

2021 Annual Report to The School Community



School Name: Oak Park Primary School (4721)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 28 March 2022 at 01:32 PM by Michael Gill (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 29 March 2022 at 10:17 AM by Jo Pleban (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, 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.

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.

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)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

The stated purpose of Oak Park Primary School is to 'work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers.'

Our school values, developed in consultation with the school community are Respect, Responsibility and Resilience.

Oak Park Primary School is located in the City of Moreland close to the border of the City of Moonee Valley. The school has a capped enrolment of 400 students but currently sits just below that. The original school buildings were established in 1954. Stage One of a total redevelopment of the school was completed in 2004. The remainder of the old school was demolished in 2006 and Stage two completed in September 2007. Stage two incorporated new General Purpose Classrooms, a Multi Purpose Centre, an Arts Centre and Library. The school also gained a full sized, non template gymnasium in 2011 as part of the BER initiative.

The 2021 School Family Occupation (SFO) index score of 0.2968 (SFOE 0.2275) suggests that student achievement means could be expected to be in the top half of State results. During the current School Strategic Plan period the school seeks to improve student outcomes in English and Mathematics, further empower students to take responsibility for their own learning and strengthen our PLC structures.

Teaching staff acknowledge the crucial role they play in the lives of our students with consensus that collaboration, professional learning and planning are the most significant factors in improving student outcomes. A major focus during the past few years has been to assist teachers to develop their pedagogy, to gain agreement on what good teaching is, and deliver that in every classroom. All teachers have more planning time than stipulated in the past two Victorian Government Schools Agreements and all have access to significant blocks of planning time with their Professional Learning Community.

Oak Park Primary School had the following workforce composition in 2021:

- 2 Principal Class
- 1 Learning Specialist
- 9.8 Classroom Teacher 2
- 13.0 Classroom Teacher 1
- 6.14 Education Support staff

Classroom teachers spend an average of 10 hours per week on Literacy and 5 hours per week on Mathematics. There are Specialist classes in Visual Arts, Performing Arts, Sustainability, Physical Education. A Music Program is outsourced.

A significant feature of Oak Park Primary School is the positive school community and supportive parent group. Parents feel a very strong connection to the school with many having attended themselves as students. The parent group is very active and take on major responsibilities for the organisation of significant events in the school calendar.

Student motivation appears to be on the increase as well as engagement in Inquiry Learning investigations. The school has well developed structures in place to support student wellbeing and has introduced School Wide Positive Behaviours approaches. Our House Token Challenge, launched in Term 4 has enabled students to know their houses and further increase a sense of belonging. The school presents as an attractive and orderly environment and student behaviour is generally very good.

A supportive performance and development culture exists and openness, dialogue, inquiry, risk taking and trust are fostered. Peer Observations are encouraged and teachers are typically focused on sustained improvement. We were part of the PLC initiative in 2018, these practices continue to further strengthen collaboration within teams and across the school.

The challenge for the school continues to be to further enhance student achievement in Literacy and Mathematics from already high results, and to strengthen student agency within classrooms.

Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on implementation of Key Improvement Strategies related to the DET Priority Goals relating to: learning, catch-up and extension, happy, active and healthy kids priority and the connected schools priority. Some activities were modified in adjustment to COVID-19 lockdowns and remote learning periods.

Our work included:

- Auditing and refining the Literacy and Mathematics Instructional Models against the VTLM; adapt to suit the needs of OPPS students and teachers.
- Build middle leaders' capabilities to implement effective PLCs ensuring consistency and common understanding of PLC processes.
- Monitoring vulnerable students to ensure targeted support in a timely manner.
- Use digital channels of communication to provide regular updates on weekly student learning programs.

To support the implementation of these Key Improvement Strategies, the School Improvement Team met weekly during the non-remote learning period and focussed on monitoring the AIP, strengthening PLCs and improving curriculum delivery. The Leadership Team and all staff were supported by the Educational Improvement Leaders in building knowledge around the Pedagogical Model, our Workshop Instructional model is evident in classrooms and planning documents. Whole staff professional learning on formative assessment was completed and PLCs now have consistent practice for collecting and utilising formative learning data.

During the remote learning periods, the instructional models used by teachers were adapted to suit teaching online. Our attendance during the remote learning was exemplary between 97-98% and monitored closely to ensure follow up for any absent student. A detailed 'Learning from Home Guide' furthered the consistency and impact of remote learning. The teacher learning initiative also continued during remote learning to ensure the most vulnerable students continued to make progress.

Foundation - Year 4 used the See Saw platform while Year 5-6 used Google Suite. We continued to have high levels of student engagement and robust educational programs with the vast majority of students engaged productively online. Students demonstrated adaptability and teachers provided ongoing feedback on tasks completed and submitted online. Targeted students were asked to work with teachers onsite so there was clarity on what was expected when working independently at home. At some stages of Term 3 upwards of 40 students were supported with on-site learning during the longest lockdown. To further support student wellbeing, gratitude journals were utilised as part of start up programs. A wellbeing referral process was updated to ensure relevant triaging of student wellbeing concerns. Teachers used community feedback to moderate and help refine their online practice. There continued to be a focus on consolidating consistent school-wide approaches and exploring new ideas through the existing collaborative structures.

PLC meetings continued to be held weekly (online during remote learning) and an inquiry approach informed teaching and learning plans, teachers missed the usual opportunities for face to face collaboration. The challenges faced in 2021 were met with great professionalism, resilience and high levels of skill by our teachers. This was acknowledged through the many expressions of support from our school community.

Achievement

The disrupted nature of the year had some impact on school goals and targets. Our students performed above like schools for top two band achievement in Literacy according to the National Assessment Program – Literacy and Numeracy (NAPLAN). Our results were 78% of students in Year 3 achieved in the top two bands in Reading and 75% in Writing. This was also the case in Year 5 where 57% of students achieved in the top two bands in Reading and 37% in Writing. Our achievement in Mathematics was strong with 52% of Year 3 students and 36% of Year 5 students

achieving in the top two bands. Their results were above state averages but slightly below similar school results (Year 3 - 1% and Year 5 - 4%).

Further evidence of strong academic achievement includes:

- PAT Reading results collated, 64.4% of students operating above the relative average for their year level.
- Fountas and Pinnell Benchmarking results demonstrated 48.6% students achieved more than 12 months learning growth. (Year 1/2 - 38%, Year 3/4 - 61% and Year 5/6 - 46%).
- Teacher Judgement Data for Number and Algebra demonstrated 77.5% achieved 12 months growth and 15.6% achieved 18 months growth or more 2021.

Our planning documents and PLC cycles indicated that our agreed school-wide and team protocols were implemented. Teachers understood and participated actively in the PLC Inquiry Cycle (Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor). Problems of practice were routinely discussed during PLCs and teachers completed professional readings. Teacher knowledge of assessment practices improved and staff became more aware of how to use data to inform their planning and teaching.

Engagement

A significant proportion of time, effort and resources were devoted to the implementation of remote and flexible learning for which occurred for extended periods 2021. The focus for the school was to ensure a quality teaching and learning program and to support all members of the community during both remote and onsite learning.

Each PLC developed agreed protocols consistent with the whole school approach. PLCs considered their expected impact and how they could monitor this during the remote and flexible learning phase. They continued to meet online to discuss what their responses could be if their teaching did not achieve the expected impact. Teachers applied their learning from 2020 to further develop their use of online platforms to meet and support their colleagues. They closely considered the content to be delivered and which learning experiences were most effective in achieving outcomes in an online environment.

Vulnerable students were provided on site targeted support and upwards of 40 students were supported with on-site learning during the longest lockdown. All classroom and specialist teachers provided regular feedback on student work. The average number of student absence days in 2021 was 10.2, which performs better than state and similar school averages.

Further evidence of high student engagement includes PIVOT results in Term 4 showing improvement for the measurements selected in the key improvement strategies:

- This class keeps my attention (3.6 in 2020) - 4.05 in 2021
- This class is focused on learning (3.7 in 2020) - 3.88 in 2021
- I know how well I am doing in this class (3.8 in 2020) - 3.9 in 2021

Our Attitudes to School Survey was completed for the first time in many years by students in Year 4-6 (now a DET requirement). Our results were strong and our Wellbeing Supplementary Report demonstrated the following:

- 81% positive endorsement in Sense of connectedness (Year 4-6)
- 87% of students NOT experiencing bullying (Year 4-6)
- 80% positive endorsement in Sense of confidence (Year 4-6)
- 87% positive endorsement in Advocate at school (Year 4-6)

Wellbeing

The 2021 school year highlighted the need to be aware of our own mental health and wellbeing as well as that of our students and community. Our Student Wellbeing Coordinator completed and two teaching staff completed the 'Discovering Positive Education' professional learning course at Geelong Grammar and supported staff to adopt key strategies. Feedback was sought from staff regarding the implementation of remote learning during 2020. Many

positives emerged which have been shared across the school. 'Wellbeing Wednesdays' continued each week during remote learning was seen to be very beneficial as it allowed students to pursue a range of interests while providing time for PLCs to plan together.

Using the PIVOT survey. Results of the final survey demonstrated that the school is performing above state averages for almost all criteria.

Our areas of strength was 'Know students and how they learn'

The highest individual question scores were:

1st - This teacher is clear about the behaviour they expect from us

2nd - This teacher treats me with respect

3rd - This teacher is knowledgeable about the topics in this subject

Areas for growth were identified as - Assess, provide feedback and report on student learning

Lowest individual question scores

1st - This class is focused on learning

2nd - I know how well I am doing in this class

3rd - This teacher pushes me to set challenging learning goals

Our greatest improvements to individual questions were:

Q9 This teacher helps me build my vocabulary from 3.6 to 4.1 (+0.5)

Q16 This teacher's use of technology helps me learn 3.98 to 4.3 (+0.32)

Q6 This teacher is knowledgeable about the topics in this subject 4.25 to 4.5(+0.25)

Finance performance and position

Oak Park Primary School improved its financial position throughout 2021. By the end of the year, the school retained an SRP deficit of \$138,705 - which was improved by approximately \$100,000 from the beginning of Term 3 - 2021. To continue to manage this deficit and move toward a balanced staff profile to match available funding, a reduction in the number of specialist programs and one classroom position was required. Consultation with staff was undertaken to ensure appropriate curriculum coverage.

The school will complete the regular review process (every 4 years) in Term 1, 2022. This will define the key improvement strategies to develop the next strategic plan and provide a framework for the allocation of funds to support school programs and priorities.

The school received \$28,024 in Equity Funding which supported professional learning and staff attendance at the Positive Education course run by the Positive education Institute. This funding also supported the development of curriculum resources to reflect further wellbeing and social-emotional learning foci.

In 2021, 79% of families paid Essential Charges, 70% Optional Charges and Voluntary Contributions. These figures were slightly higher than 2020 (75% and 68%) but this was attributed to the challenging circumstances of the previous year. The language around collecting parent payments from families has been updated to 'Curriculum Contributions' and 'Other Contributions' to match the new DET requirements for 2022. This will be monitored to see if the new changes in language and policy affect the amount of contributions received.

Future priorities for 2022 will focus on works to install air conditioners in four classrooms and erect an additional shade sail utilising funds from a VSBA grant with some minor co-contribution.

For more detailed information regarding our school please visit our website at
<https://www.oakparkps.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 405 students were enrolled at this school in 2021, 208 female and 197 male.

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

Overall Socio-Economic Profile

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

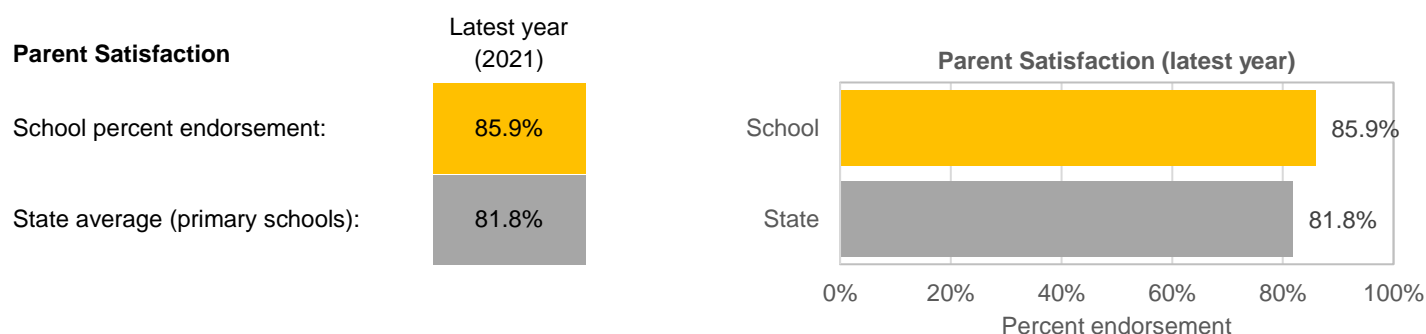
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

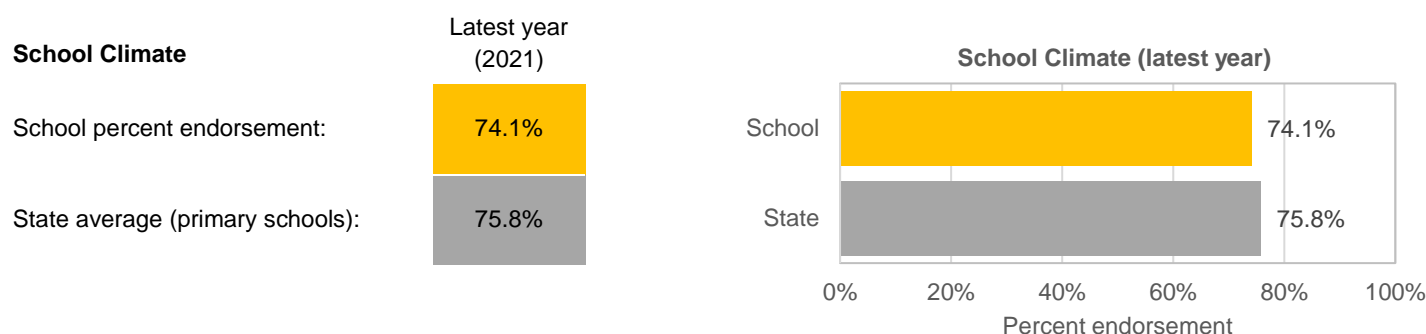


School Staff Survey

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:

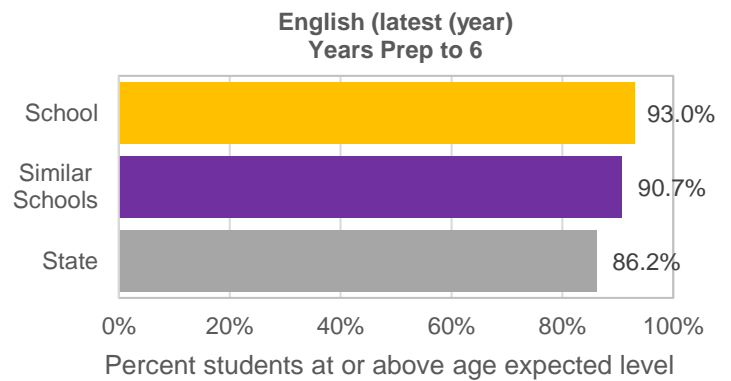
93.0%

Similar Schools average:

90.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

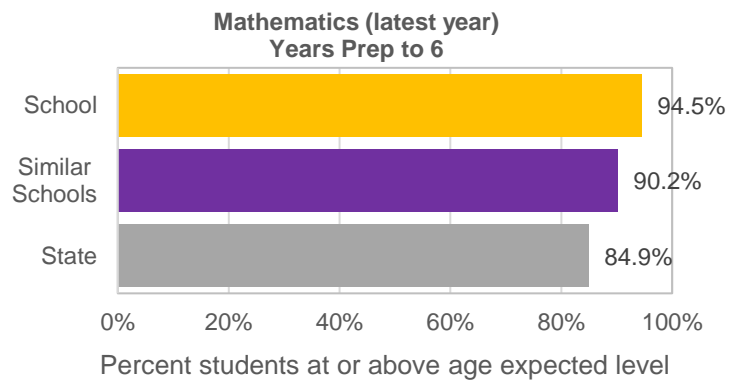
94.5%

Similar Schools average:

90.2%

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.

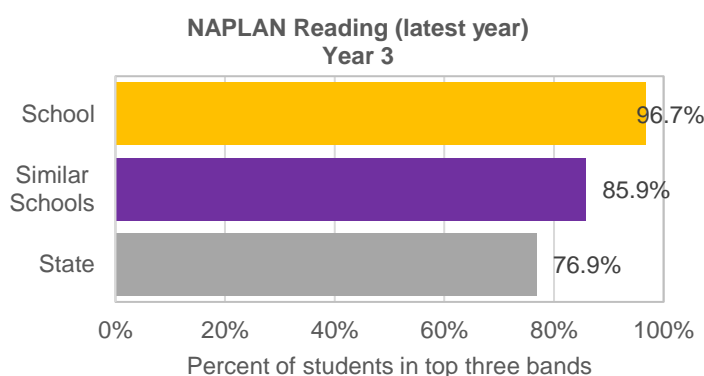
NAPLAN

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.

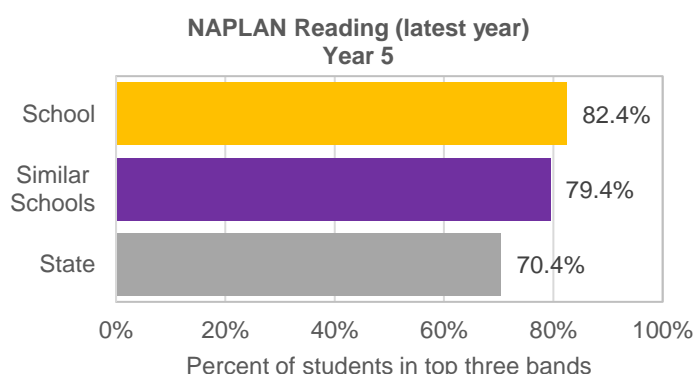
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	96.7%	88.3%
Similar Schools average:	85.9%	85.0%
State average:	76.9%	76.5%



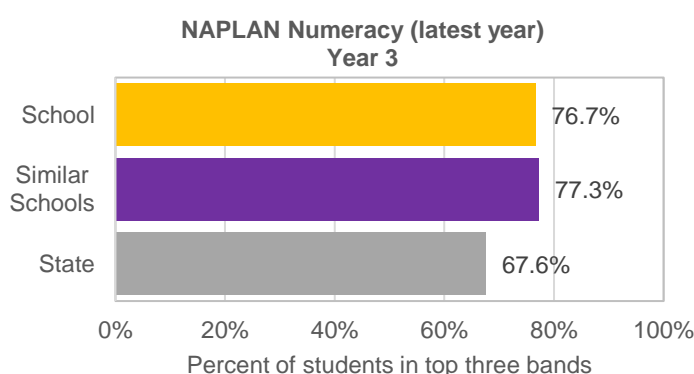
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.4%	78.1%
Similar Schools average:	79.4%	76.8%
State average:	70.4%	67.7%



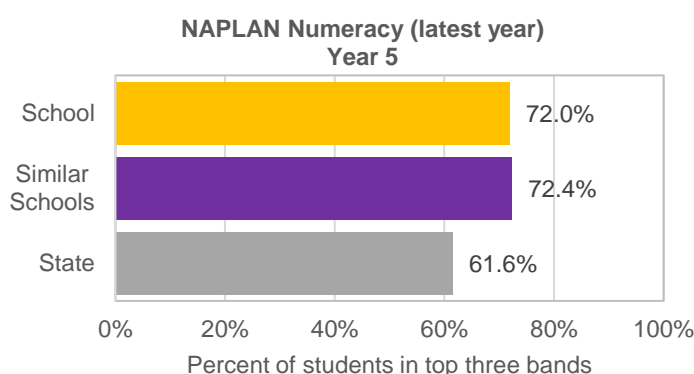
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.7%	77.5%
Similar Schools average:	77.3%	78.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.0%	63.8%
Similar Schools average:	72.4%	69.5%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

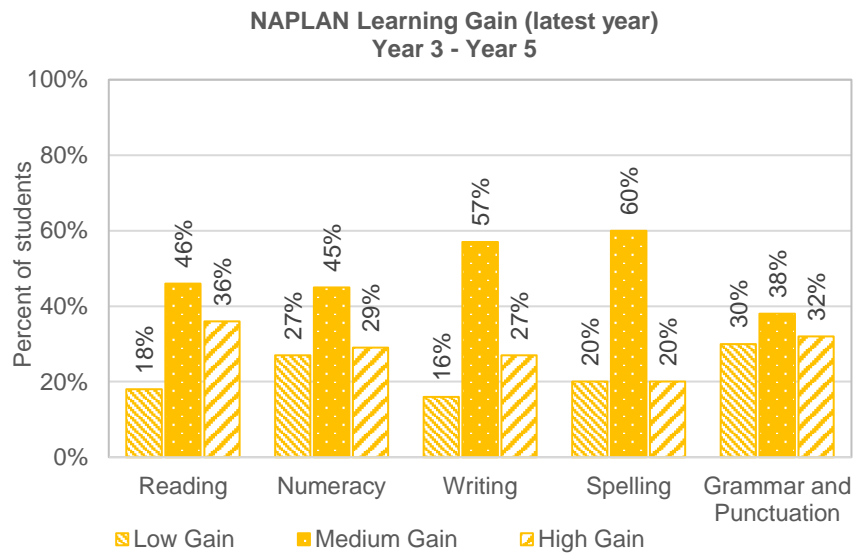
NAPLAN Learning Gain

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:	18%	46%	36%	26%
Numeracy:	27%	45%	29%	25%
Writing:	16%	57%	27%	29%
Spelling:	20%	60%	20%	25%
Grammar and Punctuation:	30%	38%	32%	26%



ENGAGEMENT

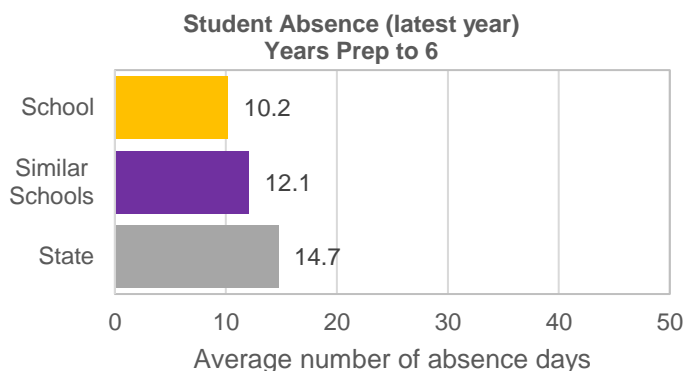
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.2	12.3
Similar Schools average:	12.1	13.1
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):	95%	94%	96%	95%	96%	94%	93%

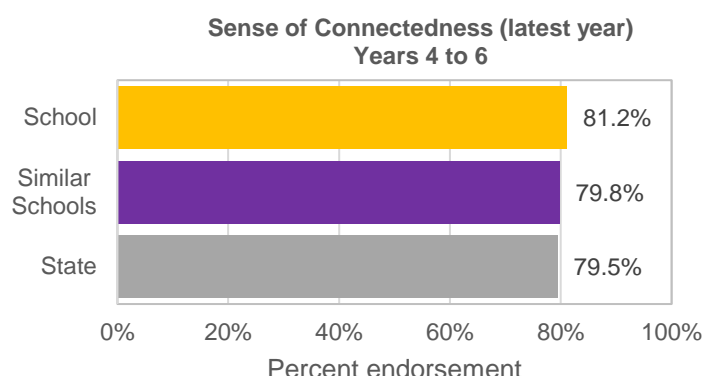
WELLBEING

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 (2021)	4-year average
School percent endorsement:	81.2%	76.7%
Similar Schools average:	79.8%	79.6%
State average:	79.5%	80.4%

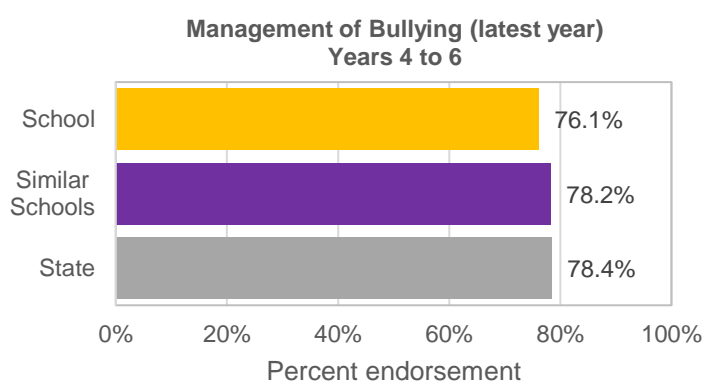


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.1%	77.6%
Similar Schools average:	78.2%	78.8%
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	\$3,335,972
Government Provided DET Grants	\$223,557
Government Grants Commonwealth	\$95,724
Government Grants State	\$0
Revenue Other	\$9,423
Locally Raised Funds	\$182,637
Capital Grants	\$0
Total Operating Revenue	\$3,847,313

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,024
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,024

Expenditure	Actual
Student Resource Package ²	\$3,468,300
Adjustments	\$0
Books & Publications	\$4,885
Camps/Excursions/Activities	\$38,068
Communication Costs	\$4,661
Consumables	\$70,298
Miscellaneous Expense ³	\$46,464
Professional Development	\$8,964
Equipment/Maintenance/Hire	\$28,098
Property Services	\$68,464
Salaries & Allowances ⁴	\$187,358
Support Services	\$25,796
Trading & Fundraising	\$9,813
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,849
Total Operating Expenditure	\$3,986,018
Net Operating Surplus/-Deficit	(\$138,705)
Asset Acquisitions	\$44,781

- (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

Funds available	Actual
High Yield Investment Account	\$413,349
Official Account	\$6,640
Other Accounts	\$0
Total Funds Available	\$419,989

Financial Commitments	Actual
Operating Reserve	\$75,733
Other Recurrent Expenditure	\$15,577
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$91,310

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.