

# 2021 Annual Report to The School Community



**School Name: Seaford Park Primary School (5191)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 06:04 PM by Patrick Halpin (Principal)

- This 2021 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 02 May 2022 at 05:51 PM by Kylie Tomlinson (School Council President)

# How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Our vision for contemporary learning at Seaford Park Primary School involves all members of the school community collaborating and learning together to achieve quality-learning outcomes for all students within a culture of high expectations. Our students are articulate, independent, confident and motivated learners who co-construct learning experiences with their teachers. They demonstrate curiosity and work actively to achieve personal goals. All student and teacher resources are respected, shared and regularly updated to meet current and future learning requirements. Our students embrace change and the opportunities that it brings and use technology wisely to enrich and express their learning. They have multiple opportunities to be heard as active contributors and global citizens. Teachers model and develop students' critical, creative and higher order thinking skills. We encourage our students to explore and contribute their creative skills in a variety of co-curricular activities. Every team member is clear about their role, has a deep understanding of their students, is committed to professional learning and values feedback and peer coaching. Student teachers are welcomed into our learning spaces and are encouraged to learn with us and share new insights into educational practice. Teachers reflect on their teaching practices and use a variety of data to understand and plan for continuous improvement of learning outcomes for all students. We maintain a strong learning focus through shared learning intentions and success criteria and our students learn how to monitor their learning journey, know the next learning steps required and celebrate their achievements. Seaford Park students experience personalised, differentiated learning and understand the interconnection of concepts, which are linked to their prior knowledge and life experiences. Through Inquiry based learning, students develop their understanding of the world through investigation and authentic action. In our rich learning spaces every teacher shares responsibility for our students and works in collaboration with our support staff, who are part of our inclusive teams. The wellbeing of our students is nurtured through our use of evidence-based, supportive and collaborative practices that enable our children to be resilient learners in a digital age.

Our learners are at the centre of our actions, decisions and interactions at Seaford Park Primary School. We celebrate diversity and embrace the social nature of learning within a culture of high expectations.

The staff of Seaford Park Primary School are committed to improving student outcomes through increasing curriculum engagement. We are building our practices around School Wide Positive Behaviour Supports (SWPBS) and the focus of our Learning Specialist is on coaching and mentoring in order to build consistency. We also have two teachers training as Mathematics Learning Specialists through the Primary Maths and Science Specialists initiative and an English Learning Specialist. The whole teaching staff meet once per week as a Professional Learning Community to build our teacher capacity based on the strengths and needs of our students. We base all of our decisions on student data, which is represented on our whole-school data wall, as well as on skill focused spreadsheets and learning continua. Finally, we have two teachers working 0.5EFT each in learning intervention - one focused on Maths and the other on English. Every day, we have two discrete whole-school enhancement sessions: English and Maths.

Our school is located in the Northern Peninsula Network, Bayside Peninsula Area in the South-Eastern Victoria region. Our zone is primarily made up of industrial areas and 84% of our students live outside of our zone. In 2021, we had 172 students (76 female and 96 male; 44:56) enrolled across 8 classrooms (2 Preps, 3 composite 1/2s, 1 composite 3/4, 1 composite 4/5 and 1 composite 5/6). There were 5 Specialist subjects - Physical Education, Visual Arts, Performing Arts, Science and Indonesian. We completed 2021 with a staffing profile of 18.7FTE: 14.1FTE teachers, including a 1.0FTE Principal, and 4.6FTE education support officers.

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### Framework for Improving Student Outcomes (FISO)

Following the periods of remote learning in 2020, the Department of Education and Training mandated that all schools focus on three key priorities: Learning catch-up and extension, Happy, active and healthy kids, and Connected Schools. The team at Seaford Park Primary School managed to align the goals and key improvement strategies contained within our School Strategic Plan with these priorities, as follows:

- Learning catch-up and extension aligned with our SSP goal of 'Improve student outcomes in literacy and numeracy'. Our focus for this priority was on the research of Di Siemon on the 'Big Ideas' through a Professional Learning Community approach. This involves basing our teaching on the relevant assessment data, collected specifically to provide information on the foundational skills in Mathematics. More detailed information in relation to our progress

against this goal is provided in the 'Achievement' section below.

- Happy, active and healthy kids aligned with our SSP goal of 'Improve student positive climate for learning'. Our work on this was based on the implementation of our School-Wide Positive Behaviour Supports (SWPBS) and Respectful Relationships. Both of these approaches are endorsed by the Department of Education and Training and have been proven to have significant impacts on the positive experiences of students in school. More information on our work and progress is provided in the 'Wellbeing' section below.
- Connected schools, whilst not included in our SSP, was a focus of the school in response to the feedback from parents in the Parent Opinion Survey in 2020. The details of the work conducted on this goal is provided in the 'Engagement' section.

The staff of Seaford Park Primary School flipped to remote learning at least once each term in 2021. The team began the year aware that remote learning was a strong possibility so always had a 'Plan B' that could be enacted very quickly and smoothly. This enabled us to continue our work on our goals remotely as the structures and processes were already in place. The teaching and support staff should be congratulated for their determination to continue to improve and to work through the challenges of collaborating as a professional learning community throughout Term 3, in particular. Alongside our work on the three priority areas, the staff were also building their understanding of the PLC approach and what each phase of the cycle includes. We managed to work through two improvement cycles, constantly reflecting on and refining our practices as we went, ensuring that we learned and developed at every step and brought the learning from our first cycle into the second.

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## Achievement

The culture and attitudes to planning and teaching in Mathematics both shifted significantly in 2021. The teachers are now more inclined to consult with research and the data collected using evidence-based assessments, when planning. The focus of the Mathematics lessons now involve more hands-on experiences for the students and there is evidence of learning and thinking displayed across the school. The students have provided feedback to the teachers on their Mathematics lessons specifically, reporting that high pressure situations are not conducive to learning and this feedback has been considered by the staff.

Results from our PLC Inquiry Cycle indicate that the work of the team has had a significant impact on student outcomes. Through engaging in professional development, focusing on the information that the data is providing and sharing best practice experience (including recordings of our work), we have managed to achieve:

- 86% of our Prep students have mastered at least one of the subskills according to our assessment against our locally developed learning continuum, with an average growth of almost 3 skills
- 80% of our focus students in Year 2 and 100% of our focus students in Years 3-6 met their target of understanding the value of the digit in the 'tens' place and in the 'ones' place, regardless of how the set is presented
- 93% of our focus students in Years 3-6 achieved their target of articulating the number of tens, ones in a 2 digit number (excluding the 'T' numbers) with no hesitation.

Our reflections have identified practices that we will continue, others that we identified as having had no impact and others still that we will start working on.

Through Term 4, teachers engaged in professional learning in relation to learning intentions and success criteria. Our reflection at the end of Term 4 included an agreed approach to implementing LI and SC into every Maths lessons across the school. The specialists will also build LI and SC into at least one lesson per week with the aim of all teachers refining our approach and then generalising across the curriculum.

Our PAT-M results indicate that approximately 61% of our students have made the expected 12-months growth between Term 4 2020 and Term 4 2021. The data collected was analysed by the incoming tutor and students identified for inclusion in the Tutor Learning Initiative in Term 1, 2021.

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## Engagement

The many changes between onsite and remote learning presented students and staff with challenges and opportunities in 2021. In 2020, some students reported a preference for remote learning as it offered additional flexibility to their learning whilst others found it difficult to engage and missed the micro social-interactions with their friends and classmates throughout a regular day at school. The staff reflected that there were improvements that could be made to the approaches, which led to an increase in the whole-class and small-group teaching and learning sessions during remote learning. We agreed to continue with our English and Maths Enhancement sessions remotely, involving all teaching staff, including specialist teachers, intervention teachers and the principal and assistant principal. Students who found it difficult to engage in Google Meet sessions and those who frequently missed their online sessions with their teachers were supported through short one:one sessions to expose them to the online environment and reduce any anxiety that they felt. Phone calls were made to some parents 5 minutes before their scheduled meet to increase the possibility of the student attending.

Our biggest challenge was the increasing number of students attending for onsite supervision throughout the period of remote learning in Term 3. There was pressure on the staff to ensure students attended their scheduled meets and completed their tasks, whilst also ensuring that students were not advantaged by attending onsite. Many parents reported mental health concerns either in their children or in other members of the family so a large amount of time was spent devising strategies with and for individuals, including the offer of onsite supervision for some days each week.

On our return to school in Term 4, the focus for the staff was to ensure the students transitioned smoothly into a structured and supportive environment. Play is the Way provided opportunities for the students to re-engage with each other and re-establish their friendships. Using our DET-allocated 'Tier 2' Disability Inclusion Funding, the school employed an additional integration aide to ensure we had adequate supports across the school for students who did not qualify for additional funding through the Program for Students with Disabilities (PSD).

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## Wellbeing

The approach to supporting positive behaviours at the school changed over the course of the year with staff now using a whole-school reward system to teach and reinforce appropriate behaviours at school. Tokens are collected by students and the grade with the highest number of tokens is presented with Parker the Panda at assembly each fortnight. While this approach is in its infancy, it is notable that a different grade earned Parker at each of the 3 assemblies in Term 4, indicating that the students were interested in earning Parker. The three grades included Prep, 1/2 and 5/6 so it is clear that we had a school-wide impact.

The language used by the staff during PLC meetings has also changed and is now more achievement based, with teachers celebrating the data they encounter and identifying next steps for students. Behavioural expectations are discussed and displayed around the school and students are engaging in conversations about the 'why' of the expected behaviours. The students have begun to calmly accept consequences for inappropriate behaviours and will engage in restorative conversations and identify how we can communicate our needs in a more appropriate way. This has led to fewer externalised behaviours throughout our day and a tendency towards removing oneself to a safe space rather than engaging in arguments and 'red zone' behaviours.

Recording systems are in place and have been introduced to staff using Compass. While we are still working on embedding this practice by teachers, we have seen an increase in consistent practice across the school.

The Wellbeing and Engagement learning specialist will focus on developing a wellbeing scope and sequence from Prep - Year 6 in 2022 to ensure we have a whole-school spiralled approach to the development of social and emotional skills.

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## Finance performance and position

Seaford Park Primary School finished the year with a surplus in both the cash and credit side of the budget. This was the result of innovative financial management over several years, combined with reduced day to day expenses during

remote learning.

Our year began with the large number of parents donating a voluntary contribution as part of their annual parent payments. In Term 1, the school organised and ran a very successful fundraiser, involving a school-based colour run followed by a community night with market stalls. In addition, whilst we were onsite, many of our regular events continued (Subway orders, hot food days, Easter raffle, Mother's Day events, etc.) but we were unable to run our trivia night or bingo events.

School Council entered into two licence agreements in 2021. A dog training school pays a fee to use our facilities every weekend and we have established an outside school hours care, which began in Term 1, 2022. The fees collected from the dog training school in 2021 was included in our Ignite the SPark locally raised funds campaign, which totalled almost \$30,000 from all fundraising activities.

Our equity funding reduced significantly in 2021. We were successful in applying for special funding to allow two of our teachers to attend training as Maths Learning Specialists through the Primary Maths and Science Specialist initiative. The Tutor Learning Initiative provided us with an opportunity to introduce a learning intervention program, focusing on Maths, and the Disability Inclusion Funding, replacing the Program for Students with Disabilities (PSD), provided additional funding to increase the number of integration aides on the staff.

**For more detailed information regarding our school please visit our website at**  
**<https://www.seafordpark.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 172 students were enrolled at this school in 2021, 76 female and 96 male.

2 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).

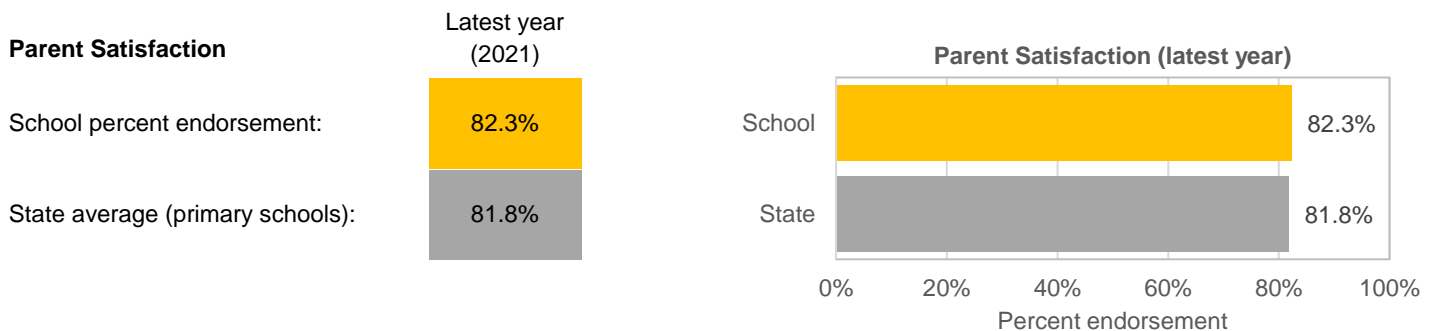
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

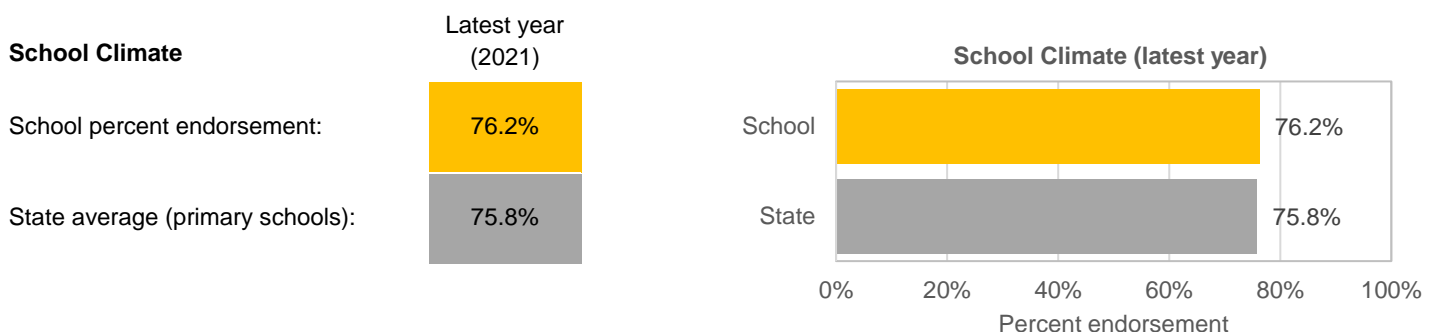


### School Staff Survey

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.





## 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:

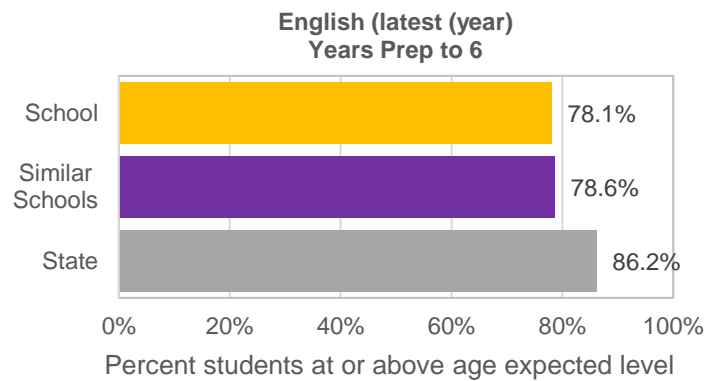
78.1%

Similar Schools average:

78.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

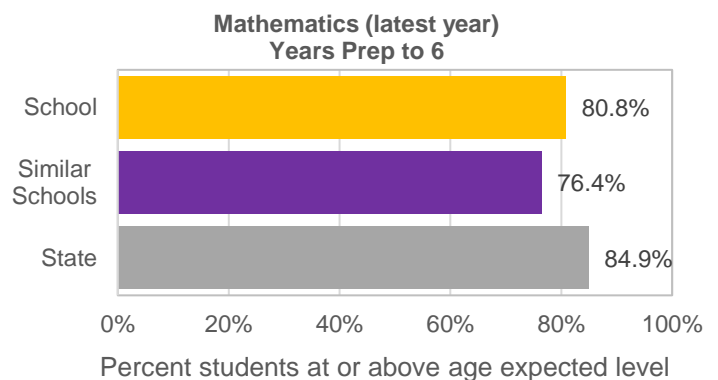
80.8%

Similar Schools average:

76.4%

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.

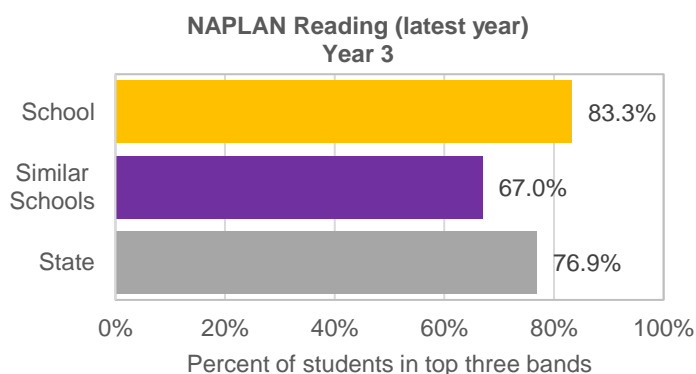
### NAPLAN

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.

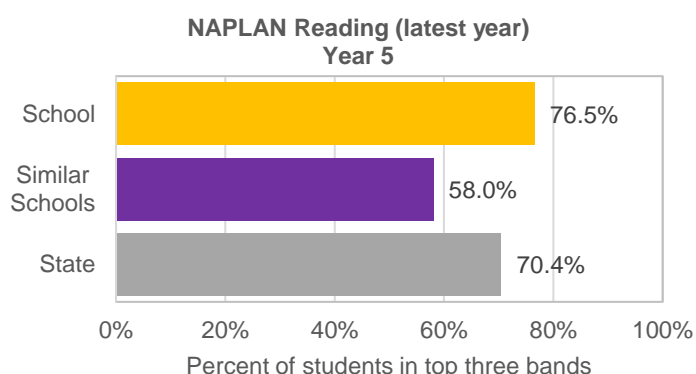
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	79.0%
Similar Schools average:	67.0%	67.1%
State average:	76.9%	76.5%



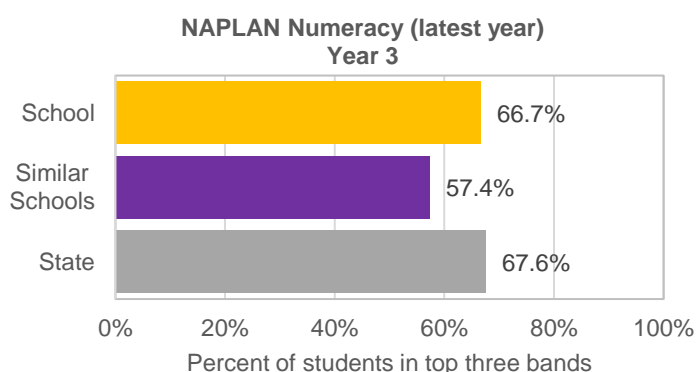
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.5%	70.4%
Similar Schools average:	58.0%	58.0%
State average:	70.4%	67.7%



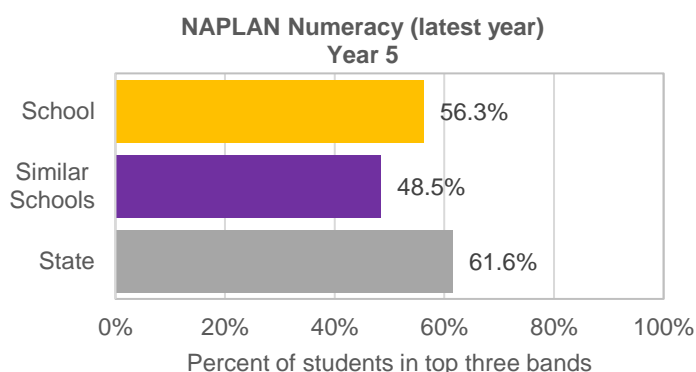
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	62.9%
Similar Schools average:	57.4%	59.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	46.3%
Similar Schools average:	48.5%	47.5%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

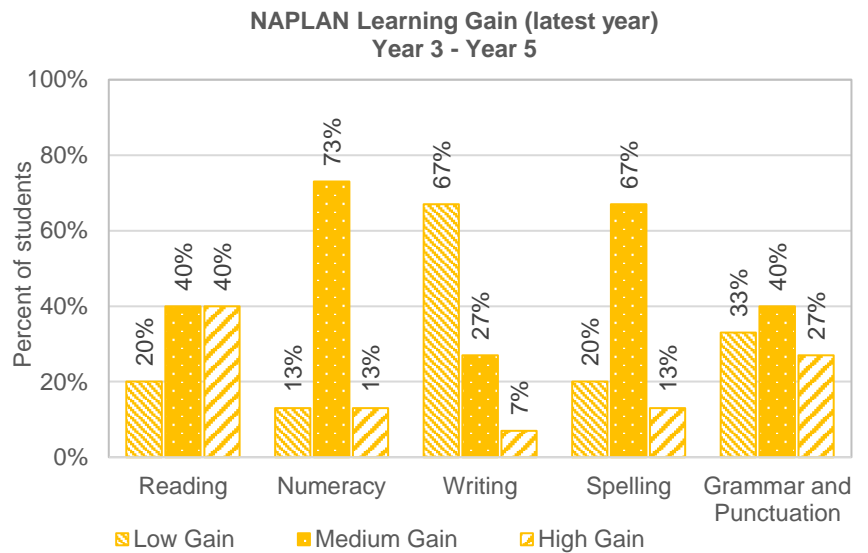
### NAPLAN Learning Gain

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:	20%	40%	40%	21%
Numeracy:	13%	73%	13%	21%
Writing:	67%	27%	7%	19%
Spelling:	20%	67%	13%	18%
Grammar and Punctuation:	33%	40%	27%	19%



## ENGAGEMENT

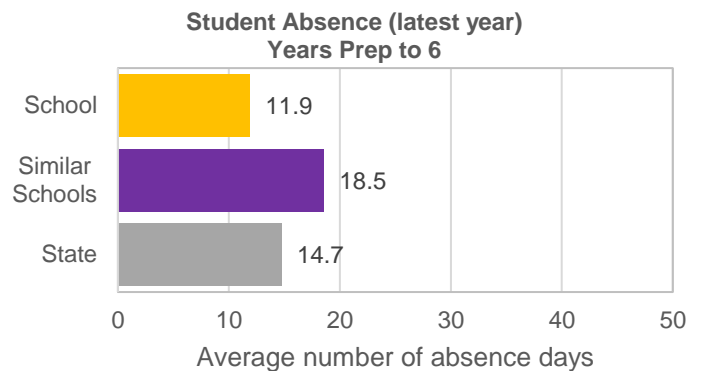
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.9	14.9
Similar Schools average:	18.5	17.2
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):	93%	95%	95%	94%	93%	94%	94%

## WELLBEING

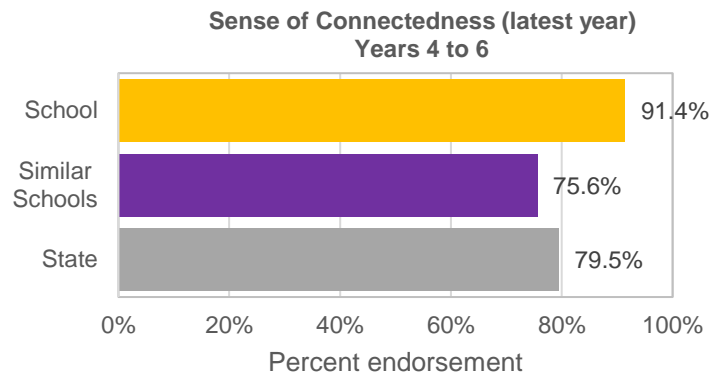
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	91.4%	81.8%
Similar Schools average:	75.6%	76.7%
State average:	79.5%	80.4%



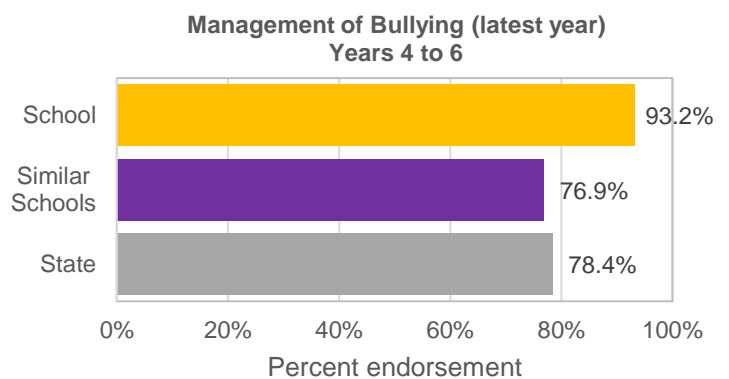
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	93.2%	86.3%
Similar Schools average:	76.9%	77.5%
State average:	78.4%	79.7%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,153,402
Government Provided DET Grants	\$221,528
Government Grants Commonwealth	\$19,905
Government Grants State	\$890
Revenue Other	\$20,625
Locally Raised Funds	\$108,479
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,524,829</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$171,403
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$171,403</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,837,980
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$23,476
Communication Costs	\$3,840
Consumables	\$38,607
Miscellaneous Expense <sup>3</sup>	\$18,101
Professional Development	\$458
Equipment/Maintenance/Hire	\$31,358
Property Services	\$75,867
Salaries & Allowances <sup>4</sup>	\$10,230
Support Services	\$42,525
Trading & Fundraising	\$18,620
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,585
<b>Total Operating Expenditure</b>	<b>\$2,113,647</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$411,182</b>
<b>Asset Acquisitions</b>	<b>\$26,215</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$276,887
Official Account	\$29,698
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$306,584</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$33,837
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$31,993
School Based Programs	\$64,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$55,000
Capital - Buildings/Grounds < 12 months	\$51,000
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$306,230</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.*