

2023 Annual Report to the School Community

School Name: Hastings Primary School (1098)



- 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 16 April 2024 at 01:30 PM by Simone McDonald (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 18 April 2024 at 06:50 PM by David Gardner (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).

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').

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

School context

Hastings Primary School is in the regional township of Hastings, on the Westernport side of the Mornington Peninsula. The school has a long and proud history of over 150 years, valuing the contributions of families past and present.

The school currently has a student population of 183 as of February 2023 census, with a relatively small population of ATSI and EAL students. Levels of family mobility and transience can be high, and student numbers have declined slightly over the past few years. The School Strategic Plan 2023 – 2027 was developed mid 2023 after a rigorous School Review, with priorities based on the Framework for Improving Student Outcomes. Hastings Primary School enjoys a strong sense of community and the mutually supportive partnerships between students, parents/carers and staff have become a feature of the school. We also benefit immeasurably from the fantastic contribution made by our large band of committed volunteers drawn from the school and broader community who were able to return after pandemic restrictions were lifted.

The Victorian Curriculum is the basis for all curriculum in Foundation – Year 6, with significant team planning ensuring effective and engaging delivery. High quality information technology, and teaching and learning approaches, greatly support and impact positively on student learning growth and outcomes.

The Linking Schools and Early Years community partnership continues to support the early years school transition and the school is well supported by community groups, agencies, services, local businesses, and clubs. The school recognises the key role that parents, and carers play in their child/ren's learning and these productive partnerships are actively promoted and supported.

The school's Friends of Hastings Primary School volunteer team continues to support and promote school community connectedness through a range of social and fundraising activities.

The school's workforce consists of a combination of skilled and dedicated teaching staff, supported by education support staff who add a wide range of skills and interests to the programs and activities offered at the school.

The school has a Student Counsellor funded through the National School Chaplaincy Program [NSCP] for 2 days per week. School employed allied health professionals work

closely with the school community, with services including speech pathology, occupational therapy and a paediatric clinic.

Hastings Primary School has made a significant commitment to support and nurture the well-being of all community members. A school culture consistently displaying care, respect, integrity, inclusion, and connectedness is strongly evident. Due to high levels of disadvantage, the school receives substantial social equity funding from government. With this additional funding, teachers and support staff are employed to provide learning interventions for students working below at and above the expected learning outcomes.

The School Council ensures the school facilities; grounds, buildings, and resources (human and physical) are well placed to deliver diversity and choice, to enhance curriculum provision and support student well-being.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers employed a diverse range of formative and summative assessments within the school setting to evaluate student progress according to the Victorian Curriculum. These assessments provided teachers with evidence of students' achievement and highlight future learning foci for individual student needs, fostering targeted learning experiences aimed at promoting academic growth. The student achievement data for 2023 yielded exceptionally favourable results. Professional Learning Communities [PLCs] met weekly with Instructional Leaders facilitating the meetings to analyse student learning evidence in Mathematics, ensuring learning experiences were targeted and at point of need and teachers researched and implemented evidence based best practices. The Learning Specialist attended fortnightly as a challenge partner. The School Improvement Team {SIT} and the Instructional Leaders worked through an inquiry cycle to determine future staff development and monitor the progress of at-risk student groups. Staff participated in two Curriculum Days facilitated by LoveMaths expert Michael Minas, Developing and Unpacking the Mathematical Proficiencies and Differentiation in the Mathematics classroom. One follow-up day was provided, in which LoveMaths provided a facilitator to observe a teaching lesson for each class and then met with teachers one on one to unpack the teacher and student work. Four classroom teachers worked in a coaching cycle with Pete Sanders from LoveMaths to develop deep expertise in creating and delivering Challenging Tasks to students. Staff engaged in whole staff professional learning opportunities four times per semester, through sharing of internal knowledge of the Learning Specialist and select highly experienced teaching staff. The Learning Specialist participated in the Master Trainer for Leading Numeracy program offered at the Victorian Academy of Teaching and Leadership. As a result, the Learning Specialist worked with local Master Trainers to deliver the Local Leaders Numeracy

course to primary and secondary school teachers from the Bayside and Southern Peninsula Networks. In 2023 72.5% of students from Foundation to Year 6 were working at or above the expected standards in Mathematics, which is above similar schools average and an increase from previous years. During our school review students commented that 'Mathematics [at Hastings Primary School] is challenging, in a good way.' Approximately 70% of students were further supported through the Tutor Learning Initiative [TLI] across the year in Writing and Mathematics, offering opportunities for catch-up, while 15% of Year 5 and 6 students participated in the Victorian High Achieving Program (only available for Year 5 and 6 students) for extension work. The English team met once per term to monitor student outcomes and support teachers with collegiate professional learning. Foundation to Year 6 classes followed the Workshop Instructional Model, with teachers utilising knowledge of evidence-based approaches: Six Traits of Writing, and CAFÉ Reading to provide consistent high-quality curriculum across English. All junior school staff, five of our senior school staff, the Learning Specialist and Principal class participated in Sounds-Write training. Foundation – Year 2 classes offered daily Sounds-Write lessons and intervention was provided to students from Year 1 to Year 4. NAPLAN results demonstrate that a high standard of achievement continues to be obtained in Reading. In Writing NAPLAN demonstrated an increase in achievement, with performance at Year 5 above similar schools. The progress of our students who are supported through the Disability Inclusion Program [DIP] was maintained through diligent and planned delivery of high-quality strategic learning support, provided through collaborative approaches between Classroom Teachers, TLI Coordinator, Educational Support Staff, families, and onsite external agencies providing speech, occupational therapy, counselling advice, and student support group meetings as required for these students.

Wellbeing

Hastings Primary School uses a positive behaviour framework to provide a high level of care and support for our community. In 2023 the school continued to explicitly teach a social and emotional learning curriculum, the Resilience, Rights and Respectful Relationships framework and worked closely with the CASEA team (CAMHS and Schools Early Action Program) through Monash Health to support our students and families. The CASEA team came to Hastings Primary School every Tuesday to work alongside teachers in classrooms and provided intervention and support for students and families and debriefing sessions for teachers. The team also ran professional learning for staff. From this partnership and during the SEL classroom intervention that the CASEA clinicians facilitated, students participated in the following lessons:

- *Using the Zones of regulation to identify how the student is feeling and how others might be feeling*
- *Noticing body signals that may indicate how they are feeling*
 - *What happens when the energy of feelings accumulate and exploring ways to manage this accumulation*
 - *Experimental activities using different tools and strategies to support emotional regulation*
 - *Introduction of a 'reset corner' in the classroom that students can access when overwhelmed.*

In 2023 a school counsellor was employed for 3 days a week to join the wellbeing team to support vulnerable students and their families.

The 2023 attitudes to school survey results show our students sense of connectedness and management of bullying has decreased. Therefore, this is an area the wellbeing team focused on to ensure student voice is heard to understand the 'why.'

Engagement

ENGAGEMENT

Hastings Primary School students are engaged and supported to attend school every day. There are many programs used to build and sustain student engagement, beginning with 'Brekky Club' every morning. Throughout 2023, our students were provided with the opportunity to engage in and access a variety of programs and activities including: Canine therapy, Art therapy, Bounce Back, Drumbeat, Lunchtime clubs, representing their class on the SRC (Student Representative Council) from F-6 to have their voice heard, Year 6 leadership group, Koorie Kids Day Out excursions and Fathering Project events.

In 2023 the average number of student absence days for Prep-Year 6 students was less than the similar school's average. We acknowledge that attendance matters, and many strategies were used to promote attendance. The fortnightly newsletter included articles related to attendance for families to read, a H.P.S attendance flow chart was developed for teachers, daily contact to families whose student absence is unexplained and attendance 'health checks' were completed by teachers. We continue to have high expectations for our students and engage parents in their child's learning.

Other highlights from the school year

In 2023 Hastings Primary partnered with the Fathering Project bringing numerous benefits by fostering positive family engagement in our school community. Involving fathers and other family members, it has enriched the educational experience for children, strengthened family bonds, and cultivated a supportive community within the school setting. This partnership has encouraged active participation in children's education, leading to improved academic outcomes, enhanced social skills, and overall well-being for students, families, and the school community as a whole.

After navigating two years of Flexible and Remote Learning amidst challenging pandemic conditions, Hastings Primary School facilitated overnight camp experiences for our Year 3 to Year 6 students. These enriching adventures immersed our students in outdoor education, fostering invaluable skills in teamwork, leadership, and resilience—all seamlessly integrated with our curriculum. These experiences not only provided a break from the digital realm but also reignited a sense of camaraderie and exploration among our students, enhancing their overall educational journey.

A successful grant application for Active Schools, our school is able to develop the running/bike track encircling the expansive oval. This outdoor space is an important component of our Physical Education and Bike Education programs. In 2023, we expanded our Bike Education initiative to include Year 3 and 4 students alongside Year 5 and 6. Consequently, more students now opt for active transport methods to commute to and from school, fostering a healthier lifestyle.

Hastings Primary School remains committed to delivering exceptional before and after school care services to our families. Our dedication to this program ensures that families relying on our services can confidently pursue career opportunities or explore other avenues, knowing that their children are in safe and nurturing hands. By offering reliable and high-quality care, we empower parents to fully engage in their professional endeavours while fostering a supportive environment for the holistic development of our students.

Financial performance

Hastings Primary School maintained a sound financial position throughout 2023. The strategic plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through generous community grants and philanthropic donations, DET Initiatives and targeted teaching areas in 2023.

The school receives generous Equity Funding, which contributed towards the employment of an Assistant Principal, Learning Specialist, Speech and Occupational Therapists. 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.

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

<https://hastingsprimary.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 183 students were enrolled at this school in 2023, 77 female and 106 male.

6 percent of students had English as an additional language and 5 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).

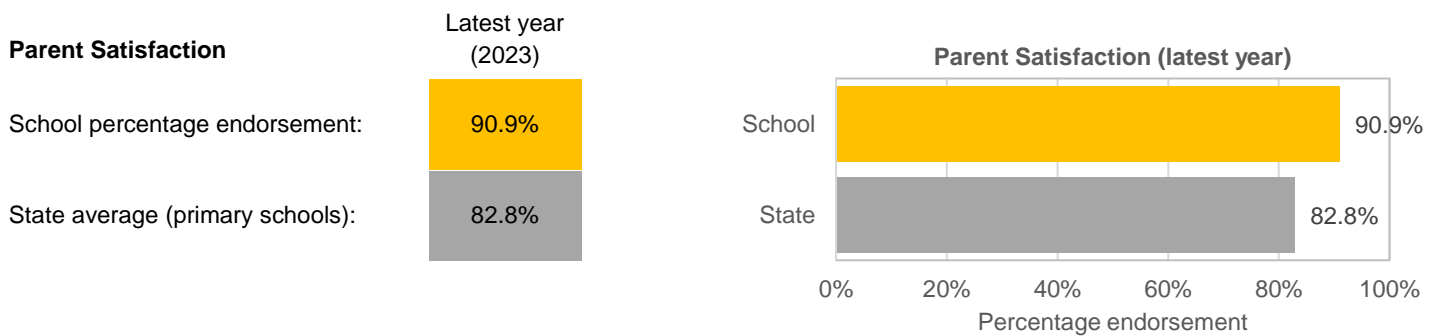
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

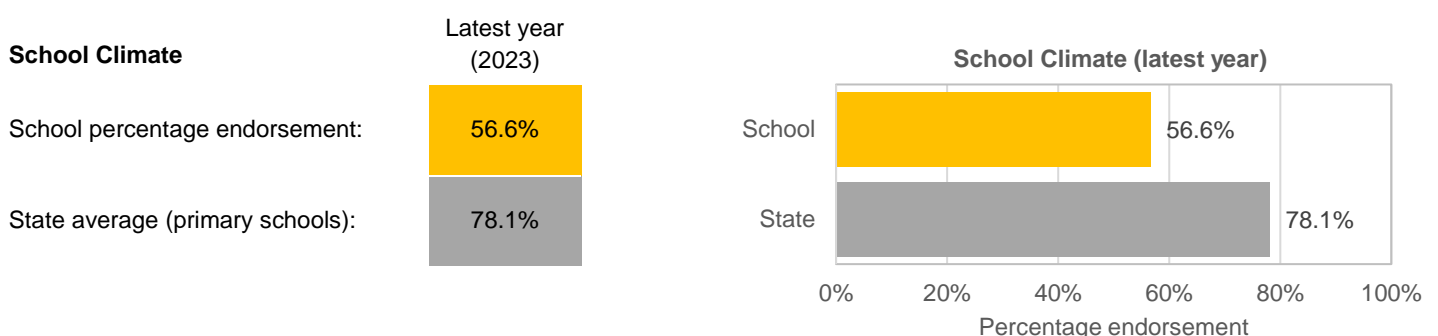


School Staff Survey

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:

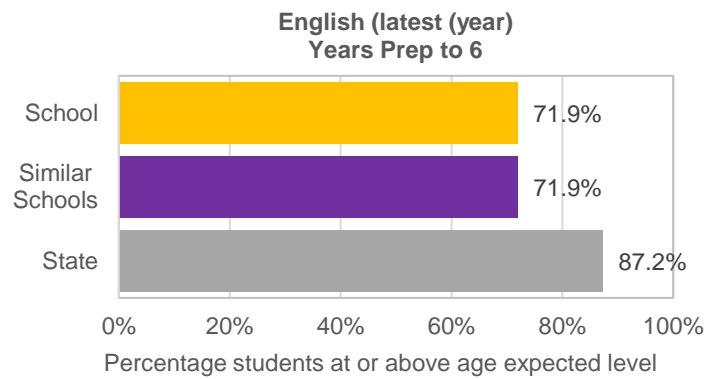
71.9%

Similar Schools average:

71.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

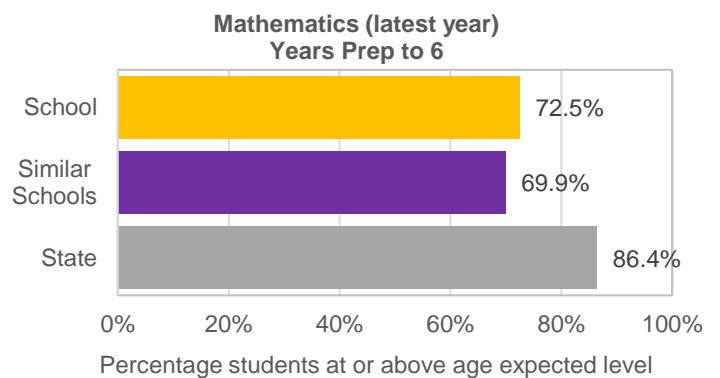
72.5%

Similar Schools average:

69.9%

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:

16.7%

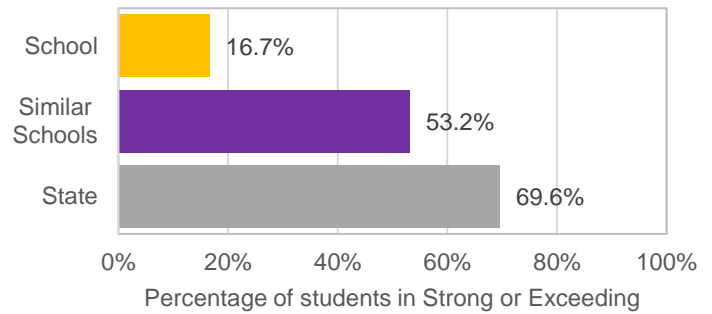
Similar Schools average:

53.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.0%

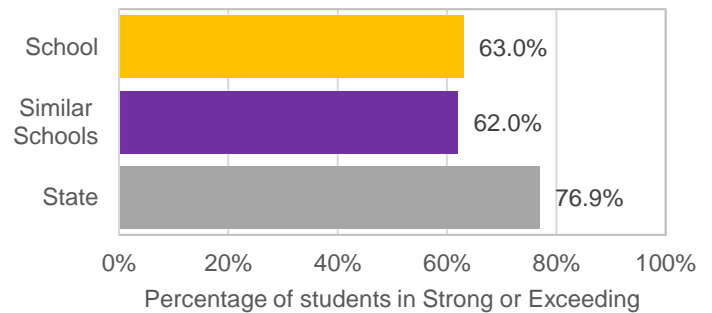
Similar Schools average:

62.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.5%

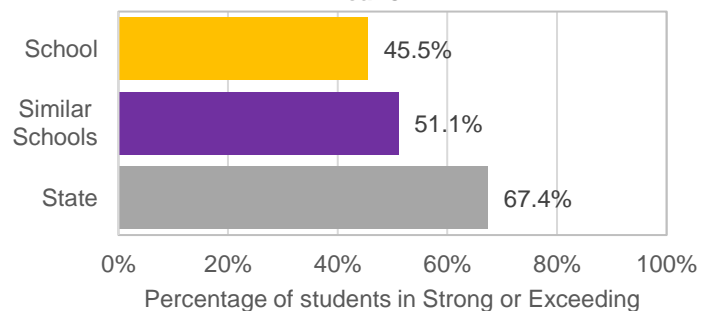
Similar Schools average:

51.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.6%

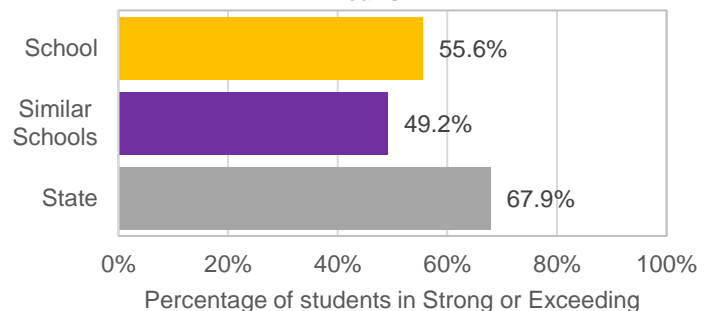
Similar Schools average:

49.2%

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:

31.0%

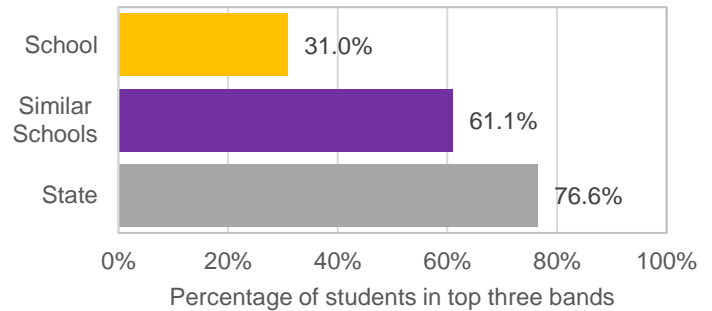
Similar Schools average:

61.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

73.3%

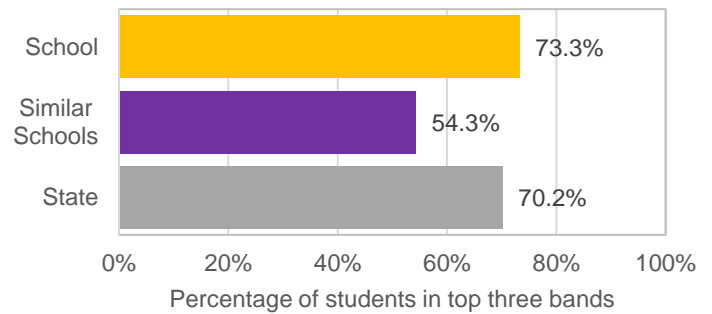
Similar Schools average:

54.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

34.5%

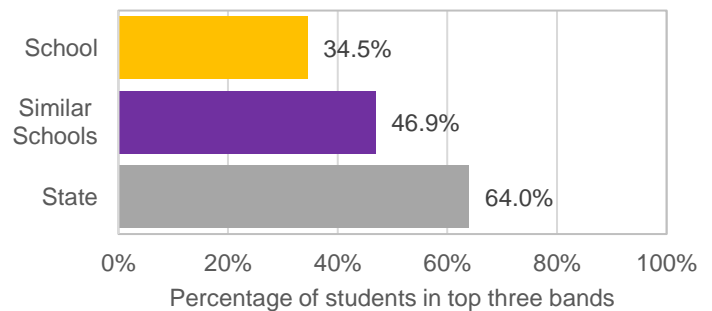
Similar Schools average:

46.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

24.1%

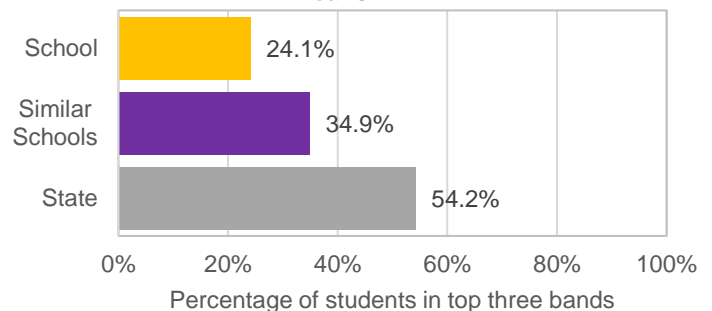
Similar Schools average:

34.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

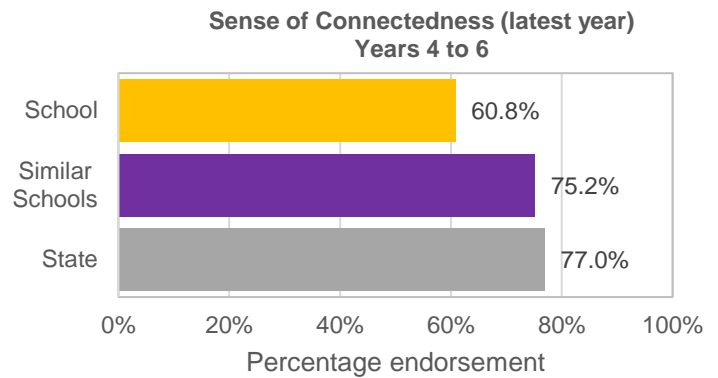
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 60.8% | 70.3% |
| Similar Schools average: | 75.2% | 76.8% |
| State average: | 77.0% | 78.5% |

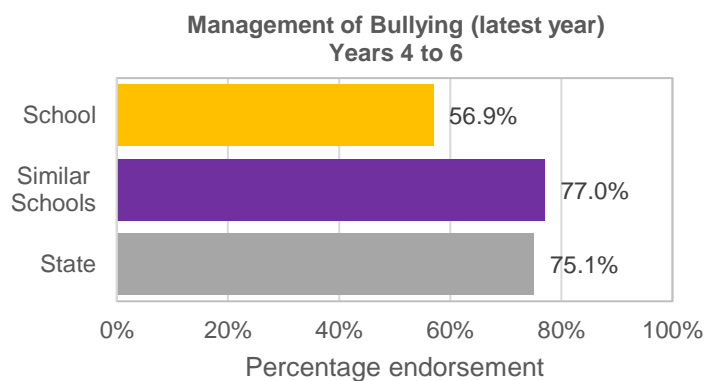


Student Attitudes to School – Management of Bullying

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: | 56.9% | 71.3% |
| Similar Schools average: | 77.0% | 78.0% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

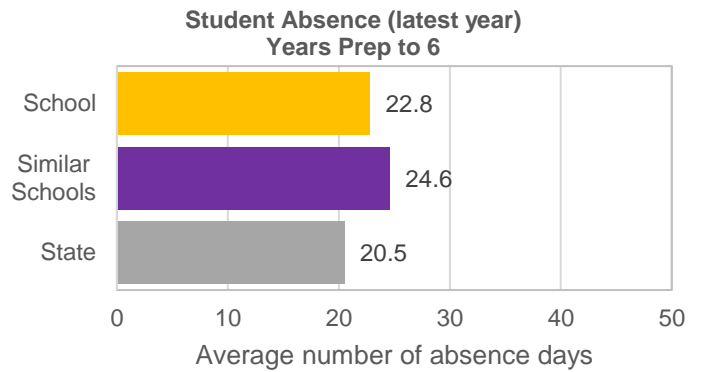
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 22.8 | 29.5 |
| Similar Schools average: | 24.6 | 23.0 |
| 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): | 89% | 90% | 91% | 88% | 89% | 87% | 86% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,841,434 |
| Government Provided DET Grants | \$680,220 |
| Government Grants Commonwealth | \$5,100 |
| Government Grants State | \$0 |
| Revenue Other | \$43,643 |
| Locally Raised Funds | \$78,258 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,648,655 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$536,967 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$536,967 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,495,856 |
| Adjustments | \$0 |
| Books & Publications | \$3,450 |
| Camps/Excursions/Activities | \$25,815 |
| Communication Costs | \$3,666 |
| Consumables | \$24,603 |
| Miscellaneous Expense ³ | \$12,601 |
| Professional Development | \$24,985 |
| Equipment/Maintenance/Hire | \$88,339 |
| Property Services | \$92,742 |
| Salaries & Allowances ⁴ | \$5,324 |
| Support Services | \$292,160 |
| Trading & Fundraising | \$11,843 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$19,680 |
| Total Operating Expenditure | \$3,101,066 |
| Net Operating Surplus/-Deficit | \$547,590 |
| Asset Acquisitions | \$194,257 |

- (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

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$776,864 |
| Official Account | \$4,360 |
| Other Accounts | \$0 |
| Total Funds Available | \$781,225 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$86,622 |
| Other Recurrent Expenditure | \$16,805 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$99,910 |
| School Based Programs | \$106,023 |
| 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 | \$200,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$220,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$729,359 |

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.