

# 2022 Annual Report to the School Community

School Name: Taylors Hill Primary School (5508)



- 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 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 12:24 PM by Danielle Stella (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 30 March 2023 at 11:29 AM by Misel Kitanovski (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### **School Profile**

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

#### **Learning**

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

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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

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)

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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

Taylors Hill Primary School is located in the area of East Melton and is part of the Melton Network of schools in the South Western Victoria Region. The school was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximise the learning outcomes for every student. We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning.

THPS is a school where students are constantly exposed to explicit teaching, authentic learning and high expectations. Students are challenged, excited, curious, engaged and given the skills to take responsibility for their own learning. The staff appointed to the school have played a pivotal role in developing and implementing innovative curriculum practices and school policies. We are committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and ongoing review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure and caring environment. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect.

Our school values are: Learning, Honesty, Integrity, Personal Best and Positive Relationships.

In 2022 there were 687 students enrolled at the school. The school had; 1 Principal, 3 Assistant Principals, 3 Learning Specialists, 29 Generalist Classroom Teachers, 6 Specialist Teachers and 24 Education Support staff. There were no Aboriginal and Torres Strait Islander staff at the school in 2022. All staff were allocated relevant duties to support improved student learning outcomes and achieve the goals set out in our Annual Implementation Plan. 8 PLTs operated across the school. Other teams in the school include; our Leadership Team, Curriculum Team and our School Improvement Teams (Literacy, Numeracy, 21st Century Learning and Engagement) and our Education Support Teams, which are divided into the Administration Staff and the Integration Aides.

Throughout 2022 we advertised for an Italian teacher on five different occasions but were unable to appoint a suitable teacher. We successfully applied for an exemption from the Victorian Registration and Qualifications Authority from delivering a language program in 2022.

Our Annual Implementation Plan directed our Teaching and Learning programs, Meeting Schedule, Coaching Program and Professional Learning Plan. This alignment supported the staff to build their knowledge and skills in the areas of Literacy, Numeracy, 21st Century Learning and Student Engagement.

Meeting Schedules and Timetables were designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Teams. PLTs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations to continuously build their curriculum knowledge and practice. Learning Specialists and Assistant Principals are aligned to each PLT and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy, Engagement and 21st Century Learning. The effective learning environment at Taylors Hill Primary School was established through shared and documented school-based 'non-negotiables' for all classrooms, a clearly documented and consistent methodology for teaching and learning, as well as high quality learning resources across the school including access to the latest technology.

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

### Learning

In 2022, Taylors Hill Primary School revisited expectations and renewed student engagement and learning stamina through a high-quality teaching and learning program. Acknowledging that this school year was the return to full-time, face-to-face learning, we achieved the following Learning highlights:

Teacher judgement of student achievement against Victorian Curriculum standards showed the percentage of students in Years Prep to Six working at or above expected standards in Mathematics (85.0%) was equivalent to similar schools and the state.

NAPLAN results show our Grade 5 students achieving above similar schools for Reading – 69.6% (Similar Schools – 67.9%) and only marginally below the state average of 70.2%. Grade 5s were also above similar schools in NAPLAN Numeracy with 50.5% of students in the top three bands (compared to Similar Schools - 47.9%). It is important to note that 2022 was the first year that THPS participated in NAPLAN Online.

Transitioning back to full-time school learning while navigating shifting Covid-19 guidelines, along with high student and staff absences engaged us in continuous reflection and adaption to maintain our focus on quality teaching and learning, regardless of the challenges. We were able to depend on our consistent school-wide structures and processes, documentation of learning sequences and non-negotiable expectations to reinforce our learning culture.

Our Term Planners, Meeting Schedules and Assessment Schedule connected all teaching and learning experiences within and across terms. Our Data Trackers enabled all teachers to monitor learning achievement and growth to then differentiate learning programs. Collaborative planning remained embedded in our timetable, providing quality time for Professional Learning Teams (PLTs) to work with our Learning Specialists to analyse student data/evidence and access resources to support planning. This was a vital process in delivering our learning programs to meet student needs. Our professional learning priority for whole staff meetings during the 2022 school year was on teaching and learning in Numeracy. It was important to narrow our focus in order to align with DET priorities and impact our practice, particularly with small target groups in numeracy lessons.

Throughout the year, we restructured the work of our Learning Specialists to utilise the small group, targeted teaching approach in Reading to give identified students additional guided reading intervention. Students attending these sessions were identified by analysing reading data, showing that they had not met the expected reading benchmark level and they had not made the expected growth for that point in time. These students were monitored closely on a data wall tracking reading growth, along with attendance.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Education Support Plans.

## Wellbeing

At Taylors Hill PS we foster inclusion and engagement, have a culture of high expectations, promote student safety and well-being, support students and manage behaviour through the implementation of evidence based researched practices and information provided by DET. The school strengthens the social and emotional well-being of students, addresses the physical health needs of students, psychological and social well-being and supports students to realise their full potential through various school programs, external health agencies and community organisations (e.g. Food Bank donations for Breakfast Club).

Our Leadership Team demonstrate commitment to child safety by ensuring our policies and processes are compliant with the Department of Education and Ministerial Order 870 act.

Students at THPS are connected to their peers and school and are very positive about student relationships, as well as roles and responsibilities to maintain a safe learning environment. The Together Everyone Achieves More (TEAM) program underpins our whole school approach to behaviour management and the Code of Conduct creates a greater understanding of our school values, rights and responsibilities. This approach continued to be reinforced throughout the year, complemented by the Resilience, Rights and Respectful Relationships program (RRRR). 10 staff members across year levels attended RRRR training in 2022 and leadership attended RRRR Communities of Practice with other schools. In 2022, our Student Attitude to School Survey (AtoSS) indicated

81.4% of positive responses for Connectedness to School compared to 78.1% for the state and 81.9% of positive endorsement for Management of Bullying, compared to 75.8% for the state.

Moving forward our aim is to shift the neutral responses to positive responses in future surveys. Our school refined the delivery of health and wellbeing supports for staff, students and their families, by implementing activities for staff to participate in, providing staff wellbeing professional learning, engaging in discussions with our SSSO and KESO, along with teachers and our Wellbeing Officer making regular contact with at risk families. Our Wellbeing Officer provided 1-1 student support and small group social skills groups, met students at the beginning of the day and worked with families on an alternative transition plan for some of our students. We reviewed and implemented our transition programs (Kinder-Prep & Year 6-7), to include extra supports for those needing it. Communication and information were two of our key areas, ensuring that our staff were given all the information they needed in an appropriate time and mode of delivery. Whole Staff Briefings continued via Webex every Friday morning. Wellbeing support agencies were regularly communicated via wall displays, emails, newsletters and during conversations with individuals. Our Leadership Team also started planning for the introduction of the Mental Health in Primary Schools program, and Mental Health Fund & Menu in 2023, by attending PL and revamping our School Improvement Team structure.

## Engagement

School attendance has been a challenge in 2022 despite our best efforts. After lengthy lockdowns, family holidays increased across the school throughout 2022 and families demonstrated a proactive approach to keeping our community safe against COVID, by keeping their children at home if they were unwell. We have successfully maintained a 4- year average number of absence days (16.5), below both the state (17.0) and similar schools (17.3). Students demonstrated an average yearly attendance rate of between 85-89% across all grade levels.

We have seen a significant and ongoing reduction in unexplained absences inclusive of unexplained late arrivals. Our staff discuss and communicate absence and late arrival data to families with increased accuracy. Families continue to access our school Compass portal to explain their child's absence from school. We issue a same day absence notification SMS messages to families and actively utilise our Student Wellbeing Officer, external agencies and DET Resources.

The Engagement School Improvement Team continued to develop further opportunities for students to have input into learning including goal setting and feedback opportunities in Numeracy. Due to staff shortages, the Engagement SIT team was collapsed towards the end of 2022 with our SIT members joining our other teams and sharing their work to continue to support student voice and agency within our other curriculum areas. In 2022, we continued to have a large number of applications for our Student Leadership team.

We recognized that starting school is a big step for children and we create a transition program that aims to provide assurance and excitement about the journey that lies ahead. We worked extensively with our community to ensure that Kinder to Prep transition opportunities were well promoted to parents via online platforms and that the children experienced a positive start to their school life. We continued to build ongoing positive relationships with local Kindergartens and the YMCA. The Kinder children attended onsite sessions and visited the school for a transition program during Term 4, which greatly supported their transition into primary school. Prep staff also contacted the Kindergartens, spoke to Kinder teachers and completed some observations to develop a greater understanding of the Prep students beginning the following year. We used Compass to communicate with our Prep 2023 families and provided a 'Parent Information Session', covering the content of starting school life at THPS and what parents could expect.

Our Year 6 transition program supported our students in readiness for Secondary College. The Student Support Group (SSG) meetings for our students on the Program for Students with Disabilities provided opportunities to share information, goals and strategies and also helped support a smooth transition for these students. The classroom transition sessions and incursion workshops built our students' capacity to independently organise themselves for learning and secondary school routines.

## Other highlights from the school year

In 2022, Taylors Hill Primary School was nominated by the South Western Victoria Regional office as a Professional Learning Community (PLC) Link school. This was terrific recognition of our success in building a high-impact Professional Learning Community. As a PLC Link school, many schools benefited from our practical knowledge and expertise, through observations, documentation sharing and coaching.

In October, Dr Lyn Sharratt conducted Learning Walks and Talks at THPS. During this time we had leaders from schools across the state visit our classrooms. Through their observations and speaking to staff and students, they recognised the consistent high level of teaching and learning occurring in every classroom at the school.

In 2022, THPS was invited to participate in the first round of the Diverse Learners initiative, working with Diverse Learner Education Improvement Leaders (EILs). The EIL Diverse Learners are a new team, and were only offering the opportunity to a select number of schools who have been identified as most likely to benefit from engaging with them. Consistent criteria was used to identify schools across the state. The Senior Education Improvement Leaders and Area team identified our school as performing well against these criteria. The aim with these first schools is to enable them to excel in the use of inclusive practice, culture, leadership and data use. Embedding resources and practice for diverse learners in school improvement processes, policy and procedures so that they become exemplar schools in inclusive practices for their network and or Area.

The Education Improvement Leaders - Diverse Learners focus on inclusive practices connected to FISO 2. Highlights include:

- leadership of an inclusive culture
- enhancing teaching and learning through differentiation
- enhancing student engagement through universal design for learning
- integrating support and resources within a tiered approach

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## Financial performance

Taylors Hill Primary School maintained a sound financial position in 2022, with direction of funding based on priorities outlined in the School Strategic Plan and Annual Implementation Plan.

Tutor Learning Program funding was directed to the Literacy Intervention Program, while Student Excellence Program funding supported the Victorian High Abilities Program and development of extension activities. Professional Learning Communities funding supported staff to continue outstanding collaborative practice, while Equity funding was directed to welfare initiatives and professional development. Swimming in Schools funding was supplemented by School Council to deliver programs for junior students, and a Sporting Schools grant was received. A Shade Sails Grant funded a shade structure for completion prior to commencement of the 2023 school year. Targeted funding supported NAPLAN training for staff and participation in the National Music Teacher Mentoring Program.

School council regularly reviewed variances in expenditure and monitored the expected deficit in the credit budget, which reduced as the year progressed.

**For more detailed information regarding our school please visit our website at**  
**<https://www.taylorshillps.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 691 students were enrolled at this school in 2022, 352 female and 339 male.

30 percent of students had English as an additional language and 1 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).

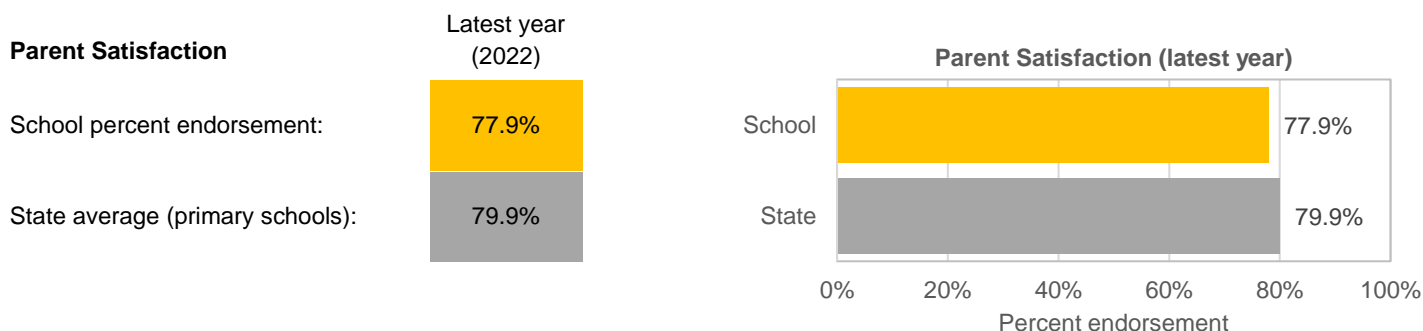
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

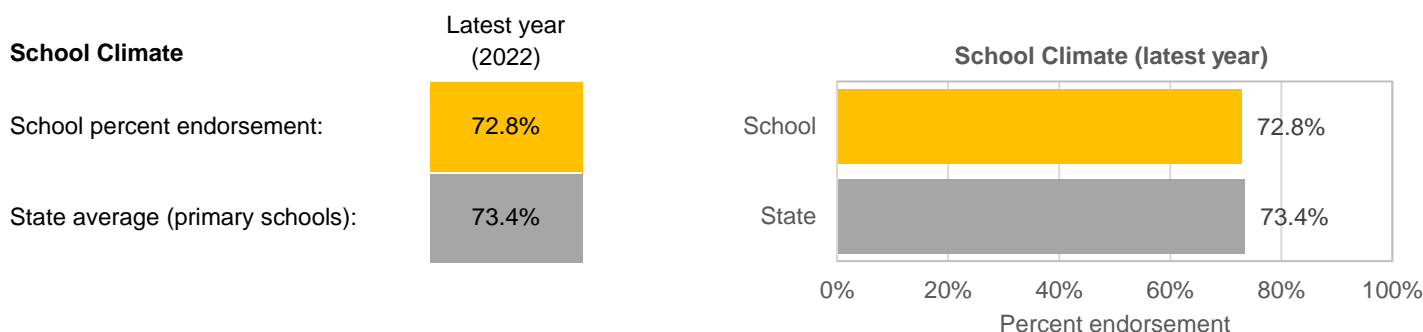


### School Staff Survey

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

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:

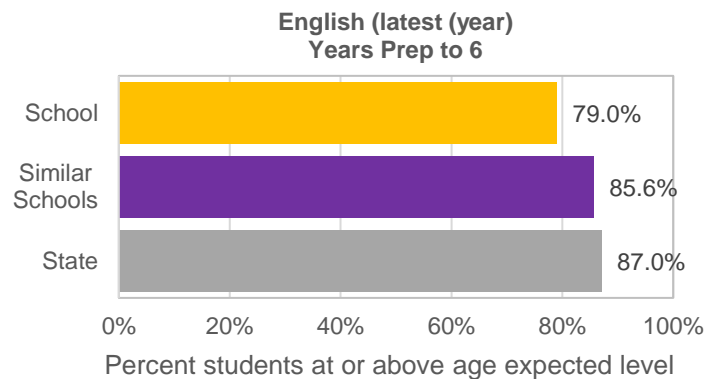
79.0%

Similar Schools average:

85.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

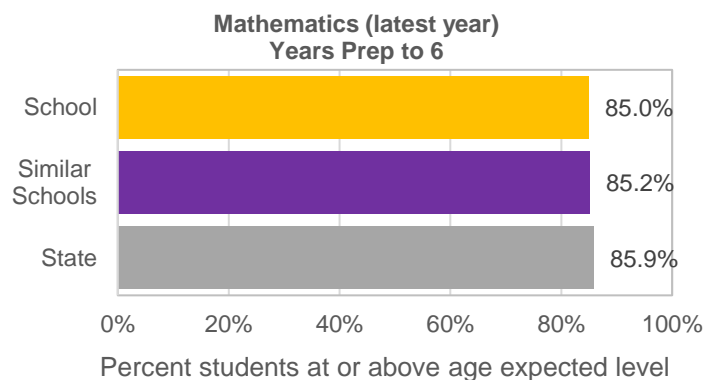
85.0%

Similar Schools average:

85.2%

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.

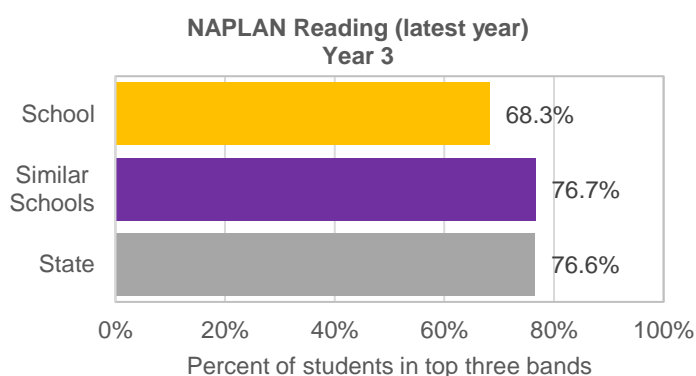
### NAPLAN

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.

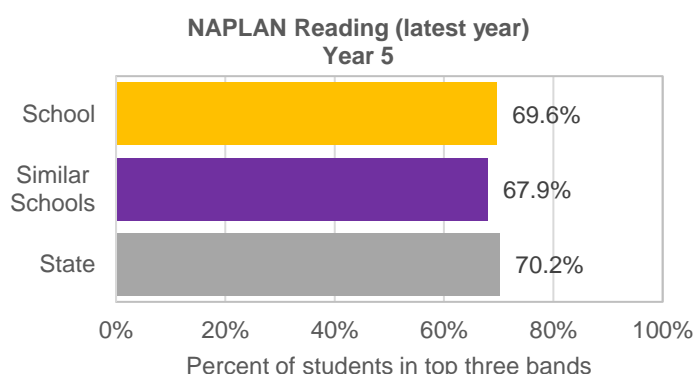
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.3%	71.8%
Similar Schools average:	76.7%	76.1%
State average:	76.6%	76.6%



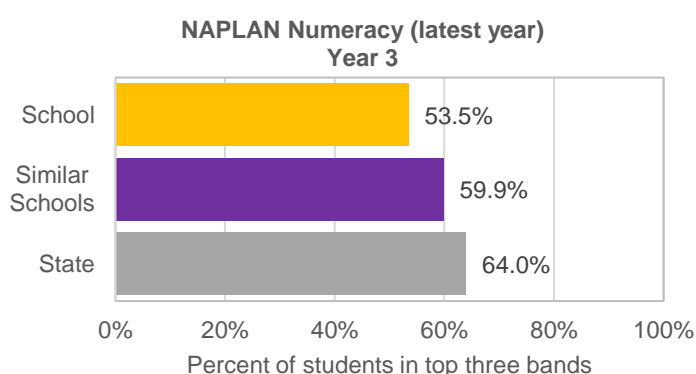
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	65.8%
Similar Schools average:	67.9%	66.4%
State average:	70.2%	69.5%



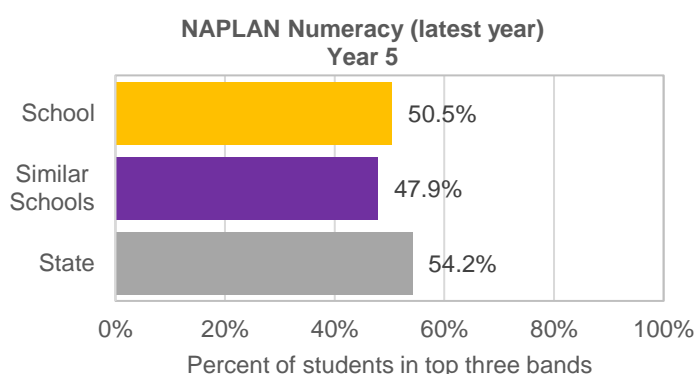
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.5%	61.6%
Similar Schools average:	59.9%	62.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.5%	54.4%
Similar Schools average:	47.9%	54.1%
State average:	54.2%	58.8%



## WELLBEING

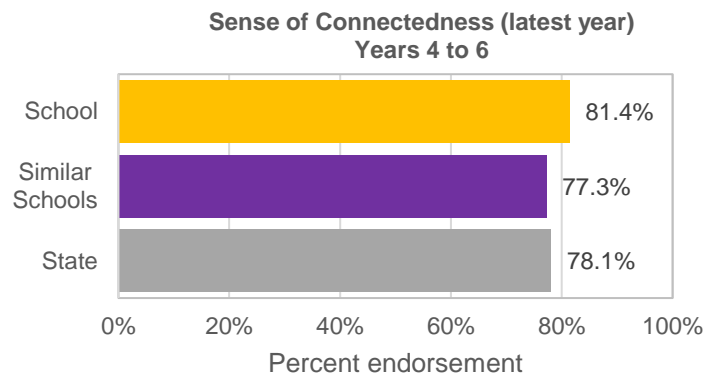
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	81.4%	81.4%
Similar Schools average:	77.3%	78.6%
State average:	78.1%	79.5%

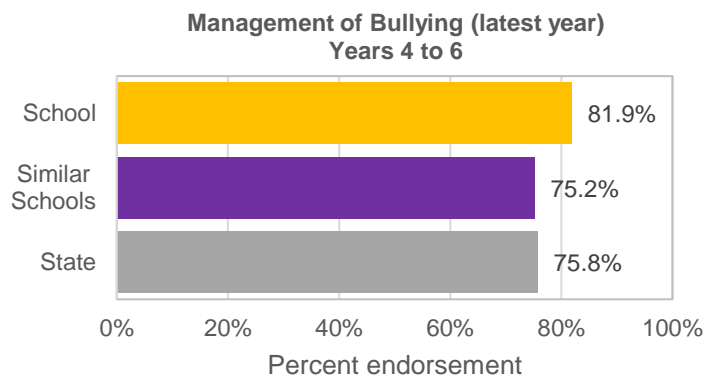


### Student Attitudes to School – Management of Bullying

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:	81.9%	80.8%
Similar Schools average:	75.2%	77.5%
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:

26.2      16.5

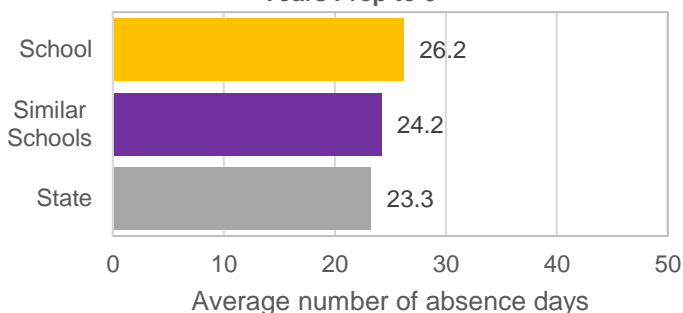
Similar Schools average:

24.2      17.3

State average:

23.3      17.0

#### Student Absence (latest year) Years Prep to 6



### 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):	85%	85%	88%	89%	88%	86%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,172,038
Government Provided DET Grants	\$565,164
Government Grants Commonwealth	\$4,350
Government Grants State	\$0
Revenue Other	\$8,404
Locally Raised Funds	\$216,484
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,966,441</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$102,004
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$102,004</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,187,789
Adjustments	\$0
Books & Publications	\$6,717
Camps/Excursions/Activities	\$166,283
Communication Costs	\$22,014
Consumables	\$154,992
Miscellaneous Expense <sup>3</sup>	\$19,819
Professional Development	\$23,334
Equipment/Maintenance/Hire	\$37,985
Property Services	\$3,070
Salaries & Allowances <sup>4</sup>	\$54,933
Support Services	\$194,152
Trading & Fundraising	\$29,905
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,741
Utilities	\$66,050
<b>Total Operating Expenditure</b>	<b>\$6,970,785</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$4,344)</b>
<b>Asset Acquisitions</b>	<b>\$26,273</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$279,099
Official Account	\$55,073
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$334,171</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$130,499
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$46,878
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$50,000
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$36,800
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$304,178</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.*