

2022 Annual Report to the School Community

School Name: Keilor Heights Primary School (4877)



- 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 24 April 2023 at 12:08 PM by Victoria Graham (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 27 April 2023 at 01:16 PM by Scott Douglas (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
-

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

Keilor Heights Primary School is located in the North-Western suburb of Keilor East, in the municipality of Moonee Valley, approximately 16km from Melbourne's CBD. It is situated within a quiet residential area on an attractive tree lined site of approximately two hectares. The school has high quality facilities, including a library, multi-purpose inquiry centre, teacher resource room, gymnasium, two full sized and lit netball courts, a canteen and art studios and classrooms. The grounds are attractive and include an outdoor amphitheatre, sensory garden, landscaping and student-produced artworks and sculptures. During 2022, the initial stages of excavating and preparing the foundations for the new oval re-development began, with works due to be completed Term 2, 2023. The new oval will boast a fully synthetic all year round surface, to accommodate all athletics, soccer and football.

The vision of Keilor Heights Primary School (KHPS) is to create a happy, safe and supportive learning environment for all students which will inspire them to challenge and achieve their personal best. We focus on the 'whole child', which includes academic, social and emotional development of every student. Our focus is on developing critical thinkers and lifelong learners. This mantra drives the school improvement agenda. The school motto of 'Aiming for the Stars' guides the daily interaction and ensures that there is a strong partnership between home, school and the local community. For 2022, the school had 373 students, 197 female and 176 male. Fifteen percent of students had English as an additional language and one percent were Aboriginal or Torres Strait Islander. The overall Socio-Economic Profile which is based on Student Family Occupation and Education (SFOE) index was Low-Medium. During 2022, the school continued to focus on building the capacity of Middle Leaders and creating teacher voice and representation from across the school. The School Improvement Team (SIT) consisted of one Principal, one Assistant Principal, one Leading Teacher, one Learning Specialist, three Curriculum PLT Leaders, and the DSSI team, (one Executive Principal and two Leading Teachers). The work of SIT was to increase Data Literacy and use this to drive Curriculum and Student Well-being across the school using a consultative approach. The Learning Specialist and Leading Teacher worked together to build Data Literacy within SIT and across the school, so that PLT and Curriculum PLT teams could use data to inform their planning. Curriculum PLT teams (PLTs) focused on collaboration and developing a shared responsibility for all of the students in their co-hort. The DSSI continued to focus on the development and capacity of Middle Leaders through a coaching and mentoring model.

The three Curriculum PLT teams (Literacy, Numeracy and Well-being) that were introduced in 2021 continued with their work to support the goals and priorities set out in the Strategic Plan and Annual Implementation Plan. Each team has representation from each co-hort to ensure there is a consultative approach. The Literacy Team introduced and implemented 'Sound Waves' across the whole school, which provides a consistent approach to teaching spelling, using a phonetic approach. The Numeracy Team identified that we needed a consistent whole school approach to teaching Maths and engaged with Maths experts, Peter Sullivan and Margarita Breed to provide Professional Learning to all staff and develop and introduce the KHPS Instructional Model. In 2022, a new position of Well-being Leader was created and they were supported by the Principal and Assistant Principal. The Well-being Team incorporated Student Voice to develop and implement our KHPS Rewards System, 'KHoins', while also focusing on and incorporating School Wide Positive Behaviours (SWPB), Respectful Relationships and Cyber Safety into our beginning of the year, 'Start Up'. In addition a small group from the well-being team attended Berry Street Education Model training, and brought back skills and strategies from the training to support learning.

During 2022, there were 18 full time teaching staff, 10 part time teaching staff, 7 Educational Support Staff, 1 Business Manager and 1 Office Support staff operated in three Professional Learning Teams (PLT) to develop and implement high quality teaching and learning for students. There were 20 classrooms made up of four F/1, two Year 2, five Year 3/4 and five Year 5/6 teams. There were four specialist programs: Physical Education, Visual Arts, Performing Arts (6 months respectively) and Italian. There were two part-time tutors and a part-time Wellbeing Leader.

After experiencing a significant amount of Remote and Flexible Learning during 2020 and 2021, it was reassuring and calming for the whole school community to return to onsite learning and be able to hold and engage in all of the usual Open Days/Evening, special celebrations and events that are a common place for schools. Some of the events that occurred were Open Mornings/Afternoons/Evenings, whole school sports carnivals, camps, school excursions, Mothers Day and Fathers Day Stalls and an Open Air End of Year Performance and Community Fair as well as the end of year celebrations as Colour Run, Disco and Graduation. Parents and Friends played an active role in running and supporting many of these events. All events were well attended and helped to rebuild the culture and partnership between home and school. Student Voice continued to be a focus and student leadership roles were expanded as well as new opportunities for students to take on leadership roles, such as introducing 'Play Leaders' and Lunch Clubs. The process of electing four School Captains, four House and Vice Captains incorporated Student Voice by including the previous School Captains as part of the process. School Captains attended the GRIP Leadership Conference for the first time which helped provide them with further Leadership experiences. Other opportunities for students to have an active role in contributing to school initiatives are Student Representative Council (SRC) and Specialist Assessor positions. The iPad, Bring Your Own Device (BYOD) program continued from Years 3-6 and to support the Responsible and Safe use of the internet the school participated in the 'Cyber Safety Project'. This external resource provided age appropriate lessons for teachers to deliver to their students and providing Professional Learning for Teachers and information sessions for parents and students.

Student Well-being continued to be a high priority, with some students finding it challenging to return to onsite learning fulltime. The Well-being Leader and School Chaplain played a significant role in supporting these students as well as DET supports especially around the preliminary lead up to introducing Disability and Inclusion Reforms. Students' academic, social and emotional development needs were supported through our Well-being Support and Inclusion Program. The program enabled our Educational Support Staff to have greater impact for a higher number of students across the school and promoted student independence.

Progress towards strategic goals, student outcomes and student engagement

Learning

Keilor Heights Primary School's 2022 Annual Implementation Plan focused on Goal 2 of the Strategic Plan, 'To improve the learning growth of our students in Literacy and Numeracy'. KHPS delivered on our Key Improvement Strategy (KIS), Building Practice Excellence - 'Develop a whole school approach to teaching and learning of Reading, Writing & Mathematics' and KIS Curriculum Planning and Assessment - 'Deepen and embed teacher capacity through rigorous & multiple forms of assessment and feedback to inform teaching & learning practices'.

The Maths Professional Learning Team followed FISO 2.0 to identify, explore, research best practice and engage in Professional Learning to develop and introduce and implement our whole school Maths Instructional Model. This included incorporating Student Voice through conducting Classroom Surveys and surveying students to include their perceptions about Maths and how it was being taught.

The School Improvement Team reviewed the Whole School Assessment Schedule and researched various assessments to ensure that we had a Whole School Assessment Schedule that would enable teachers to triangulate data and provided useful data sets to inform planning. Essential Assessments and two platforms (Edapt and Compass Pulse) were trialed, with the staff deciding on Compass Pulse, enabling all staff to have access and use the data. The Literacy Professional Learning Team led a whole school Writing Moderation Process as well as reviewing the current Writing Rubric. Soundwaves Spelling program was introduced so that there is a consistent way of teaching and assessing spelling across the school.

Teacher Judgement Data:

- 87.2% of students from Years Foundation to Six achieving at or above the expected standards which is slightly higher than the State average and similar schools

- 85.8% of students from Years Foundation to Six achieving at or above the expected standards which is the same as the State average and similar schools (87.6%)

Naplan Data (percentage of students in the top 3 bands)

- 80.6% (2022 Year 3 Reading), 83.3% (4-year average Year 3 Reading) which are well above the State average and on par 2022 and well above the average for similar schools

- 73.2% (2022 Year 5 Reading), 75% (4-year average Year 5 Reading) which are well above for the State average and similar schools

- 59.0% (2022 Year 3 Numeracy), 68.6% (4-year average Year 3 Numeracy) which are below State and similar school average for 2022, but on par with similar schools for the 4-year average

- 43.9% (2022 Year 5 Numeracy), 55.7% (4-year average Year 5 Numeracy) which are below the State and similar school average for 2022 and on par with similar schools for the 4-year average

The decline in data suggests that Remote and Flexible Learning had a significant negative impact on our students' learning, as well as their Social and Emotional wellbeing. However, a considerable amount of progress was achieved during 2022, so that there was a consistent, whole school approach to teaching Reading, Writing, Spelling and Maths all based on current, evidence-based best practice. Professional Learning Teams fostered strong collaboration and shared responsibility for students across the co-hort and whole school. The work towards building data literacy and having consistent assessment practices should all work as enablers towards improving student outcomes in future years.

Wellbeing

Keilor Heights Primary School continued to demonstrate that Wellbeing was a priority by appointing a Wellbeing Leader whose role was to support the implementation of School Wide Positive Behaviours, (SWPBS), Respectful Relationships and preparing for the new Disability and Inclusion reforms. This also entailed classroom support for teachers and students to create supportive and inclusive classrooms to cater for differentiation. The Wellbeing Leader worked closely with the Principal and Assistant Principal to lead the Wellbeing Team and oversee Educational Support Staff and their role in the Support/Extension and Wellbeing/Inclusion Program. A team of teachers participated in Berry Street training and lead regular Professional Learning for the whole staff. Some of the key aspects and successes from implementing the initial stages of the Berry Street Model was the introduction of Morning scheduling in Brain breaks to support students maintain their focus throughout the day so that they are 'Ready to Learn'.

Some significant initiatives introduced in 2022 to support the Wellbeing and return to Onsite Learning for our students were Lunch Time Clubs, during Terms 2 and 3. These included Year 5/6 Play Leaders facilitating games with students from Years F-2, Lego and Chess Club (including participation in external competitions), STEM and Book Club. School data was used to identify students who could benefit from support with social skills/friendship development, behaviour regulation, building self-esteem/confidence and or developing their leadership capacity. Small groups were then formed and activities were planned incorporating student interests to address these areas. Some of these included Gardening, Cooking, Strategy Games and more. Results from the Wellbeing Supplementary Report indicate that there is still work to be done in some areas, there were two key areas worth celebrating 'percentage of positive endorsement in Attitudes to attendance' was excellent and so was 'percentage of positive endorsement in Simulated Learning'.

Engagement

Attendance remained a priority during 2022 and we observed a direct correlation between Wellbeing and Engagement to the rates of attendance. The Wellbeing Team and initiatives that were introduced were all directed towards improving student engagement and in-turn attendance. There was a significant rise in the average amount of absence days from 14.2 days in 2021 to 23.4 days in 2022. While wellbeing and engagement is one aspect that still work to be done with families around valuing education and the importance of being present at school. We saw an increase in anxiety and stress and strategies and supports were put in place to address this on an individual and whole school level. Keilor Heights Primary School has a diverse range of ethnic and cultural backgrounds which also sees families take holidays to visit families overseas outside of the school holiday periods. With travel being lifted, many families who had not had the opportunity to visit or see family Interstate or Overseas in the previous two years took their children to school to take holidays.

Another strategy to improve engagement was to incorporate and build Student Voice and Agency across the school. Some of the areas that students had more active voice or role in was student led assemblies and lunch activities, incorporating student voice into curriculum areas, through Student Council, student feedback and setting personal learning goals. This will continue to be a priority and future area for development.

Other highlights from the school year

The most significant highlight of 2022 was being onsite for the entire year, which enabled us to host onsite events with the whole school and broader community. All year levels participated in incursions and excursions and our Year 3/4 and 5/6 students attended school camp with the support of parent helpers at the Year 3/4 camp. Individual cohorts shared and celebrated what they had learnt throughout the term by holding Open Mornings/Afternoon Teas. We established a relationship with Essendon Keilor College where our students visited the East Keilor campus and participated in STEM activities which were facilitated by secondary school students and STEM teachers. The intention to continue to build and strengthen this partnership in future years. We revamped the traditional school concert, by holding it outdoors and in conjunction with a community fair. This was highly successful and enabled students to showcase their talent with the broader community.

Financial performance

Keilor Heights Primary School maintained a sound financial position throughout 2022 with a surplus in our high yield account of \$587, 727. One of the reasons for the surplus was the delay to the oval works due to exceptionally wet and unprecedented weather conditions, as a significant amount of funds were allocated towards grounds development on completion of the oval. These funds will be carried forward into the 2023 budget. Some other subprograms had budgets that were not able to be spent due to a delay from suppliers were upgrading IT and laptops throughout the school and buying furniture for classrooms to provide sensory or chillout spaces for our students. Funds from both of these subprograms will also be carried forward into 2023. The school continued to receive funding from the National Chaplaincy Program which enabled the school to enter into an agreement with Koru to provide a School Chaplain. 2022 saw a further decline in enrolment numbers. It will be crucial to carefully manage staffing over the next few years to address the deficit and use creative ways to build on the programs and initiatives that have been introduced. The school will work closely with school council and continuous upgrading and improvements are planned and budgeted for including; facilities, ground works and upgrading of IT.

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 373 students were enrolled at this school in 2022, 197 female and 176 male.

15 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

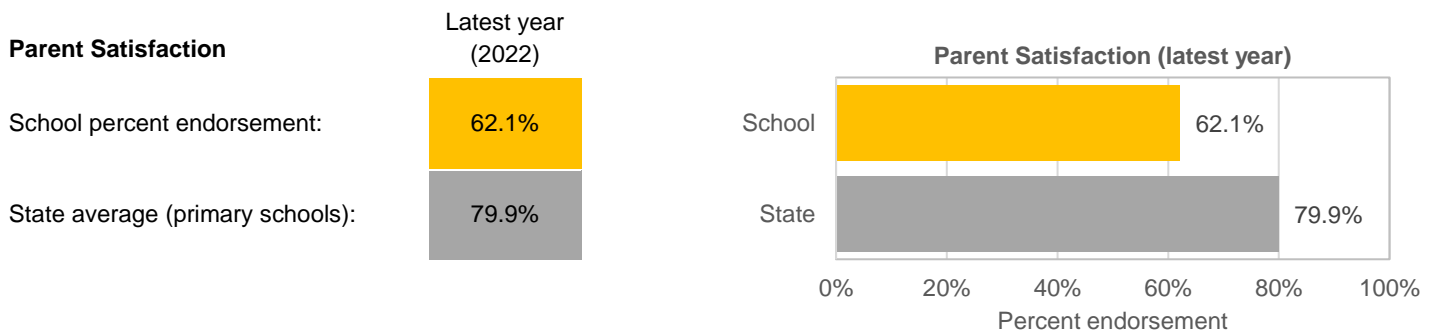
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

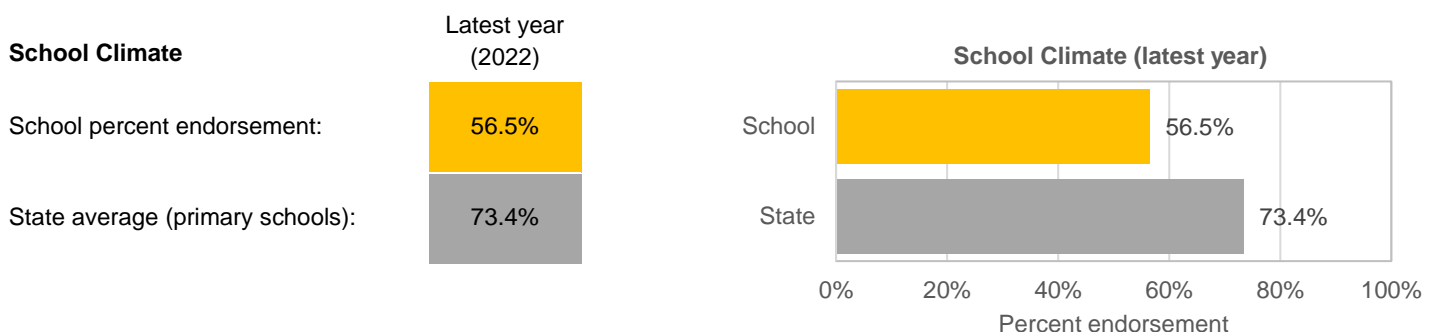


School Staff Survey

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

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

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



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:

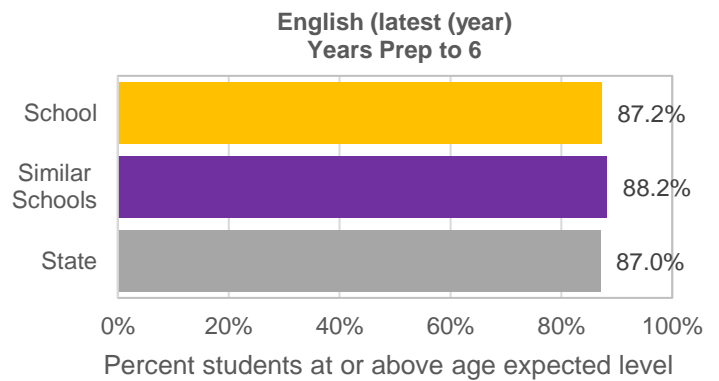
87.2%

Similar Schools average:

88.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

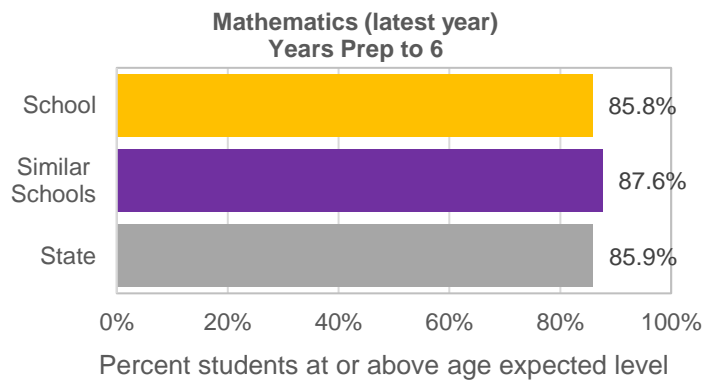
85.8%

Similar Schools average:

87.6%

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.

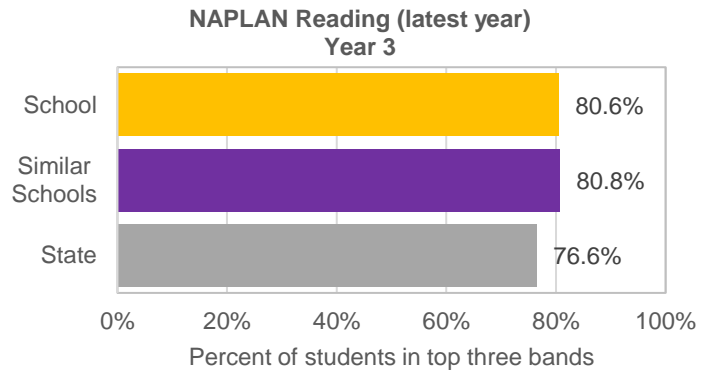
NAPLAN

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.

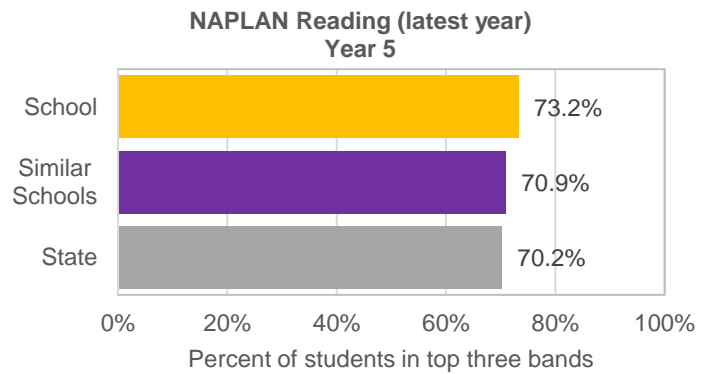
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	83.3%
Similar Schools average:	80.8%	79.7%
State average:	76.6%	76.6%



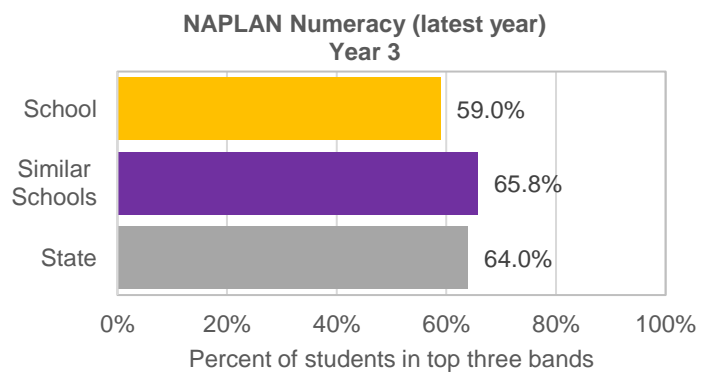
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.2%	75.0%
Similar Schools average:	70.9%	70.9%
State average:	70.2%	69.5%



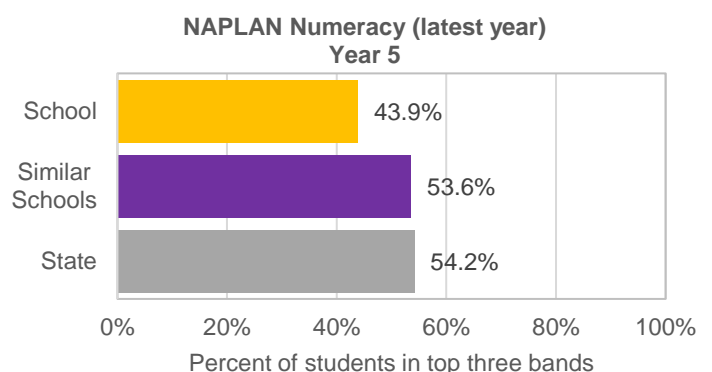
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.0%	68.6%
Similar Schools average:	65.8%	67.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.9%	55.7%
Similar Schools average:	53.6%	58.3%
State average:	54.2%	58.8%



WELLBEING

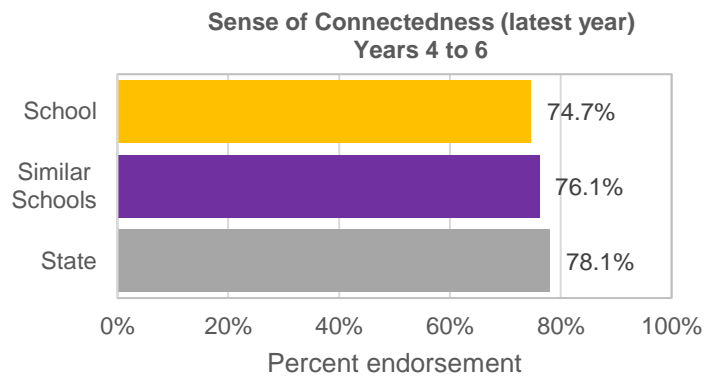
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	74.7%	76.1%
Similar Schools average:	76.1%	78.5%
State average:	78.1%	79.5%

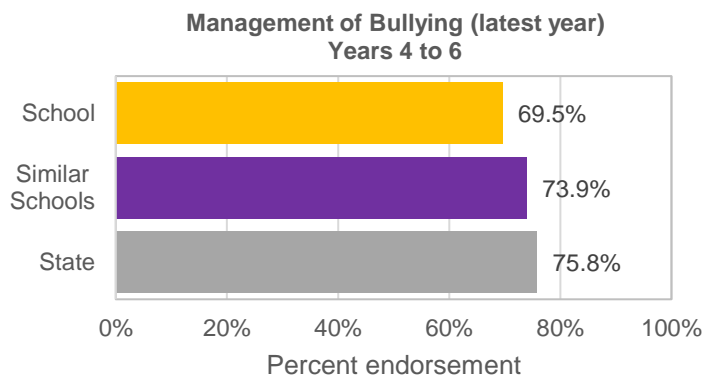


Student Attitudes to School – Management of Bullying

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:	69.5%	74.1%
Similar Schools average:	73.9%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

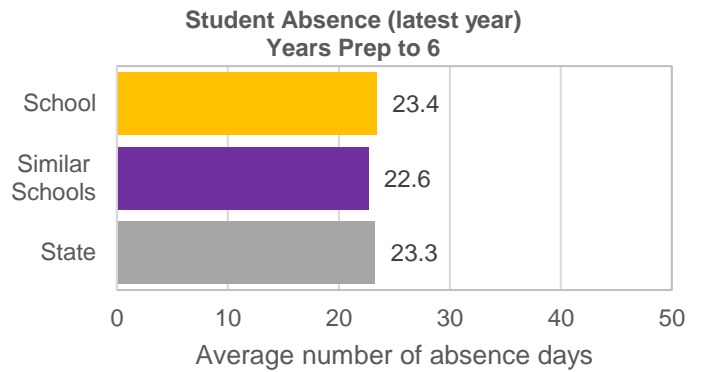
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.4	13.7
Similar Schools average:	22.6	16.4
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):	90%	88%	90%	89%	87%	88%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,454,102
Government Provided DET Grants	\$370,851
Government Grants Commonwealth	\$4,387
Government Grants State	\$0
Revenue Other	\$13,413
Locally Raised Funds	\$229,951
Capital Grants	\$0
Total Operating Revenue	\$4,072,704

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,239
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$56,239

Expenditure	Actual
Student Resource Package ²	\$3,350,853
Adjustments	\$0
Books & Publications	\$629
Camps/Excursions/Activities	\$86,768
Communication Costs	\$3,336
Consumables	\$41,023
Miscellaneous Expense ³	\$18,858
Professional Development	\$9,283
Equipment/Maintenance/Hire	\$38,580
Property Services	\$88,456
Salaries & Allowances ⁴	\$233,219
Support Services	\$47,774
Trading & Fundraising	\$25,980
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$221
Utilities	\$35,225
Total Operating Expenditure	\$3,980,204
Net Operating Surplus/-Deficit	\$92,499
Asset Acquisitions	\$40,805

- (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	\$587,727
Official Account	\$30,565
Other Accounts	\$12,372
Total Funds Available	\$630,664

Financial Commitments	Actual
Operating Reserve	\$92,852
Other Recurrent Expenditure	\$18,893
Provision Accounts	\$0
Funds Received in Advance	\$37,177
School Based Programs	\$62,837
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,937
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,486
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$29,327
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$269,508

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.