**2021 Annual Report to**

**The School Community

School Name: Karingal Heights Primary School (5053)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
 |
| Attested on 24 March 2022 at 09:25 AM by Kerryn Riley (Principal) |

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| * This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 26 April 2022 at 10:48 AM by Stacey Taylor (School Council President) |

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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, an outline of the school’s performance over the year and future directions.

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 ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

**Achievement**

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

**Engagement**

Student attendance at school

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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**

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| School context |
| Karingal Heights Primary School is located on a picturesque site in a well-established suburb of Frankston. We promote ourselves as providing a welcoming, responsible, respectful, resilient and safe environment where children are educated and wellbeing is nurtured so they are able to develop optimism while working towards their personal best individually and in the context of their school and wider community. Our confirmed budget for 2021 was based on a student population of 79, with 8 children being Aboriginal or Torres Strait Islander and 11 children funded under the Program for Students with Disabilities. We had two classes from Frankston Special Development School based on our site. Our teaching staff consisted of 1 Principal Class, 1 Well-being coordinator, 4 full time teachers, 1 tutor and 4 Education Support Staff who all worked closely together to support increased student outcomes. Whole school planning by staff was based on high expectations for all of our students. 2021 was once again a challenging year for our school community due to COVID with approximately half of the year spent in remote learning. During remote learning, on average 30 children attended school on site with the majority of those children being considered vulnerable. 40 laptops were given out to families to keep as a part of the Bridging the Digital Divide program and a further 5 iPads along with internet devices were borrowed by families to assist with remote learning. Paper copies of most work was provided for the children. Along with Anglicare's Family Wellbeing Hub, the school provided support for families with food hampers and more importantly keeping an eye family mental health. All key learning areas of the curriculum were provided for with an emphasis on literacy and numeracy where we have been especially pleased with the increase in our student leaning outcomes over the past few years. Specialist programs consisted of Visual Arts and Physical Education. Our Classroom Kitchen was used for cooking classes and Breakfast Club throughout the year.  |
| Framework for Improving Student Outcomes (FISO) |
| Our strategic direction is based on the learning needs of our children and the FISO improvement priority of Excellence in Teaching and Learning. In 2021, the AIP Key Improvement Strategies were set by the Department of Education as a response to remote and flexible learning. We worked hard towards delivering most of our Key Improvement Strategies however, some of the associated AIP actions and professional development plans were modified to suit remote learning. Almost all of our meetings where ran remotely.Key Improvement Strategy 1a: Learning, catch-up and extension priority We continued working on the development of data literacy of staff We used the results of data to inform the selection of students for the Tutor Learning Initiative  We begin work with Teaching Partnerships to improve ways to plan for teaching and learning Further tailored support was given to specific cohorts of children through other intervention programs In 2022 we will continue to work with our Teaching Partners to plan our future work in numeracy We will work towards completing our Literacy documentation We will be working on and understanding the new Disability Inclusion model We will continue work in the Tutor Learning Initiative.Key Improvement Strategy 1b: Happy, active and healthy kids priority An emphasis was placed on ensuring that School Wide Positive Behaviour Supports were implemented throughout the school.  Documentation completed included a staff manual and a Student and Parent handbook An school TFI audit was conducted with support systems and processes scoring 87% on the grading. School wide survey results assessed the school wide systems as 99% in place and not-classroom setting systems as being 100% in place Student Voice meetings continued during remote learning ATOSS survey results show that 91% of the senior school feel connected and 100% have a sense of inclusion At risk students and families were supported during remote and flexile learning with on-site attendance offered to some, regular wellbeing checks by administration staff and teachers reporting any concerns directly to the wellbeing coordinator to be followed up on. We are very proud to add that we received our Bronze SWPBS accreditation in 2021. In 2022 we will begin the transition to the Disability Inclusion model. Utilise Tier 2 funding to support inclusion Develop student connectedness, agency and sense of inclusion in the middle school. Attend professional development with Andrew Fuller on the Resilient MindsetKey Improvement Strategy 1c: Connected schools priority 40 laptops were distributed to children via the Bridging Divide initiative We used lessons learned during 2020 to use digital communication to be more connected to parents Webex was used for SSG meeting and the children attended Staff and Parents were more relaxed during remote learning in regard to the use of digital technology In 2022 we will be working with our local secondary and primary schools on ways to engage parents and carers more in how they can assist their child with their learning Use ATOSS results and work with the children on ways in which to improve them. |
| Achievement |
| As with 2020, much of 2021 was spent in remote learning. Staff and families were more relaxed in beginning remote learning this time, having learned many lessons in 2020. Over 40 laptops were given to students at the beginning of the year as a result of the Bridging the Digital Divide Initiative. New families to the school were given iPads. All children were provided with learning packs consisting of pencils, paper, exercise books, rulers, and other necessary resources. Weekly learning packs were available to be picked up from school if parents found this easier than accessing our Remote Learning pages on our Website.The Tutor Learning Initiative was introduced and KHPS used school funding to extend the program for the whole of 2021. Approximately 25 children went through the program attending 3 sessions per week. Some children attended for 5 weeks, others for longer. It did not matter where the child sat in regards to curriculum progression, if 12 months growth was not made in reading using collected data, then most were given an opportunity to participate in the program. Numeracy and other curriculum areas were added later in the year. This program continued throughout remote learning. We were extremely pleased with the results with almost all children achieving the lost growth and then adding to it. We are excited that this program is continuing in 2022.Intervention support continued throughout normal school and remote learning with Education Support staff continuing their Jolly Phonics and SPELD programs. These children also made great growth. These programs will continue in 2022.During remote learning the majority of our PSD children attended school onsite. They were supported by their classroom teacher and Education Support staff. Individual Education Support plans continued to be developed and discussed at Student Support Group meetings conducted via Webex. For the first time, children attended a part of these meetings to give their voice to what was happening in their schooling. This proved very successful.Our NAPLAN results were mixed in 2021. With a small cohort of children completing NAPLAN, commenting on percentage results can be very misleading. We prefer to look at individual students but unfortunately, this is not what the public see when looking at school results. Only 6 children in grade 3 completed the NAPLAN testing in 2021 but the 3 children who did not sit the tests were included in the results meaning that before the tests were completed we had 33% of our students sitting in the bottom two bands of all tests. Relative growth indicates the growth children have made since their grade 3 tests. In Naplan, 75% of our children demonstrated medium growth in numeracy with less being in the bottom two bands. In reading and spelling there was an increase of children in the top two bands but unfortunately, an increase of children in the bottom two bands. Has remote learning played a part in this? We will probably never know. In 2022 we commence NAPLAN Online. As children did not complete NAPLAN in 2020, results will be difficult to compare. Excitingly, out of six grade 6 students who are now at our local secondary school, two of them were successful in getting into their Elite Performance Program.  |
| Engagement |
| The majority of our children have fantastic attendance and kept this up during 2021. It is a small number of families who are continually late for school. We have engaged these families with the Anglicare Family Wellbeing Hub based on our site. We have a very small number of students with many absences but there is always a reason given for the absence such as illness. We continue to contact families if students are absent and have an extremely low number of unexplained absences.The ATOSS surveys indicated that our grade 5 and 6 students feel included and connected to school. Our grade 4 student results had a lower endorsement. This will be investigated during 2022 to see if we can find the reason.We were able to run our Prep transition programs in 2021 beginning with the prep teacher meetings small groups of families via Webex and then onsite when restrictions eased. The School Wide Positive Behaviours Program and Respectful Relationships work continued throughout 2021 concentrating on improving students' sense of resilience, responsibility, respect and safety.  |
| Wellbeing |
| On returning to school in 2021, our children settled in very well and we had little difficulty in engaging them back into school routines. During remote learning, almost half of our students were onsite. They became bored, missing friends and having different staff members supervising them. We attempted to keep consistency for them as much as we could, finding that the mental wellbeing of some of these children needed more looking after than many of the children at home who, when finished school work could do 'normal' home things. We found that to keep the children interested we tried to run art and phys ed sessions with them. We also found extra things for some of the children to do and take home.Staff meetings continued during remote learning in order to keep an eye on the mental health and wellbeing of all staff. Due to the high number of vulnerable students on set during the last lockdown, all staff attended KHPS. We found this helped with the connection of staff, students and families. We also continued with staff Friday afterschool games sessions. Staff were to connect to students on a daily basis either through their daily Webex meeting or through Dojo messages. Any concerns about a student or family were passed onto the Principal and/or Wellbeing coordinator who then made follow up phone calls. If contact was unable to be made the Principal and Wellbeing Coordinator visited the house to ensure all was okay. Extra children ended up onsite to assist families with mental health issues. Staff from Anglicare's Family Wellbeing Hub kept in contact with the vulnerable families that they were already working with as well as families suffering job loses and/or reduced income during this time. Many, many food and toy hampers were provided to parents and families.There has been a marked increase in the amount of NDIS workers coming into the school to support children with some children having more than one. This is resulting in some children missing more than an hour of their regular school work each week. This is a concern.We will continue with implementing School Wide Positive Behaviours along with Respectful Relationships and Zones of Regulation in 2022. Students Support Groups meetings for children supported by PSD funding, Koorie students and children in Out of Home Care will continue along with other children where SSG meetings are felt to be needed.  |
| Finance performance and position |
| Karingal Heights Primary School carefully manages its finances with the Principal and Business Manager monitoring spending closely. This has ensured that we finished 2021 in a sound financial position with a net operating surplus. A well planned annual financial budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned. The School Council were well informed of the school's financial position by the regular provision of copies of the Financial Reports to facilitate their monitoring of the school's finances. The nominated operating reserve required by DET was held as a financial commitment for the 2021 year. The provision of Equity Funding in 2021 allowed us the ability to purchase resources to support our programs and provide professional development for our staff. Equity funding also funded some excursion costs at the beginning of the year.Financial resources have meant that our school is maintained to a high standard which is often commented on by visitors to our school. In 2022, there will be greater targeting as to what Equity and Disability Inclusion funding is used for. Facilities are old and are now requiring a lot of maintenance which will be given some priority in 2022. |
| **For more detailed information regarding our school please visit our website at** [**www.karingalheightsps.vic.edu.au**](file:///C%3A%5CUsers%5C02032562%5CDownloads%5Cwww.karingalheightsps.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.

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 79 students were enrolled at this school in 2021, 33 female and 46 male.

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

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 91.3% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 75.3% |
| State average (primary schools): | 75.8% |

ACHIEVEMENT

***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.

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| --- | --- |
| **English****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 78.4% |
| Similar Schools average: | 83.2% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 74.3% |
| Similar Schools average: | 83.9% |
| State average: | 84.9% |

ACHIEVEMENT (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 2018, 2019 and 2021 data.

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| --- | --- | --- |
| **Reading****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 11.1% | 54.2% |
| Similar Schools average: | 69.8% | 72.4% |
| State average: | 76.9% | 76.5% |

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| --- | --- | --- |
| **Reading****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 60.0% | 53.6% |
| Similar Schools average: | 67.0% | 63.1% |
| State average: | 70.4% | 67.7% |

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| **Numeracy****Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 33.3% | 50.0% |
| Similar Schools average: | 60.5% | 64.4% |
| State average: | 67.6% | 69.1% |

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| **Numeracy****Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 60.0% | 42.9% |
| Similar Schools average: | 55.2% | 54.3% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all ‘similar’ Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as ‘High’; middle 50 percent is ‘Medium’; bottom 25 percent is ‘Low’.

 **Learning Gain**

 **Year 3 (2019) to Year 5 (2021)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 25% | 50% | 25% | 26% |
| Numeracy: | 25% | 75% | 0% | 25% |
| Writing: | 75% | 0% | 25% | 21% |
| Spelling: | 25% | 25% | 50% | 29% |
| Grammar and Punctuation: | 50% | 25% | 25% | 24% |

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

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| **Student Absence****Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 24.0 | 20.8 |
| Similar Schools average: | 17.0 | 16.9 |
| State average: | 14.7 | 15.0 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 88% | 89% | 90% | 88% | 85% | 88% | 89% |

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).

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| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 80.7% | 80.6% |
| Similar Schools average: | 81.9% | 81.4% |
| State average: | 79.5% | 80.4% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 84.4% | 84.2% |
| Similar Schools average: | 85.8% | 83.7% |
| State average: | 78.4% | 79.7% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,245,458 |
| Government Provided DET Grants | $243,168 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $25,956 |
| Locally Raised Funds | $10,375 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,524,958** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $208,619 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$208,619** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,038,325 |
| Adjustments | $0 |
| Books & Publications | $368 |
| Camps/Excursions/Activities | $8,691 |
| Communication Costs | $3,201 |
| Consumables | $25,593 |
| Miscellaneous Expense 3 | $7,685 |
| Professional Development | $2,632 |
| Equipment/Maintenance/Hire | $75,595 |
| Property Services | $40,909 |
| Salaries & Allowances 4 | $0 |
| Support Services | $24,728 |
| Trading & Fundraising | $693 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $16,206 |
| Total Operating Expenditure | **$1,244,627** |
| Net Operating Surplus/-Deficit | **$280,331** |
| Asset Acquisitions | **$62,696** |

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 24 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $505,482 |
| Official Account | $4,130 |
| Other Accounts | $0 |
| Total Funds Available | **$509,612** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $29,725 |
| Other Recurrent Expenditure | $709 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $245,744 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $5,200 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $50,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $133,813 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$465,191** |

*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.*