

2022 Annual Report to the School Community

School Name: Footscray North Primary School (4160)



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

Attested on 27 March 2023 at 09:22 PM by Kay Willmott (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 11:36 AM by Daniel Maunders (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Footscray North Primary School (FNPS) is an inner suburban primary school 6km from the Melbourne CBD. The population in the local area is changing. This is reflected in the changing SFOE: 2022- 0.2884 (low medium, 2016-0.4493) at FNPS. FNPS is experiencing continued growth in student enrolments 2022 - 550 (2016- 350). During this time FNPS has enacted an enrolment strategy which has minimized the enrolments of students beyond our designated neighbourhood zone. Current trends indicate the school population is likely to continue to grow. There are a number of high-density housing redevelopments in the neighbourhood zone that will likely contribute to this. The growth in school population has been catered for by the delivery of a major building project completed in 2021 to increase the permanent capacity of the school to 700 students.

Our student population is drawn from our local area. Nearly half (44%) our students speak a language other than English at home, with over 35 different language groups represented. Students who enroll speaking little or no English often spend a period of time attending the Western English Language School. A small proportion (less than 1%) of students identify as of ATSI background. The school has a small percentage of students who are enrolled as international students (less than 2%).

The ongoing growth in the student population has also resulted in a growth in staffing requirements. Rigorous staff recruitment, induction and mentoring, along with retention of staff, have been and will continue to be an area that requires attention to ensure that high quality practices are consistently implemented across the school.

In 2022 Footscray North Primary School (FNPS) had a staff of 2.8 Principal Class, 2 Learning Specialists, 1.6 Leading Teachers, 30.4 (EFT) teaching staff and 12.3 EFT education support staff. Curriculum programs were delivered through 25 classroom programs supported by 4 specialist programs. During the second semester a fifth specialist subject area was developed through consultation and feedback. This resulted in the trial of "Technologies" where students accessed this specialist program once each fortnight. Significant investment through the Tutor Learning Initiative enabled an EFT of 1.8 teachers to support targeted students.

The school is housed on a very large site (9 acres) and is made up of 6 permanent buildings, 3 double portables, a new gymnasium and a number of active and passive play spaces. Our school facilities included 28 classrooms with adjacent office areas, collaborative spaces and breakout rooms, a performing arts room, a visual arts, room, 3 resource intensive learning spaces (LOTE/STEM), a library, Gymnasium, administrative area and community room (OSHC) and a fully equipped canteen area.

The school's mission is to "graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community."

Our school values are:

- Inclusion
- Excellence
- Respect
- Responsibility

Footscray North Primary School (FNPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of

the highest quality. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The school provides a curriculum with a strong emphasis on English, Mathematics, Social Emotional Learning and an integrated topic based curriculum. The core curriculum is complemented by Specialist Programs in Physical Education, Visual Arts, Performing Arts, Spanish and Technologies (tried in semester 2 2022).

Footscray North Primary School has developed and embedded a universal culture of learning and a belief that all students can learn at high levels. Our work is underpinned by this belief, and that our strategic actions as a school can make a difference. We have implemented Professional Learning Communities as a way of ensuring that all students learn at high levels and staff continue to refine and develop high impact teaching strategies. Professional Learning is an integral part of the operation of the school, and Professional Learning Communities are the focal point for planning, development and implementation of teaching and learning and collective inquiry to improve teacher practice.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 Annual Implementation Plan prioritised systemwide priorities of learning and wellbeing. After 2 years of significant disruptions, some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families.

At the school level the Key Improvement strategy related to learning focused on supporting both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In considering Student learning performance in 2022, teacher judgment showed achievement English slightly below similar schools yet above state levels. Teacher judgment showed achievement in Mathematics significantly above similar schools and state levels.

In reviewing NAPLAN performance, a significant decline in the performance of year 3 students when compared to previous levels of performance, and also similar schools and state averages was noticeable. Year 5 NAPLAN performance illustrated that performance remained at/above similar schools and state levels, and in reading an increase in student performance was evidence, however this was not evident in numeracy results. FNPS performance in NAPLAN was at or above state levels in 9 out of 10 measures.

Whilst performance targets identified in the Annual Implementation plan weren't consistently met, strong progress in the implementation of the Key Improvement Strategies and the actions and activities that underpinned this work was evident.

- Tutor learning initiative

Implementation of the tutor learning initiative in 2022 was largely sustained despite workforce challenges. In 2022 the TLI program was implemented through small group withdrawal sessions 3 times each week. The focus of the tutoring program was identified through ongoing tracking of student achievement data with

cycles of tutoring lasting 3-8 weeks. Teaching teams worked alongside the tutor to identify the focus and who would participate and remained aware of the learning progress of the student in their cohort throughout the intervention cycle. Student progress was tracked using proficiency scales and validated using observational notes back in the classroom program. The timetable was structured to ensure students weren't missing out on core learning areas in the classroom to receive additional learning support in that area.

- Instructional model

Strengthening the staff understanding and ability to utilise the instructional model significant professional reading and dialogue was facilitated, initially with members of the leadership team, and then with broader members of collaborative teams. This deep dive into articulating the rationale, commitment to and understanding of the components of the instructional model strengthened staff's ability to identify, implement and justify the approaches being selected. This was further reinforced through coaching cycles, VIT inquiry cycles and inquiries into teacher practice with collaborative teams. This learning also provided an opportunity to support staff in identification and discussion regarding differentiation practices and also goal setting practices to support student learning at their point of need.

- Professional Learning streams -

In 2022 with a focus on staff engagement professional learning streams were established. Teaching staff selected a stream related to an area of focus (aligning with their Statement of Expectations) and to ensure a balance of representation across each collaborative team. This differentiated approach to staff learning enabled vertical learning teams across the school. Professional learning streams included: Transforming the first years of teaching- Graduate Pilot, Responsive Teaching, Linking Reading, Thinking and Writing, PLC initiative, RRRR and Mental Health pilot. FNPS was also approached by the PLC manager to engage in the Good to Great partnership.

- Collaborative teams

Our high functioning Collaborative teams continued to drive the work of improvement in student learning through regular tracking of data, moderation and differentiated planning. Supporting the work of the collaborative teams was their sub-school leader and the collaborative team leader. Actionable inquiry cycles were implemented embedded within the collaborative team meetings, supported by Learning specialists (teaching and learning coaches), sub school leaders and curriculum leaders (learning or wellbeing)

The learning progress of students funded under the PSD program was monitored through termly SSG meetings. Nearly all students demonstrated achievement of their learning goals supported through modification of the learning program and support within and beyond the classroom setting.

Wellbeing

Enabling a strong focus on the wellbeing outcomes of our students was the roll out of FISO 2.0. Supporting this work was the Key Improvement strategy effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable.

In considering performance in this area through the attitudes to school survey completed by students in years 4-6, we saw results lower than in previous years and lower than similar schools and the state in the areas of sense of connectedness and management of bullying. Of note is that the experience of bullying has decreased.

Whilst performance targets identified in the Annual Implementation plan weren't consistently met, strong progress in the implementation of the Key Improvement Strategies and the actions and activities that underpinned this work was evident.

- Mental Health in Primary Schools Pilot (MHIPS)

In 2022 we participated in the expanded Mental Health in Primary Schools Pilot. Our work in this area supported building the capacity and confidence of educators to better identify and support students with mental health concerns. Staff were supported to refine the Social Emotional Learning (SEL) Curriculum at each year level through cross team collaboration. The Mental Health Continuum was introduced to staff to support identification of students who may benefit from referrals for further assessment or intervention.

- Targeted supports

A range of targeted supports were accessed to support the wellbeing and engagement of priority cohorts at the school. This included school based resources available through the MHIPS pilot and via community based programs through providers such as School Focused Youth and MindfulAus.

- House System

In 2022 we implemented the whole school house system. A house points system to reinforce positive behaviours along with house events were key features throughout the year. House colour days were also established along with house assemblies. Year 6 students had the opportunity to apply for the role of house captains and ran lunchtime games clubs throughout the year.

- Junior School Council and Student leadership

In 2022 our JSC and student leaders were supported to plan events, seek feedback and take action on behalf of their peers. As a result of this work installation of signage around the school promoting prosocial play on playgrounds and play spaces throughout the school.

- Student voice in reporting cycle

In 2022, following on from revisiting the instructional model, staff focused on embedding student goal setting processes in their program. Students were supported to contribute to the reporting cycle through engagement in parent teacher meetings, reflections upon goals and the expanded trial of students uploading evidence of learning through the student portal to the Continuous Assessment module in Sentral.

Engagement

After two years of significant disruptions to education, 2022 required a renewed focus on both supporting the learning and wellbeing of our students. For many families, especially our students in prep-2, 2022 was the first year the learning and wellbeing programs were happening more within the school buildings rather than in their homes.

Both student and staff absences throughout 2022 were significantly higher than in previous years. When comparing attendance data at FNPS with that of the state and other similar schools, the data indicates that students at FNPS attended a greater number of days (i.e. fewer absences) throughout the year. Absence rates at different grades levels across the school were fairly consistent.

Assistant Principals, as leaders of their respective sub schools, were integral in monitoring the learning, wellbeing and engagement of students and worked collaboratively with families and staff to foster positive outcomes. Support was also readily available from the school based wellbeing team.

In 2022 we were able to implement some community events (the first since March 2020) to foster a sense of connection and partnership between home and school. Attendance at these events were strong and feedback was overwhelmingly positive.

FNPS continues to have the support of an active and committed School Council.

Other highlights from the school year

In 2022 FNPS was pleased to be able to

- Offer a range of camps and excursions throughout the year
- Offer a production for students in years 3-6
- Engage in the State School Spectacular in both Dance and Choir
- Represent the school in various sporting fields at Regional and Divisional events
- Host our Exhibition 'Engineering a City, Building a Community'

After a number of school and VSBA led projects on the school grounds throughout 2021, 2022 presented FNPS with the opportunity to showcase the buildings and grounds throughout the year. There was a sense of excitement, pride and opportunity with the modernized spaces throughout the school.

With the support of FNPS School Council, the facilities are being utilised beyond the school day through licensing arrangements with local sporting clubs and third party providers. At the start of 2022, a new OSHC provider commenced operation with families gaining confidence in the new provider and children keen to go to the program. From September, Vacation Care was also available to families.

Financial performance

Footscray North Primary School remains in a strong financial position. Initial plans developed late in 2021 for 2022 were structured to see a small, planned deficit. The 2019-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for allocation of funds to support school programs and priorities. The school council finance subcommittee actively monitored and reviewed all financial reports throughout the year, meeting prior to each of the 8 School Council meetings held in 2022.

Surpluses from previous years, where limited classroom space constraints and strong enrolments, further contributed to the 2022 surplus. 2022 had different impacts on school finances. Areas such as fundraising and locally raised funds were higher than anticipated, as these funding lines had been negatively impacted throughout 2020-2021. A significant overspend was in casual relief teachers (CRTs) due to planned and unplanned leave along with the ongoing impact of COVID during mandated periods of isolation.

Footscray North School Council manages a range of licenses related to the use of school facilities. Recent investment in the school buildings has resulted in additional groups using the facilities beyond the school day. With the support of the school council, expressions of interest were sought regarding the license for the OSHC program, with TeamKids being appointed from the start of 2022 (2 year, +1 year option). During 2022, FNPS successfully applied for the OSHC expansion grant, to support the expansion of OSHC to include Vacation Care. Through an expression of interest process, Team Kids received the vacation care tenure supported by the OSHC grant.

Cash grants delivered through the capital works project that was delivered throughout 2021 continued to support the expanding programs at FNPS including the trialing of Technologies as a specialist program across the school.

We continued to be supported by our school community with about 30% of families making voluntary parent payments.

For more detailed information regarding our school please visit our website at
www.footsnth.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 550 students were enrolled at this school in 2022, 251 female and 299 male.

43 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.

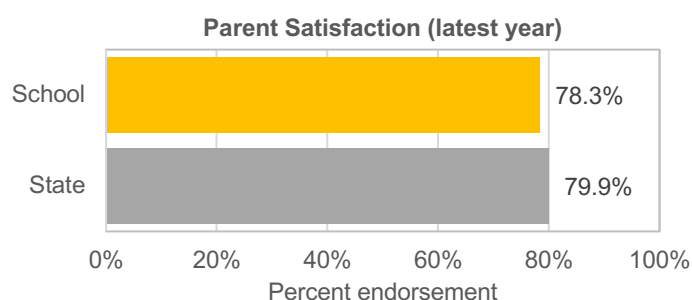
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	78.3%
State average (primary schools):	79.9%



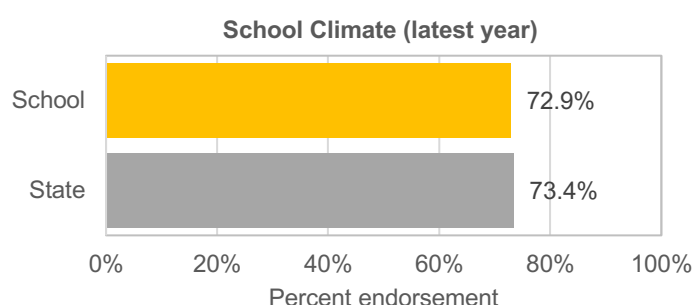
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	72.9%
State average (primary schools):	73.4%



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

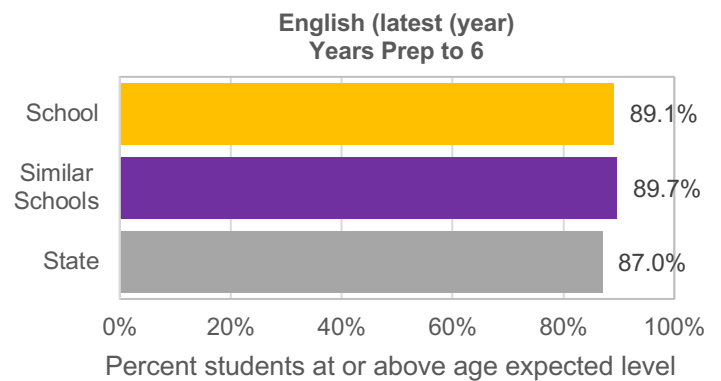
89.1%

Similar Schools average:

89.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

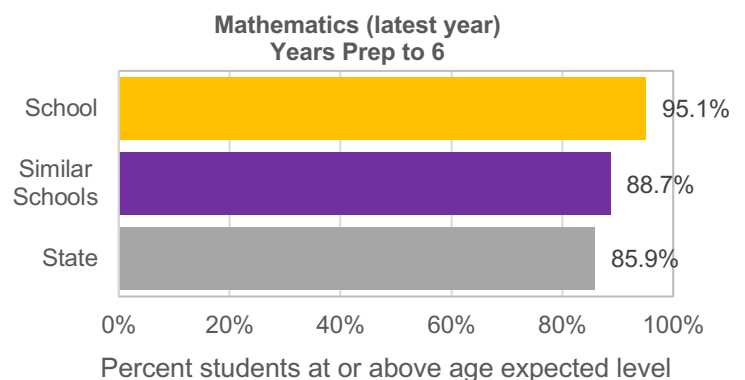
95.1%

Similar Schools average:

88.7%

State average:

85.9%



LEARNING (continued)

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

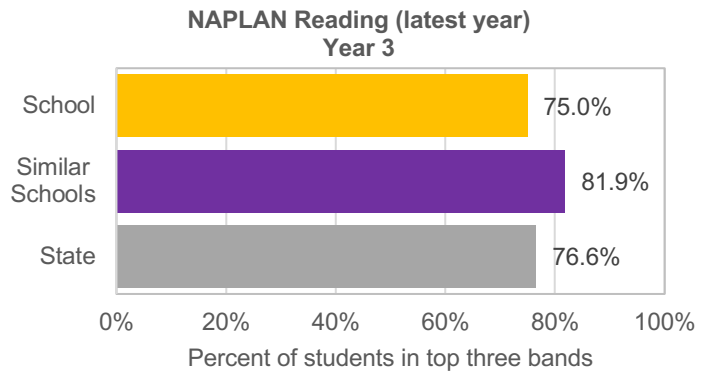
NAPLAN

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

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

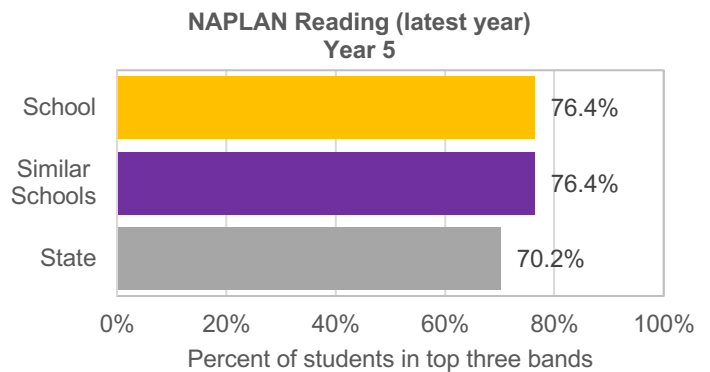
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	79.6%
Similar Schools average:	81.9%	81.7%
State average:	76.6%	76.6%



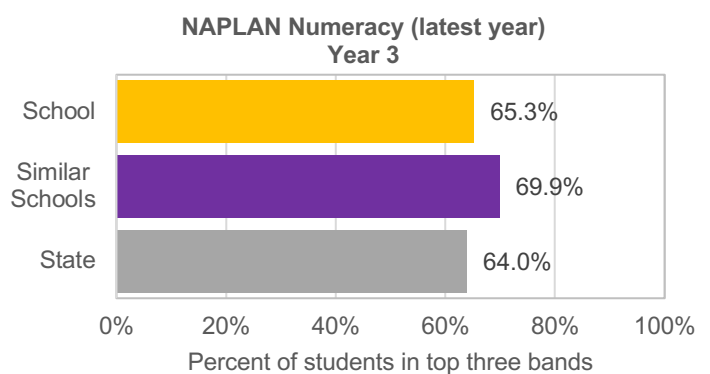
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.4%	75.0%
Similar Schools average:	76.4%	74.2%
State average:	70.2%	69.5%



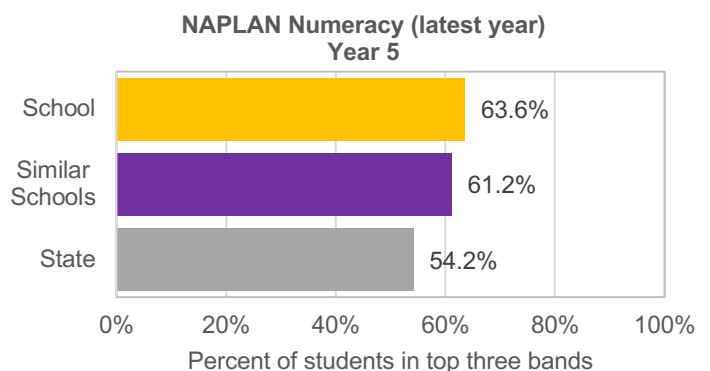
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	69.5%
Similar Schools average:	69.9%	71.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	70.9%
Similar Schools average:	61.2%	65.7%
State average:	54.2%	58.8%



WELLBEING

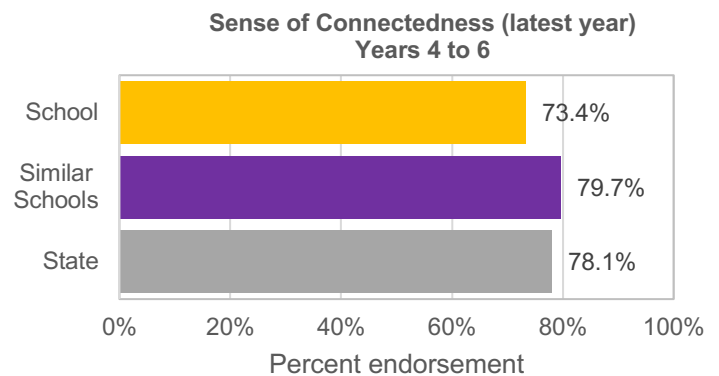
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.4%	78.1%
Similar Schools average:	79.7%	80.1%
State average:	78.1%	79.5%

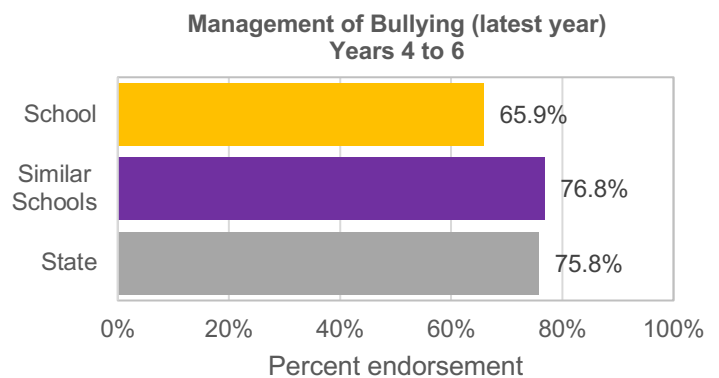


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	65.9%	73.8%
Similar Schools average:	76.8%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

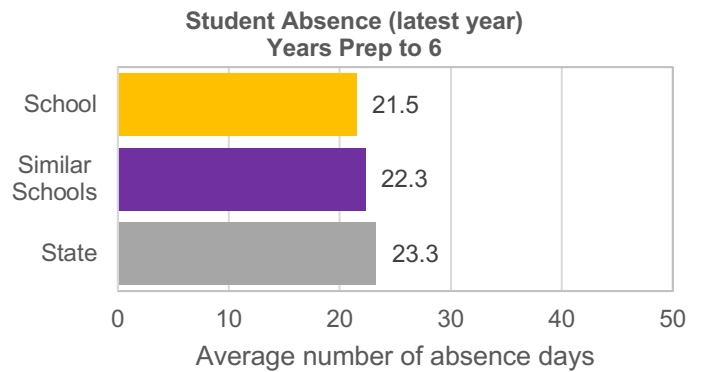
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.5	18.1
Similar Schools average:	22.3	16.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	90%	89%	89%	91%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,827,687
Government Provided DET Grants	\$637,280
Government Grants Commonwealth	\$12,009
Government Grants State	\$0
Revenue Other	\$35,971
Locally Raised Funds	\$299,963
Capital Grants	\$167,065
Total Operating Revenue	\$6,979,975

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,252
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$60,252

Expenditure	Actual
Student Resource Package ²	\$5,351,785
Adjustments	\$0
Books & Publications	\$5,150
Camps/Excursions/Activities	\$130,370
Communication Costs	\$5,719
Consumables	\$141,929
Miscellaneous Expense ³	\$8,513
Professional Development	\$21,126
Equipment/Maintenance/Hire	\$131,026
Property Services	\$86,282
Salaries & Allowances ⁴	\$65,679
Support Services	\$194,618
Trading & Fundraising	\$14,932
Motor Vehicle Expenses	\$318
Travel & Subsistence	\$255
Utilities	\$45,134
Total Operating Expenditure	\$6,202,838
Net Operating Surplus/-Deficit	\$610,072
Asset Acquisitions	\$38,110

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$608,129
Official Account	\$33,886
Other Accounts	\$0
Total Funds Available	\$642,015

Financial Commitments	Actual
Operating Reserve	\$130,695
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$26,678
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$307,374

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.