

2022 Annual Report to the School Community

School Name: Frankston Heights Primary School (4815)



- 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 19 March 2023 at 04:44 PM by Cheryl Clark (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 04 May 2023 at 01:59 PM by Rob Colcott (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

Frankston Heights Primary School is located in Heatherhill Rd Frankston. In 2022 the student population was 488, with 210 female and 278 male students. The Student Family Occupation and Education SFOE band is low-medium. Frankston Heights prides itself on being a caring school community and as such, values and promotes community participation through classroom helpers, working bees, excursions and camps. A team of experienced staff is actively supported by School Council. A very supportive parent group known as 'Friends of Heights', take an active role in the co curricular life of the school. The school's purpose is to have high expectations of ourselves and others in a socially responsible manner.

At Frankston Heights we value -

1. Honesty, Integrity and Innovation
2. Tolerance and Respect for others
3. A safe and friendly caring environment
4. Community involvement
5. A desire to learn and be successful
6. Acceptance and appreciation of diversity within our community.

The school's mission is to provide an environment that is reflective of its core values: Respect, Responsibility and Resilience. The central concern of the school is the child and the basis of all dealings with each child is that he/she will receive respect, care and concern at all times. All children are valued and given the opportunity to participate in achieving their potential through a stimulating and challenging curriculum. At Frankston Heights Primary School students are learning for life through innovative, vibrant learning experiences. Whole school improvement is driven by evidence based research. The schools commitment to a collaborative, rigorous and reflective learning culture is supported by the Professional Learning Community (PLC) inquiry model, which directly focuses on improved learning outcomes for all students. Teaching teams work collaboratively to deliver comprehensive, engaging learning programs.

The school adopts a student centred, personalised approach to learning in a safe, secure and supportive environment. Students feel valued and are given guidance, choice, ownership and the tools to explore learning. The educational program offered by Frankston Heights Primary School is highly regarded within the community. Emphasis is placed on Literacy and Numeracy, with P-6 'Units of Inquiry' incorporating a number of curriculum areas.

The school prides itself on the breadth and depth of curriculum with specialist staff providing high quality programs in Performing Arts, Visual Arts, Physical Education, Italian and Science. Opportunities are planned for students to expand upon their interests and further extend their learning through Italian day, choirs, and performing arts experiences, such as school productions, including music lessons in piano, guitar, drums and vocals.

Similarly, children are extended in digital and design technologies through beebots, robotics, drones and coding programs. Students are encouraged to design, create, evaluate and share personal coding projects and present these at the Northern Peninsula Network student conference.

Students have a large spacious playground, with three separately defined areas for play equipment comprising of monkey bars, slides, swing bridge, tower, a full sized football oval, an outdoor basketball court, an internal 3/4 size basketball court in our school hall, a fully equipped gymnasium and synthiturf area. Our school promotes healthy active individuals with Nude Food each week and offers a funded 'active after school program' each term. School buildings comprise of a dedicated Art Room, Performing ARTS room located on the stage section of the hall, large Library in the admin building, and dedicated teaching spaces. The PE program enjoys spacious outdoor facilities and a large hall to run a full program through the Winter months and inclement weather.

Enrichment Programs such as swimming for Prep to Year 6, camps for years three to six, excursions and incursions, interest based lunch time programs, student voice team and the Victorian High Ability program complement curriculum areas across the school.

Frankston Heights Primary School is a Lead "Respectful Relationships" school and encourages the development of positive interpersonal relationships throughout the school community. Since 2019 Frankston Heights has worked in partnership with "Real Schools" to develop a Restorative School Community, promoting strong positive relationships.

Progress towards strategic goals, student outcomes and student engagement

Learning

Frankston Heights Primary School strives to provide a rich, inclusive, student centred learning environment to support the holistic development of all students.

The school's commitment to a collaborative, rigorous and reflective learning culture was driven by evidence-based research. Targeted professional learning addressed staff curriculum content knowledge, explicit instruction, assessment, differentiation and collaborative practice. Pedagogical practices incorporating high impact teaching strategies were developed to continuously improve student outcomes and progress learning.

The whole school improvement agenda focused on elevating student literacy and numeracy outcomes. Literacy data was used to inform student progress and point of need teaching. The CAFÉ instructional model guides reading pedagogical practice. Reading and writing were intrinsically linked, with reading texts, exemplars and worked examples used to explicitly teach writing concepts. Instruction focused on both the authorial and secretarial elements of writing. Vocabulary was explicitly taught to support students' verbal and written communication.

Teacher capacity in the teaching of number was further developed through the Professional Learning Community (PLC) inquiry model. Proficiency in problem solving remained a priority. Challenging tasks with enabling and extension prompts were used to support differentiation. Teachers scaffolded learning as required. Collaborative learning and number talks provided opportunities for students to engage in experiences where they learnt with and from each other.

The Tutor Learning Initiative (TLI) program continued to support students requiring learning catch up in literacy and numeracy. Identified students participated in targeted, small group literacy and/or numeracy sessions each week. Digital and design technologies were integrated across curriculum areas to promote and enhance learning. A wide range of technologies facilitated the development of interactive, collaborative, personalised and engaging learning experiences for students. All students had access to notebook computers and iPads.

The 2022 Victorian curriculum English achievement data indicated the percentage of students working at or above age expected standards was above similar schools and the state. NAPLAN Reading results indicated the percentage of students in year three and year five in the top three bands was considerably above both similar schools and the state.

The 2022 Victorian curriculum Mathematics achievement data indicated the percentage of students working at or above the expected standards was on par with similar schools and the state. The percentage of year three and year 5 students in the top three bands in NAPLAN Numeracy was well above similar schools and state averages.

In 2023 the school will continue to embed a consistent whole-school pedagogical approach in Reading, Writing and Numeracy that is underpinned by evidence-based research and a collaborative learning culture. School improvement inquiry cycles will be undertaken by teaching teams in Number. Student data will drive rigorous curriculum planning. Instructional practices focusing on formative assessment and the development of learner agency will be addressed through professional learning and curriculum planning. Students will be empowered to monitor, evaluate and articulate their learning progress and co-design future learning goals with their teacher. Lesson plenaries will provide opportunities for student feedback and reflection.

Wellbeing

The school has a dedicated child safety officer to support student wellbeing and safety.

The school adopts a responsive tiered approach to support student learning, wellbeing and inclusion. This includes systems for identifying and responding to the learning and wellbeing needs of individuals and cohorts. Through a multi-tiered framework students' learning needs are addressed. The Tutor Learning Initiative (TLI) supports students in literacy and numeracy who are below the expected level. Victorian High Ability Program provides opportunity for extension of learning for students in the middle years.

An assistant principal, responsible for intervention and inclusion, and a learning specialist, responsible for student engagement, strongly support teachers and families to effectively implement levels of adjustments to address student needs. Allied health service providers and DET SSSO work in partnership with the school to provide responsive support to students.

Student support group meetings are timetabled with all key stakeholders to review education plans to ensure learning and wellbeing goals are realistic and achievable. Staff professional development has been scheduled each year to address areas such as child safety, restraint and seclusion, CUST, behaviour management and individual learning plans. All integration aides have completed the suite of online DET eLearning wellbeing modules.

The school has a well-documented behaviour framework based around the DET 'School Wide Positive Behaviours' approach. This ensures a consistent approach to student management, engagement and wellbeing. The school values of respect, responsibility and resilience documented in school policies and stages of behaviour are embedded in our school culture.

Engagement

The school has worked with a consultant over a number of years to establish a whole school approach to restorative practices and student engagement. Professional development opportunities have led to consistent teaching practices to build relationships and a positive school culture. Our school has been a lead school in Respectful Relationships since the program commenced in 2017. Ongoing work with the Department of Education and partner schools has supported improved teacher-student relationships, emotional literacies and student voice. Frankston Heights has a student leadership program and student voice team with Prep to Year 6 representation. Students participate in regular student meetings to collate and analyse student feedback, contribute to decision making and engage in community activities. The Rotary program is offered to Year 6 students.

Inquiry units are planned using the school developed inquiry model called 'The STEAM Inquiry Process Planning' tool which incorporates the following phases over the unit of work - socialise, challenge, investigate, ideate/plan, produce, evaluate and reflect. Teachers are cognisant of activating student voice and agency through the inquiry unit to highly engage students in their learning. This includes the co-construction of success criteria, assessment rubrics and student choice in how they present their learning. Student leaders are provided with opportunities to develop their communication, collaboration and decision-making skills in different forums, including student led assemblies, school tours for prospective families, promotion and management of school fundraising events. Student feedback (P-6) also informed our daily lunchtime clubs. The employment of a learning specialist was identified to strengthen strong relationships within our school community e.g., teacher to student, student to teacher, student to student, teacher to parent. The learning specialist role encompassed a coaching component dedicated to building a high level of student engagement and positive relationships within the school. Learning platforms including Seesaw, Google classroom and sentral provide opportunities for parents to engage in their child's learning journey.

A structured attendance process for monitoring and following up on student absenteeism has been rigorously implemented to support student attendance across the school. Leaders and teachers monitor attendance and partner with families and carers to implement targeted interventions using a tiered model of support. Our school was identified by DET as performing well in the area of improving student attendance, in comparison to other schools. However, our student attendance is still an area of concern that we will prioritise and consistently address through a targeted and strategic whole school approach.

Other highlights from the school year

Further highlights include the area of Digital and design technologies, which are integrated across curriculum areas to promote and enhance learning. A wide range of technologies, including: bee bots, robotics, drones, coding and littleBits facilitate the development of interactive, collaborative, personalised and engaging learning experiences for students. All students have access to notebook computers and iPads, which are distributed across the school.

Teacher skills and capabilities have been developed through professional learning and coaching delivered by the school's STEAM learning specialist. Teachers use the SAMR framework to maximise digital technology experiences and empower student learning. Students engage in enhancing and transformative digital technologies learning to design, create, inquire and communicate. The Northern Peninsula Digi Tech Conference at Carrum Primary is a scheduled event on the school calendar. Unfortunately, this was cancelled in 2022. However, it will continue to be an avenue for FHPS to remain a showcase school, where students deliver keynote addresses to demonstrate learning and conduct student-led workshops to teach other students about coding, robotics and digital technologies.

Safe and responsible use of digital technologies is consistently reinforced in everyday practice and through eSmart Week, Safer Internet Day and National Day of Action against Bullying and Violence.

Another area of highlight for the school, is in the area of school community engagement. A myriad of strategies aim to build strong community partnerships and connections for the benefit of all key stake holders; students, staff and parents. Examples include our K-P Transition program. Surveys completed each year by the Prep Parent cohort, highlight one of the main reasons prospective families choose our school is due to the 'community feel' they gain via school tours and the transition program.

Our school has built a strong community connection through our social media and communication platforms, that inform and update our families everyday. Parent queries are quickly addressed to support strong communication between home and school. In 2022, our school participated in its 14th year of the Annual School Tree Planting at our local Wallace Reserve with Local State MPs, Frankston Councillors, FHPS school Council Community Members, staff, students and parents attending. In 2020, FHPS was awarded and presented with the Frankston Community Award as a result of our involvement in the Tree Planting Project over so many years.

Our School Council Community Partnerships committee promotes School Community Engagement through strategic partnerships of mutual benefit to the school and organisations. These provide opportunities for our students to participate in The Junior Rotary Community Award at Yr 6, Kinder Connections Program at Prep, Tennis sponsorship of student lessons at Yr 56, Planting Trees at Wallace Reserve for Yr P-4, and community projects involving charities which are driven by our Student Voice Team representatives. Every month at School Council, our community projects and events under this subcommittee are reported on.

An active Parent Committee, called "Friends of Heights", facilitates Fundraising and Social events for the school community to enjoy. Our biannual School Fair, alternating with our school production, Trivia Night, Easter and Christmas Raffles, are some of the highlights for our School Community Calendar. Data for the 'Parent Community Engagement Module', has remained consistently strong over a number of years and this was further reinforced by our 2022 Parent school survey results.

Financial performance

Frankston Heights has excellent budgetary procedures overseen by the Business Manager, Principal and the School Council Finance Committee. The school ensures that all of its funds are carefully managed and invested to ensure maximum interest for all school finances. The school ran at a surplus due to diligent budget management, with fundraising efforts accumulating from previous years due to the impact of COVID. However, as our fundraising activities resumed for 2022, the school achieved an outstanding result for the year, with strong revenue being provided through the fun run and in particular, the major fundraising event for the year, the school fair. This combined revenue will enable an upgrade to the students playground area, including landscaping of pathways with seating.

The school is compliant with all DET financial policies and procedures and follows all auditory guidelines. In 2022, the business manager worked with DET personnel and the Principal to develop the school's annual budget for School Council endorsement. The budget ensured revenue and expenditure was accounted for, with the budget being balanced. The school has excellent financial management with DET procedures followed without exception. The extensive financial transactions, including revenue and expenditure, highlight sound practices compliant with DET financial guidelines. The school is to be congratulated on its excellent financial management again for the 2022 school year.

For more detailed information regarding our school please visit our website at
<https://www.frankstonhts-ps.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 488 students were enrolled at this school in 2022, 210 female and 278 male.

6 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).

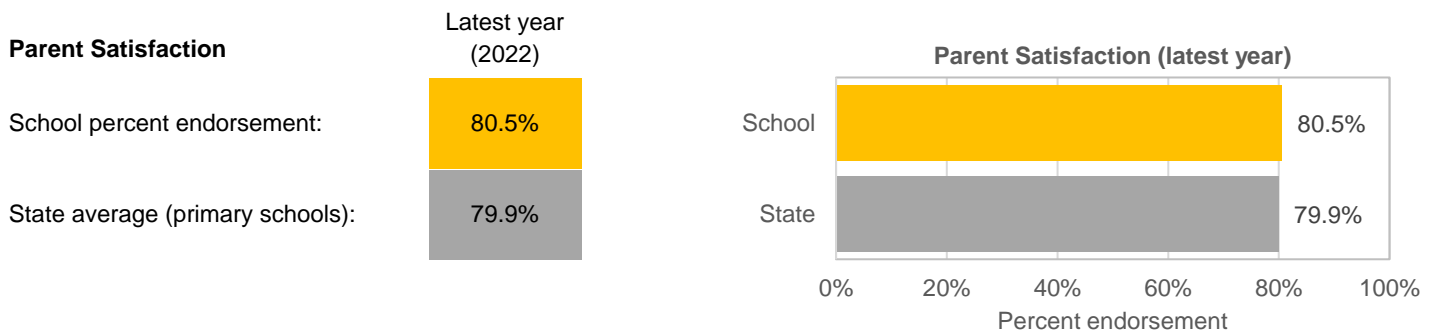
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

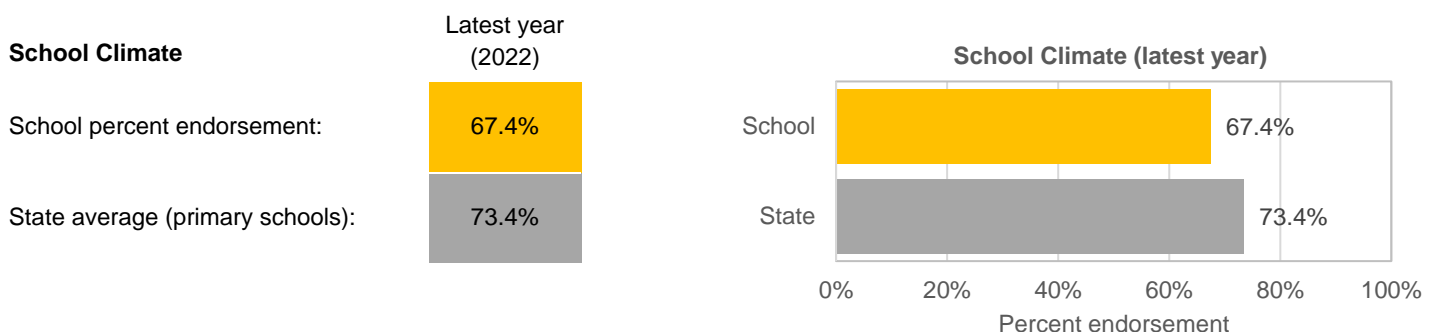


School Staff Survey

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:

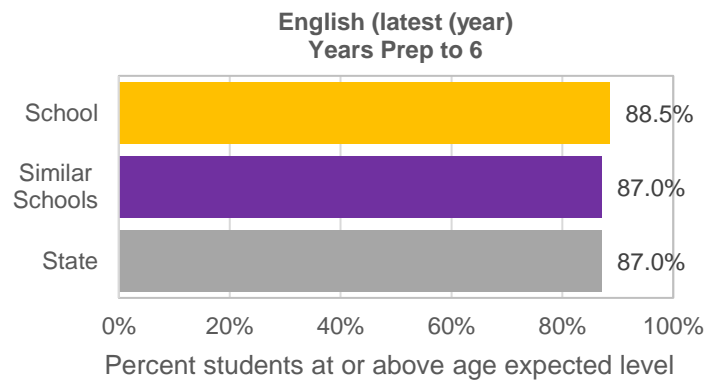
88.5%

Similar Schools average:

87.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

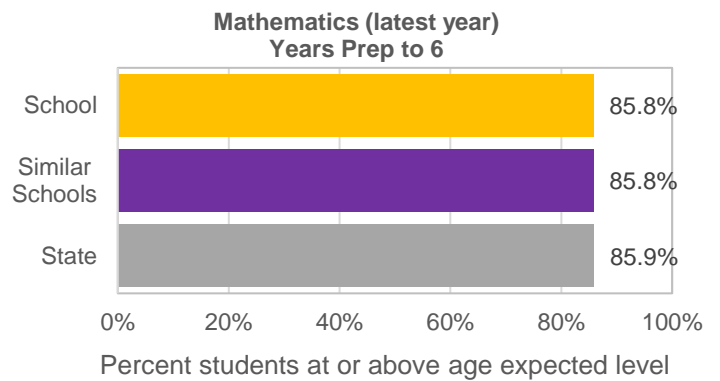
85.8%

Similar Schools average:

85.8%

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.

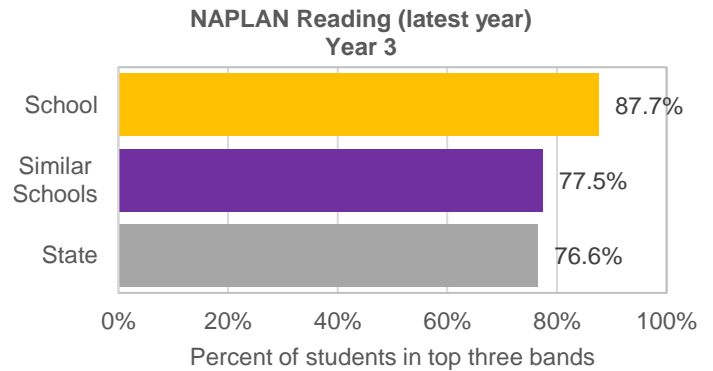
NAPLAN

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.

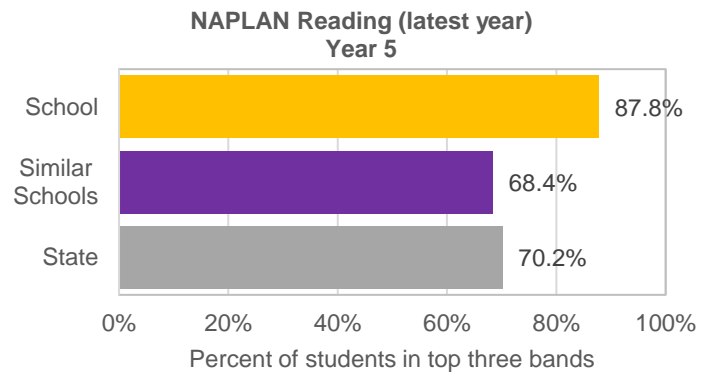
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.7%	81.3%
Similar Schools average:	77.5%	77.0%
State average:	76.6%	76.6%



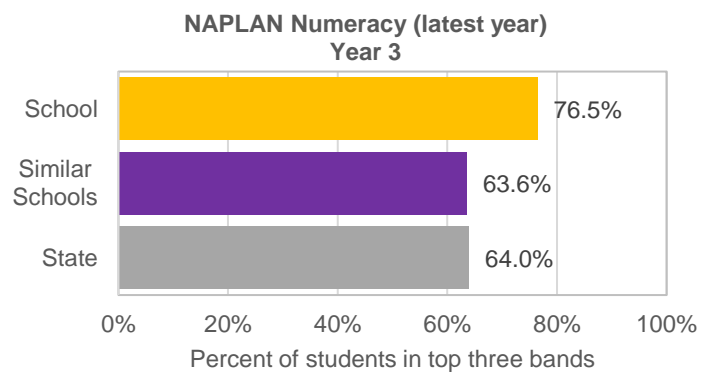
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.8%	72.6%
Similar Schools average:	68.4%	69.0%
State average:	70.2%	69.5%



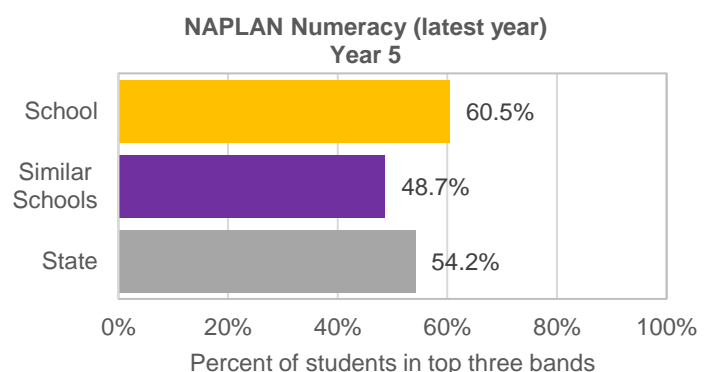
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.5%	67.8%
Similar Schools average:	63.6%	66.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.5%	61.9%
Similar Schools average:	48.7%	54.3%
State average:	54.2%	58.8%



WELLBEING

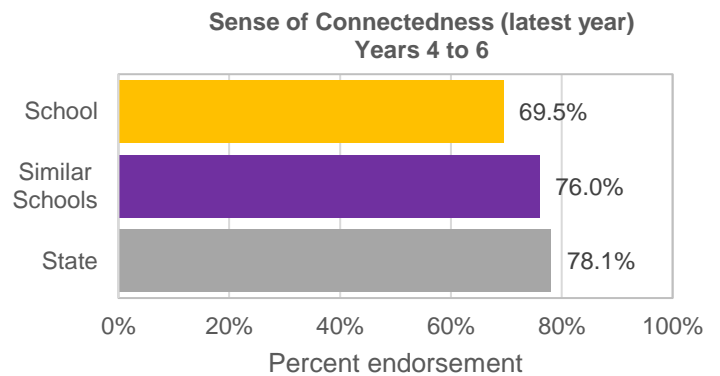
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	69.5%	77.2%
Similar Schools average:	76.0%	78.2%
State average:	78.1%	79.5%

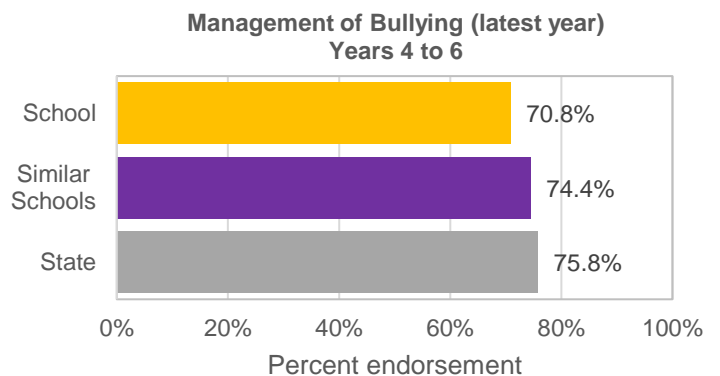


Student Attitudes to School – Management of Bullying

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:	70.8%	76.9%
Similar Schools average:	74.4%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

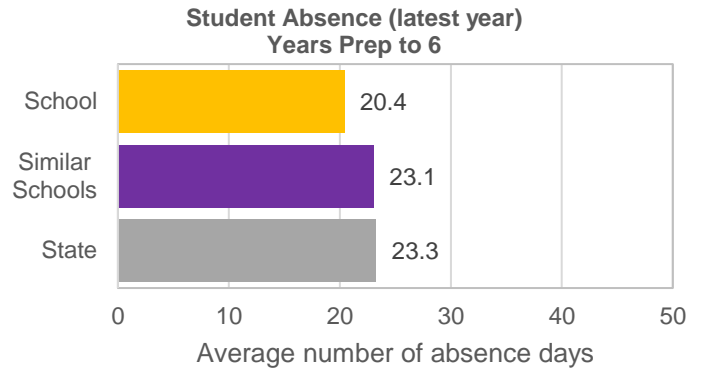
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.4	18.1
Similar Schools average:	23.1	16.9
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):	90%	91%	90%	91%	91%	87%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,992,741
Government Provided DET Grants	\$640,667
Government Grants Commonwealth	\$16,657
Government Grants State	\$0
Revenue Other	\$21,579
Locally Raised Funds	\$543,794
Capital Grants	\$0
Total Operating Revenue	\$6,215,437

Equity ¹	Actual
Equity (Social Disadvantage)	\$95,681
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$95,681

Expenditure	Actual
Student Resource Package ²	\$4,050,827
Adjustments	\$3,033
Books & Publications	\$9,986
Camps/Excursions/Activities	\$155,071
Communication Costs	\$3,368
Consumables	\$119,538
Miscellaneous Expense ³	\$32,145
Professional Development	\$14,406
Equipment/Maintenance/Hire	\$141,504
Property Services	\$70,486
Salaries & Allowances ⁴	\$117,364
Support Services	\$101,741
Trading & Fundraising	\$35,702
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$0
Utilities	\$34,978
Total Operating Expenditure	\$4,890,214
Net Operating Surplus/-Deficit	\$1,325,223
Asset Acquisitions	\$35,627

- (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	\$1,043,522
Official Account	\$206,479
Other Accounts	\$31,087
Total Funds Available	\$1,281,088

Financial Commitments	Actual
Operating Reserve	\$130,873
Other Recurrent Expenditure	\$5,061
Provision Accounts	\$7,000
Funds Received in Advance	\$79,615
School Based Programs	\$181,725
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$380,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$786,274

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.