

# 2021 Annual Report to The School Community



**School Name: Echuca East Primary School (2667)**



- 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 21 March 2022 at 11:14 AM by Lindy Burke (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 31 March 2022 at 10:17 AM by Darryl Brown (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

Practice Respect, Act Responsibly and Learn Resilience (PAL) are the guiding values of Echuca East Primary School. We strive to create a challenging and supportive learning environment encompassing all members of our community, based on the school's values. We have a strong moral purpose statement, 'Whatever my background, whatever my abilities, wherever I start from'. Based on the Student Family Occupation and Education index, our community socio-economic profile is low. We are situated in Echuca on the east side of the railway track, near the junction of the Murray and Goulburn Rivers. We have a spacious grounds with a lush green oval which is now watered with our bore.

In 2021, Echuca East Primary School had 24.89 equivalent full-time staff comprising of 1 Principal, 1 Assistant Principal, 0.24 Leading Teacher, 2.08 Learning Tutor 13.68 EFT Teachers, 6.89 Education Support Staff, 4 Trainees and 1 Social Worker 0.8. 22.4% of our student population were indigenous.

The school is organised into neighbourhoods for the delivery of our learning programs, with the Preps operating a developmental curriculum (SPICE) for their inquiry focus. A strong team ethos exists between staff members as they work, plan together and analyse data together. We are proud to continually learn through best practice, inquiry, reflection and the celebration of our achievements.

Our priority was Literacy and Numeracy, with a strong emphasis on data collation through student profiling. All classrooms had 10 hours of explicit Literacy teaching and 5 hours of Numeracy supported by our PLC Leaders. Specialist programs offered at our school included Visual Arts, Physical Education, Health/Fitness, Wellbeing (Respectful Relationships) and gymnastics/circus. We were unable to secure the employment of a LOTE teacher for 2021 but have been successful appointing one to commence in 2022. To enrich our curriculum further, we provided a variety of innovative programs both within and beyond the classroom, including: Better Buddies and various leadership programs ran in term one. Due to the unprecedented COVID-19 disruptions / restrictions, the majority of our engaging planned excursions, School Concert, incursions and camping programs had to be cancelled.

Term 1 saw the school undertake the Peer Review Self-Evaluation process in preparation for our School Review in Term 2. The Tutor Learning Initiative (TLI) started with tutors working in Level 2, Level 3 and Level 4. The school added to the TLI allocation in order to ensure the program ran all year and provided additional intervention support in Level 1. Our Koorie students were also supported with additional intervention due to the Early Years Koorie Literacy and Numeracy Program funding. The School Review took place in Term 2 with the final day occurring over WebEx, due another COVID-19 lockdown. Term 3 (and part of term 4) saw the return of Remote and Flexible Learning. Our school used a combination of hard copy learning programs, digital platforms and on-site supervision for the essential worker or vulnerable families. The school took on a major focus on the wellbeing of its community (including students, parents/families and staff).

We continue to strive to develop "independent, self-directed learners", and our 1:1 iPad program (3-6) continues with all students using their BYO device routinely within their classroom. We are high-end technology users at this proud school. We continually develop the staff to ensure we remain strong in this space. During remote and flexible learning our levels relied upon various digital platforms to support the delivery of the student's learning (Webex; Google Drive and Google Classroom)

Despite the many disruptions caused by COVID-19 throughout the year, our school continued with a clear vision for our future, a strong focus on supporting and engaging our community, whilst fostering an environment that provided a quality and comprehensive education, supporting all students to become life-long learners.

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### Framework for Improving Student Outcomes (FISO)

In our 2021 Annual Implementation Plan (AIP) Echuca East's FISO improvement initiatives focused upon 'Excellence in Teaching and Learning – Building practice excellence' and 'Positive Climate for learning – Setting expectation and

promoting inclusion.’ This was based on our 2017-2020 School Strategic Plan. Our School Review was initially planned for 2020, but due to COVID-19 restrictions and lockdowns it was rescheduled for term 2, 2021.

In our new Strategic Plan, our goals are to improve student achievement and learning growth in literacy and numeracy and to improve our student’s engagement and agency in learning. In order to implement our goals and achieve our targets we intend to:

- Develop and embed high impact teaching strategies within an agreed instructional model for both Literacy and Numeracy.
- Build all teachers’ capability to effectively use evidence-based approaches in planning for differentiated and challenging learning.
- Develop and embed a culture of accountability, feedback and high expectations for all.
- Build all teachers’ capability to activate student voice and agency in learning
- Strengthen inquiry-based curriculum planning approaches to engage students and offer real-world learning contexts
- Embed processes and structures that support all students’ regular attendance and engagement at school

As a result of the School Review we had a focus in term 3 to complete our Curriculum Framework Overviews. This Framework further supports our school differentiated approach to learning.

In 2021, our equity funding enabled us to double the supports of the Tutor Learning Initiative program which provided intensive intervention programs in Literacy and Numeracy throughout the school. This complemented our 2021 goal ‘To improve student outcomes across all levels of the school and the curriculum with a particular focus on English and Mathematics. As we continued with the implementation of the ‘School Wide Positive Behaviours Framework’ (SWPB), we aimed to further improve our positive climate for learning. Due to COVID-19 disruptions/restrictions/ remote and flexible learning throughout the year, these programs were either rescheduled or were offered remotely.

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## Achievement

With a focus on developing Literacy and Numeracy skills, routines, relationships and a sense of community. All 13 classrooms were required to facilitate a 2 hour uninterrupted Literacy Block each day and 5 hours of Numeracy each week. Targeted teaching, strategy groups, Rainbow Reading and intensive intervention were planned across the school. Much of this was disrupted due to the COVID-19 Lockdowns and the move to Remote and Flexible Learning.

Equity and KLNP money was used to add to the TLI funding which enabled us to double the intervention support throughout the school. Both Level 3 and Level 4 teams had the support of a Regional EIL to assist in the analysis and tracking of student growth, in particular NAPLAN. Our school saw great improvement in this year’s Performance Report with regards to this data.

Student achievements were celebrated at our weekly assemblies (face to face and Virtual assemblies) and included Mathlete of the Week, Literacy Learner, Student of the Week and Holmfield Hot Shots (physical education) Awards. During the lockdowns, our assemblies continued, but they merged as Virtual Assemblies - and were shared with the community online. Our Annual Book of the Year continued, where each student completed a book through to publishing, and the winning books were published. Indigenous awards were also presented with our indigenous staff selecting the ‘Deadly Award’ winners.

A comprehensive assessment schedule monitored individual student progress, including Essential Literacy and Numeracy, and Fountas and Pinnell (F&P) for students in P-6.

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## Engagement

Echuca East has a clear moral purpose for education, with students at its centre. We strive to maintain a whole-school focus on the promotion of positive relationships, student resilience, student motivation, responsible behaviour and improved attendance. Our school values are Practice RESPECT, Act RESPONSIBLY and Learn Resilience, with the catch phrase to be an Eastie PAL.

We focused on classroom routines that were consistent and conducive to good learning. Respectful relationships were an integral part of our culture. We continued with the School Wide Positive Behaviours Support (SWPBS) framework. Throughout the year, PAL awards were presented each week (whether face to face or online), focusing on a whole school direction. Videos introduced the focus and supported the engagement and commitment of both staff and students. TERRIFIC Kids awards were presented each term, and Students of the Week were also presented each week. Due to COVID-19 and the Remote and Flexible learning we continued to turn our skills to a virtual online assembly where these awards were presented and celebrated. This was a great forum to touch base with our families, create numerous entertaining videos to help keep the connection with our community during this time.

We have a high Koorie enrolment and our Koorie community are valued and embraced. Our families interact well with our school community. We continued with our annual Dhungala (Sharing Culture through storytelling) Book of the Year awards in order to promote the value of literacy, encourage a safe cultural environment where students feel safe to share their stories. Winner's books were published, and additional copies were presented to Berrimba Child Care Centre to use and share.

Unfortunately, due to the COVID-19 disruptions and lockdowns we were unable to create and share, our annual School Magazine to further celebrate the great things we do at Echuca East.

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## Wellbeing

Echuca East places a strong emphasis on supporting students' transitions, including the students entering, exiting and transitioning between levels of the school. In Term 4, all students spent several sessions stepping up into their next 'level' to ensure they feel supported and to minimise the 'fear factor' of transition to the next grade or level. Despite the disruptions with COVID-19, these sessions were still able to occur in term 4. A comprehensive Routines Booklet is provided to all students/parents to assist them with their child/rens transition to the next year. The staff revisit the booklets each year to ensure they are accurate with proposed actions and meet the needs of the students and families.

Our Kindergarten-Prep transition Program continued to be a comprehensive year long process conducted by Prep staff and Leadership. It encompassed regular visits to the Preschool and the Preschool to us. Transition statements provide valuable information for Prep teachers. We actively participated in the Prep Transition. Despite the disruptions with COVID-19, these sessions were able to occur in term 4 with some restrictions placed upon the organisation and management of these. Echuca East PS also continued to work very closely with Berrimba Child Care Centre to help prepare their student to be more 'school ready'. This initiative, although very successful, relied heavily upon extensive resourcing when releasing staff to run additional transitions sessions both at EEPS and Berrimba.

Our year 5/6 to year 7 Transition Program operates over two years. Visits to and From Echuca College are an integral part of the process. Not all of these visits occurred as planned, due to Covid-19 restrictions, but fortunately the grade 6s were able to attend their transition day in term 4.

We employed a school based Social Worker 4 days a week to work with students based on need. The caseload was high as she worked with small groups and individual students depended on need. We had limited access to a Regional Speech Pathologist and an even more limited access to a Regional Psychologist. This has continued to be a huge challenge when trying to support students with complex needs. Due to COVID disruptions, SSS predominately were scheduled for funding applications.

Each classroom established a reset space for students who may choose to go there to de-escalate or reset. We have found this to be beneficial for students who are exhibiting a variety of complex needs. Most of the neighbourhoods within the school have an outdoor space to further support children, who prefer to go outside to reset ready to learn.

Our Buddies program commenced in term one, however due to COVID-19 restrictions and lockdowns, this program was disrupted throughout the year.

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## Finance performance and position

Echuca East continued to maintain a healthy financial position during 2021, despite the unexpected challenges that the Covid-19 pandemic continued to present. The surplus result includes over \$114,000 carried forward for major grounds works that were carried out in January, including our long awaited fitness track, asphalt resurfacing and playground removal and replacement. Our 2021 locally raised funds were again significantly lower than previous years as fundraising and other activities were not possible.

Equity funding was again used almost exclusively for staffing, resulting in a planned operational deficit which was then allocated in our cash budget.

Four trainees were employed during 2021 to further support our students. We were also fortunate to receive over \$50,000 Boosting Apprenticeships Commencement wage subsidy as part of the Federal Government's Economic Response to Coronavirus.

Swimming in school funding of \$10,000 has again been carried forward as the majority of our year levels were unable to run their swimming programs due to covid restrictions. This will enable us to provide a swimming program for all students in 2022 at no cost to families.

\$15,000 is only carried forward for Campaspe Division Sport and \$11,000 Disability & Inclusion funding not expended in 2021.

**For more detailed information regarding our school please visit our website at**

**<https://echucaeastps.vic.edu.au>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 309 students were enrolled at this school in 2021, 142 female and 167 male.

2 percent of students had English as an additional language and 22 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).

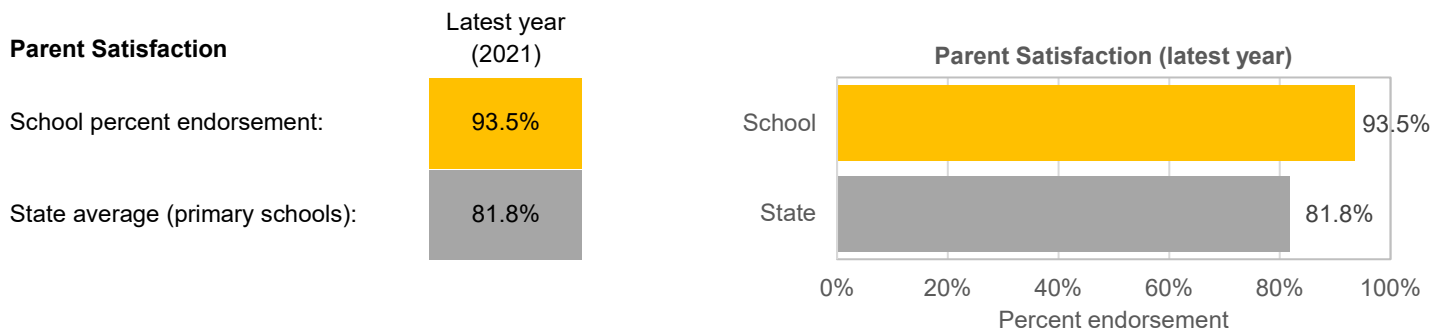
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

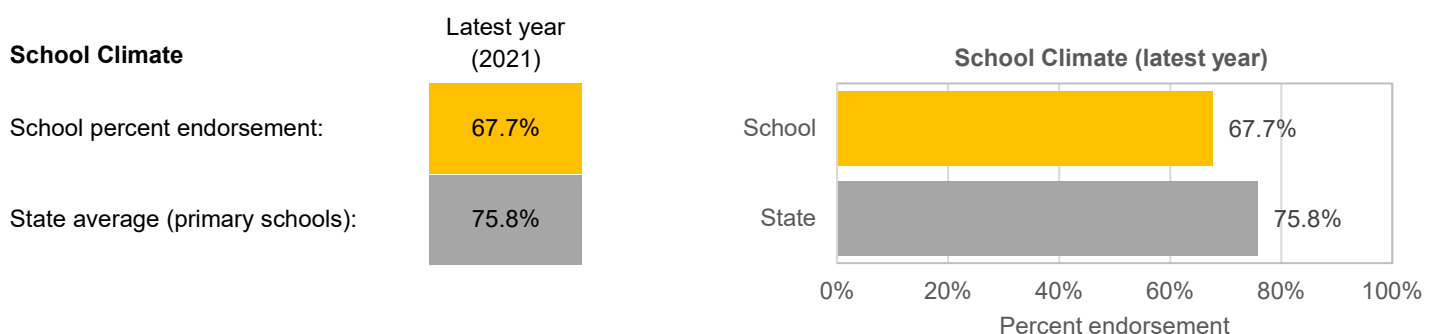


### School Staff Survey

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:

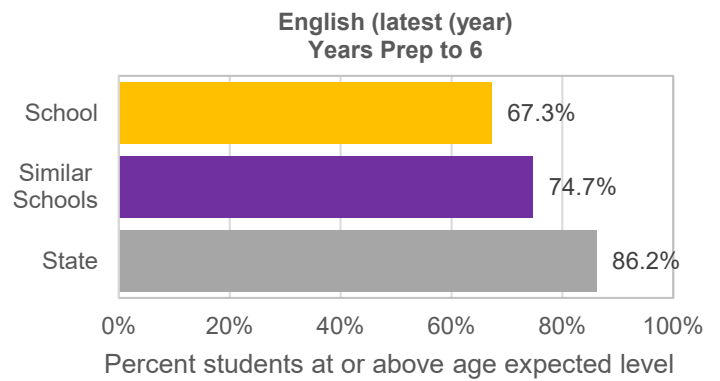
67.3%

Similar Schools average:

74.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

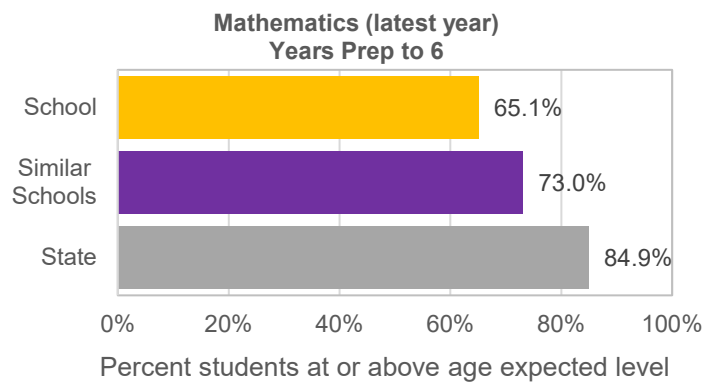
65.1%

Similar Schools average:

73.0%

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.

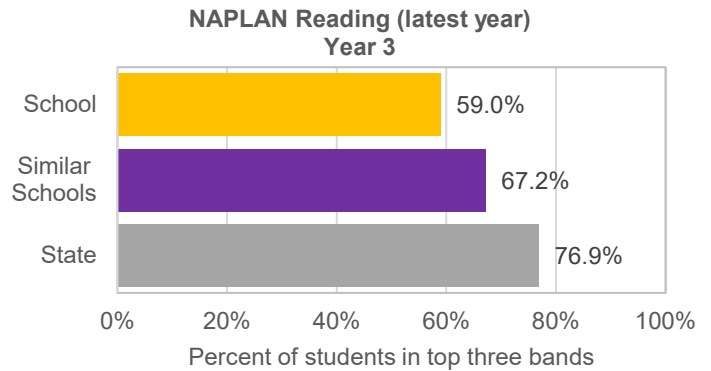
**NAPLAN**

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.

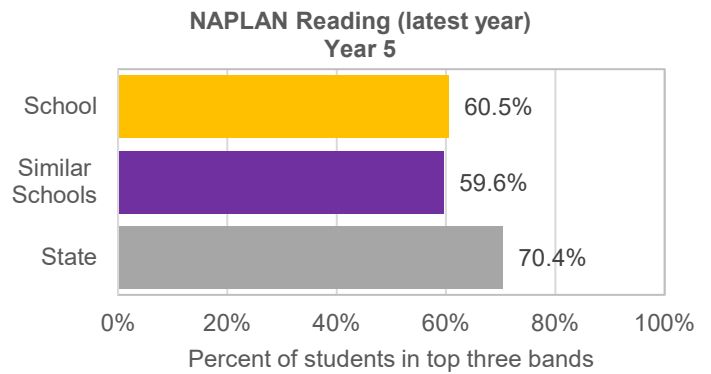
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.0%	66.1%
Similar Schools average:	67.2%	66.9%
State average:	76.9%	76.5%



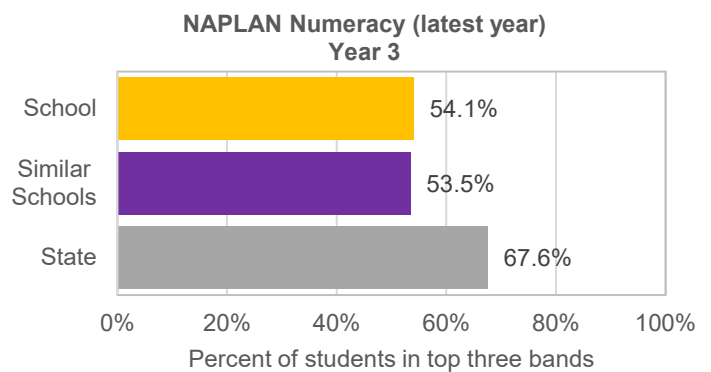
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.5%	53.0%
Similar Schools average:	59.6%	55.7%
State average:	70.4%	67.7%



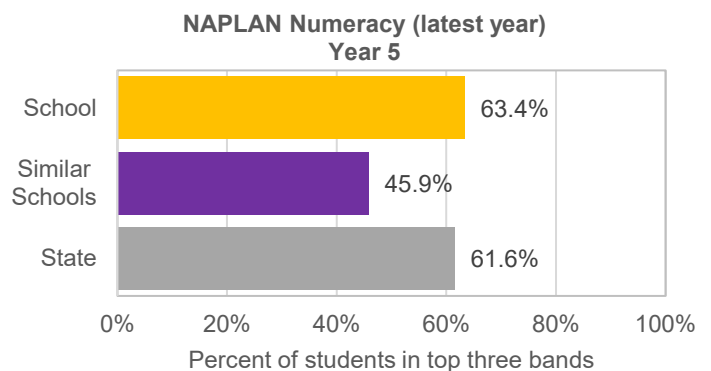
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.1%	65.5%
Similar Schools average:	53.5%	57.3%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.4%	58.1%
Similar Schools average:	45.9%	44.2%
State average:	61.6%	60.0%



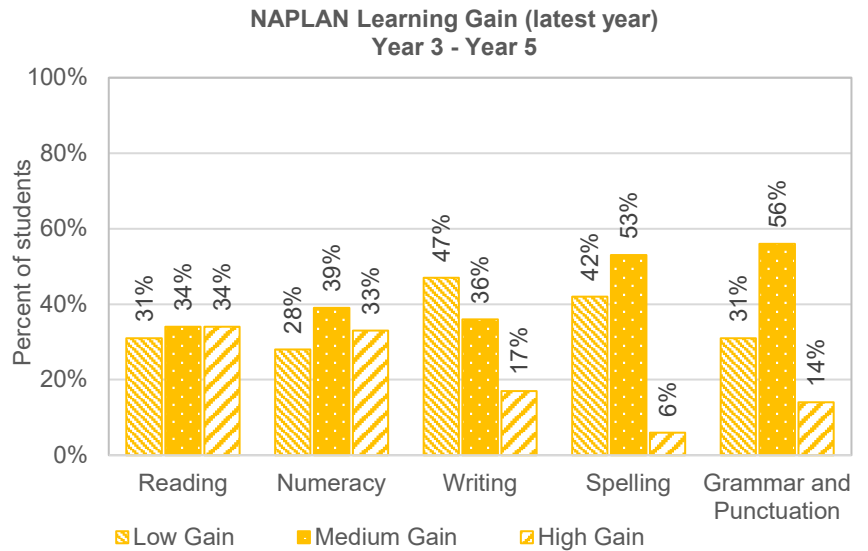
**ACHIEVEMENT (continued)**

**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:	31%	34%	34%	21%
Numeracy:	28%	39%	33%	17%
Writing:	47%	36%	17%	16%
Spelling:	42%	53%	6%	16%
Grammar and Punctuation:	31%	56%	14%	19%



## ENGAGEMENT

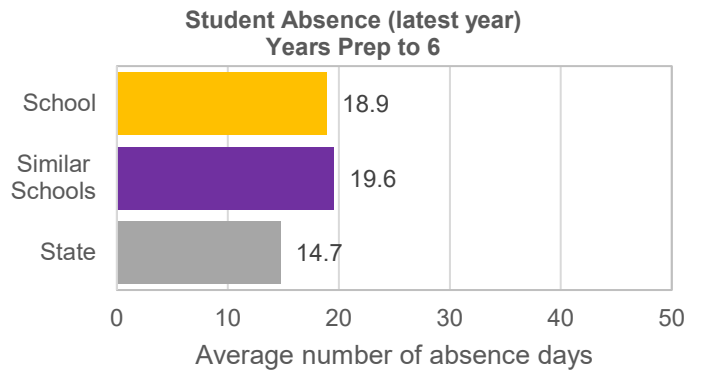
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.9	20.3
Similar Schools average:	19.6	17.8
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):	89%	93%	92%	91%	91%	91%	88%

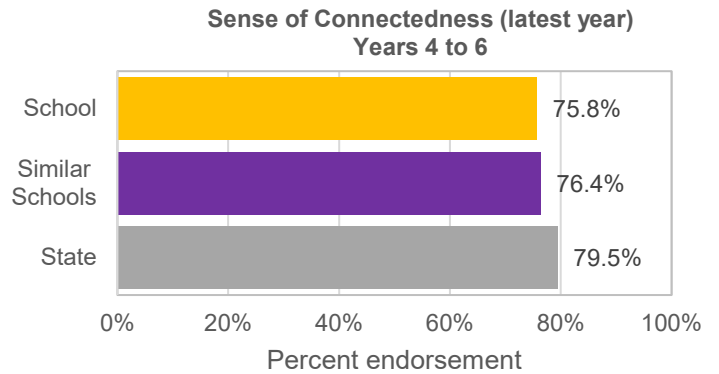
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	75.8%	80.7%
Similar Schools average:	76.4%	78.2%
State average:	79.5%	80.4%

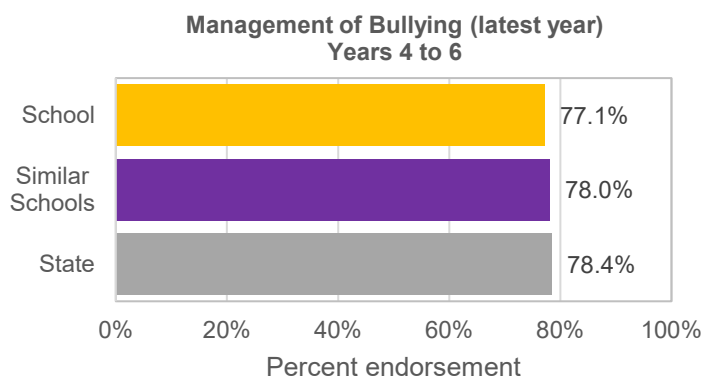


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	77.1%	81.7%
Similar Schools average:	78.0%	79.1%
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	\$2,792,745
Government Provided DET Grants	\$611,348
Government Grants Commonwealth	\$67,613
Government Grants State	\$0
Revenue Other	\$3,337
Locally Raised Funds	\$89,278
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,564,320</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$412,313
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$412,313</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,708,913
Adjustments	\$0
Books & Publications	\$2,527
Camps/Excursions/Activities	\$40,917
Communication Costs	\$3,016
Consumables	\$106,225
Miscellaneous Expense <sup>3</sup>	\$9,385
Professional Development	\$9,802
Equipment/Maintenance/Hire	\$46,239
Property Services	\$142,150
Salaries & Allowances <sup>4</sup>	\$111,143
Support Services	\$142,238
Trading & Fundraising	\$27,498
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,713
<b>Total Operating Expenditure</b>	<b>\$3,382,765</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$181,555</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	\$722,327
Official Account	\$17,400
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$739,727</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$106,569
Other Recurrent Expenditure	\$7,838
Provision Accounts	\$0
Funds Received in Advance	\$13,790
School Based Programs	\$145,655
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,378
Repayable to the Department	\$29,039
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$140,000
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>\$460,269</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.*