

# 2023 Annual Report to the School Community

School Name: Whorouly Primary School (1373)



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

Attested on 23 April 2024 at 08:21 PM by Pauline McPherson (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 April 2024 at 09:41 AM by Shannon Phillips (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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

# About Our School

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## School context

Whorouly Primary School is located in the small rural community of Whorouly in the Ovens Valley between Wangaratta and Myrtleford in North East Victoria. Students are drawn from the town itself and a school bus service transports students from the surrounding district. In 2023, twenty-eight students were enrolled across all grade levels from Foundation to Grade 6. The students come from a wide range of families with diverse backgrounds.

Our vision is to continually develop an engaging learning environment that promotes academic success along with social and emotional wellbeing, where all students are supported to reach their full potential to enable them to function effectively in a global community and to ensure that the values and beliefs of our school reflect those of the broader Whorouly community.

Our mission is to provide a safe and inclusive learning environment for our students to become the best version of themselves socially, emotionally and academically.

The following values underpin the beliefs of the Whorouly Primary School Community, and provide the basis for our actions:

- Learning: Acquiring academic, social, physical and emotional knowledge and skills.
- Relationships: Developing authentic relationships where mutual respect and support are promoted.
- Persistence: Cultivating a positive work ethic and managing challenging situations as they arise.
- Respect: Building respect for self and others, our community and the environment.
- Teamwork: Working co-operatively with others towards common goals.

It is the intent of the school to invest in developing the capacities of all stakeholders to ensure we are actively engaging in a process of improvement by:

- building the capacity of staff to deliver consistent quality teaching practice
- maximising the learning growth of every student in literacy with a particular focus on writing and maximising the learning growth of every student in numeracy.
- strengthening the school as a learning community.

In 2023, the school ran two classes, an F-2 junior class and a Grade 3-6 senior class. The senior class was also split three mornings per week for Maths sessions with students moving between the groups based on learning level and needs.

The staffing profile of the school included one full time classroom teacher and one teacher at 0.8 EFT, while the Principal had a teaching load of 0.4. The full time MACC Art teacher is also based at the school. Specialist teachers provide LOTE; Italian, and Music and Science programs on a weekly basis and Library and Art fortnightly. Through the Tutor Learning Initiative, partly funded by DET, and partly by the school, students received additional support in literacy and numeracy three mornings per week. Two part time Education Support staff supported students with Level 2 and 3 funding, 0.5 admin support and a chaplain at 0.3 EFT.

The buildings consist of a semi-open plan learning space with two teaching areas, a multi-purpose classroom, a large, covered deck, kitchen/staffroom, office, resource room, library/meeting room. The grounds are well maintained and established trees and three large shade structures provide shaded playing areas and a shaded outdoor learning space. Also located on the school grounds is the MACC Art shed and a kitchen garden for the Stephanie Alexander Kitchen Garden Program. The school location enables easy access to the Whorouly Memorial Library Hall and the Whorouly Recreation Reserve facilities.

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

### Learning

In 2023 the school continued the focus on student learning - with an increased focus on numeracy through the 2023 Priorities Goal which set out a Learning Key Improvement Strategy to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Teachers were a part of Network and Cluster professional learning throughout 2023 which concentrated on supporting teachers to identify and meet students' individual Numeracy learning needs and develop pedagogical and content knowledge. Formative assessment practices and tracking student learning growth centred on differentiation and goal setting for every child. The professional learning supported the continuous improvement of teacher planning and assessment. Teacher judgement data indicated high numbers of students at or above age expected level while NAPLAN data indicated 90% of Grade 3 students exceeding or strong in NAPLAN testing. The small cohort of Grade 5 students meant the data could not be published.

The SSP goal to maximise learning growth of every student in Literacy with a particular focus on Writing was not a priority in 2023 however the school and NAPLAN data demonstrated progress in reducing the number of students below level, supported by a whole school consistent approach to Writing being sustained.

Teacher judgement of student achievement indicates student achievement higher than similar schools and the state. However, it is essential that for school improvement we focus on individual student data as low cohort numbers can skew the data either positively or negatively. This includes NAPLAN data. Individual Learning Plans are developed for every student in the school to ensure teachers address individual student needs and to use to inform their planning. These plans are discussed with parents/carers and they are reviewed and adjusted following mid-year assessments. As a small school we ensure our School Improvement Team meetings focus on every student's learning progress to identify the support and strategies needed. The school achieved the AIP learning targets for 2023 and is ahead of the SSP targets for 2024.

## Wellbeing

The 2023 Priorities Goal for student wellbeing set out a Key Improvement Strategy to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

The implementation of the Health and Wellbeing curriculum was led by the wellbeing coordinator with teachers following the whole school Scope and Sequence. A major focus was on the school values of respect, learning, relationships, persistence and teamwork. The Respectful Relationships Program and Smiling Minds were taught as part of the wellbeing program. In 2023 strategies to assess personal and social capabilities were developed.

The focus on wellbeing meant we maintained programs promoting physical activity which included Bluearth, Bike Ed, accessing Sporting Schools for tennis, netball, football and swimming, our Walk to School Month in October and a six-session swimming program.

Whorouly Primary School is a member of the Ovens Learning Community (OLC), made up of seven rural schools. Together we attend Arts performances at each other's schools, participate in sports days including an athletics carnival and cross country event, to allow students to develop new friendships and access a wide range of experiences as well as supporting our senior students in their transition to secondary school. We participated in and organised the OLC Cluster Grade 5/6 camp to Canberra in Term 4, the Grade 3/4 camp to Fifteen Mile and a F-2 special event.

As part of the music program students learn keyboard, drum, ukulele and guitar skills which is a highlight of our specialist programs. Breakfast Club is held every Wednesday and is supported by the staff, and volunteers. We continued to provide fresh fruit platters for students every Friday morning funded by our local supermarket. The Stephanie Alexander Kitchen Garden Program gave students in the senior class the opportunity to learn food preparation and cooking skills and taste a wide variety of flavours.

The AToSS survey data was analysed by the School Improvement Team and feedback was sought from students in Grades 3-6 to give them the opportunity to expand on their concerns and for teachers to put in place supports for students. AToSS data indicated positive responses to Sense of Connectedness and Managing Bullying were below similar schools and the four year average, however as with Learning data the small cohort can slant results and a more personalised approach is vital for improvement. An additional wellbeing survey was completed by all students and tracking of individual student emotions was undertaken throughout the year. Wellbeing meetings focused on supporting vulnerable students and the whole school approach to wellbeing.

## Engagement

Attendance data for Whorouly Primary School remains constant, better than similar schools and the state, even with the ongoing impact of COVID-19 and the flu during 2023.

Junior Council continues to provide a voice for students in decision-making directly affecting them. Junior councillors regularly met with the principal before seeking feedback from their classes and then planning for improvement.

Each year our senior students as 'Buddies' for our Preps are asked to support the Preps in their first year of school and our extensive transition program coordinated with the Whorouly Pre School supports our future Preps to spend time at school.

Parent /teacher interviews were held in March and July, regular emails from teachers and detailed newsletters with curriculum information and many photos of our students learning at school were designed to provide clear and transparent information about our school programs, activities and student progress.

Family nights throughout the year aim to highlight the curriculum and student skills through family participation. The family barbecue at the start of the year included students preparing the meal as part of the SAKG Program, the STEAM Family Challenge provided access to STEAM activities with an entertaining family activity, the Library after Dark highlighted reading, authors and sharing experiences with family members and the end of year family night was a celebration of the year.

A small cohort of parents participated in the Parent Opinion Survey with Parent Satisfaction falling below the state level and this was addressed at School Council and PLT meetings, while the school staff survey remains consistently high and well above state average for positive view of the School Climate.

## Other highlights from the school year

Two highlights stand out for the year. Firstly, the formal establishment of the School Council run Outside School Hours Care Program, providing before and after school care and a holiday program, has created a much needed resource for our local community. Secondly, 'Whorouly's Magical Mystery Tour' musical was a great way to showcase our students' musical and acting talents and provide an entertaining learning experience and a focus for community engagement.

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## Financial performance

Whorouly Primary School continues to maintain an operating surplus, which ensures the retention of the current staffing profile each year to safeguard the provision of all curriculum areas if enrolments unexpectedly fall. The Operating Surplus includes the balance of the three-year grant for the Outside School Hours Care and the remainder of Chaplaincy funding allocated to 2024. The Whorouly Primary School manages the MACC Program which services nine schools and includes staffing, materials and van costs, van replacement funds held, and payment from all schools for the curriculum materials for the program. Whorouly Primary School also manages the Ovens Learning Community Cluster funds and the Marmungan Sports funds which includes the collection and payment of camps each year. Salaries and allowances expenditure includes OSHC coordinator, cleaner, CRT and ES payments. Equity funding supported the AIP Learning and Wellbeing goals and extension of the Tutor Learning Initiative. In 2023 School Council fundraising continued to support funding for the Bluearth and Stephanie Alexander Kitchen Garden Programs and to subsidise the cost of camps for all students. School Council fundraising also funded the purchase of iPads for the junior classroom.

**For more detailed information regarding our school please visit our website at**  
<https://www.whorouly.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 28 students were enrolled at this school in 2023, 12 female and 16 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

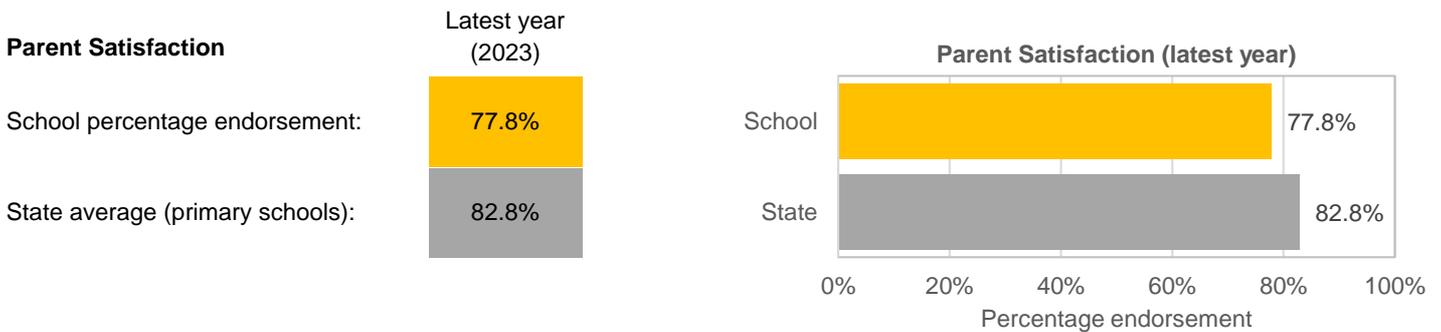
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

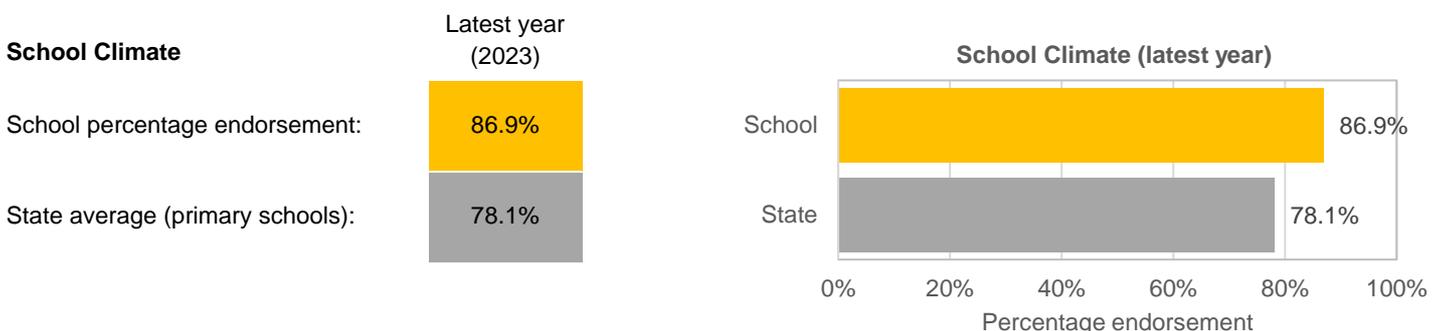


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

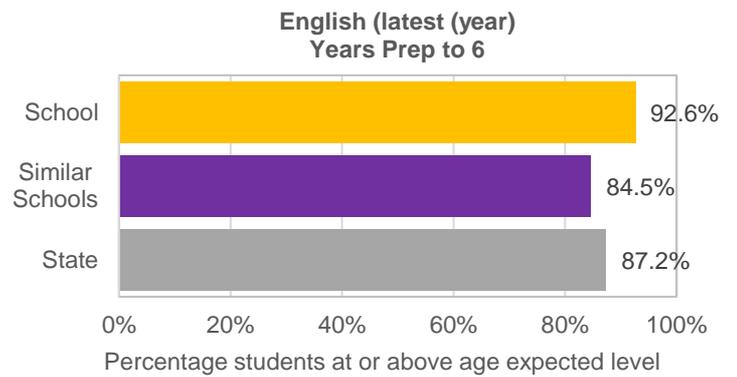
92.6%

Similar Schools average:

84.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

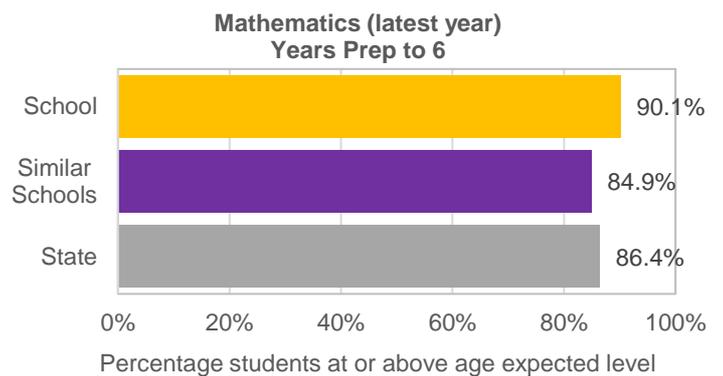
90.1%

Similar Schools average:

84.9%

State average:

86.4%



## LEARNING (continued)

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

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.0%

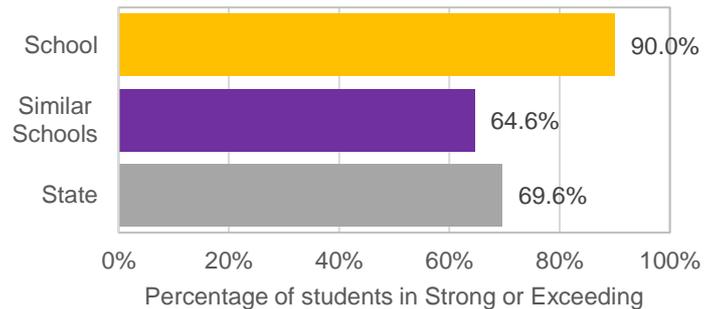
Similar Schools average:

64.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

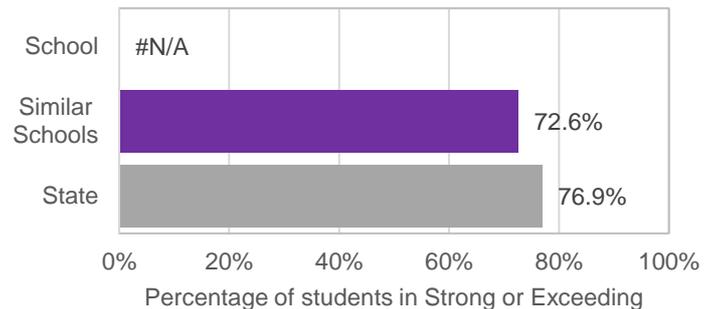
Similar Schools average:

72.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.0%

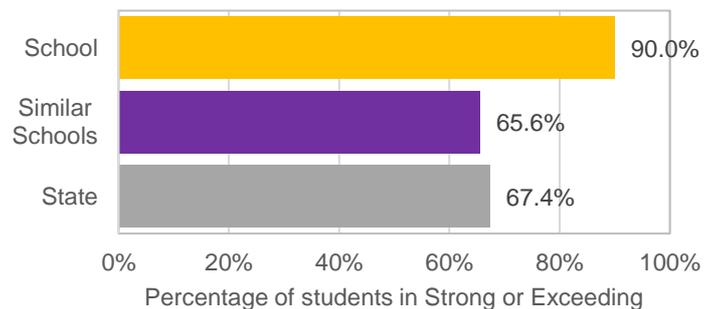
Similar Schools average:

65.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

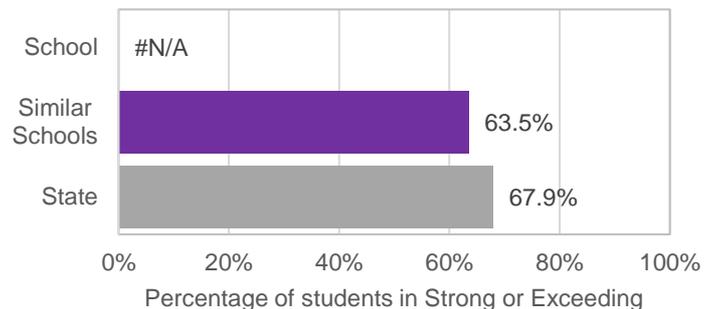
Similar Schools average:

63.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



## LEARNING (continued)

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

### NAPLAN 2022

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

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

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

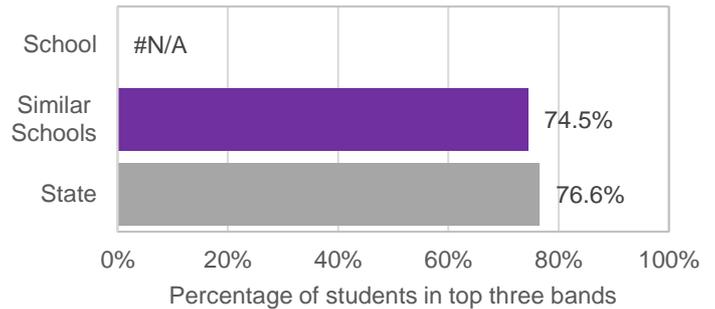
Similar Schools average:

74.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

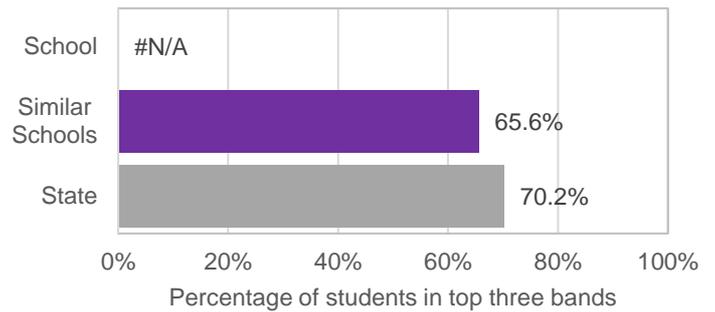
Similar Schools average:

65.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

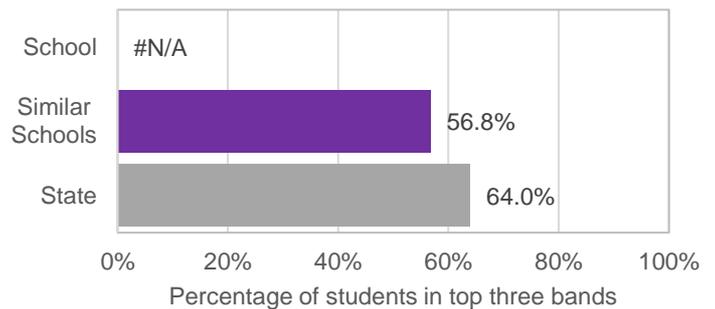
Similar Schools average:

56.8%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

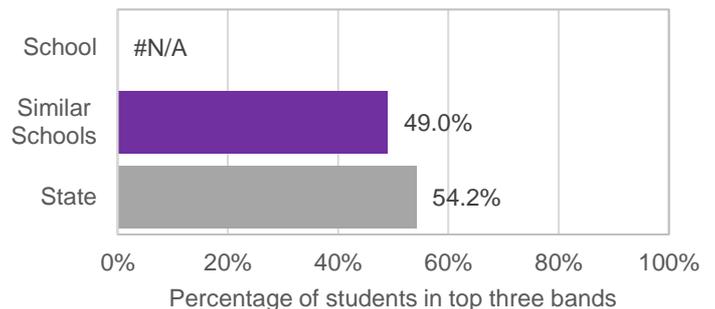
Similar Schools average:

49.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

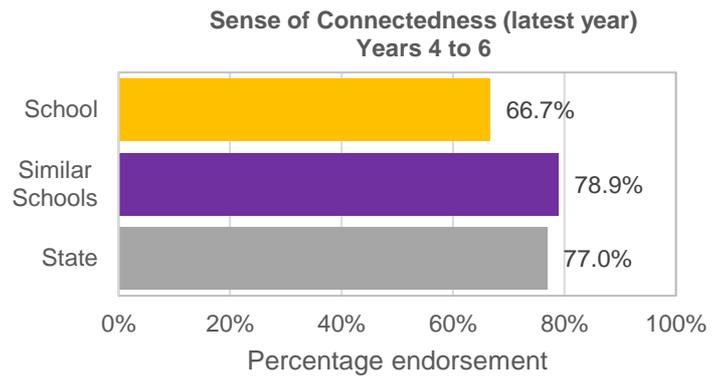
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

|                                | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 66.7%              | 82.4%          |
| Similar Schools average:       | 78.9%              | 80.9%          |
| State average:                 | 77.0%              | 78.5%          |

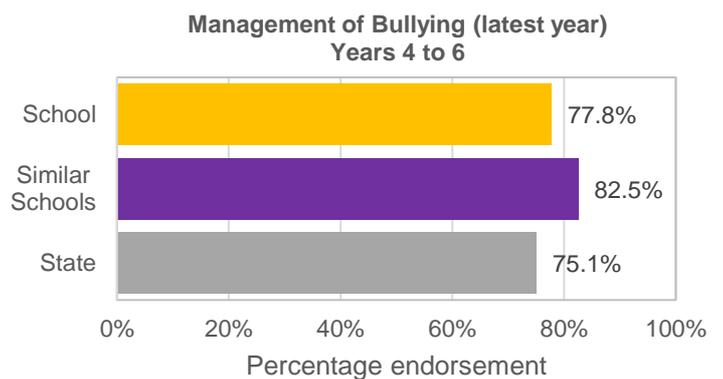


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

|                                | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 77.8%              | 89.3%          |
| Similar Schools average:       | 82.5%              | 84.7%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

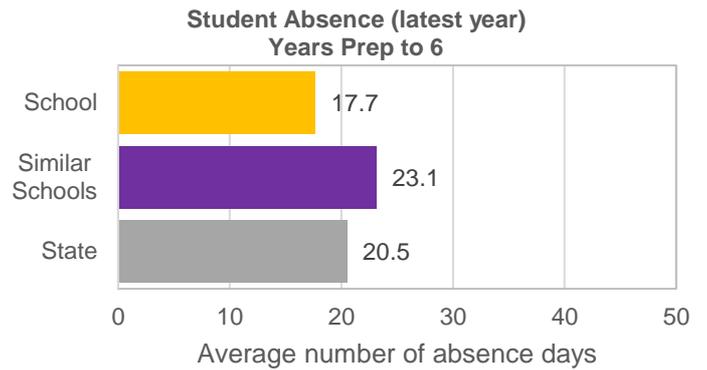
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

|  | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 17.7               | 17.6           |
| Similar Schools average:               | 23.1               | 19.7           |
| State average:                         | 20.5               | 18.1           |



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 83%  | NDP    | NDP    | 93%    | NDP    | NDP    | NDP    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$697,115          |
| Government Provided DET Grants | \$238,188          |
| Government Grants Commonwealth | \$3,300            |
| Government Grants State        | \$5,121            |
| Revenue Other                  | \$66,924           |
| Locally Raised Funds           | \$33,986           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$1,044,634</b> |

| Equity <sup>1</sup>                                 | Actual         |
|---|----------------|
| Equity (Social Disadvantage)                        | \$5,000        |
| Equity (Catch Up)                                   | \$0            |
| Transition Funding                                  | \$0            |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0            |
| <b>Equity Total</b>                                 | <b>\$5,000</b> |

| Expenditure                           | Actual           |
|---------------------------------------|------------------|
| Student Resource Package <sup>2</sup> | \$660,912        |
| Adjustments                           | \$14,839         |
| Books & Publications                  | \$0              |
| Camps/Excursions/Activities           | \$49,918         |
| Communication Costs                   | \$2,303          |
| Consumables                           | \$28,495         |
| Miscellaneous Expense <sup>3</sup>    | \$5,394          |
| Professional Development              | \$2,877          |
| Equipment/Maintenance/Hire            | \$14,340         |
| Property Services                     | \$21,029         |
| Salaries & Allowances <sup>4</sup>    | \$85,462         |
| Support Services                      | \$40,659         |
| Trading & Fundraising                 | \$8,775          |
| Motor Vehicle Expenses                | \$4,552          |
| Travel & Subsistence                  | \$0              |
| Utilities                             | \$6,813          |
| <b>Total Operating Expenditure</b>    | <b>\$946,368</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$98,266</b>  |
| <b>Asset Acquisitions</b>             | <b>\$13,925</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 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$244,041        |
| Official Account              | \$5,579          |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$249,621</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$42,226        |
| Other Recurrent Expenditure                 | \$0             |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$0             |
| School Based Programs                       | \$0             |
| Beneficiary/Memorial Accounts               | \$0             |
| Cooperative Bank Account                    | \$0             |
| Funds for Committees/Shared Arrangements    | \$0             |
| Repayable to the Department                 | \$0             |
| Asset/Equipment Replacement < 12 months     | \$0             |
| Capital - Buildings/Grounds < 12 months     | \$0             |
| Maintenance - Buildings/Grounds < 12 months | \$0             |
| Asset/Equipment Replacement > 12 months     | \$0             |
| Capital - Buildings/Grounds > 12 months     | \$0             |
| Maintenance - Buildings/Grounds > 12 months | \$0             |
| <b>Total Financial Commitments</b>          | <b>\$42,226</b> |

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