

2020 Annual Report to The School Community



School Name: Auburn South Primary School (4183)



- 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 2020 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 23 March 2021 at 02:56 PM by Marcus Wicher (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 April 2021 at 10:06 AM by Nell Carswell (School Council President)



How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

“At Auburn South Primary School we develop a positive sense of identity within a community that encourages individuals to flourish as inquirers, creative thinkers and globally responsible citizens.”

Our school’s intent is to fulfil our vision and improve student learning outcomes across all areas of the curriculum while promoting positive health, inclusivity and empowerment for all students, parents and staff. To achieve this, we prioritise the following four strategic pillars:

Inquiry: Learners are curious and have the skills to pursue learning that has real-world relevance and impact.

Agency: Learners are autonomous, resilient and motivated to take action.

International Mindedness: Learners thrive in a culturally diverse & rich learning environment. They actively see different perspectives and understand the world through a local and global lens.

Positive Education: As learners, our mindsets, strengths, relationships, emotions and sense of meaning, engagement and success are central to the pursuit of our best possible selves.

As an authorised International Baccalaureate Primary Years Program (IB PYP) school we ensure that all students are able to identify their strengths, experience personal and academic growth, be challenged in their learning, and reach their potential. This commitment to the philosophy of the IB PYP also ensures that our students develop the skills, knowledge and attributes required to become an internationally minded citizen. Our Stephanie Alexander Kitchen Garden program supports this philosophy and builds upon our already high levels of student engagement and connectedness to school.

In 2020, the school’s Student Family Occupation (SFO) density was 0.077 and in 2020 the Language Background Other Than English (LBOTE) proportion is 0.34. This LBOTE proportion has grown significantly since 2013 when it was 0.19. In total, 25 different languages are spoken and of the 198 students that come from Language Backgrounds Other Than English, 95 speak English as an Additional Language (EAL). The number of students that attract EAL funding support has also grown significantly from 33 students in 2012 to 71 by the end of 2020.

The school’s prep enrolments have remained consistent over the past 4 years (approximately 90-100 students per year) and caters for 619 students (February census, 2020). There are three Principal class officers, 33 teachers and 8 Education Support Staff (administration, school nurse, library and integration). With a commitment to continually improving the school’s Mandarin Languages program, our school has developed a strong relationship with our sister school in Beijing, Fuxue Hutong Primary School. While the COVID-19 pandemic put a hold on either school hosting student exchange visits, both schools remain wholly committed to a lasting and meaningful partnership.

Framework for Improving Student Outcomes (FISO)

COVID-19 Pandemic Acknowledgement

With the COVID-19 pandemic spreading throughout the world, it wasn’t long before we realised that it was only a matter of time before schools in Victoria would be closed. With the end of Term 1 approaching, we assembled our school’s leaders together and collaboratively designed our school’s approach to remote learning. This pre-emptive coming together of staff ensured that our school was ready for remote learning through Daily Zoom check-ins (focus on wellbeing and connection), video lessons posted via Seesaw or google classroom and a commitment to providing students with meaningful feedback each day.

While we will never claim to have achieved the perfect approach to remote learning, we are proud of the fact that our school stayed true to our values by implementing a balanced model of learning that prioritised wellbeing, connection through learning and time to play and be active. In adopting a remote learning model that would continuously improve or evolve, Zoom check-ins became live small group, whole class and one-on-one lessons. Concurrently, daily video lessons were published out at a rate that now seems completely unfathomable.

the School would like to acknowledge the work of our teachers, support staff and the principal team. In a year like no

other, our staff community came together with creative and open minds to give their best to each other and the Auburn South community. While we understand that the remote learning experience was different in all households, I am also extremely proud and appreciative of the efforts made by families to support the school and their children during such a difficult time.

Progress Against Annual Key Improvement Strategies

Despite the disruption caused by the COVID-19 pandemic and extended periods of remote learning, our school’s focus on the development of our writing approach continued (FISO: Building Practice Excellence) and staff were able to attend remote professional learning with our consultant from the US, Matt Glover. The school’s Writer’s Workshop instructional model, comprises a mini-lesson, independent writing time (which may include an additional focus group mini-lesson, one-on-one conferring or peer-to-peer feedback) and whole class sharing time and reflection. The ongoing work with Matt Glover has seen this approach refined further with a strengthened focus on using quality literature as ‘mentor texts’ with the planning of Units of Study implemented to refine and identify the teaching and learning priorities. With all classroom teachers working on developing writing practice as a professional development priority, implementation of the workshop approach strong throughout the school with teachers and students highly engaged as writers and teachers of writing. Teachers are also commended for the ways in which they adapted this approach through the implementation of Zoom Writer’s Workshop sessions. The school will look to further consolidate this approach in 2021.

Parent online forums (FISO: Parents and carers as partners) were also booked by the school (to support wellbeing) with guest speakers including Professor Lea Waters and the team from the Cyber Safety Project.

In addition to making progress against our school’s annual targets, our school also participated in the PYP Evaluation and under the leadership of assistant principals Sharron Bailey and Benjamin Zonca, the IB Visiting Team provided our school with (an unprecedented) 36 commendations. The feedback from Steve Wishart, the IB World Schools Manager couldn’t have been more glowing:

“Congratulations on the number and nature of commendations identified within the report. These highlight practice exceeding the requirements of the programme and indicate strong programme (sic) implementation. The quality of information shared with the visiting team, the detail in documentation and policy, and the willingness of stakeholders to engage in conversation was highly appreciated by the visiting team. Auburn South Primary school is a leading PYP school within our Asia Pacific and global communities.”

Achievement

Achievement within the context of the COVID-19 pandemic will need to be considered (as a year) in isolation as it is highly unlikely that we will ever have another year like 2020. With NAPLAN assessments cancelled throughout Australia, schools were able to evaluate student progress through a more formative lens. Use of assessments such as the Progressive Achievement Tests (PAT) in Reading and Mathematics, the Assessment for Common Misunderstandings, Running Records and a broad range of formative assessment strategies were used by teachers to build an understanding of where students were at post-remote learning and where they will focus to support the next learning priorities. Prior to 2020, the school identified the following items within the student and staff surveys which we felt would support our strategic ambitions:

- Student Attitude to School Survey: Student voice and agency, Stimulated learning, Differentiated learning, Learning confidence
- Staff Opinion Survey: Trust in colleagues, Shielding & Buffering, Feedback and Collaboration

While student positive response across these survey areas (not including student voice and agency which was lower) were at around 75% positive, it is not surprising that student survey responses were lower than previous years. This highlights the critical role that onsite learning plays in terms of student engagement, wellbeing and achievement. The interaction between students and students and teachers and students cannot be underestimated. Despite daily Zoom lessons, and engaging non-synchronous lessons, there were many factors outside of school and family control that will have impacted a student’s ability to engage to their full extent and ability in remote learning.

In contrast to the student survey results, staff results in areas such as Trust in Colleagues, Shielding and Buffering and

Collaboration improved when compared with previous years. Staff survey responses to the questions relating to the 'Staff Experience of Remote and Flexible Learning' were also extremely positive; especially when compared to results across the State and network schools. This speaks to the positive staff culture and climate (supported by low staff turn-over) which has been a School priority for a number of years.

In 2021, the school will prioritise the following:

- Develop data/assessment capability of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support
- Explore the development of virtual 'student data stories' and an artefact based model of continuous reporting (reflective of the schools approaches to teaching, learning and assessment)
- Establish/embed/maintain collaborative structures to support teacher collaboration with learning tutors
- With staff input, establish a targeted support program for students
- Establish a small group tutoring programs

To further support develop and consolidate our school's approach to writing, we will:

- Develop of units of study planner to include commentary on progress and future planning guidelines to support vertical articulation
- Provide ongoing professional development opportunities with Matt Glover to consolidate writing approach (planning through to practice)
- Build knowledge and skills to lead conversations through a Growth Coaching approach

Engagement

Overall, students engaged extremely well with remote learning. Staff adopted a varied approach to support student engagement. Despite the additional workload associated with shifting teacher practice towards a remote model of learning, teachers (and student leaders) also ran interest based clubs such as the STEAM club, ukulele club, science club, an up-cycling club, a sustainability club and more than 100 students (each week) joined the principal via Zoom for the Lego, Writing and Cooking with Karen clubs. While 2020 was, for many, a time of significant stress and uncertainty, it was also a time of innovation, teamwork and resilience.

As noted above, student engagement was impacted by the COVID-19 pandemic and the extended period of remote learning with survey responses being lower than previous years. The school will continue to target these areas in 2021 through student focus groups and associated strategic actions.

Student attendance during remote learning was extremely high with most classes regularly reporting 100% attendance across a week. Subjective evaluations of this positive attendance trend may point to factors such as parent support for remote learning and student engagement in remote learning tasks and interactions.

In 2021, to support engagement through the 'Connected Schools Priority' the school will:

- Re engage parents as partners in learning via targeted focus groups that explore topics such as (but not limited to):
- Teacher communication regarding progress (making this visible through vignettes provided Seesaw, Xuno)
- Build community understanding with regards to how students are assessed and what learning looks like at our school (making this visible through vignettes provided Seesaw, Xuno)
- Home learning review (policy and approach review)
- Continue to build parent understanding of the role that they play in supporting positive online behaviours and cyber-safety
- Engage parents as partners through the promotion of school-wide practices to support positive student behaviour
- Identify current approaches that support, and barriers that inhibit, open communication between members of the learning community.
- Continue to build understanding of the role of communication in the formation of identity and relationships with others

Wellbeing

Within the Health and Wellbeing FISO improvement initiative, Positive Education at Auburn South Primary School is defined as being, "A holistic approach to education that empowers people to live a healthy and fulfilling life." This approach to wellbeing, is supported through the implementation of Visible Wellbeing; a holistic approach to wellbeing

that was developed by Professor Lea Waters from the University of Melbourne. Visible Wellbeing combines the science of wellbeing with the science of learning and teaching to make wellbeing visible in all classes and across co-curricula areas. The Visible Wellbeing techniques help teachers to use the learning process itself as a delivery mechanism to build student wellbeing. The Visible Wellbeing approach is built around the SEARCH framework which prioritises the following wellbeing pathways: Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals. Staff also engaged in remote Visible Wellbeing professional learning and the Respectful Relationships program was launched (FISO: Health and Wellbeing). With the state of Victoria thrown into one of the most stringent lockdowns in the world, there has never been a time where wellbeing mattered more. To support wellbeing, the school's visible wellbeing leaders ran remote learning (via Zoom) for staff focused on understanding the impact of the pandemic on mental health and how we can 'Bounce Forward from COVID' and the Emotional Management module of the Visible Wellbeing approach. Drawing on our staff's extensive knowledge and experience, wellbeing practice was built into daily Zoom sessions with classes from Prep through to Year 6.

To support our students' use of online technologies (particularly during the extended period of remote learning), the school also organised remote student workshops focused on Digital Wellbeing which were facilitated by the Cyber Safety Project.

While the impact of the COVID-19 pandemic on student wellbeing can be hard to quantify, 41% of our Year 4-6 students, noted that the pandemic had impacted their life in a negative or bad way.

In 2021, the school will prioritise the following:

Establish school-wide approaches to address a broad range of challenging student behaviours:

- use Positive Behaviour Support principles (flow-charts, behaviour-response matrix) to develop and document school-wide approaches to behaviour management that align to our school's values and beliefs
- develop an understanding of how agency can manifest as problem/resistance behaviour (students, staff, parents)
- Continued development of the Respectful Relationships and Visible Wellbeing approaches
- Continue to Explore the role that ICT (screen time/cyber-safety) plays in terms of enabling or disabling positive relationships and wellbeing
- Continued analysis of Student wellbeing and engagement data (Visible wellbeing, AWE survey, attitude to school survey) to understand where students are socially and emotionally post Remote Learning.
- Establish clear actions in response to student survey data (i.e. relationships and respect)
- Promote the importance of physical activity and create regular opportunities within each day for students and staff to be active.

Financial performance and position

Summary provided via Treasurer's AGM report.

2020 Highlights

Having adjusted the School's budget in May to respond to the emerging COVID-19 pandemic, the school, despite reductions in parent payments, international student fees, hire of facility fees and reduce license agreement fees, was able to finish the year with a small surplus. School Council would like to acknowledge the support of parents who, despite the challenges associated with the COVID-19 pandemic, continued to pay Essential and Voluntary Fees and Donations.

The school continued to actively pursue grant opportunities and was successful in obtaining funds to support/complete the following:

- 1.) Respectful Relationships Program
- 2.) High Ability Learners Program
- 3.) Schools Environment Program
- 4.) Emergency Maintenance Funding (\$200,000 to replace roof of Main Wing)

The school was also awarded with more than \$336,000 to establish plans for a major refurbishment of the school's Main Wing. It was later announced that the school would receive a further \$3,328,000 to complete construction of the Main Wing refurbishment.

Elizabeth Fraser Bequest Project

Following the very generous bequest left to the school last year by Miss Fraser, there has been engagement with the staff at Auburn South in order to identify capital works projects that may be suitable for our school. Many suggestions were received and we thank the staff for their invaluable input. Potential projects have been assessed against a range of criteria, with student health, wellbeing, engagement and participation being important considerations. The School is now working with the Victorian School Building Authority to obtain further quotes and refine the scope to transform the school's basketball court into a Covered Outdoor Learning Area (aka COLA). While full approval from Council is pending approval of scope and cost, more details will follow as this exciting project progresses.

For more detailed information regarding our school please visit our website at
<http://www.auburnsthps.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 619 students were enrolled at this school in 2020, 294 female and 325 male.

15 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) which takes into account parents' occupations and education.

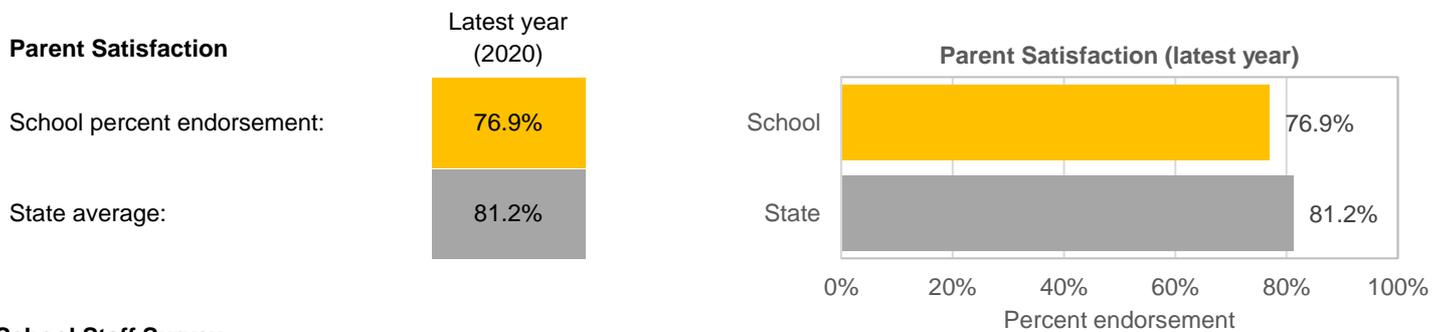
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

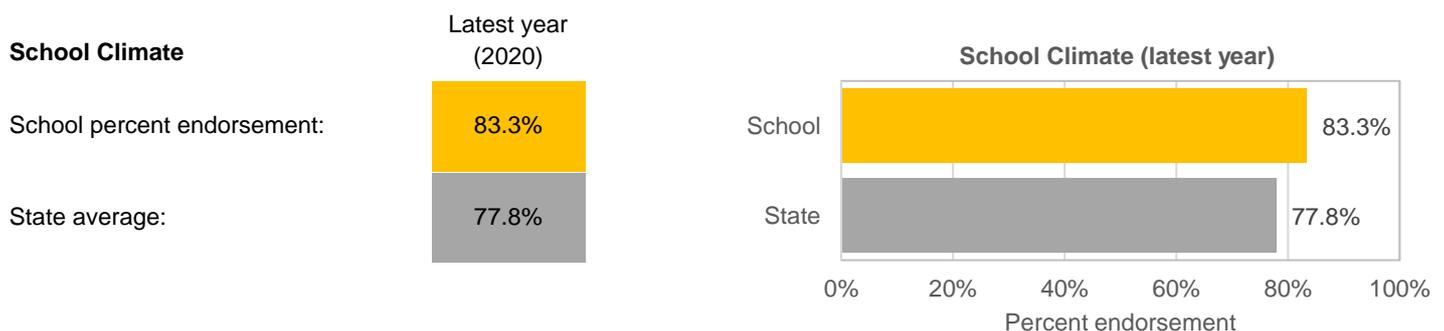


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

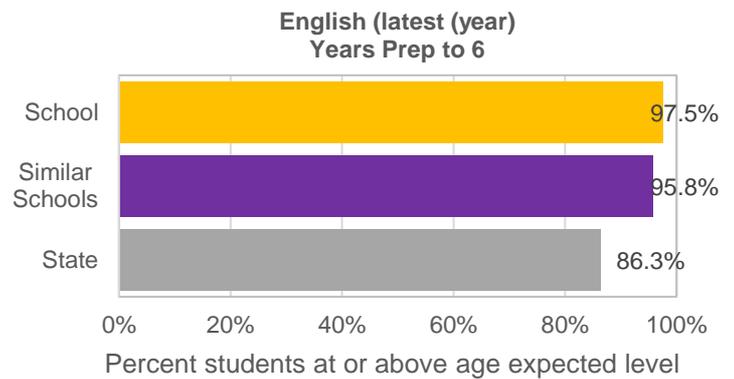
97.5%

Similar Schools average:

95.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

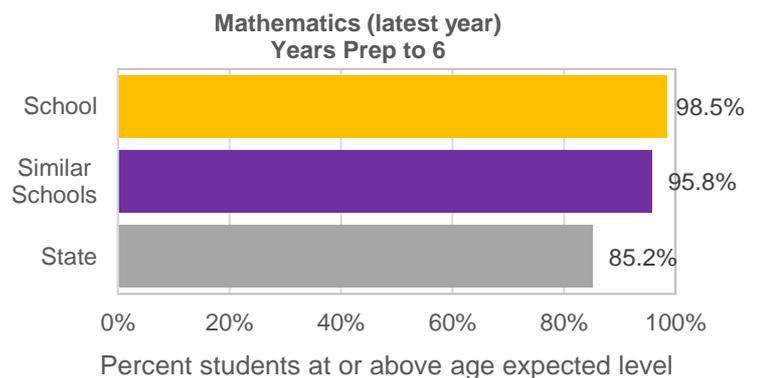
98.5%

Similar Schools average:

95.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

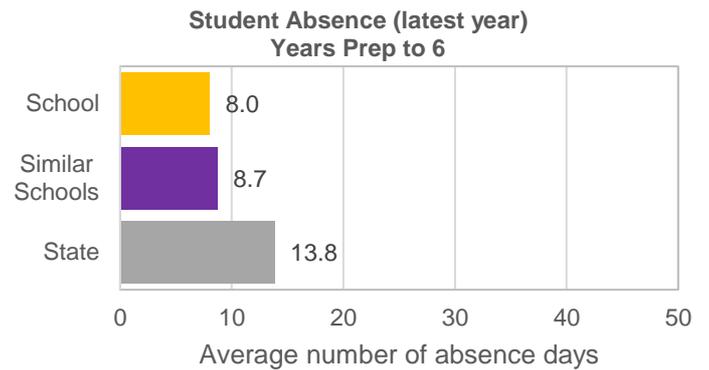
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.0	11.3
Similar Schools average:	8.7	12.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	96%	96%	97%	95%	96%

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.

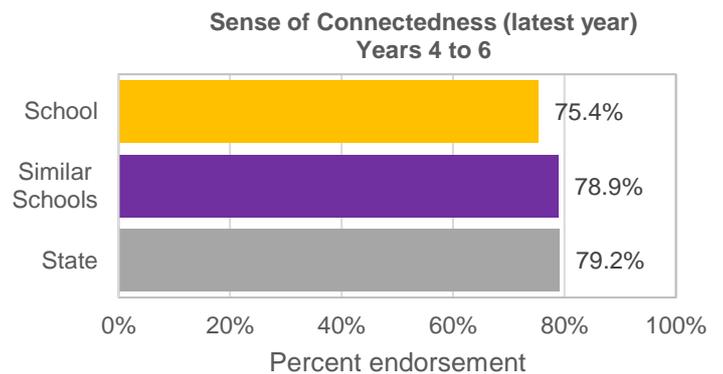
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	75.4%	79.6%
Similar Schools average:	78.9%	80.5%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

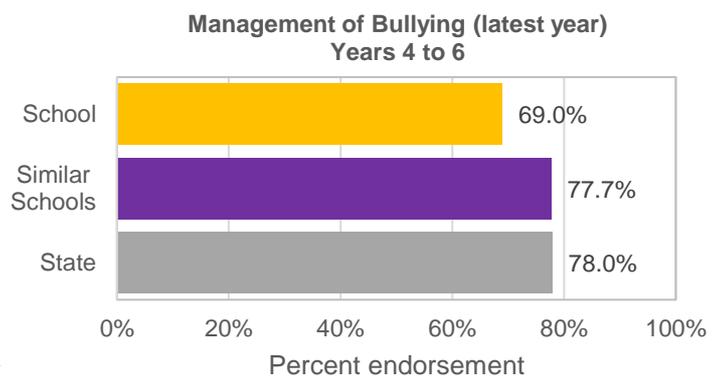
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	69.0%	78.1%
Similar Schools average:	77.7%	80.2%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,476,372
Government Provided DET Grants	\$456,942
Government Grants Commonwealth	\$13,247
Government Grants State	NDA
Revenue Other	\$5,466
Locally Raised Funds	\$987,469
Capital Grants	NDA
Total Operating Revenue	\$5,939,495

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,404
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,404

Expenditure	Actual
Student Resource Package ²	\$4,800,963
Adjustments	NDA
Books & Publications	\$8,448
Camps/Excursions/Activities	\$65,399
Communication Costs	\$8,259
Consumables	\$156,959
Miscellaneous Expense ³	\$61,535
Professional Development	\$29,617
Equipment/Maintenance/Hire	\$135,983
Property Services	\$206,495
Salaries & Allowances ⁴	\$344,975
Support Services	\$62,685
Trading & Fundraising	\$120,706
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$5,227
Utilities	\$56,299
Total Operating Expenditure	\$6,063,551
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$0

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$270,909
Official Account	\$25,023
Other Accounts	\$222,040
Total Funds Available	\$517,972

Financial Commitments	Actual
Operating Reserve	\$177,816
Other Recurrent Expenditure	NDA
Provision Accounts	\$4,614
Funds Received in Advance	NDA
School Based Programs	\$236,235
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$205,804
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$624,469

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.