributed to a positive result. We continued to promote the importance of children being at school and the impact absences have on student learning through our newsletters, the Facebook page and the school website.

The School offered a wide variety of extra-curricular activities that complemented our specialist learning program of Chinese, Visual Arts, Physical Education and STEM in order to engage students with school. Students participated in gymnastics, some camps for students in grades 1-6, Mother's Day breakfast, National Day against Bullying, National Simultaneous Storytime read aloud and private instrumental lessons (drums and guitar) were facilitated at the school.

Student voice and agency were represented by the 2021 Junior School Council. Despite the continued interruption of Remote and Flexible learning, our students still contributed to fundraising ideas, reviewed our School-wide behaviour Matrix and continued to facilitate whole school assemblies each Friday (either in person or online).

Wellbeing

Our school is proud to be able to provide our students with a safe, supportive and happy environment. Through our values-based approach, our students generally have positive feelings regarding their wellbeing at school. Highlights from the Student Attitudes to School Survey in 2021 include:

During remote learning, a major focus was to ensure effective communication with families at all times. The school

endeavoured to cater to the individual needs of families with regard to communication methods and how regular the communication was. Increased interactions with families during remote and flexible learning enabled the school to establish stronger relationships with families that were otherwise hard to reach. Feedback from parents was that the communication provided by the school met their needs and the needs of their child/children.

Health and Wellbeing were prioritised through regular communication and support, and modifications to learning tasks as required. Once we returned to on-site learning, we focused on re-establishing classroom routines, expectations and rules to ensure a smooth transition back to school. Building relationships, monitoring wellbeing and getting students back into the routines of school was a priority focus across the school. Pleasingly, most students returned with a positive attitude and were eager to continue with their learning but particularly to be with their friends again.

School-wide data provided positive results. In particular, the Student Attitude to Schools Survey dimensions of:

- * Sense of Connectedness Yrs 4-6 is 90.8% positive (well above similar 75.1% and State average 79.5%)
- * Management of Bullying Yrs 4-6 is 96.1% positive (well above similar 77% and State average 78.4%)

In 2022 the school will need to continue to ensure a strong focus on the work we are currently doing in order to sustain the positive results we are achieving.

Ways in which we will do this include:

- * MHiPS (Mental Health in Primary Schools Project involvement, including the employment of a Mental Health and Wellbeing Co-ordinator
- * Utilise the Wellbeing room as a resource for students, and staff.
- * Implementation of The Resilience Project across the school community.
- * Implementation of The Smiling Minds classroom program to support student wellbeing.
- * Utilise the Schools Mental Health Menu to support programs and supports across the school.

Finance performance and position

Lockwood Primary School maintained a sound financial position throughout 2021 and has adequate funds to support the ongoing operation of the school for 2022 and beyond.

The 2018-2022 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Precise staffing and curriculum planning structures contributed to the school's financial surplus.

The School received a small amount of Equity funding which was used to support the building of teacher capacity and to implement processes & programs to contribute to improved student outcomes, these included targeted professional learning, consistent assessment practices and Victorian curriculum planning.

Due to the Covid-19 pandemic, fundraising activities were limited in 2021. However, our school is holding \$85,297 in money raised over previous years which has been carried forward and is planned for a roof structure over the basketball space project scheduled for completion in 2023.

Student Resource Package funding was enhanced by:

- DET Early Years Koorie Literacy and Numeracy Program funding
- DET Bushfire Preparedness funding
- DET Maintenance Blitz funding
- Locally Raised funds, including successful fundraising events directing funds to enhance the school environment
- Tutor Learning Program funding
- Sporting Schools grants
- Mental Health in Primary Schools funding
- Tier 2 School Level Funding
- Program for Students with Disability funding

The 2021 Financial Performance and Position report shows an end of year surplus of \$187,227 (however this does not reflect the cost of salaries for the TLI program & Mental Health Co-ordinator role - \$79,243) leaving a more accurate

surplus of \$107,984. This surplus is heavily influenced by the 2020 surplus of \$157,694 being carried forward into 2021 and a strong surplus from 2019.

These funds will be utilised in 2022 to facilitate salaries, school operations, the provision of teaching and learning programs, program resources, and the upgrading of literacy and numeracy resources in line with the school's annual implementation plan.

For more detailed information regarding our school please visit our website at
www.lockwoodps.vic.edu.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 127 students were enrolled at this school in 2021, 56 female and 71 male.

0 percent of students had English as an additional language and 8 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).

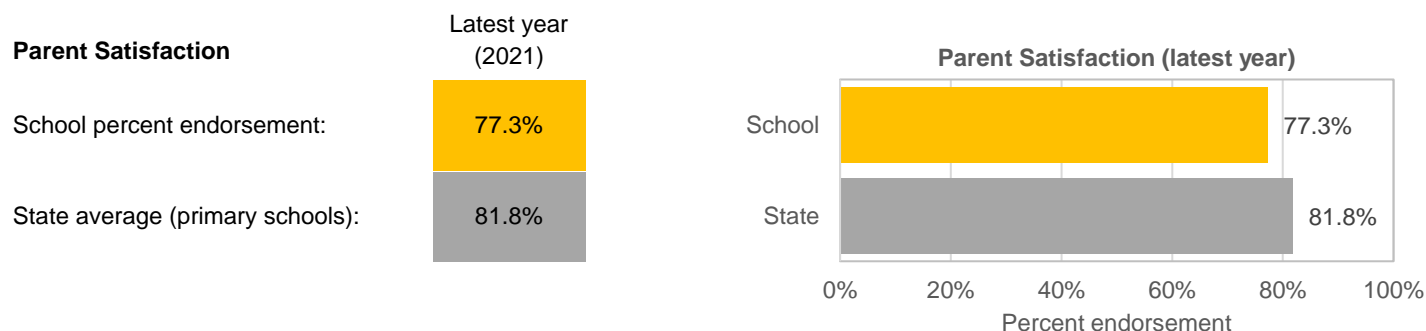
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

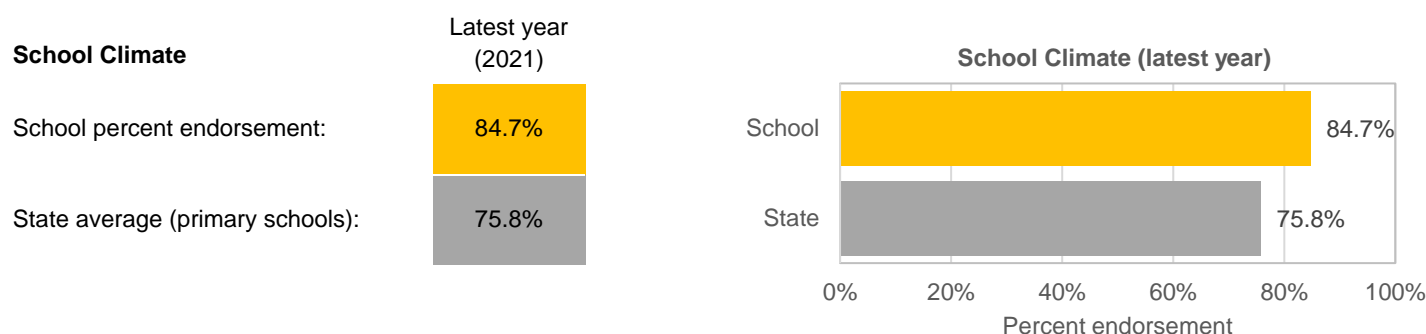


School Staff Survey

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:

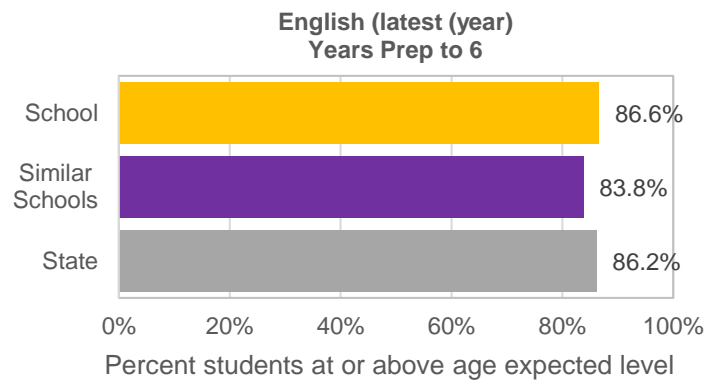
86.6%

Similar Schools average:

83.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

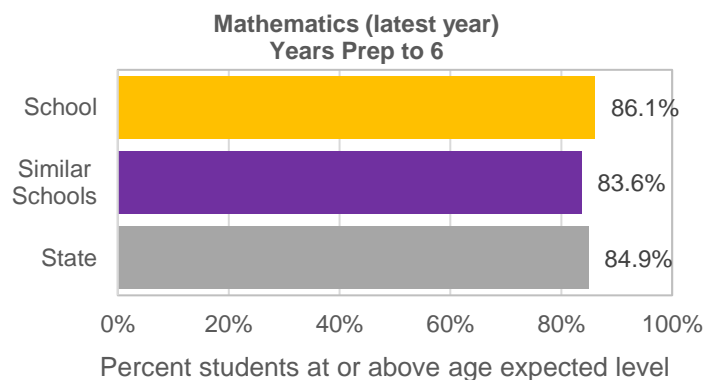
86.1%

Similar Schools average:

83.6%

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.

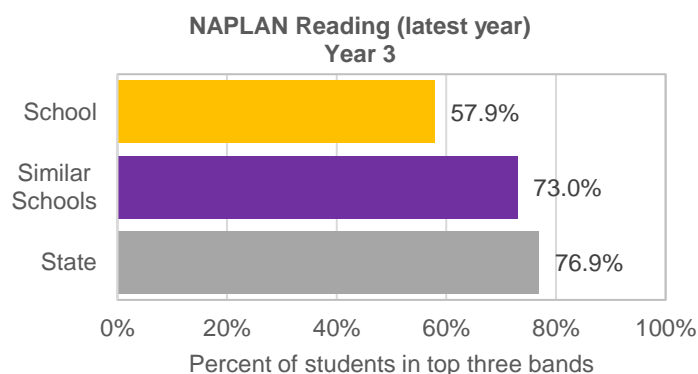
NAPLAN

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.

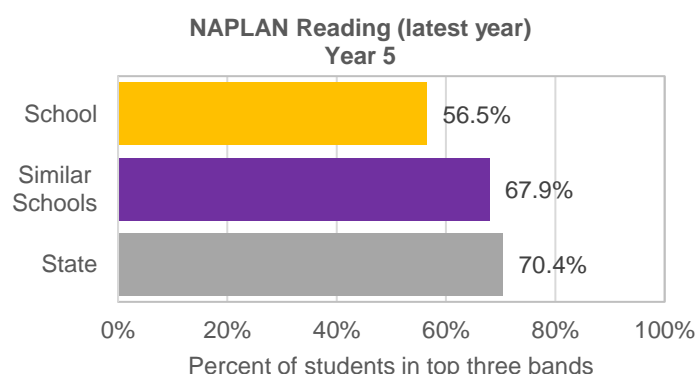
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.9%	66.2%
Similar Schools average:	73.0%	73.8%
State average:	76.9%	76.5%



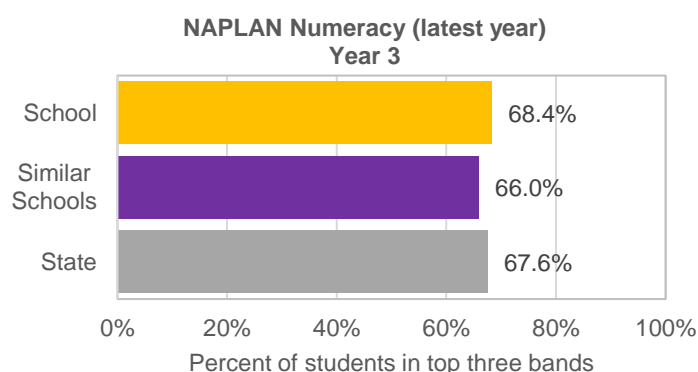
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.5%	62.5%
Similar Schools average:	67.9%	67.0%
State average:	70.4%	67.7%



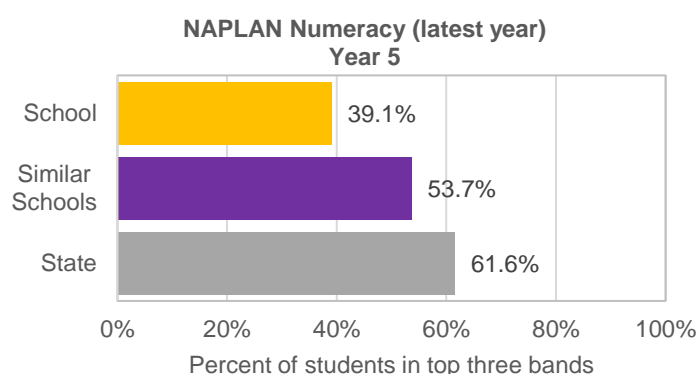
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	67.2%
Similar Schools average:	66.0%	69.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.1%	46.4%
Similar Schools average:	53.7%	55.4%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

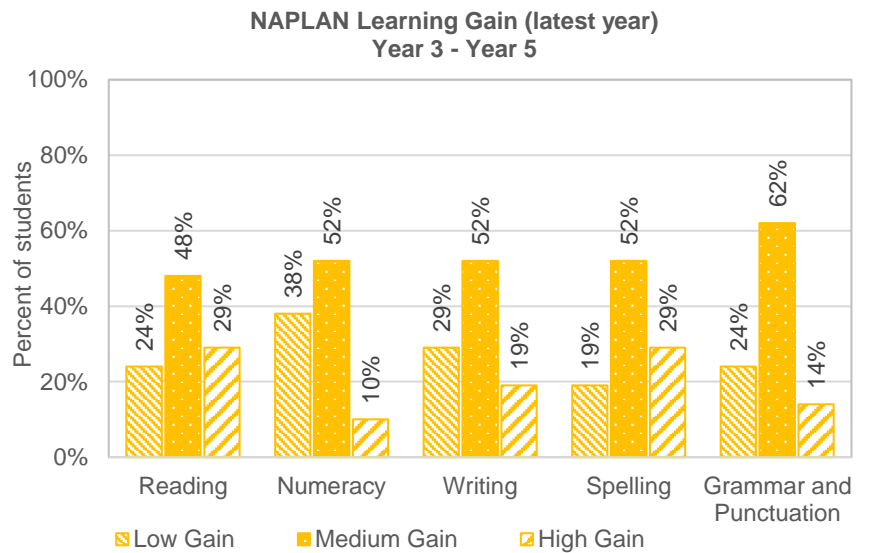
NAPLAN Learning Gain

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:	24%	48%	29%	23%
Numeracy:	38%	52%	10%	19%
Writing:	29%	52%	19%	16%
Spelling:	19%	52%	29%	19%
Grammar and Punctuation:	24%	62%	14%	17%



ENGAGEMENT

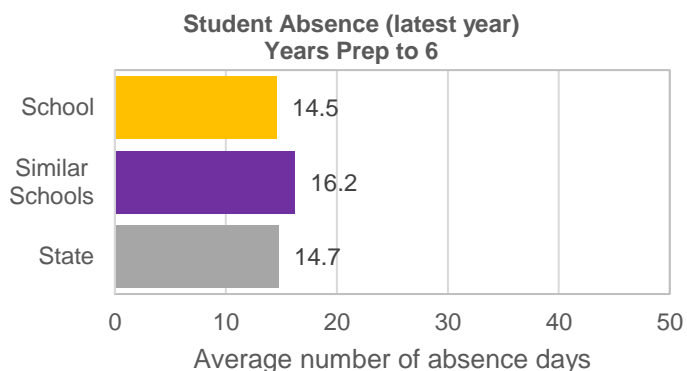
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.5	13.1
Similar Schools average:	16.2	15.2
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):	94%	92%	93%	94%	93%	92%	92%

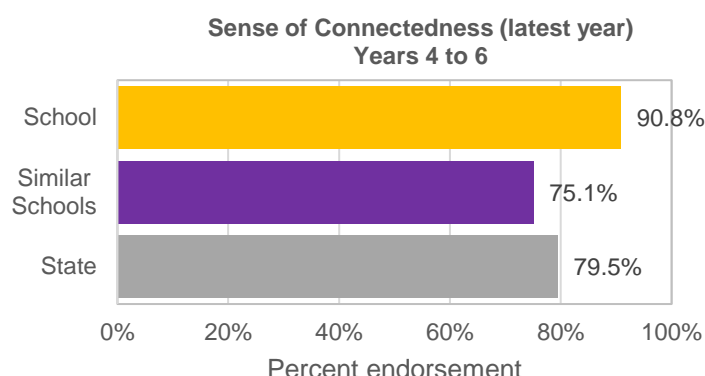
WELLBEING

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:	90.8%	86.5%
Similar Schools average:	75.1%	76.3%
State average:	79.5%	80.4%

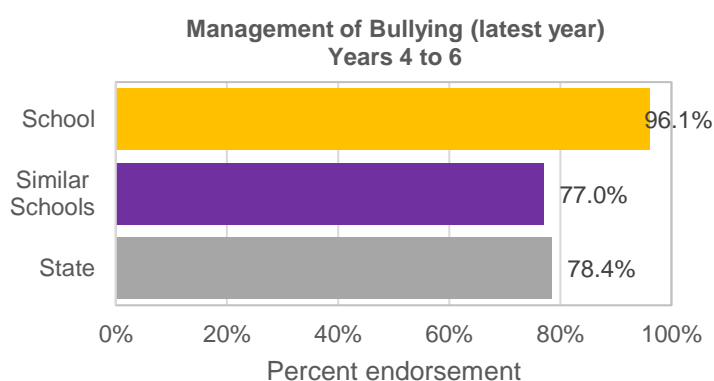


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	96.1%	90.0%
Similar Schools average:	77.0%	78.3%
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	\$1,565,357
Government Provided DET Grants	\$224,566
Government Grants Commonwealth	\$11,800
Government Grants State	\$0
Revenue Other	\$1,879
Locally Raised Funds	\$85,297
Capital Grants	\$0
Total Operating Revenue	\$1,888,899

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,780
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$30,780

Expenditure	Actual
Student Resource Package ²	\$1,380,630
Adjustments	\$0
Books & Publications	\$1,800
Camps/Excursions/Activities	\$24,161
Communication Costs	\$3,297
Consumables	\$32,386
Miscellaneous Expense ³	\$9,665
Professional Development	\$3,140
Equipment/Maintenance/Hire	\$43,949
Property Services	\$62,013
Salaries & Allowances ⁴	\$107,312
Support Services	\$100
Trading & Fundraising	\$17,535
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,681
Total Operating Expenditure	\$1,701,672
Net Operating Surplus/-Deficit	\$187,227
Asset Acquisitions	\$71,783

- (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	\$115,746
Official Account	\$3,420
Other Accounts	\$4,880
Total Funds Available	\$124,047

Financial Commitments	Actual
Operating Reserve	\$50,817
Other Recurrent Expenditure	\$5,698
Provision Accounts	\$0
Funds Received in Advance	\$10,360
School Based Programs	\$12,917
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,388
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$21,990
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$116,170

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.