

# 2022 Annual Report to the School Community

School Name: Melton Primary School (0430)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 April 2023 at 03:45 PM by Vanessa Harrison (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 09:08 AM by Cameron Willey (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### **School Profile**

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

#### **Learning**

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

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Geographically located in the western suburbs of Melbourne as a part of the Melton Shire, Melton Primary School has a long stranding tradition of education on its present site since 1870. With a heritage overlay Melton State School No.430, Unitt Street, Melton, is significant as a moderately intact example of nineteenth century State School buildings. The original bluestone building at the far end of the school complex is a rare example of one of only seven Victorian Primitive Gothic styled bluestone Common School buildings in Victoria. DET records indicate that the school originally opened on 17th May, 1858 on the site that is now the Melton Girl Guides location on the other side of Little Blind Creek.

Fast forward to 2022 and the school is still a significant provider of outstanding education to the fast growing population of Melton Shire. In 2022, 556 students were enrolled at the school, 265 female and 291 male. 18% of students had English as an additional language and 5% were Aboriginal or Torres Strait Islander. The student demographic make up is 68% Australian, 6% Samoan, 3% Indian, 3% New Zealand, 2% Vietnam, 2% Pakistan, 1% Myanmar, 1% United Kingdom and 1% Sudan. 0.37% have refugee status and 6.48% of students are funded under the program for students with disability and impairment.

Melton Primary School's current vision is that it strives for our students to become active and independent learners by:

- Encouraging students to become lifelong learners who value themselves, others and learning.
- Promoting a social responsibility, resilience, perseverance and independence.
- Providing a nurturing and challenging environment that promotes an enthusiasm for learning and prepares individuals to become reflective and valued members of society.

In order to deliver this core purpose our school will:

- Demonstrate exemplary teaching and learning with innovative practices
- Build strong partnerships between school, home and the wider community
- Respect and embrace the diversity within our community
- Recognise and celebrate effort and achievement
- Promote a safe and caring environment.

Our school values are our School Agreed Behaviours and all that they encompass which are:

- We are active learners
- We respect others
- We are safe
- We are supportive

Over the last 5 years, there has been a slight enrolment decline each year, in particular in 2021 and 2022 when the school boundaries were adjusted to reduce the catchment area due to two new Government Schools opening. Within the local community, Melton Primary School has a positive reputation and each year a number of appeals occur with the region for families wishing to enter the school who live outside the school boundary. The school SFOE index rating is within the high SFOE band ranking. The 2022 staffing profile consisted of full time equivalent 36.6 Teachers and 18.7 Education Support Staff.

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

### Learning

Melton Primary continually reviews the school curriculum approaches and teaching practices in order to enhance student outcomes, school performance and assessment towards the goals and targets of the Annual Implementation Plan and School Strategic Plan. 2022 was the first full year of face to face teaching and learning after two years of yo yo schooling in and out of remote learning and face to face learning. When returning onsite the focus was not initially on curriculum, but only on engagement and wellbeing.

Once staff and students had settled into the new routine of face to face learning and their confidence was slowly growing, the focus was then on building stamina. Step by step, ever so slowly the need to build attainment and stamina was increased. The school utilised the teaching and learning instructional model to shift students and staff back into the effective mode of teaching and learning. This model provided structure, repetition and a cadence for learning. Things became predictable and routine, building familiarity and slowly confidence. At the end of the 2022 school year, staff provided feedback on the school instructional model and minor adjustments were made for 2023.

In 2017 we commenced our sharp and narrow focus on implementing evidence based reading practices that are a blended phonics and whole reading/language experience that met the needs of our community. Extensive work was completed in enhancing reading

resources, increasing staff knowledge and implementing effective reading practices. Embedding and enhancing these practices takes time with improvement showing over the first few years, which unfortunately was interrupted by the switch to remote learning in 2020. In 2022 we refocused on building teaching practices in these areas as well as enhancing student stamina with the first full year of return to face to face teaching. We also reviewed our progress and identified opportunities for up leveling and enhancement. Significant time was spent reviewing the school scope and sequence of teaching phonics across Foundation to Grade 2. Members of the leadership team, in consultation with staff, developed a weekly program outlining the sequence of learning from Foundation to Grade 2 that encompasses letter identification and sounds, letter blends, digraphs, phonological and phonemic awareness, decoding, concepts about print, word meaning and structure and comprehension. This will be full implemented in 2023.

Our 2022 Naplan Reading results show the school percent of Grade 3 students in top three bands is 55% which is slightly below our 4 year average and below state and similar schools averages for 2022. However, our school percent of Grade 5 students in top three bands is 64.9% which is above our 4 year average and above the similar schools and slightly below the state averages for 2022. Teacher Judgement of student achievement, showing percentage of students working at or above age expected standards in English P-6 in 2022 is 78.4% which is on par with similar schools average and slightly below state average. In Literacy staff have continued to utilise the Fountas and Pinnell Continuum for planning and assessment. Support and extension programs such as Mini Lit and Levelled Literacy Intervention (LLI) have been provided to provide literacy learning catch up and extension.

In 2019 we commenced our sharp and narrow focus on investigating and implementing numeracy practices with the support of consultant Michael Ymer. With enthusiasm and developing confidence in teaching mathematics, we were off to a good start, however the interruption of Covid saw this slow rapidly. Where we could, we continued to work with Michael Ymer in 2020 & 2021. In 2022, staff worked face to face with Michael Ymer and George Booker's text, Teaching Primary Mathematics to refocus and re-engage with the numeracy practices of building numeracy vocabulary, estimation, building knowledge through the use of materials, recording responses/results before formalised symbols and processes were introduced. Enhancing teaching practices, through professional learning, coaching, modelling and building student confidence through process such as trusting the count were key components to the re-engagement of effective numeracy practices.

Our 2022 Naplan Numeracy results show the school percent of Grade 3 students in top three bands is 40.7% which is below our 4 year average and well below state and similar schools averages for 2022. However, our school percent of Grade 5 students in top three bands is 43.2% which is below our 4 year average and above the similar schools and below the state averages for 2022. Teacher Judgement of student achievement, showing percentage of students working at or above age expected standards in Mathematics P-6 in 2022 is 80.7% which is above similar schools average and slightly below state average. In Numeracy staff have continued to utilise George Booker's approach to the teaching of Mathematics when planning for lessons and the employment of Numeracy Tutors were utilised across the school to provide learning catch up and extension.

Teams implemented Professional Learning Communities (PLCs) Inquiry Cycle to engage in investigations into the teaching of various practices across their level. Outcomes involved the staff investigating data, reviewing their own practices, making adaptations to their own knowledge and practices of teaching and utilising evidence-based research to guide them.

## Wellbeing

Upon returning to the first school year onsite, the school was clear about their expectations of student attendance and provided support on an individual basis as needed. In 2022 the average number of days absent for our students Prep to 6 was 24.3 days which unfortunately is above our four year average. This is slightly below the Similar Schools of 25.5 days and higher than the State average of 23.3 days. The main reasons/areas cited for absences were medical/illness, family holiday, parent choice, parent choice unauthorised and unexplained absence.

A number of different tiered approaches were utilised during 2022 to engage students and improve attendance. Our attendance officer tracked our student attendance throughout the year and made contact with families for students with absences that were not accounted for. The school utilised attendance data and routinely tracked student attendance, identifying students who were at risk due to poor attendance and this was cross checked with the regional list. Parent meetings were held for students who were deemed at risk. The school reviewed their process of notification of absences and set clear and consistent guidelines in a flow chart for both explained and unexplained absences outlining key steps to be taken and by which staff. Regional staff were involved in severe cases where students were identified as being at risk and no improvement to attendance had been made. Teachers, education support staff and leadership worked with individual students and their families and adjusted and adapted learning programs to assist with enhancing student attendance on a case by case basis.

The school celebrated the students who showed high monthly attendance, by rewarding these students with attendance ribbons and they went into the termly raffle for outstanding attendance. To support student engagement during the transition back to onsite learning, our school focused initially on relationship building, socialisation and strategies to reduce anxiety.

## Engagement

In 2022 initially the focus was on returning all students and staff on site and reconnecting. Building relationships, getting to know each other, developing confidence and enhancing student engagement was the key focus to our return. The school utilised fun and engaging classroom and whole school events to build excitement, confidence and opportunities to bring everyone together e.g. Fun Run. Where possible we hosted events, excursions, incursions and camps for students to connect with each other and the community as we built confidence in the new Covid norms. Teachers utilised resources from the Berry Street model which is purposefully designed to support the sequential development of students' physical, psychological, social, and emotional capacities. It is designed to be responsive to the needs of children and young people as they grow. Staff have utilised a bank of resources and strategies to support the key areas of relationships, body, stamina, character and engagement. Staff implemented different elements of the program into their classroom curriculum e.g. Morning circles, zones of regulation, mindfulness, brain breaks etc. This also ties in with Class Dojo that has a bank of short clips around conundrums and areas that link with Berry Street such as mindfulness. Staff also drew on the Resilience, Rights and Respectful Relationships Program to provide opportunities for students to reflect, share and develop ways of learning in relation to their emotions, strengths, problem solving, help seeking, responses and stress management. Staff and students showed throughout the year signs of Covid fatigue and uncertainty, but as the year progressed increased confidence with the new society norms post Covid grew. The data from our 2022 Attitudes to School Survey results, re-enforces the work that the staff did in focusing and reconnecting with our students as we enhanced their engagement and wellbeing with the return to face to face teaching. Ensuring that we had sufficient staff during the teaching shortage was important to building teacher and student connectedness. The percent endorsement on Sense of Connectedness factor, as reported in the Student Attitudes to School Survey was 80.3% which is slightly down on our four average, but above the state and similar schools percentage for 2022. The percent endorsement on Management of Bullying factor, as reported in the Student Attitudes to School Survey was 80.2% which is slightly down on our four average, but above the state and similar schools percentage for 2022.

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## Other highlights from the school year

Where we were able to within the return to school guidelines, the school hosted several excursions, camps and community events to engage and connect students and parents.

Our camping program commenced with the Grade 5 students on day 1 of term 1 attending the Phillip Island Camp that they did not get to do in Grade 4. The students enjoyed the opportunity to reconnect and get away from home. It was a fun filled camp with the students engaging in challenging and adventure activities and the opportunity to go to Amaze and Things and see the Penguins come in. Grade 4 students also attended this camp in term 4. The Grade 6 students attended camp in the middle of the year to the seaside location of Queenscliffe where they had the opportunity to learn about the local sea life whilst participating in adventure and team building tasks. Our Grade 2 students enjoyed the opportunity to sleep away from home at school. For some, this is the start of their independence from their family and their first time away from their parents. Our Grade 1 students enjoyed a celebration party day at school. Our camping program concluded with the Grade 3 students attending the adventure camp of Lady Northcote just out of Bacchus Marsh.

Excursions, sporting events and incursions consisted of open mornings and afternoons, Melton Minis, Swimming Program, Swimming Carnival, Health and Human Relationships, Fun Run, Sovereign Hill, Cross Country, Soccer Tournament, Education Week activities, 100 Days of School Celebrations, Market Manoeuvres Incursion, Bouncing Back incursion, local community walks, Family STEM Night, Responsible Pet Incursion, Book Week Celebrations, Athletics, Foundation Orientation sessions, Basketball Tournaments, Football Dress Up Day, Kaboom Percussion Performances, Author Jane Goodwin workshops, Author Adam Wallace Incursion, Yr 3 Maths Games Day, Students dressed up and walked in the Djerriwarrh Festival, Melbourne Museum and Imax Excursion, Thinking About Social Media Incursion, Farm Excursion, School Leadership incursion and Grade 6 Graduation and Celebration Day.

Parents/carers were welcomed as partners into the school community and were involved in decision-making activities through mechanisms such as parent associations, parent cyber safety talk, committees, parent surveys and school council.

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## Financial performance

The school is in a surplus situation. During 2022, funds were spent on providing all exercise books for parents to help support families due to Covid financial pressures. Existing playground equipment was repaired or replaced as necessary. In the classrooms there was an upgrade of some of the whiteboards to interactive t.v.s, new ipads were purchased and charging stations, the provision of student reader packs and new books were provided to support the classroom teaching and learning programs. Planning for the

cover between portables, entry to the main office and investigation of the oval redevelopment continued. School Council continued a contract with OSHClub to provide the before and after school care program.

**For more detailed information regarding our school please visit our website at**  
**<http://meltonps.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 556 students were enrolled at this school in 2022, 265 female and 291 male.

18 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

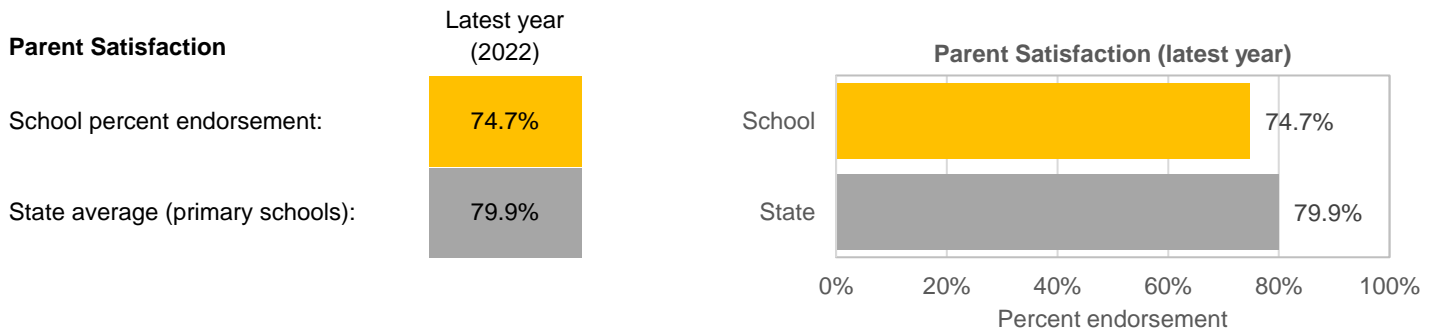
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

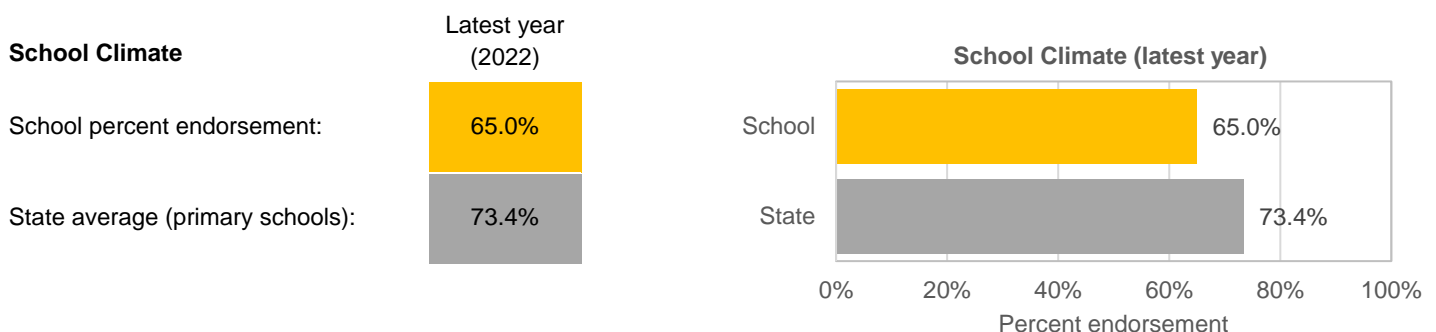


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

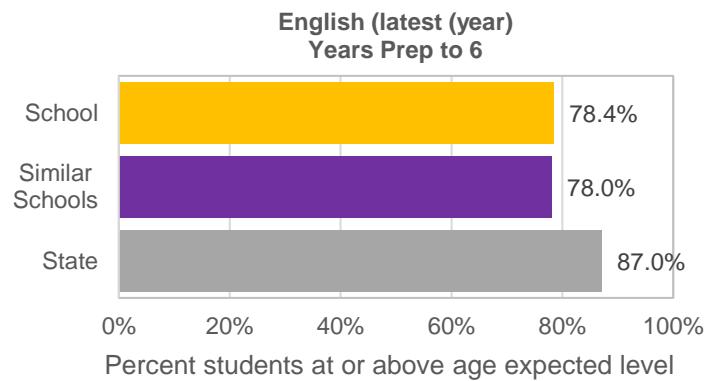
78.4%

Similar Schools average:

78.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

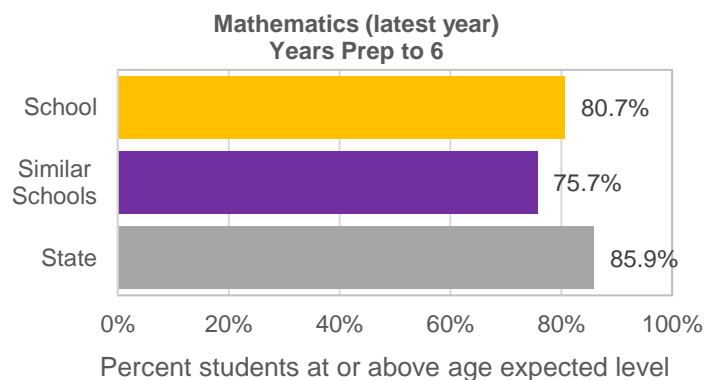
80.7%

Similar Schools average:

75.7%

State average:

85.9%



## LEARNING (continued)

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

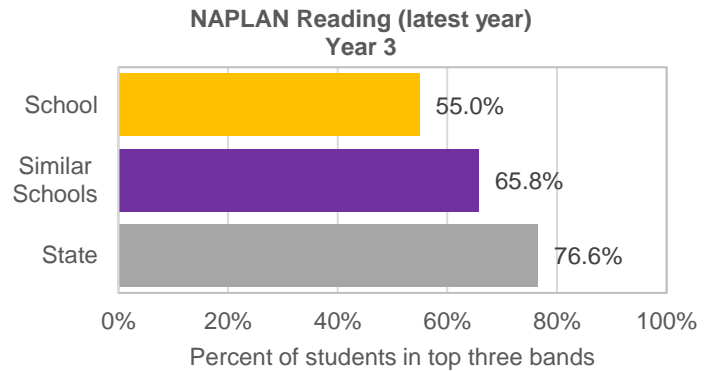
### NAPLAN

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

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

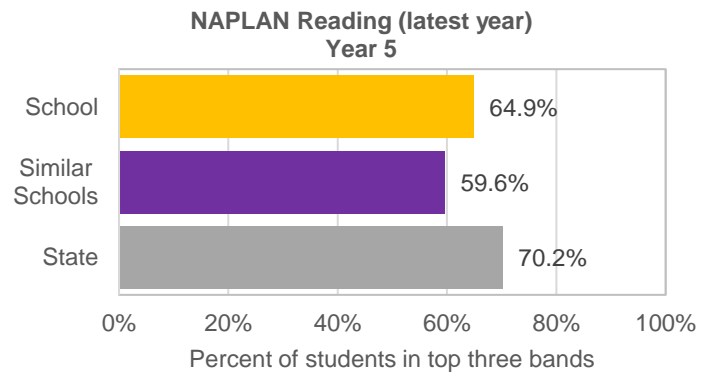
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.0%	68.0%
Similar Schools average:	65.8%	68.4%
State average:	76.6%	76.6%



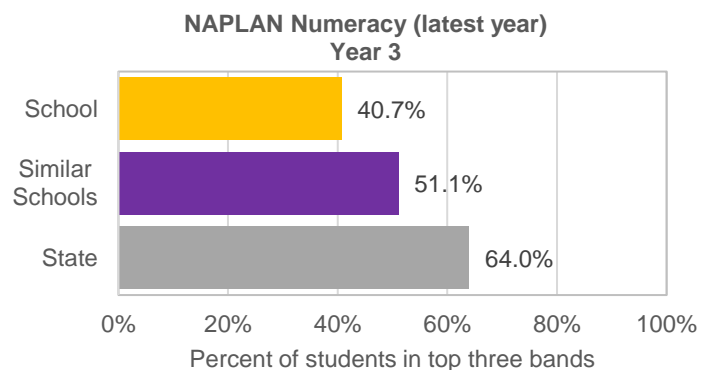
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.9%	60.8%
Similar Schools average:	59.6%	59.7%
State average:	70.2%	69.5%



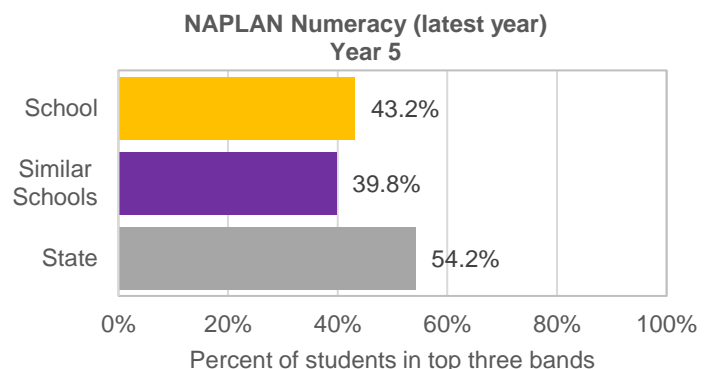
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.7%	51.9%
Similar Schools average:	51.1%	55.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.2%	45.0%
Similar Schools average:	39.8%	45.4%
State average:	54.2%	58.8%



## WELLBEING

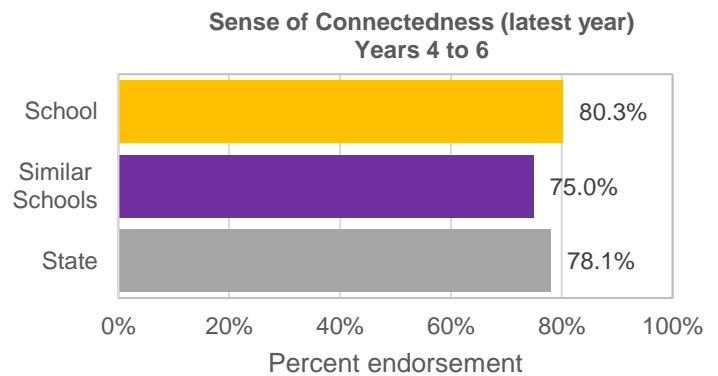
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.3%	82.8%
Similar Schools average:	75.0%	77.0%
State average:	78.1%	79.5%

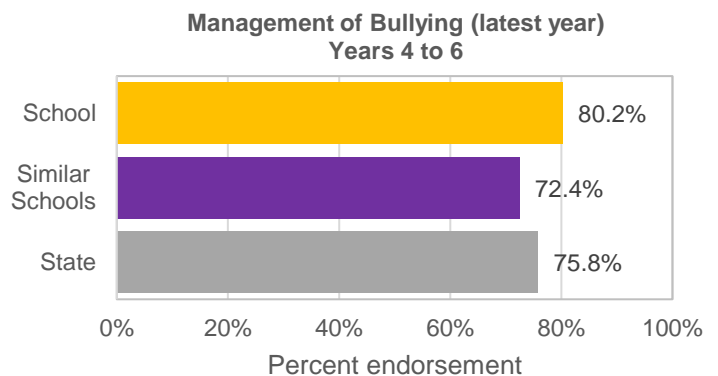


### Student Attitudes to School – Management of Bullying

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:	80.2%	82.7%
Similar Schools average:	72.4%	75.5%
State average:	75.8%	78.3%



## ENGAGEMENT

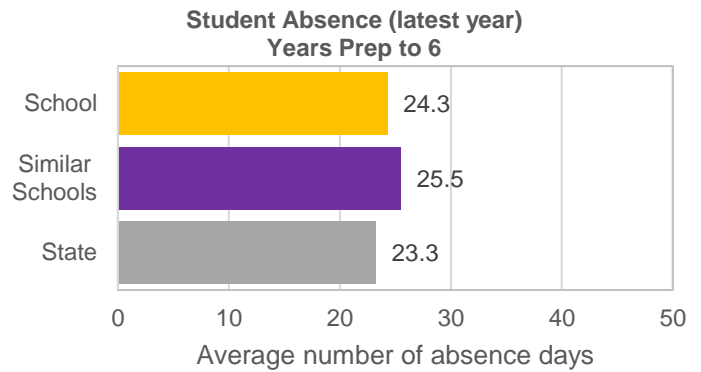
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.3	19.1
Similar Schools average:	25.5	19.1
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%	87%	86%	89%	88%	87%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,034,601
Government Provided DET Grants	\$828,452
Government Grants Commonwealth	\$0
Government Grants State	\$26,124
Revenue Other	\$170,135
Locally Raised Funds	\$325,511
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,384,822</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$741,333
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$741,333</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,845,056
Adjustments	\$0
Books & Publications	\$11,706
Camps/Excursions/Activities	\$168,408
Communication Costs	\$8,666
Consumables	\$125,371
Miscellaneous Expense <sup>3</sup>	\$23,693
Professional Development	\$27,195
Equipment/Maintenance/Hire	\$116,123
Property Services	\$260,377
Salaries & Allowances <sup>4</sup>	\$194,845
Support Services	\$28,621
Trading & Fundraising	\$64,558
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$153,249
<b>Total Operating Expenditure</b>	<b>\$7,027,869</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$356,954</b>
<b>Asset Acquisitions</b>	<b>\$36,721</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,633,762
Official Account	\$49,053
Other Accounts	\$13,627
<b>Total Funds Available</b>	<b>\$1,696,442</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$161,015
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$575,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$71,442
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,857,457</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*