

# 2021 Annual Report to The School Community



School Name: Dartmoor Primary School (1035)



- 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 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 30 March 2022 at 04:14 PM by Gillian Bull (Principal)

- 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 06 April 2022 at 09:11 AM by Byron O'Keefe (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, 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.

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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

### 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.

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## 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)

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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

Dartmoor Primary School is situated in the Glenelg Shire Council in rural Western Victoria, 30km east of the South Australian border. Nestled on the banks of the picturesque Glenelg River and surrounding national parks, Dartmoor is well-recognised as a popular camping and recreational spot, famous for its iconic memorial streetscape tree carvings. The rural township has a population of about 300 people and is serviced by a General Store, Hotel, Post Office and local football, cricket, netball, golf and lawn bowls clubs. The local economy is supported by a large agricultural and forestry base, including a saw mill situated in the township. The closest large shopping centre is the regional city of Mount Gambier S.A. (50kms west), the coastal township of Portland VIC (76kms south east) and agricultural centre of Hamilton VIC (75kms north east). Dartmoor Primary School was officially recognised by the Education Department in 1871. The school has a proud history of providing high quality education for its community within a safe and caring environment that fosters community spirit, respect and honesty. In 2021 our school community planned to celebrate its 150 year anniversary, but due to the COVID pandemic, celebrations have been postponed until October 2022. Our school values are to be “Caring, Responsible, Respectful and Strive to do your best” - evident in everything we do. We currently have 21 students enrolled and have a clear goal to increase enrolments over the next few years. Human resources consist of 7 staff, of which the breakdown is: 1.0 Principal, 1.6 Classroom Teachers, 0.5 Primary Math Specialist (in training), 0.4 Business Manager, 0.8 Educational Support staff and 1 Chaplin (10 hours p/w) which covers teaching learning support and administration. Each fortnight we have an Gunditjmarra learning facilitator visit our school and assist with first nation cultural lessons. We have high expectations for the learning of all students and believe that every student can be successful. Dartmoor PS consists of a highly professional and committed staff who embrace meeting the diverse needs of all of our students. Personalised teaching in numeracy and literacy is assisted with individual learning plans and the school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our strengths are the personalised approach we can offer for teaching and learning, localised learning with opportunities to connect and work with community projects, small groups to develop creativity and hands on experiences such as breeding chooks, visits from the Bush Nursing Centre Staff, school swimming lessons in Hamilton, excursions to the river and a strong connection to our local history.

2021 saw our school community face continued challenges with Remote & Flexible Learning for a large part of the year. Throughout this time, we were able to model our skills of applying new learning and lifelong learning as we transitioned in and out of R&F Learning. Learning was delivered through a range of platforms such as face to face, WebEx, Seesaw, hard work packs where needed and onsite where needed. We blended synchronous and asynchronous learning to meet the needs of all students through a range of differentiated tasks. Some challenges throughout this time were whole school community well-being, engagement, learning new digital platforms, staff workload, keeping students motivated to learn when not at school and more.

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### Framework for Improving Student Outcomes (FISO)

In 2021 we implemented strategies to strengthen our behaviour management, wellbeing of staff and students and our school culture. We had a heavy focus on engagement and wellbeing of our students we implemented ideas from Adam Voigt's book 'Restoring Teaching' and have changed the way we deal with conflict between peers using his P3, P3, F3 model, which has saved staff time and has been very effective for the students. We have implemented other ideas from the book within the classroom and in the yard to change the culture and language within our School Community. All students at DPS have become familiar with the Zones of Regulation alongside Respectful Relationships and we are encouraging families to use the same language at home. Two staff members have been trained in Smiling Minds, a mindfulness program and in-turn they have trained the remaining staff members and we are looking forward to implementing this program within our classrooms throughout 2022. Brain break activities, from the Institute of Positive Education, are used daily within our classrooms and students are active throughout the day,

completing a lap of the grounds at each break time, regular PE lessons and very active playtimes including the riding of bikes.

Through the Tutor Learning Initiative (TLI) we made learning, catch-up and extension a priority, students needing to use this program were identified at the end of 2020 and throughout the year we added more students to the program as needed. It was focused on their point of need learning and every student was given some one on one time with a teacher and tutor at some point throughout the year. Our Chaplain was also available for one on one or group sessions to help with their wellbeing when needed. Throughout the year we participated in regular ASSIST meetings, gaining confidence and knowledge around analysing PAT assessments and goal-setting for students and triangulating evidence-based assessment data in literacy and numeracy. Every student at DPS has access to their individual laptop and iPad and these went home (along with dongles if needed) with students throughout any R&F Learning period. Where COVID allowed; we connected more with our local community, by having regular visits with our local Bush Nurse, organising an Emergency Services morning, excursion to our local River with Glenelg Hopkins CMA to teach us all about the river life and all the different creatures and eco systems that live in our river, an excursion to a local pine forest, to see some trees getting harvested, a walk around town with our local historian to learn about our past war veterans, involvement in community events through cards and banner making.

Most of our students made progress academically despite the many interruptions of R&F Learning and this is evident in our NAPLAN results and our teacher judgements.

Many areas of our anticipated work and focus for 2021 will be carried forward to 2022 as our needs changed as a direct outcome of remote and flexible learning and COVID restrictions.

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## Achievement

The majority of students at Dartmoor Primary School responded well to flexible and remote learning phases. They were engaged and supported through a range of platforms and strategies. Teachers were able to deliver a range of differentiated learning sequences for students at all levels and at each student's point of need.

Our NAPLAN data in both Reading and Numeracy is similar to like schools in Victoria. Over the past few years (no NAPLAN in 2020) we have had small cohorts of students complete the NAPLAN assessment so some data is unavailable on the performance summary. We offer small group individualised instruction and a scientific evidence based approach to the teaching of reading. We utilise our Education Support Staff to differentiate our instruction even further.

Through the Tutor Learning Initiative, students who were identified as needing extra support, have received one on one tutoring throughout 2021 focusing on their point of need in either Literacy, (reading, writing, letter formation, spelling, or speech) or Numeracy. Some students were taken off this program as they had caught up and other students were then added on throughout the year. This program will continue throughout 2022.

With one staff member training to become a Primary Maths Specialist in 2021 and 2022, we have had a strong focus on how we teach Maths at Dartmoor Primary School this year.

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## Engagement

To empower students to be independent, engaged and motivational learners and develop a whole school approach to student management. We had discussions with staff and students to revise our student management system, we read Adam Voigt's book 'Restoring Teaching' and we have created a culture at Dartmoor Primary School that centres around restorative conversations rather than a 'three-strike system'. We use Voigt's method of a P3, P3, F3 (Past 3 minutes, Present 3 minutes and Future 3 minutes) to move on from disagreements in the classroom or out in the yard, we have found it very effective. We worked together to form individual behaviour plans for those students we deemed to benefit from this.

During remote and flexible learning we sent each student home with a laptop or iPad, headphones and where family's did not have internet we sent home pre-paid dongles so they could access the internet. We came up with plans for a lot of hands on learning and sent materials home so these tasks could be complete, for example; home cooking, craft, posters, playdough, stationery and anything else we thought they may not have access to at home. We worked with the Bush Nursing Centre to keep in touch with the Senior Citizens in our community, we sent them letters and we did a shared art activity, that the Nurses put together. The Online programs that were utilised during this time will continue to be used in the classroom. We also worked with the Bush Nursing Centre throughout the year to focus on Health topics,

such as dental hygiene, germs and handwashing, what is epilepsy, type 1 diabetes and we organised an Emergency Services morning, where we had a representative from Ambulance Victoria, our local Police officer and local volunteers from the CFA and SES bring their vehicles to the school to chat to all of our students.

The focus for our students after remote and flexible learning is to build their stamina, especially for students who didn't engage much while at home. We are doing this by giving them plenty of opportunities to read and also giving them plenty of little brain breaks. We have focused on their social and emotional skills and we do a regular morning check in and weekly respectful relationship lessons. In 2021 we introduced the Zones of Regulation to all staff and students.

We monitored student attendance every day and when absent we followed up with a phone call or text message to families. During remote and flexible learning we had daily Webex meetings with all students and if we did not see them we would make contact with the family during the day. Our absentee numbers during 2021 rose due to the strict rules put in place around sickness because of COVID. All of our families were very vigilant about stopping the spread of sickness and kept their children home if they had any symptoms.

In 2022 we are hopeful to be able to attend more excursions, go on camp, attend sporting events and have incursions to the school, we will promote in our newsletter the importance of attending school regularly and we will have breakfast club available for all students every day of the week .

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## Wellbeing

Health and wellbeing supports such as regular check ins via WebEx, phone and where needed face to face, were prioritised for staff, students and their families at Dartmoor Primary School.

We were able to support students and their families through the challenges of the pandemic in a range of differentiated ways, dependent on the needs of individual families. Some of these supports included regular phone contact, provision of technology with either an iPad or laptop, vulnerable students and students whose parents were essential workers were given provision for onsite learning.

PSD children and students who were identified as vulnerable were allocated a mentor staff member who regularly made contact by phone or WebEx. Teachers made regular contact with all children and families. Those who could not be contacted or engaged were linked in with additional school based supports, many of which continued after our return to school.

In 2021, 2 of our staff members were trained in Smiling Minds, a mindfulness program which teaches you to just be in the moment and take a couple of minutes a day to focus on right now through meditation. The remainder of the staff at Dartmoor were then trained as well and we are looking forward to implementing this program in our classrooms in 2022.

We have continued with our Chaplaincy program through 'Your Dream' with 10 hours of funding a week, this time is used to focus on students wellbeing through one on one sessions for students who have needed it, in class support and helping staff with student engagement.

We participated in the Sporting Schools program in 2021 where students were involved in activities (Athletics, Dancing and Canoeing) that promoted being healthy and active. It highlighted the health, fun and fitness benefits that sport can bring and promoted being involved in local sporting clubs and coaching.

Our student leaders provide a strong sense of student voice and purpose for our students and school. Dartmoor PS aims to nurture students and provide quality teaching and learning and our staff are dedicated to retaining a strong positive culture with high expectations.

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## Finance performance and position

In 2021 Dartmoor Primary School finished the year in a small deficit, caused by the deduction of the tutor learning initiative funding in preparation for 2022.

Like many schools our expenditure was less than a normal year, due to the inability to partake in normal school based activities throughout 2021, as well as reduced need for additional staffing and CRT's. We did not take part in normal fundraising activities, camps, excursions and sporting events in 2021 due to COVID-19.

Through the generosity of our community we saw several donations come through for our 150th birthday celebrations, which unfortunately had to be postponed due to COVID. A successful online auction was conducted achieving

donations for a new playground, as our current wooden one is starting to deteriorate , these types of fundraises will continue throughout 2022.

We spent some money this year on improvements to the school including new wobble stools for all students, storage upgrade and shelving throughout the classrooms, new sand for the sandpit, upgrade to our toilets, new reverse cycle air-conditioners in 2 of our classrooms, new footpath at the entrance to the school as the old one was a safety concern. We completed work over the summer holidays to prevent further deterioration to the buildings, all of these things were done using local tradesmen.

We have been successful in receiving a Shade Sail Grant for an outside learning space, and we look forward to this being installed early in 2022. We continue to source funding towards the replacement of our current timber playground which has started deteriorating after 20 years.

We received funding for Bushfire preparedness which has allowed us to maintain the school site in a safe environment during the bushfire season.

We also spent some of our funds on resources for our classrooms and other online platforms, that we could utilise during R&F Learning, such as Top Ten Maths, Mathletics, Reading Eggs, Lamont Books, more PM Levelled Readers, an interactive microscope, music program, a keyboard/typing program and Edison Robots.

# 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 20 students were enrolled at this school in 2021, 12 female and 8 male.

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

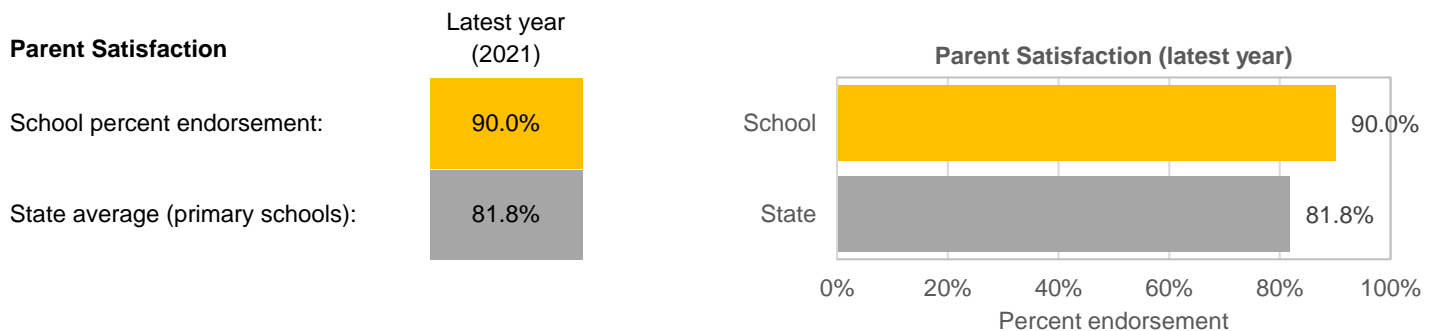
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

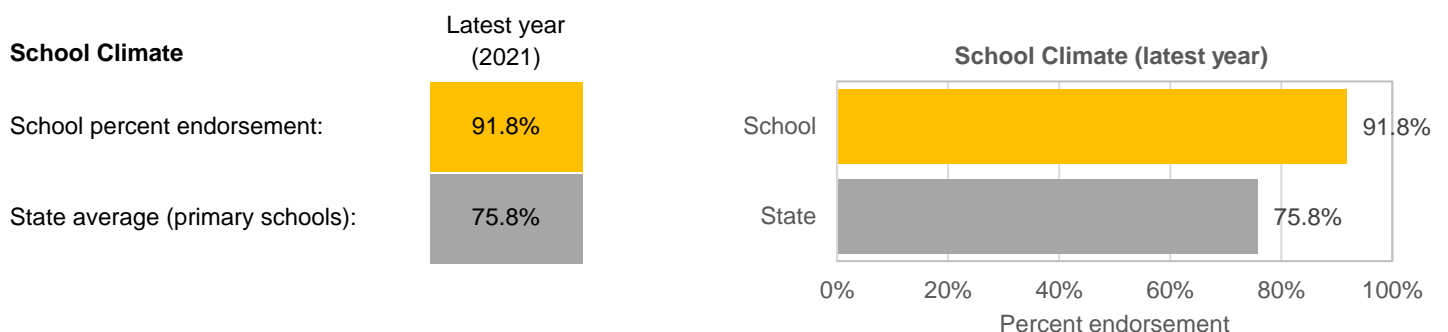


### School Staff Survey

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.





## 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.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

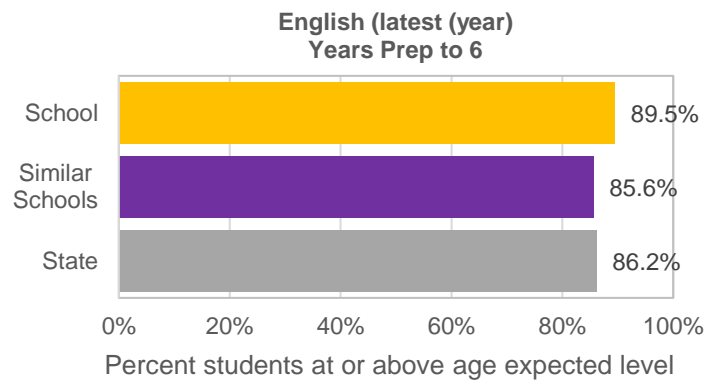
89.5%

Similar Schools average:

85.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

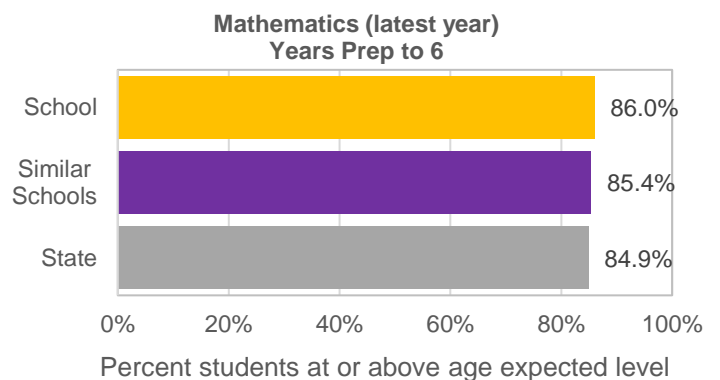
86.0%

Similar Schools average:

85.4%

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.

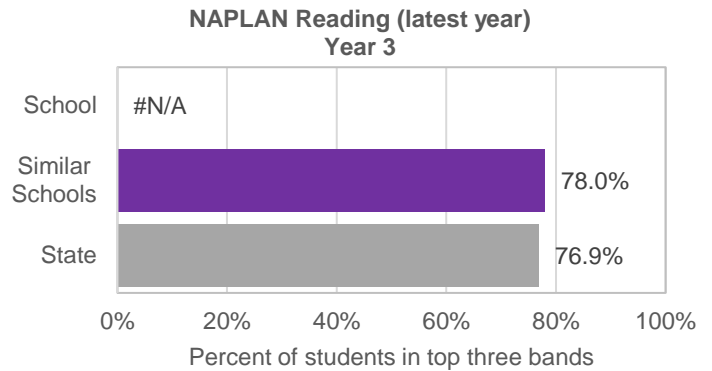
**NAPLAN**

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.

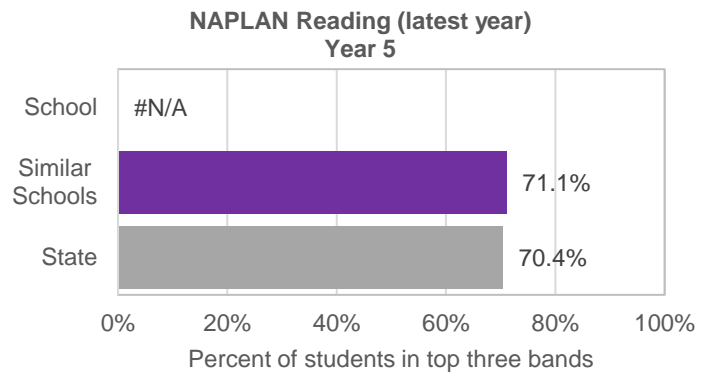
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	78.0%	74.0%
State average:	76.9%	76.5%



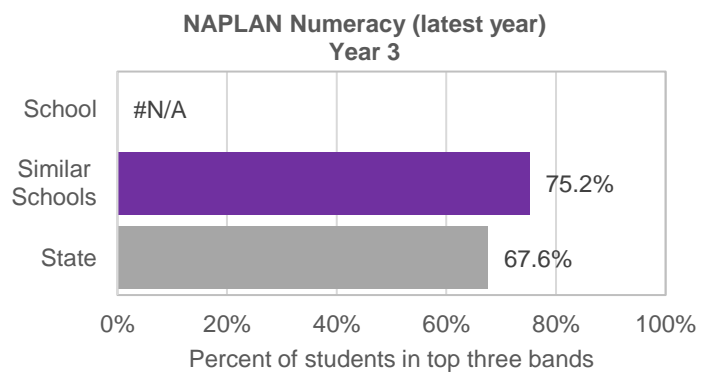
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	54.5%
Similar Schools average:	71.1%	65.9%
State average:	70.4%	67.7%



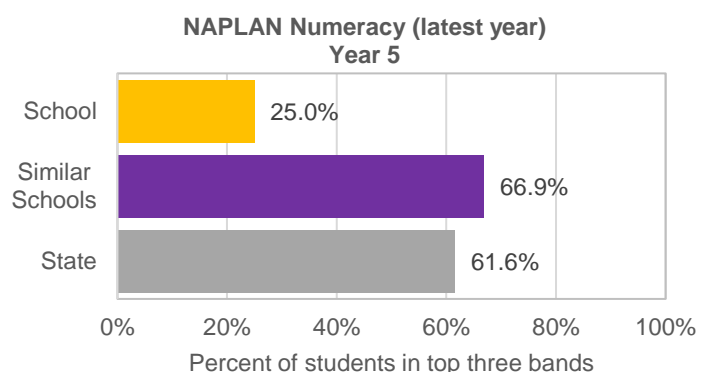
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	37.5%
Similar Schools average:	75.2%	75.8%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	50.0%
Similar Schools average:	66.9%	61.1%
State average:	61.6%	60.0%



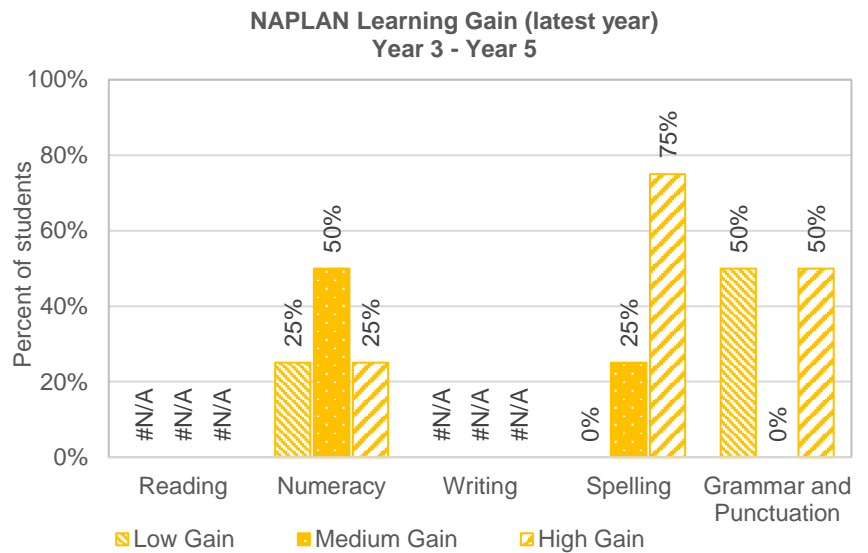
## ACHIEVEMENT (continued)

### 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)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	24%
Numeracy:	25%	50%	25%	25%
Writing:	NDP	NDP	NDP	18%
Spelling:	0%	25%	75%	20%
Grammar and Punctuation:	50%	0%	50%	23%



## ENGAGEMENT

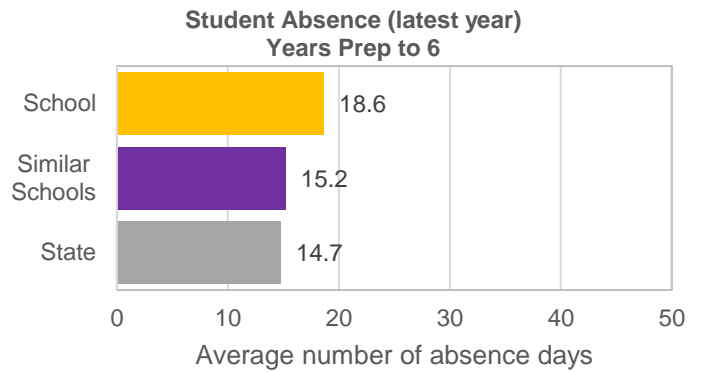
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	18.6	12.9
Similar Schools average:	15.2	14.1
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	87%	86%	NDP	NDP	95%	NDP

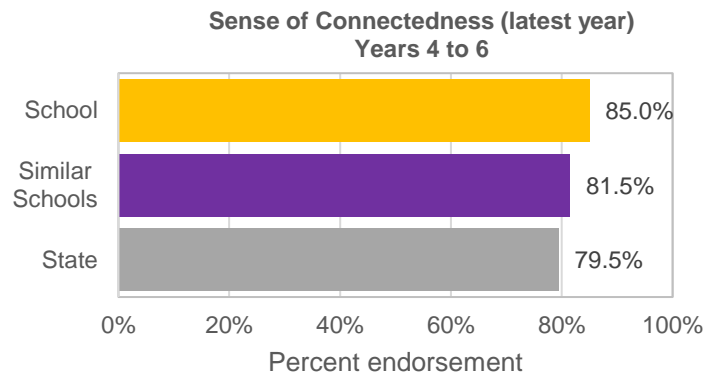
## WELLBEING

**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 (2021)	4-year average
School percent endorsement:	85.0%	88.4%
Similar Schools average:	81.5%	82.3%
State average:	79.5%	80.4%

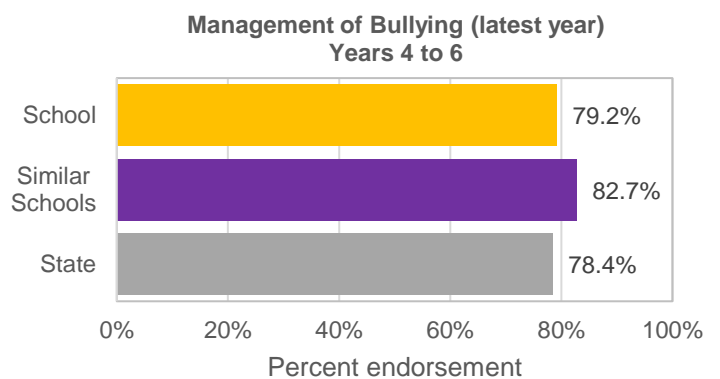


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.2%	87.6%
Similar Schools average:	82.7%	83.8%
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	\$435,782
Government Provided DET Grants	\$134,454
Government Grants Commonwealth	\$2,500
Government Grants State	\$0
Revenue Other	\$2,299
Locally Raised Funds	\$30,745
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$605,780</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,359
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$29,359</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$442,297
Adjustments	\$0
Books & Publications	\$182
Camps/Excursions/Activities	\$9,862
Communication Costs	\$1,321
Consumables	\$14,454
Miscellaneous Expense <sup>3</sup>	\$5,736
Professional Development	\$1,396
Equipment/Maintenance/Hire	\$3,168
Property Services	\$36,700
Salaries & Allowances <sup>4</sup>	\$35,575
Support Services	\$23,722
Trading & Fundraising	\$762
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,096
<b>Total Operating Expenditure</b>	<b>\$579,271</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$26,509</b>
<b>Asset Acquisitions</b>	<b>\$0</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$171,868
Official Account	\$18,102
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$189,970</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$16,823
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,734
School Based Programs	\$1,779
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,916
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,773
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$120,025</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.*