

# 2022 Annual Report to the School Community

School Name: Eastbourne Primary School (5133)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2023 at 12:46 PM by Stephen Wilkinson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 09:30 AM by Virginia Selleck (School Council President)

# How to read the Annual Report

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## 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.

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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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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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.

'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 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

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## School context

Eastbourne Primary School enhances children's progress by providing an engaging personalised learning approach through promoting a positive and safe environment, initiation and development of a sound wellbeing program, building respectful relationships and collaboration to achieve growth for all members of our school community. Our school has 282 students (with the decline in our enrolment following a trend similar to the last 8 years), 16.6 equivalent full-time teachers (a decrease in staff based on the enrolment trend), 2 Principal Class Officers, a Learning Specialist, a Wellbeing Coordinator and 24 Educational Support (ES) personnel (despite our decrease in enrolments our need for Integration staff has increased). A number of these ES staff have been employed before funding is made available or application made due to the severity of student disability and the need to support the classroom teachers. Our school has seen a significant rise in students on the spectrum (ASD) and our organisation has had to adjust to cater for some even more challenging behaviours which we do in a positive, patient and productive way. Our Student Family Occupation index (SFO-.67) and Student Family Occupation and Education Index (SFOE-.57) indicates a school with a high level of disadvantaged students and student backgrounds where education is not always a priority. We also have around 4% of students who identify as indigenous and a growing number of students from South Pacific Island heritage and Asian origin. 2023 will see the continuation of our 2022-25 Strategic Plan where we will focus on Numeracy, Writing, Student Voice and Agency and further developing our Professional Learning Community (PLC) approach to student data and work on student outcomes. We are also taking up activities and processes heavily recommended by the Science of Learning. Our core values are learning, respect, collaboration and community. We are achieving continual improvement across all levels and in all curriculum areas through a dedicated caring staff, many innovative engaging programs that cater for a diversity of student needs and a strong emphasis on a personalised approach to teaching and learning, student voice and agency and relationship building with individuals and organisations within our whole school community. Eastbourne Primary School's Performing Arts program offers students the opportunity to be part of the Orchestra, Rock Band or Choir. This program also offers a variety of musical experiences including student tuition in most musical instrument, musicals and concerts. Housed in our music room is our radio station EPS 95.3FM. The radio provides students with an opportunity to script, perform and present for both live and pre-recorded radio shows. Our Digital Technology program is supported throughout the school with our many computers in all classrooms. The canteen supports the strong emphasis we have on healthy eating, physical fitness and recess and lunchtime physical activities. Sustainability, through recycling, energy and water conservation and biodiversity is an important part of our everyday school life. Eastbourne Primary School prides itself on the support we offer students and families. Our Speech Pathology Program using the Speech Pathology Assistance and No Limits (philanthropic funds from Mornington Peninsula Foundation) provides our students with language support. Our Tutoring Program continues to support the Literacy and Numeracy skills of students with their learning outcomes. We have a Psychologist (one day a week) and along with our Occupational Therapist, works closely with staff and students and is further enhanced by our local pediatric program. The Chaplaincy Program compliments the strong social skills emphasis developed using the Resilience Program initiative and Respectful Relationships. We have a strong commitment to student wellbeing and parent support, with Expressive Therapies, sound connections with local agencies and an active onsite Parent Engagement Officer through Anglicare. Our excellent facilities include classrooms, the library, multi-purpose room, community kitchen and spacious well-maintained grounds which are all regularly hired or given to community groups to use when required. These facilities are complimented by our well planned play spaces and activities, integrated garden art, fitness track, and our magnificent vegetable garden. Our recreation centre caters for skills-based physical education, the Perceptual Motor Program, our many musical performances and many diverse community groups. Our Before, After and Vacation Care Programs are of high quality catering for many family needs while providing a varied interesting program for all our students. The School Council and its sub-committees, along with the Parents and Friends Group, work harmoniously with staff to continually improve our students' quality of education and the associated resources. We have a strong partnership with the Mornington Peninsula Shire and Capel Sound Community Group, which has allowed the Seawinds Hub to be built. This community facility houses a preschool, maternity and health, consultation rooms and is available for use by Capel Sound, Rosebud and surrounding community groups in many activities and programs. Eastbourne Primary School continues to play an important part in the community while providing an excellent education in preparing our students for their future.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, Eastbourne Primary School focused on the 2 key improvement strategies in line with priorities from the

Department of Education:

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

### **Learning:**

EPS delivered on our planned action to embed agreed PLC processes and protocols to analyse numeracy and writing data and to build consistent teaching practice in reading, writing and numeracy through PLCs. Student learning outcomes and behaviours were a focus in PLCs, along with changed teacher practice. We adopted a "split screen" model and updated our PLC meeting templates to reflect this. The focus of PLCs for the first 6 months of 2022 was writing (sentence structure) and in the second half of the year the focus was Numeracy (worded problems.) We improved the structure, focus and efficiency of our School Improvement Team meetings and increased them to fortnightly which further supported effective PLCs.

Our Naplan results for writing were good and we outperformed similar schools and the network with a big increase in the number of students in the top two bands. However our Naplan results for numeracy were concerning.

We successfully completed almost all planned activities including improved communication of the EPS Instructional Model and follow up Learning Walks with feedback for staff, fortnightly data meetings to enhance the data literacy of all staff, and more effective use of formative assessment.

Alongside these priorities, we worked on Professional Learning for staff around the research for best practice teaching of reading. We continued with the Tutor Learning Initiative with three tutors. The focus of tutor sessions was literacy (Heggarty phonemic awareness, phonics, sight words, comprehension) and to a lesser extent numeracy (fluency and place value). We had some students qualify for the Victorian High Ability Program. They completed sessions in literacy. PLCs kept the focus on building teacher capacity and we continued with our fortnightly Professional Learning in Teaching and Learning Meetings and Professional Development Meetings.

### **Wellbeing:**

EPS delivered on our planned action to develop a whole school understanding of student agency and voice, and what this looks like in learning We also were able to embed consistent use of TRP, Zones of Regulation and RRRR.

We delivered whole school Professional Learning on Student Voice and Agency on a Curriculum Day and followed this up at teaching and learning meetings ensuring a good foundation in staff understanding. We surveyed students and parents about Student led Interviews and developed non-negotiables to reflect authentic Student Voice and Agency. These changes were well received by families. We ensured that Wellbeing programs (The Resilience Project and Respectful Relationships) are embedded in class programs for weekly discussions and instruction. The language of Zones of Regulation is used throughout the school by all staff. Our Occupational Therapist was able to deliver the Zones of Regulation to the Junior Sub School to better support teacher capacity. The Zones room is used consistently to help some students self-regulate. Our Wellbeing Co-ordinator processed an impressive amount of Disability Inclusion Profiles which resulted in funding for almost all applications, which means more students are receiving the support they require to manage in a mainstream classroom at EPS.

Our Passion Team (voluntary before school Professional Learning) was very well attended and covered topics such as ADHD and Supporting children of parents with mental illness.

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## Engagement

### Student achievement

In 2022, our targets for student achievement were around Naplan data and teacher judgement data. The Attitude to School Survey data also gave us some insights into the students' perceptions in relation to student achievement.

In terms of our **Naplan data**, our goal was to increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 23% to 25%. We achieved 31%.

We aimed to increase the percentage of students in the top two bands for writing from 2% to 5% and we achieved 33%, a result celebrated across our network.

Obviously we were very proud of those results and attributed them to improved teacher practice, consistent spelling instruction across the school and a focus on writing over a number of years and specifically in PLCs in 2022.

Unfortunately we did not achieve our Naplan target for Numeracy which was to increase the percentage of Gr 5 students in the top two bands from 13 to 16%. We achieved 8% and this has been a catalyst for changes to maths leadership in 2023 and the development of a maths action plan at EPS.

In terms of our **teacher judgement data** our goal was to increase the percentage of students in year 1-6 (averaged) achieving **at or above expected growth** according to teacher judgement in reading, writing, number/algebra

Our goal in **Reading & Viewing** from 55% 2019/2020 to 70%. We achieved 72.5%

Our goal in **Writing** 38.5% in 2019/2020 to 60%. We achieved 67.6%

Our goal in **Number & Algebra** 43% in 2019/2020 to 60%. We achieved 71%

These results were especially pleasing and we are aiming even higher in 2023.

In terms of our **Attitude to School Survey data**, our goal was to improve the positive endorsement on the Attitude To School Survey for the following factors:

Stimulated learning from 77 % to 79 %. We achieved 76%.

Student voice and agency from 78 % to 80 %. We achieved 71%

Differentiated learning challenge 86 % to 87 %. We achieved 86%.

These results were shared with staff and some strategies were developed to improve that data in 2023. We retained the same targets as we felt that this survey is implemented too early in the year to see the benefit of enacted new strategies.

Overall 2022 was a very positive year in terms of student achievement.

## Other highlights from the school year

Within our facilities enhancement, we had the opportunity to complete a shade sail over the amphitheatre thanks to a DET Shade Sail grant. We were also successful in the Active Schools grant that allowed us to purchase sporting goods, construct exercise stations around our running track and provide much needed fall zone mulch. Our Whole School Camping program was further enhanced by our access to 'the Positive Start' initiative implemented by the Department of Education. Most of our year 3-6 were provided with two camps at a very cheap price. Our strong connection with the local community saw a Wellbeing Centre constructed using minimal funds due to our Groundsman also being a carpenter.

Our Annual Musical Production and the End of Year concert were testaments to the great Music Program we currently run. The Graduation of the Year 6 students, once again, showed off our professional staff and the high expectations we have to run successful first class initiatives.

The Kitchen Garden Program continues to offer students an alternative curriculum taste. Our return to a Whole School Swimming Program is providing all students with an enjoyable, skill based program in the new Yawa Swimming Centre half a kilometre from the

school.

Some great community moments included our Grandparent Day in November, both the Mother's and Father's Day Breakfasts and the Halloween Disco which brought a lot of the community together.

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## Financial performance

Eastbourne Primary School continues to demonstrate the necessary financial management to ensure that student and our school community needs are addressed. At the end of 2022, the school carried a surplus of \$290 000.00. This funding, along with the \$300 000 a year in Equity funding is being used in 2023 to support intervention programs (Psychologist, Expressive Therapies, Intervention, Integration staff for unfunded challenging students and Tutoring), provide additional local Speech Therapy and Occupational Therapy Services, invest in extending our Reading, Vocabulary, Spelling and Listening focus (based around the Science of Learning) and providing experiences, uniforms and access to camps/swimming and excursions for students at a subsidised rate. The school raised significant local funds through the attraction of grants and philanthropic funding, which was used to improve facilities and support access to high-quality early learning in our local community. We will see \$360 000 from DET go towards a toilet upgrade, shade sail construction from the Vic Health and a Federal government grant. The 'No Limits' initiative with 6 other peninsula schools (a program based on Speech Pathology) is having significant influence on our students and provides funds to support this area.

**For more detailed information regarding our school please visit our website at**  
[www.eastbourne.vic.gov.au](http://www.eastbourne.vic.gov.au)

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 293 students were enrolled at this school in 2022, 132 female and 161 male.

2 percent of students had English as an additional language and 7 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).

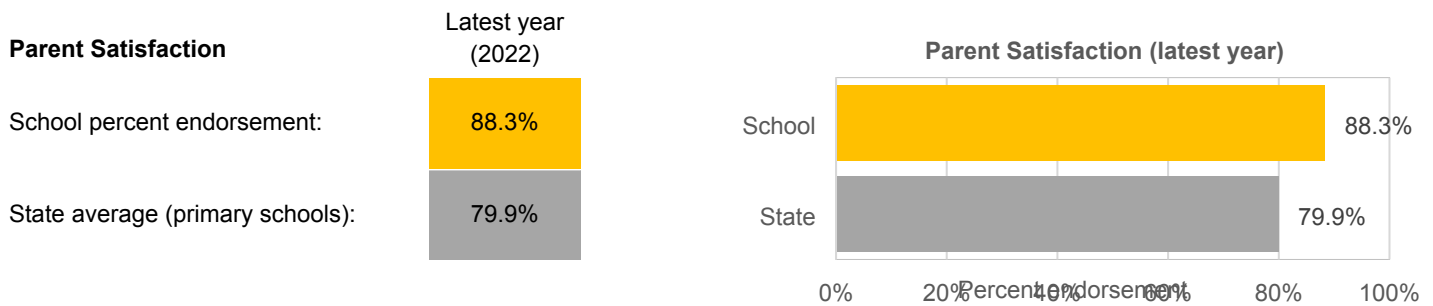
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

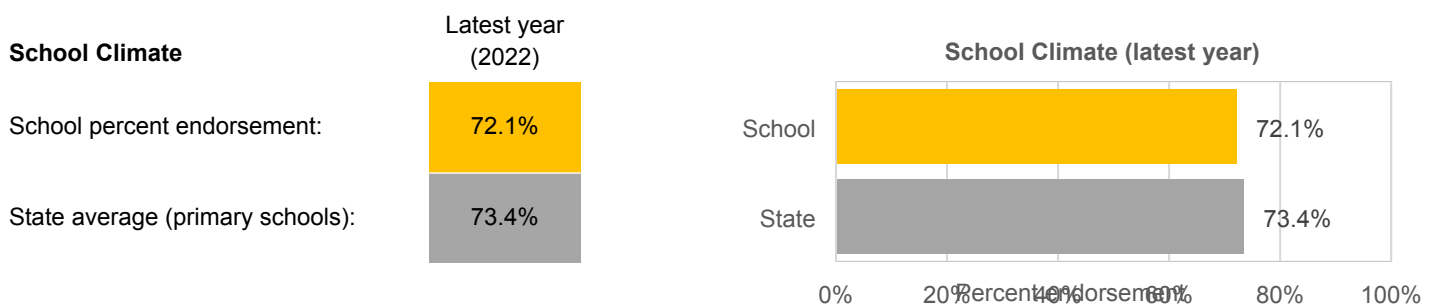


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

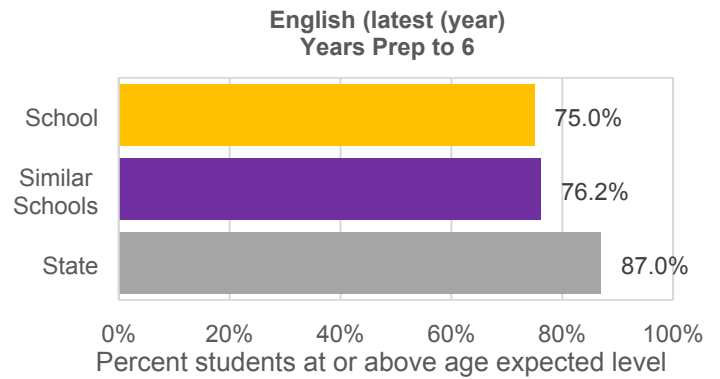
75.0%

Similar Schools average:

76.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

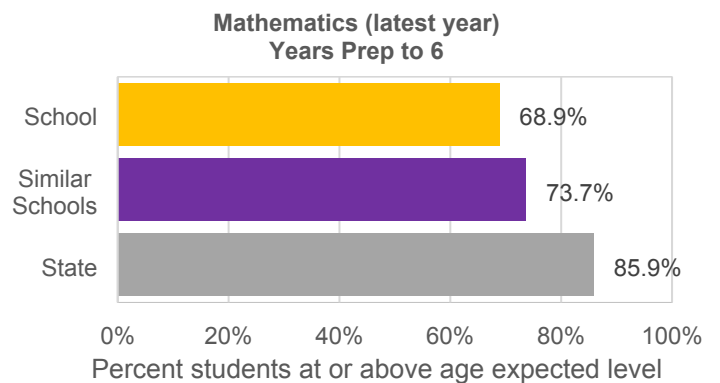
68.9%

Similar Schools average:

73.7%

State average:

85.9%



## LEARNING (continued)

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

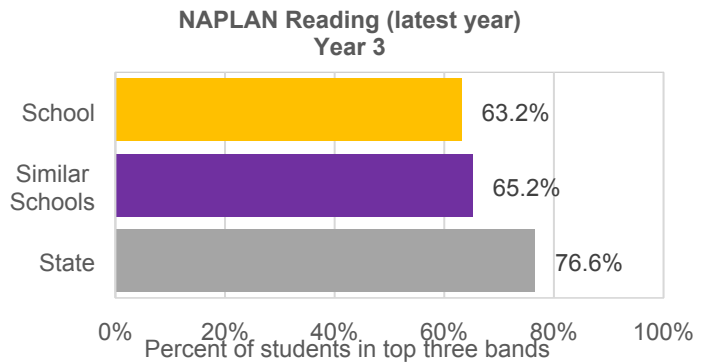
### NAPLAN

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

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

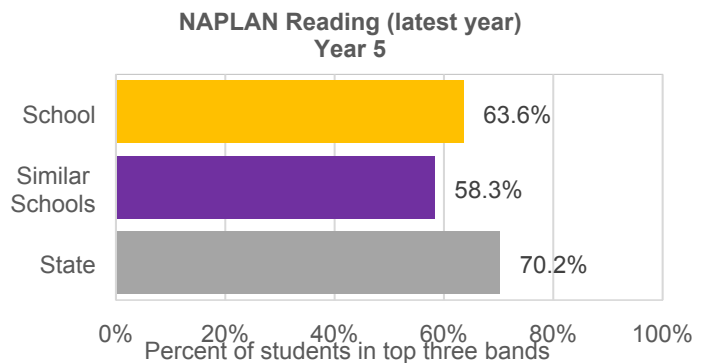
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	74.5%
Similar Schools average:	65.2%	65.7%
State average:	76.6%	76.6%



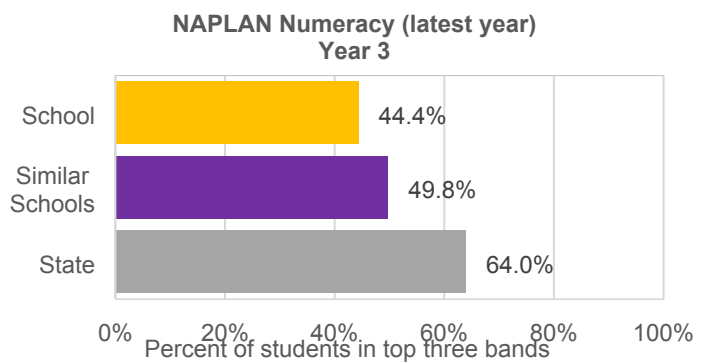
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	67.5%
Similar Schools average:	58.3%	57.8%
State average:	70.2%	69.5%



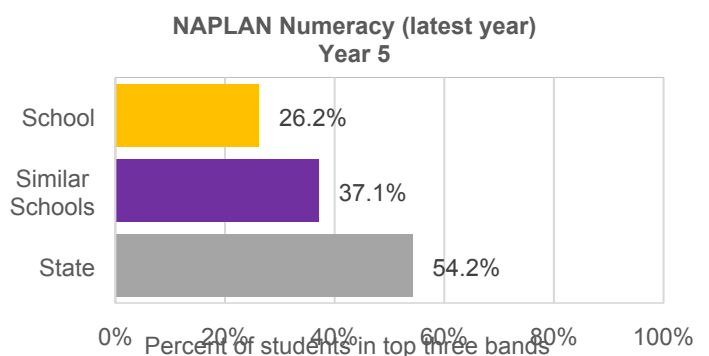
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	62.9%
Similar Schools average:	49.8%	52.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.2%	44.7%
Similar Schools average:	37.1%	42.3%
State average:	54.2%	58.8%



## WELLBEING

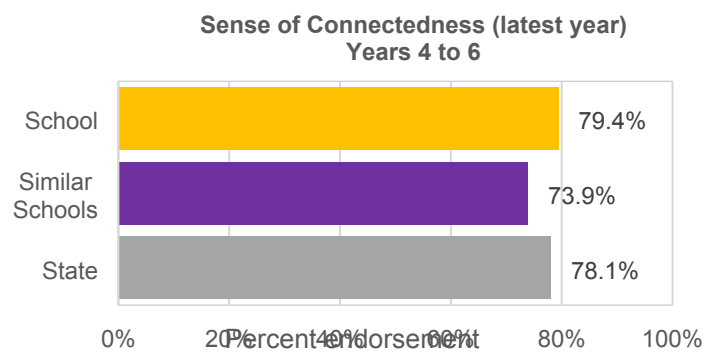
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.4%	82.4%
Similar Schools average:	73.9%	75.7%
State average:	78.1%	79.5%

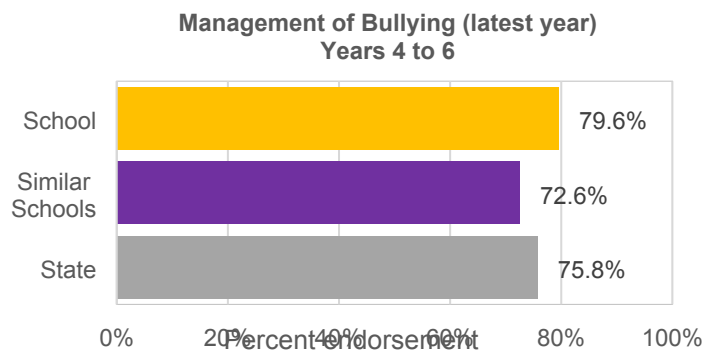


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.6%	83.4%
Similar Schools average:	72.6%	75.8%
State average:	75.8%	78.3%



## ENGAGEMENT

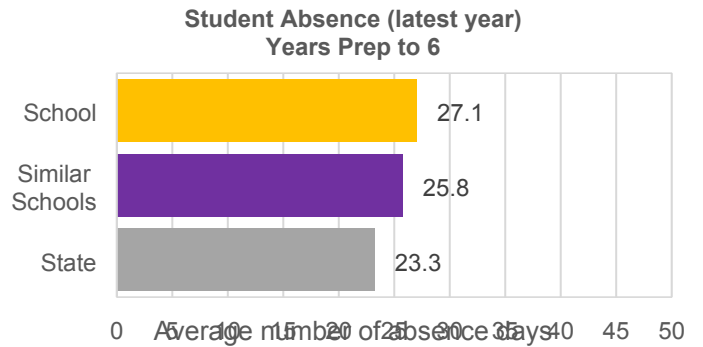
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.1	24.1
Similar Schools average:	25.8	20.3
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	89%	87%	87%	87%	81%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,855,959
Government Provided DET Grants	\$411,133
Government Grants Commonwealth	\$85,106
Government Grants State	\$5,300
Revenue Other	\$10,793
Locally Raised Funds	\$286,209
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$4,679,499</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$649,017
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$649,017</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,687,901
Adjustments	\$2,410
Books & Publications	\$927
Camps/Excursions/Activities	\$84,258
Communication Costs	\$6,578
Consumables	\$85,074
Miscellaneous Expense <sup>3</sup>	\$18,565
Professional Development	\$7,092
Equipment/Maintenance/Hire	\$61,936
Property Services	\$63,555
Salaries & Allowances <sup>4</sup>	\$474,690
Support Services	\$118,775
Trading & Fundraising	\$31,552
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,143
<b>Total Operating Expenditure</b>	<b>\$4,685,456</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$30,956)</b>
<b>Asset Acquisitions</b>	<b>\$25,342</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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$297,301
Official Account	\$33,571
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$330,873</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$156,970
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$44,000
School Based Programs	\$77,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$280,203
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$558,173</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.*