

2023 Annual Report to the School Community

School Name: Hillsmeade Primary School (5482)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 April 2024 at 12:52 PM by Linda Buckeridge (Principal)

- This 2023 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 30 April 2024 at 07:42 PM by Michelle Denison (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. Our school vision states that 'at Hillsmeade Primary School, we aim to continually grow and learn together by supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and cultures and becoming global citizens prepared for the needs and expectations of our ever changing society.' All 835 students are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their full potential.

In 2023, staff, students and the community contributed to the establishment of new Hillsmeade values - Kindness, Respect and Resilience. These values underpin all that we do and represent at our school and are collectively owned by all stakeholders. We promote and encourage independence, active participation and leadership within our school and the local community. At Hillsmeade Primary School we have 37% - 309 students that have English as an Additional Language and 1% -9 ATSI (Aboriginal and Torres Strait Islander) students. In 2023, Hillsmeade PS had two funded international students.

Students are provided additional enrichment opportunities including: student leadership, incursions, excursions, cross country, access to special extra-curricular events and inter school sports.

Our Early Learning Centre (ELC) caters for 3 and 4 year old kindergarten children and long day care and has the current independent assessment rating of 'Exceeding'. Our Out of School Hours Care program provides further community support for our families and the school has a joint use agreement with the City of Casey for the use of the neighbouring sports grounds.

Parent participation on School Council, as volunteers and in support of community events is a vital part of school life. The Parent Opinion Survey average percent endorsement for 2023 was 73.5%.

In 2023 the primary school staffing profile included 4 Principal class officers, 3 Leadership staff, 50 Teaching staff and 33 Education Support staff. The ELC and OSHC staffing profile included 1 Centre Director and 23 staff, inclusive of teachers and Education Support.

Hillsmeade Primary School is an outstanding educational facility that offers students a wide range of opportunities where students, staff and the community feel welcome, included and proud of being a part of our school. The overall data trend for the school demonstrates continuous improvement, exemplified by the 2023 Staff Survey results indicating that staff satisfaction is above the state average in 29 out of 31 factors.

- Highest % of Professional Learning factors above the state include
 - Feedback - by 17%
 - School level Support - by 15%
- Highest % of School Climate factors above the state include
 - Parent and Community involvement - by 13%
 - Teacher Collaboration - by 14%
- Highest % of School Leadership factors above the state include
 - Cultural Leadership - by 15%
 - School Leadership flexibility - by 18%
 - Leading Change - by 17%
 - Leadership team visibility - by 21%

And an average of 10% above the state for all factors in staff safety and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2023 Annual Implementation Plan focus for Learning aimed to "Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy".

NAPLAN data demonstrated that Hillsmeade is outperforming *similar schools* and the state average in Year 3 Maths, Year 5 Maths and Year 3 Writing when comparing the percentage of students in the top two proficiency levels of 'Strong' and 'Exceeding'. Additionally, we were on par with the state average in Year 3 Reading and Year 5 Writing.

In English, teacher judgements indicated 80% of students achieved *at or above age expected standards* against the Victorian Curriculum. The introduction of *Little Learners Love Literacy* – a structured synthetic approach to teaching phonics and support

reading development, commenced in 2023 across Prep – 2. Evidence collected is encouraging as we strive to assist students in ‘cracking the code’ to learning how to read and build self-confidence.

In Mathematics, teacher judgements indicated 82% of students achieved *at or above age expected standards* against the Victorian Curriculum. The commitment to improving our approach to teaching mathematics using George Booker’s *Teaching Primary Mathematics* remained a priority. Whole staff professional development and weekly discussions guiding teaching and learning within Professional Learning Teams (PLTs) have contributed to its implementation.

Hillsmeade has a strong culture of Professional Learning Teams, where teachers within different Year Level Teams (and the Specialist Team) worked together during structured sessions to discuss student data and progress, collaborate and strengthen practice. In 2023, all PLT leaders and AP (Curriculum) completed DET’s extensive training titled *PLC initiative – Core Professional Learning Training*.

The Tutor Learning Initiative supported select students across Years 1-6 in receiving additional small group support to build their numeracy skills or literacy/English skills. Some students were provided with support for a short ‘sprint’, focussing on the acquisition of a particular skill, while others had access for an extended time, depending on need. At the other end of the spectrum, identified students were supported to participate in the Victorian High Abilities Program (VHAP) through the DET, while others participated in a project titled *Masterclass*, where schools in our local community worked together to develop collaborative practices for many of our high-ability learners to partake in a real-life change project requiring higher order thinking skills and many challenging discussions. In 2023 School Improvement Teams continued comprised of teaching staff with representation from across the school, who convened 2-3 times a term. These teams drove the priorities linked to our AIP and SSP. In conjunction, Learning Walks are embedded at Hillsmeade. A collaborative approach with all teaching staff that assists in gaining insight and data into whole school priorities and improvement.

In 2023, new specialist subjects, Art and STEM were introduced. These two subjects support the existing subjects of Music, Performing Arts, PE, Mandarin and Digital Technology, which make up the specialist program.

Wellbeing

Hillsmeade Primary School values the partnership between children, staff, parents and the broader community and understands the vital link between these partnerships and the wellbeing of our students. The 2023 Annual Implementation Plan focus for Wellbeing aimed to “Effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable”. In 2023, our full time Youth Connections worker and part time Social worker continued their work across the school in providing targeted support at an individual, small group, class and cohort level. This support included the continuation of our Prep social skills groups focusing on developing skills for positive social interactions and structured play and the Year 5/6 girls groups focusing on building positive relationships, developing communication skills and empowering students.

Our Breakfast Club increased to three times weekly and continued to be increasingly popular with our students across the school, providing a vibrant and positive start to the day for our students and school community. We introduced student helpers into Breakfast Club and continued to increase our teacher attendance to help support teacher and student connectedness. Breakfast Club is a strong contributing factor to the significant increase in sense of connectedness to 83.8% positive endorsement in the 2023 ATOSS data. We also continue to provide families with food parcels & support through our Foodbank link with Breakfast Club. Lunchtime clubs continued to be popular with clubs ranging from Lego, drawing, art, sign language, technology, Just Dance & sports clubs.

In 2023 we introduced three new programs within our wellbeing supports which have also played a significant role in not only increasing ATOSS data results for sense of connectedness, but also in the results for management of bullying. The management of bullying results have demonstrated an increase to 83.1% positive endorsement.

- STAR program (Safety, Teamwork, Adventure & Respect). A hands-on program with select students across the school focusing developing social skills and completing hands on projects
- Peer Support program. Year 6 students trained in supporting younger students in the yard in conflict resolution and social support. A roster of students in different areas throughout each day.
- Pasifika connections. With our local secondary college, Alkira. Developing community connections and cultural awareness.

Towards the end of 2023, we appointed a new Mental Health & Wellbeing leader in line with Department initiatives, this staff member began their training in this space and will have a distinct SEL focus in 2024.

Engagement

Student engagement continued to be a focus for our school in 2023. Student engagement is a key enabler of both student learning and wellbeing, in line with FISO 2.0. Student attendance remained a high priority in 2023, and as a result, we have created a Hillsmeade Operations Team to focus further on Attendance policies and procedures within our school.

Our average the number of student absence days in 2023 was 21.1. This figure is compared to similar schools average which was 22.8 and the state average was 20.5 for 2023. This has been a similar outcome to the 4 year averages compared to similar schools and state data.

Student absences were tracked, documented and followed up with families to ensure connections to school were maintained and also supported transitions back to school after these periods of absence.

Although our average days of attendance were slightly below similar schools and slightly above the state averages, we are confident that the work completed throughout 2023 should assist with improved attendance data leading into 2024.

Throughout 2023 Hillsmeade PS continued with a range of activities and events that supported student engagement, these included:

- * Enhancing assemblies to be more student voice focussed, including more entertainment and celebrations eg Hillsmeade's Got Talent, Hillsmeade Heroes
- * Continued with Hillsmeade Happenings, as an internal only tv show
- * Personalising learning - with teachers focussing on student learning rather than teaching, identifying what students know, what they need to know and how they will get there
- * Enhancing the Student Representative Council member roles to be more charity focussed and arranging whole school events as fundraisers
- * Working with the Student Leadership group to host lunchtime clubs/activities, host assemblies, represent the school and complete leadership based tasks across the school
- * Providing opportunities for Parent Teacher Interviews as either face to face or in an online capacity
- * Participating in the whole school fundraiser - "The Colour Explosion Run"
- * Hosting a variety of community based events including assemblies, open morning/afternoon, Family Fun Night, Footy Day, Easter Hat Parade, Book Week celebrations, Parent Helper information sessions and more
- * Providing a school-wide swimming program
- * Providing camp experiences for Years 2, 4, 6

Financial performance

In 2023 the school continued to run a managed deficit (\$247,869). We were financially sound in 2023 ensuring that we had adequate funds to fully repay the 2022 reconciled deficit of (\$317,932). Every year will see a deficit in our SRP as the school continues to employ our Early Learning Centre (ELC) and some of our Out of School Hours (OSHC) staff through the credit component of the SRP.

Sound financial practices including regular Finance Subcommittee meetings, developing and monitoring budgets and ensuring profit and loss statements for the ELC and OSHC have been utilised. The ELC and OSHC are still fully self-funded.

Leadership for continued improvement was provided through 2 Assistant Principals (Teaching and Learning and Wellbeing / School Culture/PSD) and one Acting Assistant Principal (Instructional Coaching), 1 ELC Director, and 3 Learning Specialists. Additionally, a small special payment (\$3,000 pa) was made to our Professional Learning Team leaders who work as middle leaders, leading their learning teams and monitoring student achievement targets.

Ongoing and regular maintenance, including, painting, grounds work, landscaping and repairs occurred in 2023. In 2023 the school hired a full-time Facilities Manager to perform groundskeeping and light maintenance, allowing us to keep school buildings to a higher standard with lower cost.

The school continued to utilise the school website and fortnightly newsletter to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Hillsmeade.

PSD funding continued to be regularly reviewed and monitored and aligned to the Integration Aide timetable to ensure resources were allocated where required. PSD funding continued to increase due to applications demonstrating eligibility, resulting in our Integration Aide team growing to approximately 18 FTE. In 2023 Equity Funding continued to support staffing of our Intervention program.

For more detailed information regarding our school please visit our website at
<https://www.hillsmeade.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 821 students were enrolled at this school in 2023, 387 female and 434 male.

37 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).

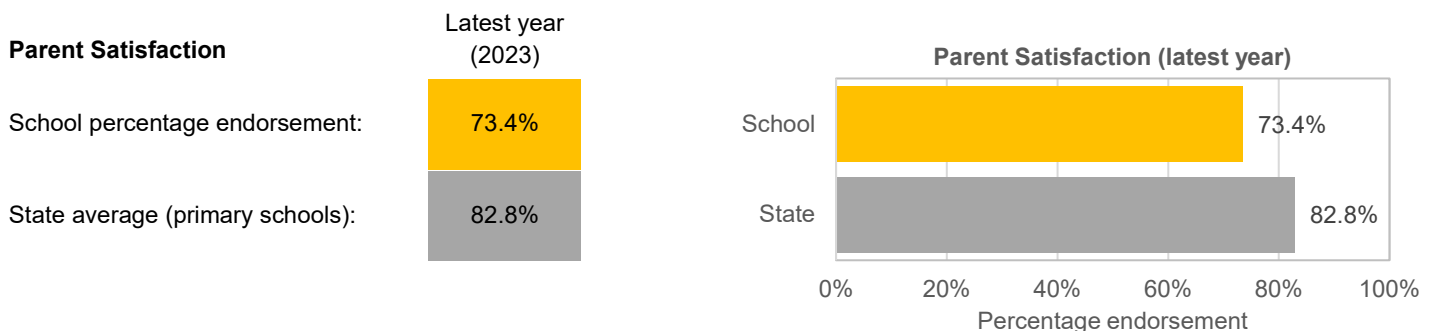
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

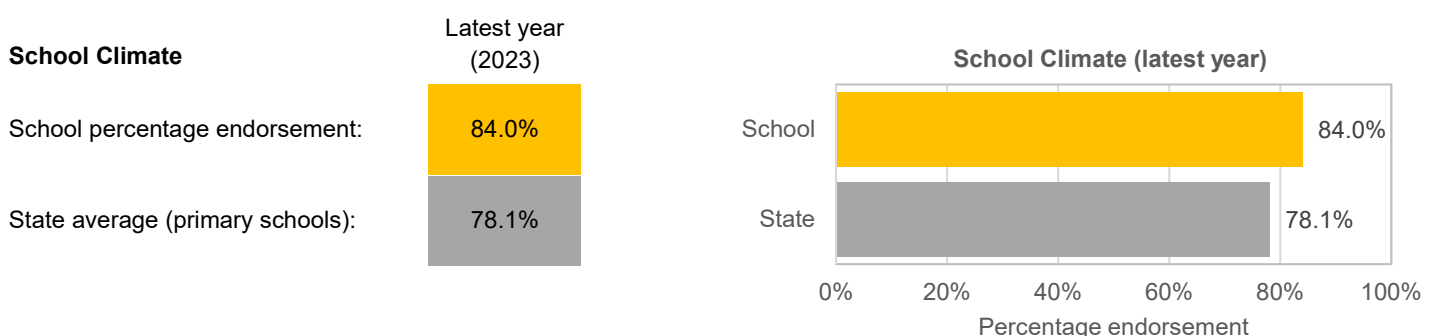


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

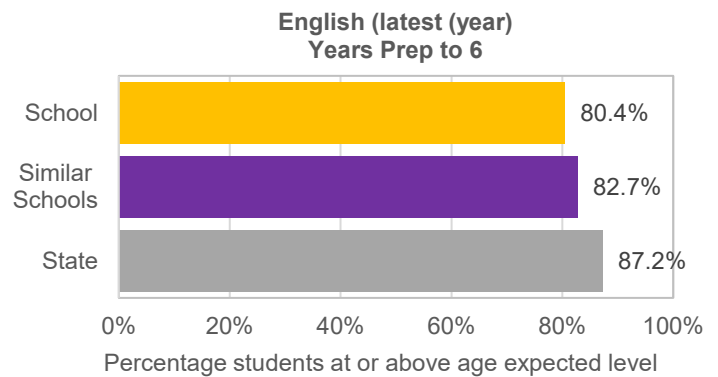
80.4%

Similar Schools average:

82.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

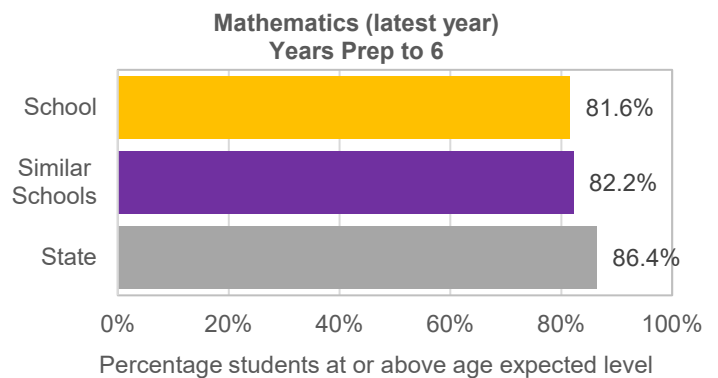
81.6%

Similar Schools average:

82.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

69.2%

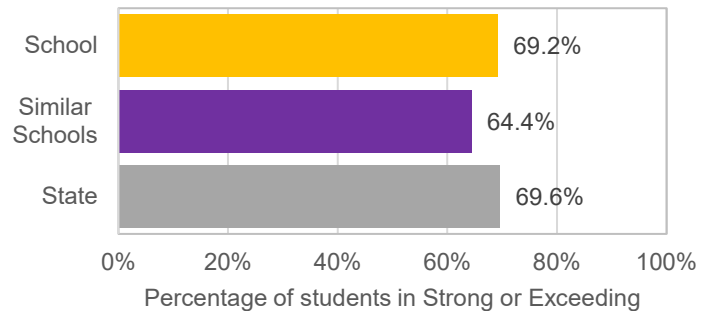
Similar Schools average:

64.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

70.4%

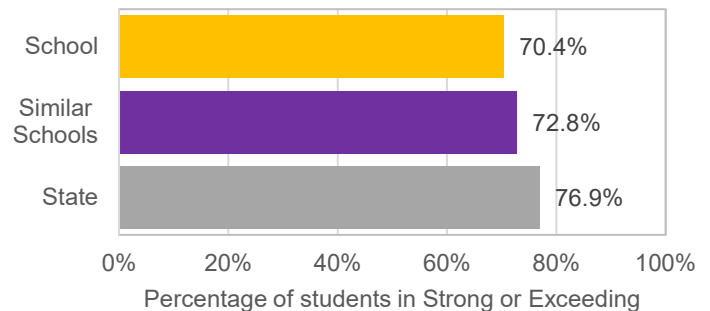
Similar Schools average:

72.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

71.8%

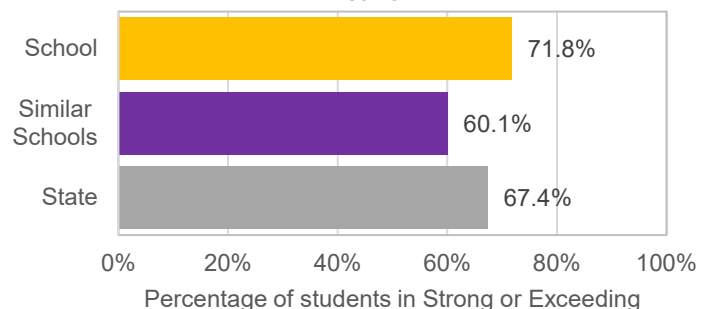
Similar Schools average:

60.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

68.8%

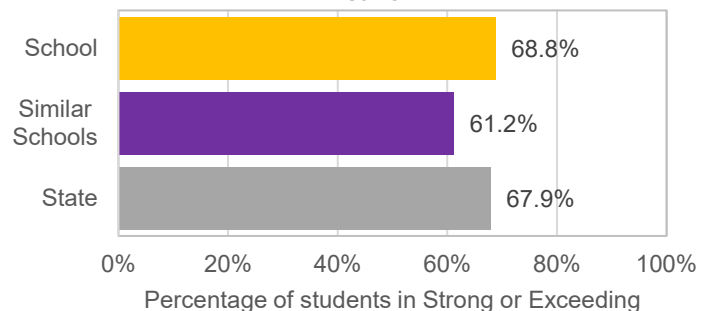
Similar Schools average:

61.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

76.9%

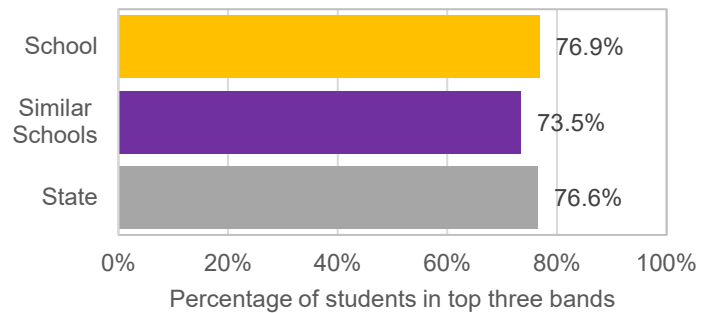
Similar Schools average:

73.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

64.2%

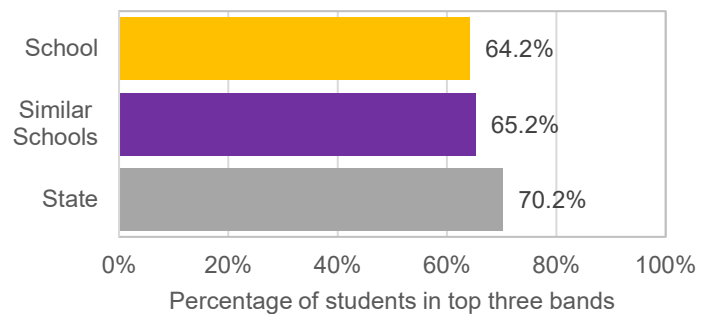
Similar Schools average:

65.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

60.6%

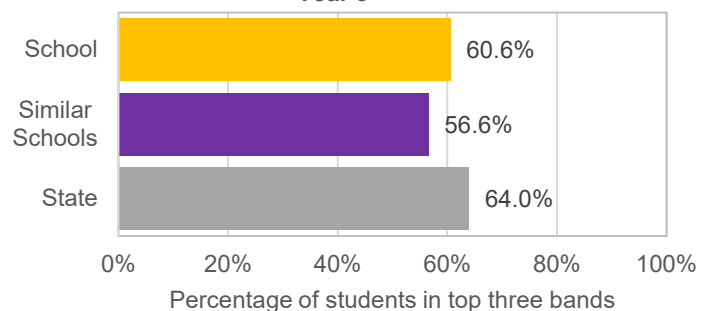
Similar Schools average:

56.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

47.2%

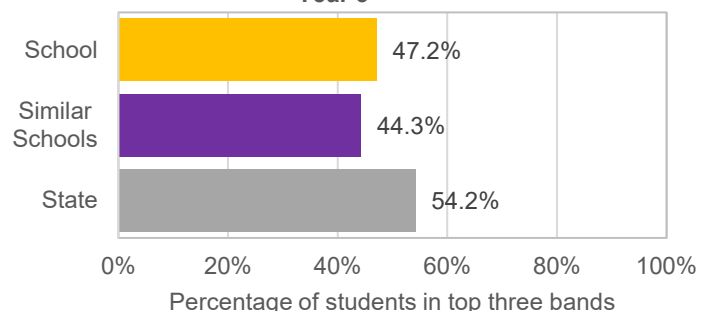
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

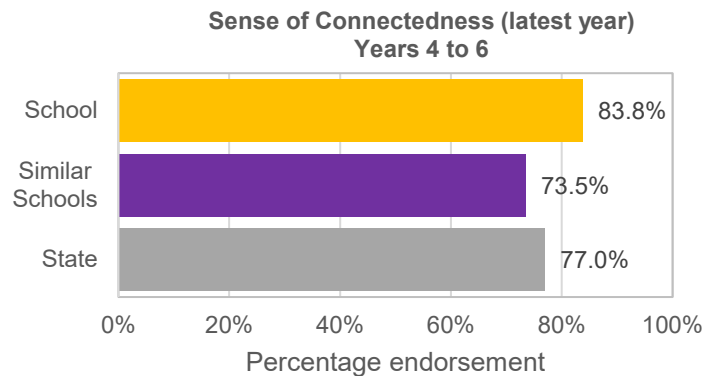
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	83.8%	80.8%
Similar Schools average:	73.5%	76.3%
State average:	77.0%	78.5%

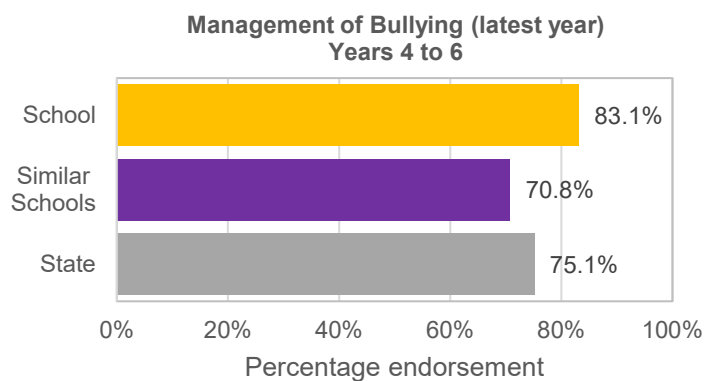


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	83.1%	81.7%
Similar Schools average:	70.8%	74.1%
State average:	75.1%	76.9%



ENGAGEMENT

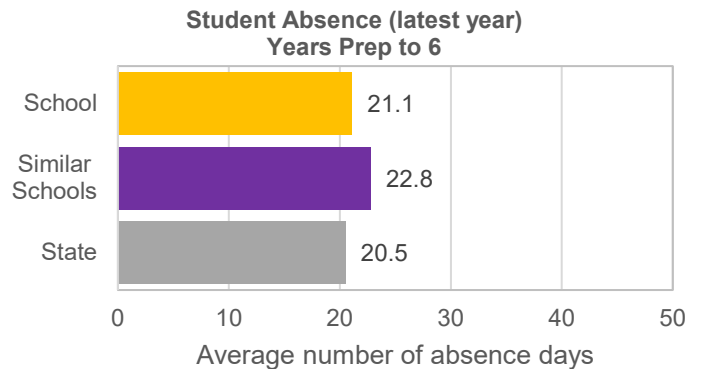
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.1	19.6
Similar Schools average:	22.8	20.0
State average:	20.5	18.1



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 (2023):	88%	88%	89%	88%	91%	90%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$8,664,181
Government Provided DET Grants	\$1,213,319
Government Grants Commonwealth	\$578,875
Government Grants State	\$67,386
Revenue Other	\$56,440
Locally Raised Funds	\$517,607
Capital Grants	\$0
Total Operating Revenue	\$11,097,807

Equity ¹	Actual
Equity (Social Disadvantage)	\$312,134
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$312,134

Expenditure	Actual
Student Resource Package ²	\$8,873,355
Adjustments	\$0
Books & Publications	\$3,512
Camps/Excursions/Activities	\$119,596
Communication Costs	\$12,057
Consumables	\$224,852
Miscellaneous Expense ³	\$40,999
Professional Development	\$34,337
Equipment/Maintenance/Hire	\$227,877
Property Services	\$228,326
Salaries & Allowances ⁴	\$1,056,962
Support Services	\$277,734
Trading & Fundraising	\$70,807
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$76,267
Total Operating Expenditure	\$11,246,679
Net Operating Surplus/-Deficit	(\$148,871)
Asset Acquisitions	\$63,855

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$267,299
Official Account	\$244,855
Other Accounts	\$0
Total Funds Available	\$512,153

Financial Commitments	Actual
Operating Reserve	\$372,919
Other Recurrent Expenditure	\$0
Provision Accounts	\$6,386
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$257,067
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$185,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$901,372

All funds received from the Department of Education, 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.