

2022 Annual Report to the School Community

School Name: Park Orchards Primary School (4854)

Park Orchards
Primary School



- 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 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 16 March 2023 at 02:24 PM by Bronwyn Garrity (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 26 March 2023 at 08:14 PM by Kynan Yep (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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)

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

Park Orchards Primary School was established in 1962 in Melbourne's outer east and is surrounded by native vegetation and the remains of a pine plantation. We have strong community connections with the local kindergarten and Lions Club and host the Park Orchards Market once a month. Our community has a high socio-economic profile, and over the past four years, the school population has become more culturally diverse. We acknowledge and celebrate that the school is on the land of the Wurundjeri people of the Kulin Nation. Park Orchard Primary School is on the BARR (Bushfire at Risk Register).

Our vision is to develop a positive learning community of aspirational and curious learners who always do their personal best. Teachers, students, and parents take responsibility for and work together to achieve the educational and personal development success of everyone. The School Council and Parents' Association assist with school operations and provide the basis for a strong community partnership. Parents and carers work in partnership with teachers and support staff to achieve school goals and improve the learning environment for all students.

The students, staff and parents are committed to upholding the school values of Excellence, Respect, Kindness and Integrity. These values are integral to the school ethos and central to how all community members interact.

Our 2020- 2024 Strategic Plan goals prioritise optimising literacy and numeracy outcomes for all students, building student voice and agency and developing our students' understanding of the world they live. In 2022, the student population was 386, the largest in the school's history, 11 % were EAL (English as an Additional Language), and 2% were Aboriginal and Torres Strait Islander students. The school had seventeen classes, four specialist subjects, and maths and literacy support programs. The school had 28.8 equivalent full-time staff, two principal class, 21.2 teachers and 5.6 support staff.

We provide a range of high-quality programs that enable students to engage in their learning and achieve at their highest possible level. The range of specialist and support programs enables all students to succeed, educationally and personally. The specialist programs include the Arts (Visual and Performing), LOTE (Mandarin) and Health and Physical Education. The school's teaching and learning programs strongly emphasise developing each student's literacy and numeracy skills and focusing on high levels of achievement. Teachers, students, and parents take responsibility for and work together to achieve the educational and personal development success of everyone.

The school has a strong student leadership and wellbeing program. The variety of opportunities for leadership across the school supports student engagement and enables them to experience success and achievement in different areas of the Curriculum. In 2022, the school partnered with The Resilience Project. It provided weekly lessons and activities around crucial principles of Gratitude, Empathy, Mindfulness (GEM) and Emotional literacy to build resilience and focus on student wellbeing and mental health.

Our school has excellent facilities, including a basketball stadium, performing and visual arts centre, STEM room and refurbished classrooms. We have a unique and beautiful physical environment with extensive play areas, native gardens, a thriving vegetable garden, and a hen house supporting active and imaginative play. The school is a Science Specialist school with a strong focus on inquiry learning and sustainability.

The school provides its students a nurturing, high-quality learning environment with excellent facilities. Parent satisfaction, as measured by the Parent Opinion survey, was 82%. The school motto, "The Future Starts Here", encapsulates the ethos and direction of Park Orchards Primary School.

Progress towards strategic goals, student outcomes and student engagement

Learning

Park Orchards Primary School has impressive achievements in student learning. Our results indicate that we are a high-achieving school compared to similar schools and the state.

In 2022, Park Orchards Primary School continued to work on its strategic plan goal of optimising learning literacy and numeracy outcomes for all students, along with the Department's priority goal of supporting and extending students in their learning.

The school's 2022 results in NAPLAN reading are outstanding. NAPLAN results (percentage of students in the top three bands) in reading in Years 3 and 5 indicate that the school is above the state. 95.2% of Year 3 students were

in the top three bands, and 86.5% of Year 5 students were in the top three bands. NAPLAN results in numeracy indicate the same high performance in Year 3 but not Year 5. 86.5% of Year 3 students were in the top three bands, and 67.6% in Year 5 students. High NAPLAN achievement results are reflected in teacher judgement data, with 95.6% of students achieving literacy at or above the expected standard and 95.8% achieving similar results in numeracy. These results are above similar schools and state results.

Our students' high achievement and performance are due to the school's quality teaching and learning programs focusing on excellence. Learning programs incorporate high-impact teaching strategies focusing on differentiated teaching and learning. All lessons across the school contain learning intentions and success criteria and follow an instructional lesson model that includes a gradual release of responsibility. Classroom teachers have a curriculum folder that outlines how the school teaches reading, writing and mathematics. In addition, teachers focus on student data to guide planning for teaching and learning and the differentiation of learning tasks to cater for individual student learning needs.

The school has a consistent and rigorous approach to assessment. There is a school-wide assessment schedule that enables regular collection of data (formative, summative and anecdotal) to inform teaching and learning. Teachers use a range of norm-referenced assessment instruments. They use moderated learning journal tasks, using an agreed rubric based on the Victorian Curriculum to support their judgement about each student's progress. Regular data-level meetings with the Assistant Principal track each student's progress and identify students for intervention and extension. Teachers use student data and evidence to address each student's learning point of need and facilitate the development of targeted and differentiated teaching and learning activities. Teachers and students engage in regular conferences during class time to set goals and discuss their next steps. Students use their learning journals as evidence of their learning. They then engage in student-led conversations about goals and achievements with teachers and parents/carers.

Additional support and extension programs ensure that every student has growth and progress in their learning. Students requiring extension in their education have opportunities to participate in the Victorian High Ability Program, Wise Ones and GATEways. Teachers also plan and provide differentiated extension learning activities for high achievers within their daily teaching and learning programs. For students requiring additional support, they have access to literacy and numeracy tutors and a junior and senior literacy support teacher.

The school develops effective pathways for PSD (Program for Students with a Disability) students. Each PSD student has an individual education plan, and parents are engaged in termly student support group meetings. As a result, students supported through the Program for Students with a Disability all demonstrate progress in achieving their goals.

Wellbeing

Park Orchards Primary School students are engaged and connected to their school, teachers and each other. We are proud to be recognised as a school supporting students and their families in building resilience, engagement and relationships. We endeavour to empower our students to be inclusive, influential, collaborative citizens who are lifelong learners.

On the Year 4-6 Student Attitudes to School Survey, all areas remained similarly high in 2022, indicating that our students are engaged in learning and connected to the school. The areas of the Student Attitudes to School Survey for Park Orchards Primary School in 2022 in 'Student Connectedness to School' and the 'Management of Bullying' is above similar schools and other schools in the state.

To support student engagement, teachers use student data, and evidence to address each student's learning point need and facilitate the development of targeted and differentiated teaching and learning activities. Teachers and students engage in regular conferences during class time to set goals and discuss the next steps. Students use their learning journals and engage in student-led conversations about goals and achievements with teachers and parents/carers. The extensive specialist programs support student engagement, including STEM, Performing and Visual Arts, Mandarin and Physical Education. There are also opportunities for engagement through extracurricular activities such as chess, drawing, board games and Minecraft lunchtime clubs. The school's physical environment encourages active and creative play and supports engagement with the school.

There is a wide range of student leadership and engagement leadership opportunities, including:

- year six school and vice captains,
- community house captains,
- year six leadership teams; office, PA, environment, canteen and library
- years 3/4 environmental eco-warriors,
- years 1- 6 student representative council members,

- year 1-6 active travel representatives,
- Aussie of the Month student-led assemblies,
- School Values and Student of the Week Awards.

Student voice and agency are encouraged and developed through the above forums.

Many students and families experienced different challenges whilst returning to school after two disrupted years due to COVID-19. Staff and the school leadership team support students and families with difficulties. They track these students' participation and offer extra support. The student wellbeing team organised communication protocols for class teachers and education support staff to identify these students and regularly monitor their progress during this period.

Park Orchards Primary School's attendance levels remain high, with a range of attendance between 89% and 92%, higher than the state. The school's average absence days were 18.6 in 2022, below similar schools and the state average of 20.1. The most common reasons for absences were contracting COVID-19 and subsequent isolation regulations. The school continues to promote and value regular attendance, and parents/carers support students attending school regularly.

Engagement

In 2022, the health and mental wellbeing of our students was a significant focus and priority for the students, families and staff of Park Orchards Primary School.

Our school has clear, consistent, documented policies and processes supporting every student's wellbeing and inclusion and is known and respected for its focus on wellbeing and inclusivity. The School Values of Excellence, Respect, Integrity and Kindness are embedded into the daily operation of the school. In addition, the Tribes' language and behavioural agreements guide all interactions with students, staff, and parents/carers.

We began implementing The Resilience Project (TRP) program as a whole school approach to wellbeing. The student wellbeing team embeds TRP's fundamental principles of Gratitude, Empathy, Resilience and Emotional Awareness across the school. Full implementation and embedding of TRP in the school will continue in 2023. In addition to TRP, teachers continue facilitating daily tribe circle time activities and teaching The Zones of Regulation. Park Orchards Primary School conducts an excellent foundation transition program involving extensive school tours, information evenings and information packs for parents. Meetings are also held with kindergarten teachers to assist in identifying the individual support required for foundation students. Foundation students are connected as part of the school transition program with a year 5 "Buddy", and this relationship continues throughout the first year of schooling. In 2022, the school reintroduced the onsite transition programs for foundation students. Preschool children enrolled in the school engaged in comprehensive transition sessions. Year 6 students and parents also participate in a transition to secondary school session led by past students and their parents who had just completed year 7.

The school has several PSD funded students who are included successfully in the school, and all students have regular SSG meetings. The Assistant Principal works closely with Regional School Support Services' staff to support students with identified individual needs. Regular health and wellbeing meetings with the Assistant Principal enable the school to access support promptly. The school connects with several external health providers, e.g., Occupational Therapists, Speech Pathologists and Psychologists. They also support specific students and enable communication of student needs to the classroom teachers and wellbeing staff.

Other highlights from the school year

Park Orchards Primary School maintained a very sound financial position throughout 2022. The school's 2022 Annual Implementation Plan continued to provide the framework for the school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus.

In 2022, the school funded a rich specialist program LOTE (Mandarin), Visual and Performing Arts, Science, Physical Education, junior and senior literacy support and class programs of literacy, numeracy, science and humanities. The school added extra funds to expand the tutoring and catch-up program. The leadership team, comprising of the principal, assistant principal and two learning specialists, focused on maximizing classroom teacher expertise and capability. Professional learning was provided to teachers focusing on differentiated literacy and numeracy teaching, data analysis and student goal setting and staff wellbeing. Grounds projects included a

new flagpole area, buddy benches, upgrading of seating around the basketball court, maintenance and enhancement of play equipment, including a Ga Ga ball pit, and continually maintaining and improving the hectare of grounds and extensive buildings.

The school has established financial management processes to monitor and maximize school funds, and parents support the school programs with fundraising. Surplus funds are committed for future expenditure including a school funded building project, including a STEM room and specific grounds projects, including a shaded outdoor area. Equity funding was used to fund the delivery of a literacy support program for senior students with extra literacy needs.

The Program for Students with Disability (PSD) funding enables us to provide an inclusive, equitable learning program - enhanced by Education Support Staff, outside providers and resources.

The strategic use of available financial resources is necessary to continue to enable the school to sustain and extend the extensive classroom and specialist curriculum, high standard of teaching and leadership and facilities and resources provided at Park Orchards Primary.

Financial performance

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The school has established financial management processes to monitor and maximize funds, and parents support the school programs with fundraising. Completing a school-funded project of a newly constituted STEM room for all students to use and specific grounds' projects, including a shaded outdoor area. Equity funding financed the delivery of a literacy support program for senior students with additional literacy needs.

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The strategic use of available financial resources is necessary to enable the school to sustain and extend the extensive classroom and specialist curriculum, high standard of teaching and leadership and facilities and resources provided at Park Orchards Primary.

For more detailed information regarding our school please visit our website at
<https://pops.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 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 386 students were enrolled at this school in 2022, 185 female and 201 male.

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

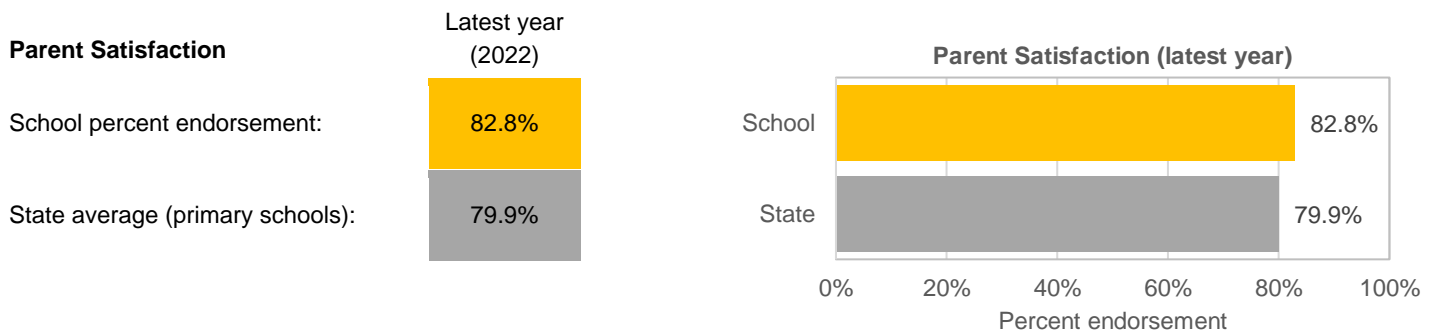
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

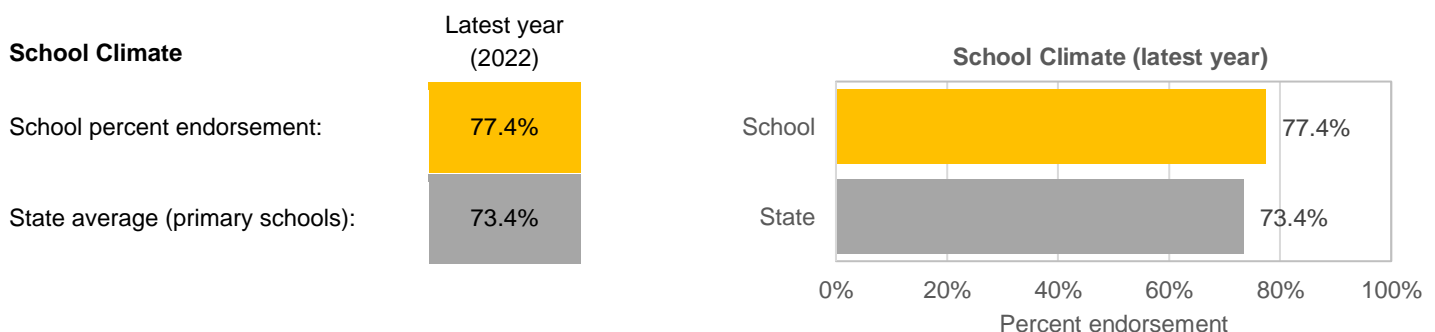


School Staff Survey

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:

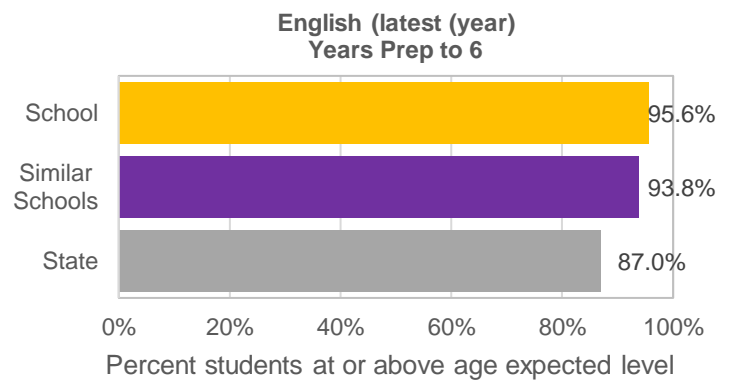
95.6%

Similar Schools average:

93.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

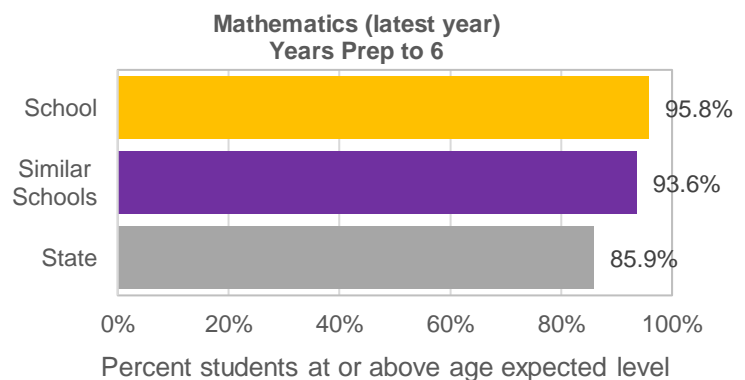
95.8%

Similar Schools average:

93.6%

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.

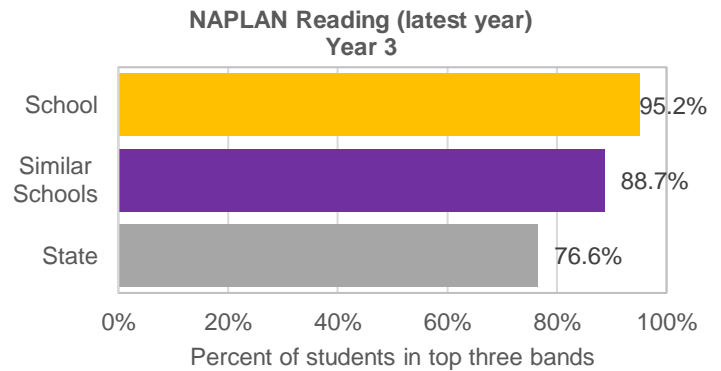
NAPLAN

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.

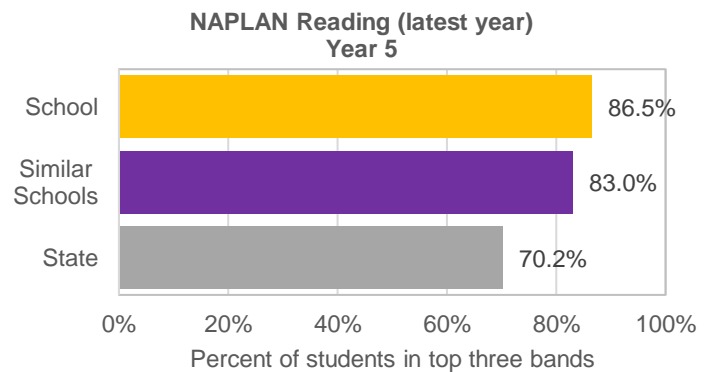
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.2%	91.8%
Similar Schools average:	88.7%	88.0%
State average:	76.6%	76.6%



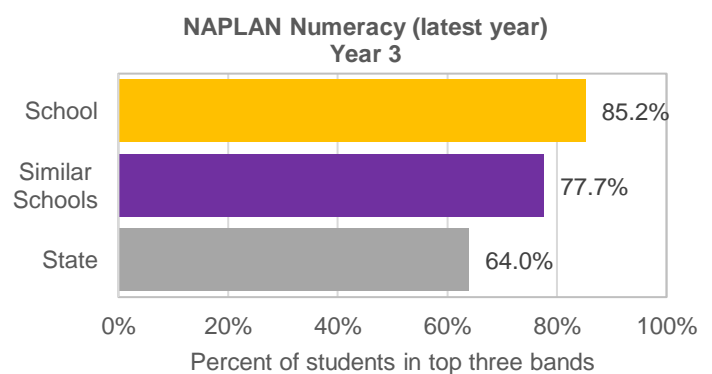
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.5%	86.3%
Similar Schools average:	83.0%	82.6%
State average:	70.2%	69.5%



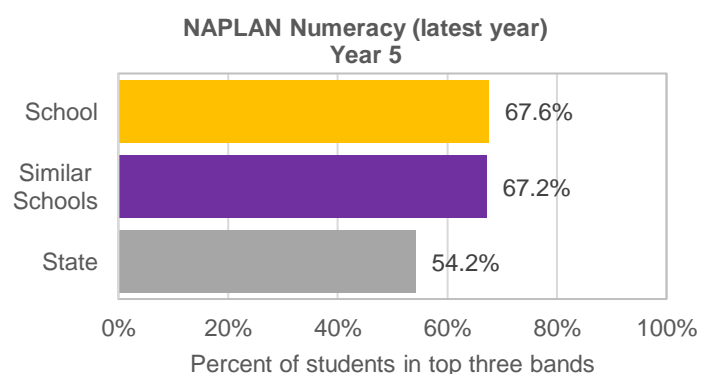
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	86.4%
Similar Schools average:	77.7%	79.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.6%	72.8%
Similar Schools average:	67.2%	72.4%
State average:	54.2%	58.8%



WELLBEING

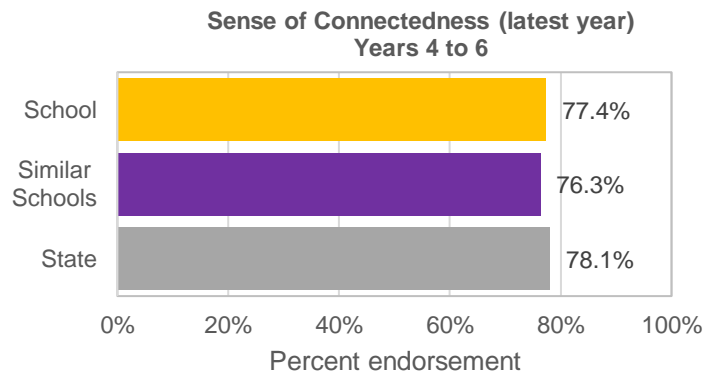
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.4%	83.5%
Similar Schools average:	76.3%	77.9%
State average:	78.1%	79.5%

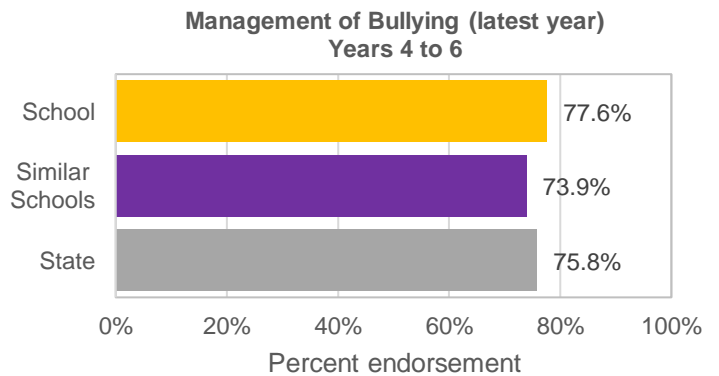


Student Attitudes to School – Management of Bullying

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:	77.6%	81.7%
Similar Schools average:	73.9%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

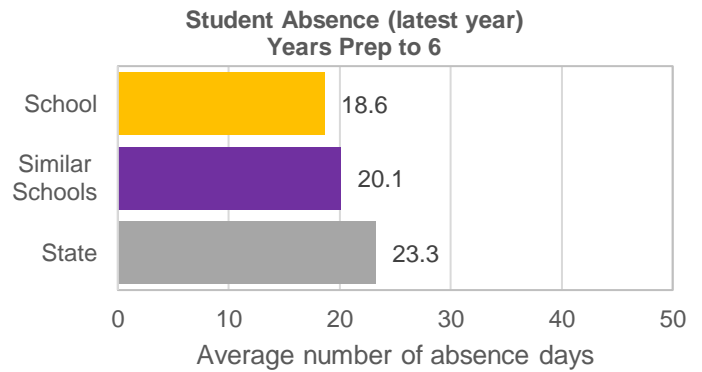
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.6	13.8
Similar Schools average:	20.1	13.9
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):	91%	90%	90%	92%	91%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,553,198
Government Provided DET Grants	\$365,600
Government Grants Commonwealth	\$6,715
Government Grants State	\$0
Revenue Other	\$16,601
Locally Raised Funds	\$430,825
Capital Grants	\$0
Total Operating Revenue	\$4,372,938

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,828
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,828

Expenditure	Actual
Student Resource Package ²	\$3,230,535
Adjustments	\$0
Books & Publications	\$420
Camps/Excursions/Activities	\$170,351
Communication Costs	\$1,529
Consumables	\$72,322
Miscellaneous Expense ³	\$16,834
Professional Development	\$16,587
Equipment/Maintenance/Hire	\$85,503
Property Services	\$276,067
Salaries & Allowances ⁴	\$133,749
Support Services	\$34,882
Trading & Fundraising	\$76,132
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,647
Total Operating Expenditure	\$4,142,558
Net Operating Surplus/-Deficit	\$230,380
Asset Acquisitions	\$5,955

- (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

Funds available	Actual
High Yield Investment Account	\$480,434
Official Account	\$3,293
Other Accounts	\$26,910
Total Funds Available	\$510,638

Financial Commitments	Actual
Operating Reserve	\$107,741
Other Recurrent Expenditure	\$27,773
Provision Accounts	\$6,000
Funds Received in Advance	\$2,700
School Based Programs	\$203,827
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,610
Capital - Buildings/Grounds < 12 months	\$167,800
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$30,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$590,451

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.