

# 2020 Annual Report to The School Community



School Name: Springvale Rise Primary School (5537)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 March 2021 at 05:16 PM by Debbie Cottier (Principal)

The 2020 Annual Report to the school community:

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

Attested on 21 March 2021 at 09:04 PM by Sean O'Reilly (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

Springvale Rise Primary School is a dual-campus government sector school located in the South-Eastern Victoria Region, approximately twenty-five (25) kilometres from the Melbourne city centre. The Heights Campus is positioned in a well-established residential area and features a brand new Administration Block and Community Hub, two modern open-plan learning centres, a synthetic basketball court, state-of-the-art playground equipment, large grassed playing fields and a kindergarten (which operates in partnership with the City of Greater Dandenong and BestChance). Approximately two (2) kilometres south, the Springvale Campus is located in central Springvale and bordered by both residential and commercial zones. The original, red brick schoolhouse now accommodates the administration offices, whilst the refurbished classrooms, synthetic oval and inviting play areas all contribute to a learning environment of which the whole community is proud.

Springvale Rise Primary School aspires to create an inclusive and respectful learning community that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations. Three characteristics that underpin this vision are: our students being at the centre of the school's curriculum planning, and learning and teaching models with a focus on the whole child; student and adult learning that is supported through a culture of collaboration and shared responsibility; and high expectations. "Two Campuses – One School".

At Springvale Rise Primary School our core values are:

- Collaboration - Working together to create something new and with a common goal in mind.
- Excellence - Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations.
- Resilience - Bouncing back from difficulties or disappointments. Accepting challenges, trying hard and not giving up easily.
- Respect - Caring for, understanding, accepting and appreciating others and ourselves. Looking after our environment. Honesty, integrity and consideration. Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking.

In 2020, the school had twenty-three (23) home-groups - nine (9) on the Heights Campus and fourteen (14) on the Springvale Campus - and offered specialist programs in Visual Arts, Physical Education / Sport, ICT and LOTE (Vietnamese). The school's Multicultural Kitchen Garden Program also continued for the Middle Learning Centre students.

On Census Day, the school had an official total enrolment of 460 students. The level of disadvantage remained high with the SFO index at 0.81 and the percentage of NESB students was 80% with approximately forty (40) languages other than English being spoken by families. (Around 30% of students were from a refugee-type background). Thirteen (13) International Students were enrolled over the course of the year.

In 2020, the school employed approximately 52.18 equivalent full-time staff comprised of four (4) principal class officers, four (4) leading teachers, 51 (fifty-one) teachers and twenty-one (21) education support staff. One staff member identifies as Aboriginal.

The Springvale Rise Primary School Community Hub, which was established in 2014 in partnership with Community Hubs Australia and the Scanlon Foundation, continued to engage with families in our community in 2020. (Mostly virtually.) Although the COVID-19 pandemic presented significant challenges, English Language classes continued to be delivered via different modes and responsive to participants needs. Hard copy "Learning at Home Packs" were made available and videos linked to English tasks were posted online (via SeeSaw, IMO and Messenger) and as such were accessible at any time. The Multicultural Women's Friendship Group also continued to run via a variety of online platforms with yoga and meditation being the highlight for this particular group of women. Throughout the lockdown period the key focus was to make connections, maintain relationships, share information about COVID-19 restrictions and emphasise the importance of self-care.

To continue to promote positive relationships and attachment between parents and young children aged 0-5, and aide the language development of pre-school aged (and school aged) children through songs, rhyme and story time, Playgroup continued to run throughout 2020 via a variety of online platforms. 'Play at Home Packs', were routinely delivered to families throughout the year and included a variety of intentionally planned, developmentally appropriate activities which parents could do with their child/ren at home. Sharing ideas for these activities, singing songs and reading stories together online was an exciting time for the children and their families; highlighting the need for connection particularly during Stage 4 COVID-19 restrictions. In addition to prioritising these programs, the school reached out to local partnership organisations and organised food / toiletries to be delivered to families in need. This was in addition to our already established One Box program.

To ensure the latest updates related to the COVID-19 pandemic were provided to our families, Springvale Rise PS and Community Hub Facebook pages were established. Families were also linked into COMPASS, email, messenger, IMO, FaceTime etc. depending on their preference. Multicultural Education Aides also created videos which provided up-to-date and timely information about COVID-19 symptoms, testing facilities, restrictions and COVID safe practices. It is important to note that the Springvale Rise Primary School community remained strong during this challenging time, highlighting the importance of connection, relationships and engagement.

**Framework for Improving Student Outcomes (FISO)**

In 2020, the Annual Implementation (AIP) focused on the implementation of the Key Improvement Strategies (KIS) related to the FISO dimensions Building Leadership Teams and Building Practice Excellence.

Throughout 2020, there continued to be a focus on strengthening the instructional leadership capacity of all members of the leadership team and other key staff in the school. We believe that if we build the instructional leadership capacity of key staff in the school; including strengthening their expertise in proven coaching methods, collaborative practices and models for developing collective efficacy then we will ensure a culture of collaboration and continuous school improvement.

Three (3) Learning Specialists and eight (8) Learning Centre Leaders participated in one term's coaching sessions that focused on enhancing their ability to facilitate professional learning team meetings and implement the FISO improvement cycle. Work with our Leadership coach Pamela Macklin supported the principal team and leadership team to develop a suite of learning opportunities for staff to be engaged in over two curriculum days in March and during Staff Forums in Term 1 (face-to-face) and Terms 2 and 3 (remotely) which were all linked to the full implementation of our Instructional Model. Specific phases and / or elements on the model continued to be spotlighted during collaborative planning sessions and PLTs even whilst we were in lockdown. Our coach also assisted us to complete our Instructional Model Support document.

In response to the COVID-19 pandemic, the school also prioritised strengthening the instructional capacity of key staff by forming a lead user group (that operated as a Professional Learning Team) who were responsible for rolling out online lessons using Seesaw and G Suite with a clear focus on Intentional Teaching and as time went by, Purposeful Learning. This also provided an opportunity for these teachers to build their instructional leadership capacity and for the school to consider succession planning.

**Achievement**

In 2020, the school continued to work with our Numeracy Coach Carmel O'Beirne and Literacy Consultant Paula Heenan albeit remotely. By doing so, teaching teams focused on strengthening their understanding of the sequences of learning associated with Number and Reading and used this knowledge to implement high leverage teaching practices in all lessons. During remote and flexible learning, intentional teaching videos (along with 'live' teaching sessions) became more precise due to the nature of the virtual platforms (SeeSaw and G-Suite) deepening the teachers understanding that explicit teaching, direct links to the learning intentions and success criteria and increased opportunities for students to apply their learning through purposeful learning opportunities is essential to improve

engagement and student learning outcomes.

The events of 2020, (the COVID-19 pandemic) had a significant impact on our students, staff and the wider school community and as a result, overall progress in Literacy and Numeracy has been mostly notably slower than expected. However it is pleasing to note that Essential Assessment 12-month targets for Reading Comprehension in Grades 3 - 5 and the Essential Assessment 12-month target for Number and Algebra in Grade 3 were actually exceeded. [NOTE: It also must be noted that although the performance summary linked to teacher judgement of student achievement shows that we are performing higher than schools with similar clientele, with 87.3% of students at or above age expected standards, 32% of our students are reported against the English as an Additional Language (EAL) continuum not the Victorian Curriculum and as such are not represented here.]

After returning from remote and flexible learning, the school prioritised a battery of assessment and teams of teachers planned for and implemented targeted learning interventions at a whole class level, and precise intervention/instruction at a small group and individual level. As the F-2 students have made significantly less learning gains than the students in years 3-6 during 2020, it is expected that the students who will be involved in the Tutor Learning Program will be selected from the Year 1 and 2 cohort in 2021. In addition, early and ongoing intervention (including the allocation of human resources) will also need to be a focus for F-2 in 2021.

In relation to our 2020 Program for Students with a Disability, all students who received funding had an Individual Education Plan which was reviewed and updated with parents / guardians on a regular basis as part of SSG meetings. Over the year all students showed progress at a satisfactory level or higher in relation to the individual learning goals outlined in their Learning Improvement Plans.

As NAPLAN tests were not conducted in 2020, learning gains in Numeracy and Reading can not be commented on this year.

## Engagement

Students at Springvale Rise Primary School are motivated and engaged in their learning. The school has continued to promote the importance of regular school attendance and our Student Wellbeing team have routinely engaged with families to follow up on absences and put in place a plan for improvement. The school has continued to use COMPASS to track student absences and an attendance SMS is also being sent to the primary family contact if a child is not marked present by 10:15am. (Follow up phone calls are also prioritised.)

in 2020, absences across the school averaged 12.5 days per student and although this is a reduction of 4% from 2019 (most likely due to changes in attendance criteria), unexplained absences continued to remain a significant concern. The fact that the percentage of students with 30 or more absence days decreased from 14% in 2019 to 8% in 2020 may also be a reflection of the inability to travel due to the COVID-19 pandemic and the changes in attendance criteria. In relation to student attendance, our data continues to show that our school has recorded less absences than expected in comparison to schools with a clientele similar to ours.

During the COVID-19 pandemic supporting student engagement was of particular importance. A multi-layered approach was put in place to ensure that all students were regularly engaged in remote and flexible learning opportunities. Sub-School Team Leaders, the Welfare Team and our Multicultural Education Aides / Teacher Aides met on a routine basis to identify and assist students/families who required additional support by implementing a personalised approach to cater for each family's / students' individual needs. Our most vulnerable students were invited to learn on-site although most of these families did not take up this offer.

To support student engagement during the transition back to onsite learning, the school deliberately and intentionally prioritised relational practices (supporting students to reconnect with friends, other classmates and staff), re-establishing routines and re-engaging with school expectations whilst providing authentic, purposeful and fun learning opportunities. We also focused on explicitly teaching social and emotional literacy skills (during and after lockdown) that concentrated on the language used to articulate feelings whilst documenting ways they had demonstrated resilience.

**Wellbeing**

Our focus for 2020 (both onsite and offsite) has been on the full implementation of the Respectful Relationships Initiative across the school in order to create a culture of respect and equality, which in turn facilitates student voice, leadership and agency.

As a school we have:

- facilitated a Respectful Relationship introduction workshop for all staff
- provided routine updates and resources for staff to build awareness of family violence, signs to look out for and how to report concerns
- supported staff to implement the Respectful Relationships curriculum in a COVID-19 pandemic and remote learning context, including “ready-to-use” lesson plans for all year levels and advice on how to modify additional lessons to suit remote learning platforms.
- written and distributed wellbeing recommendations to support student engagement during remote learning, and on return to onsite learning
- worked with the CASEA Mental Health team in Term 4 who provided personalised sessions with staff in relation to student behaviours of concern and/or staff wellbeing, and provided an introduction to the Zones of Regulation.

In 2021, we will continue to engage with the CASEA Mental Health Clinicians with our learning focus being on social and emotional learning, and specifically the implementation of the Zones of Regulation. This work will be strategically designed to complement the implementation of Respectful Relationships / Restorative Practices and will build the knowledge, skills and dispositions of teachers in order for them to co-regulate students, with the aim of students self-regulating and becoming confident in using their voice and demonstrating agency. It will also provide the students with a common language that they can use to talk about their emotions and their behaviours.

As the Attitudes to School Survey was not conducted in 2020 at our school, school connectedness can not be commented on this year.

**Financial performance and position**

Springvale Rise Primary School was in an operating deficit of approximately \$900,000 at the end of 2020, in particular, our 2020 CREDIT expenditure (staffing) was \$783,026 in deficit by the end of the school year. (Note that we had "saved" approximately \$300,000 of our CASH equity money in 2019 and had strategically planned to use that to top up the 2020 CREDIT / staffing budget.) This significant deficit occurred due to the very large number of students (approximately 90 in total) who left the school in the latter part of 2019 and early 2020 (prior to census). Most of these students were of a refugee-type background (families from Myanmar / Burma) and their move was linked to the Federal Government Safe Haven Enterprise Visa relocation policy. The school has also lost some international students due to the COVID-19 pandemic. In consultation with the Department of Education and Training, at the end of the year the school has been able to significantly reduce its staffing profile by paring back education support teacher contracts, teacher contracts and reducing the number of Assistant Principals from three to two.

Last year, savings from the fees acquired via our schools International Students program were utilised to fund our part of the Major Capital Works project. (Hence the \$800,000+ expenditure under Miscellaneous Expense). This DET (\$1.27 million grant) / school-funded (\$800,000) major capital works project was completed in early October 2020.

Springvale Rise Primary School continues to allocate funds to support school programs that are prioritised in the 2018-2021 School Strategic Plan and 2020 Annual Implementation Plan. The Financial Performance and Position reports shows that just over \$1.4 million in Equity funding was provided to the school by the Department of Education and Training in 2020 to support our students from socially disadvantaged backgrounds. This funding was primarily used for additional staffing (including additional Principal Class Officers, Leading Teachers, teachers, MEAs and a part-time speech pathologist), along with a leadership coach, two curriculum consultants, and other professional learning / resources (including CRTs) required to deliver tailored educational programs that met the needs of our students.

For more detailed information regarding our school please visit our website at  
<https://springvaleriseps.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 460 students were enrolled at this school in 2020, 230 female and 230 male.

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

### Overall Socio-Economic Profile

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

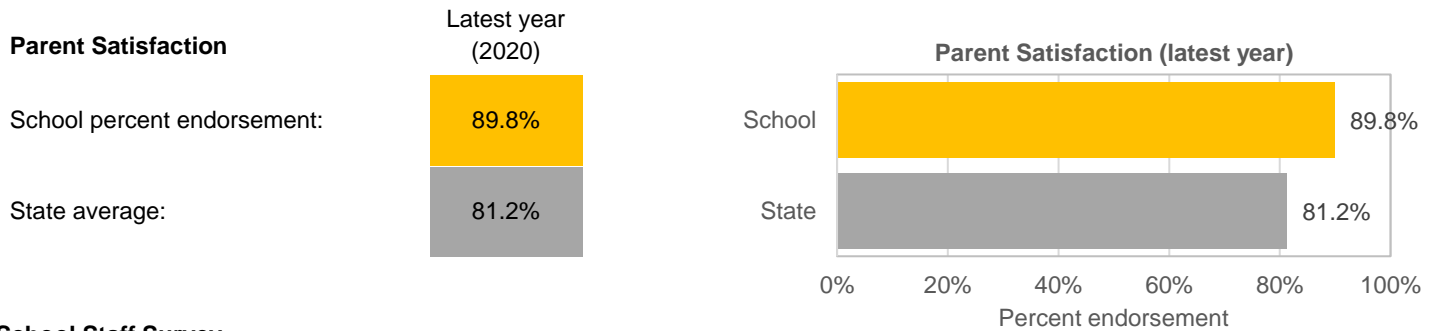
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

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

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

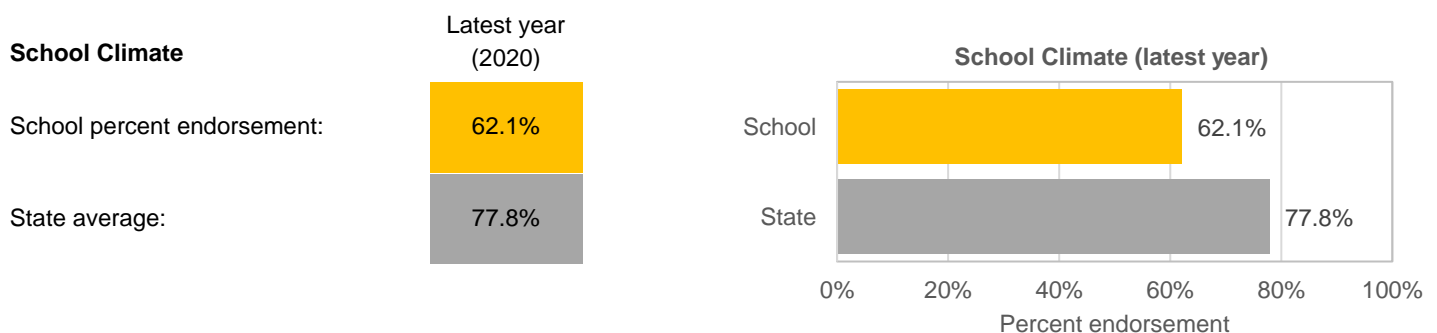


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

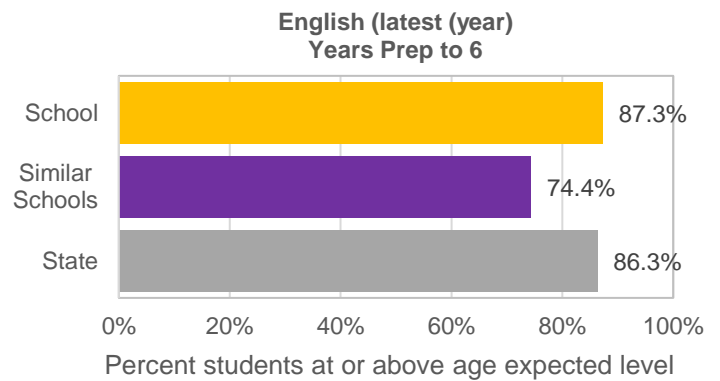
87.3%

Similar Schools average:

74.4%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

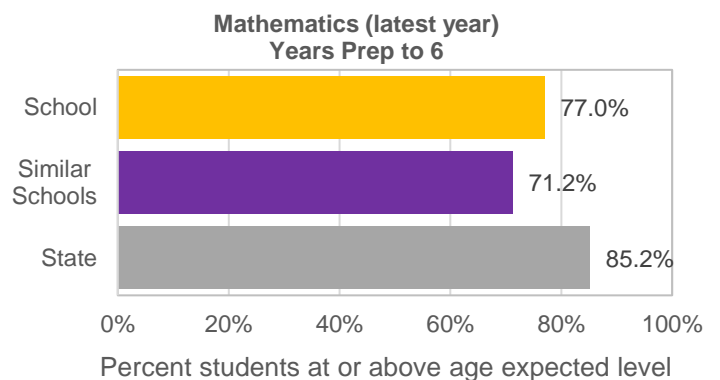
77.0%

Similar Schools average:

71.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

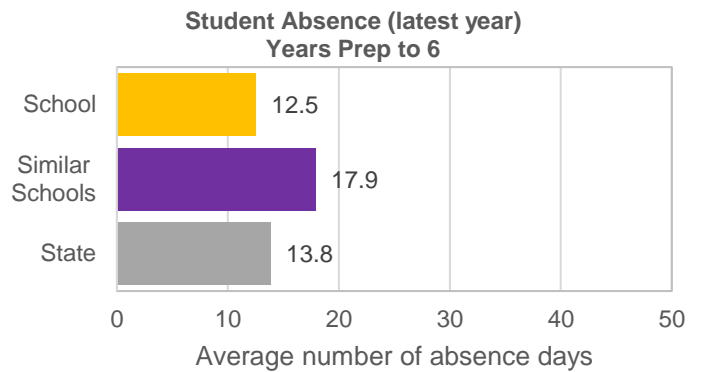
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.5	16.0
Similar Schools average:	17.9	17.3
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	93%	91%	93%	94%	96%	97%

## WELLBEING

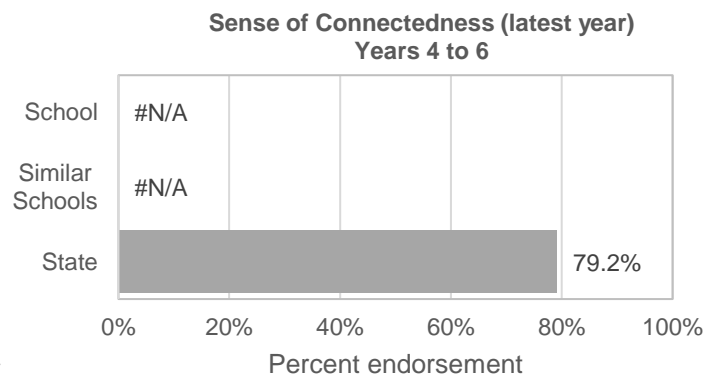
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.1%
Similar Schools average:	NDP	85.2%
State average:	79.2%	81.0%



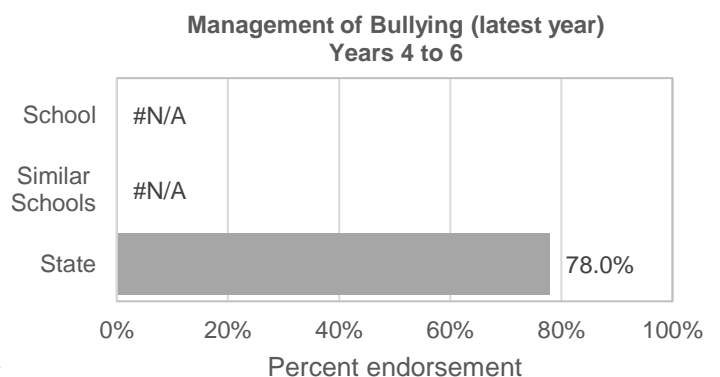
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.9%
Similar Schools average:	NDP	83.3%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,332,974
Government Provided DET Grants	\$1,235,556
Government Grants Commonwealth	\$16,160
Government Grants State	NDA
Revenue Other	\$28,265
Locally Raised Funds	\$121,984
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,734,940</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,463,359
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$1,463,359</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,116,000
Adjustments	NDA
Books & Publications	\$1,526
Camps/Excursions/Activities	\$4,844
Communication Costs	\$15,065
Consumables	\$92,123
Miscellaneous Expense <sup>3</sup>	\$837,582
Professional Development	\$9,252
Equipment/Maintenance/Hire	\$81,284
Property Services	\$145,617
Salaries & Allowances <sup>4</sup>	\$145,374
Support Services	\$96,679
Trading & Fundraising	\$21,768
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$69,484
<b>Total Operating Expenditure</b>	<b>\$7,636,599</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,083,368
Official Account	\$34,513
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,117,881</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$233,754
Other Recurrent Expenditure	\$7,750
Provision Accounts	NDA
Funds Received in Advance	\$38,437
School Based Programs	\$62,093
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,255
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$666,419
Capital - Buildings/Grounds < 12 months	\$40,426
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,052,134</b>

*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.*