

2021 Annual Report to The School Community



School Name: Ceres Primary School (1602)



- 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 02:57 PM by Lissa Young (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 31 March 2022 at 10:26 PM by Damien Marchant (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

Ceres Primary School is an exciting, stimulating and vibrant school located 10km from Geelong, in the picturesque surrounds of the Barrabool Hills. Our school has modern facilities, which includes 8 classrooms, library and multi-purpose room. Our spacious and attractive grounds give students the opportunity to be environmentally conscious. We are committed to continuous improvement and attaining distinction in teaching and learning at every level. We have an enrolment of 103, with our students coming from our immediate and wide catchment areas. Currently we do not have any programs offered for overseas students. We provide quality-learning programs in all curriculum areas. Specialist programs encompass Music, Art, PE & Health, STEM, Performing Arts, Fine-Arts, Italian and a Library program which ensures student strengths and talents are addressed. Emphasis is on inquiry-based learning and explicit teaching to the point of need through fluid groupings, with a strong commitment to Values Education (Super 7). Technologies are embedded within the curriculum to facilitate exciting and engaging learning programs to meet students' individual needs with an innovative "Bring your own" program. We currently have 17 staff members, which includes a Principal, 8 full time teaching staff, 3 part time Specialist staff, 2 education support staff and 3 non-teaching staff (administration). We do not currently have any Torres Strait or aboriginal staff. Our current leadership structure includes 1 Principal, Leaders for coaching for curriculum and assessment, a junior and senior unit leader and additional leaders for student and staff well being. All students are respected as individuals and teachers and families work together to promote learning. We strive towards the healthy development of every child in an inclusive environment so that each has the knowledge, skills and resilience to be successful in a rapidly changing world. The Ceres Primary School community values the extension of each student's individual potential by encouraging, recognising and rewarding effort and achievement. We strive to provide a co-operative and friendly environment where students share the responsibility for their own learning, behaviour and health. At Ceres Primary School we value mutual working partnerships with parents, in the education of each individual, to aid in the student's social, emotional and academic growth. This is also achieved by providing a safe and secure environment, which has a community and family atmosphere. Students are working on embedding the actions and behaviours of the Super 7, which are Bucket-filling, Risk Taking, Safety, Organisation, Resilience, Respect and Tolerance and Best Effort. We continue to promote student voice and participation with all year levels involved in leadership opportunities. Our year 5 & 6 students participate in being involved in Junior School Council, as Student Leaders and House Captains. There is a strong relationship between parents, staff and students, with a high level of parent participation on School Council, as classroom helpers, in fundraising, buildings and grounds development and community social activities.

Framework for Improving Student Outcomes (FISO)

Ceres Primary School delivered on our Key Improvement Strategies with a mix of both onsite and remote learning throughout 2021. Staff were adaptable and provided a well-rounded delivery of the Victorian Curriculum catering to all student's individual needs while accommodating community wellbeing. As face-to-face learning shifted to remote learning several times during the year, some of the associated AIP actions were modified to suit online learning. Modified actions related to Mathematics Curriculum included shifting to remote professional learning for the GRIN (Getting Ready in Numeracy) program. This was completed by four staff members and implemented across the school with a total of 12 students. Students participated in four sessions each week and were provided with additional homework tasks. As a result of this professional learning, staff increased their understanding of best practice in maths through the PLC model. PLCs meet weekly to engage in reflective practice to evaluate and plan curriculum, assessments, and lessons. Throughout the year, teachers followed the Inquiry model to implement GRIN learning, challenging math tasks and differentiation. Problem-solving and Reasoning tasks feature within their pedagogy and the language of 'mild', 'spicy' and 'hot' for differentiated learning is consistent across the school, with the use of enabling and extending prompts. An instructional model has been established around challenging learning tasks. Visual goal boards were utilised in all classrooms for both Literacy (Reading & Writing) and Numeracy. Students received feedback on their progress of individual learning goals and feedback during onsite and remote learning using individual conferences and See Saw. Students made self-reflective comments on progress towards goals and within learning clinics both onsite and remotely. Clinic groups were provided twice daily for Literacy and Numeracy during remote learning. Parents were provided with a weekly task report of what students had completed, differentiated tasks

attempted and attendance to class meetings and clinics. Staff worked collaboratively to develop a staff and parent 'Remote Learning Protocol' document that had all necessary details about remote learning procedures (Webex details, schedules, learning format etc). Parents were involved in the student's learning process by interacting on SeeSaw. The Learning Specialist conducted Coaching sessions throughout the year, during face-to-face and remote learning. The coaching timetable allowed all staff to be observed and receive feedback over the year for different learning areas. The conversations between teachers and the Learning Specialist enabled teachers to reflect on their teaching and provided staff with additional resources to build their knowledge and skills. The conversations are documented and given to the Principal weekly.

Achievement

For 'Teacher Judgements', we excelled in many areas compared to similar, network and state averages. In English, 87% of students were 'at' or 'above' for Reading compared to the state average of 86%. 95% of students were 'at' or 'above' for Speaking and Listening compared to Similar schools (95%), Network schools (94%) and State (92%); 86% of students were 'at' or 'above' for Writing compared to Similar (85%), Network (84%) and State (81%).

For Mathematics, in Number & Algebra 87% of students were 'at' or 'above' expected level, higher than State (85%).

As for Equity Funded students, Teacher Judgements were the same or higher than Similar, Network and State School averages for English:

Reading - Ceres 70% compared to Similar schools(70%), State Schools(69%)

Speaking & Listening - Ceres 100% compared to Similar (85%), Network(86%) State (79%)

Writing - Ceres 91% compared to Similar (63%), Network(70%) State (61%)

For Equity Funded students In Mathematics:

Number & Algebra - Ceres 70% compared to Similar(69%), State(67%)

Statistics & Probability - Ceres 70% compared State (67%)

For NAPLAN, some key highlights included a significant increase in the % of students in the 'Top 2 Bands' for Year 5 for Reading (47.1% - increase of 8.1%) as well as an increase in the % of Year 3-5 students meeting or above benchmark growth to 70.6%. In Mathematics, there was an increase in the number of Year 5 students in the Top 2 Bands to 37.5%.

Furthermore, when comparing our results to Similar, Network and State Schools, we were higher in the Top 2 Bands for Year 5 in:

Reading - Ceres 47% compared to Network (45%) State (43%)

Spelling - Ceres 35% compared to Network (32%)

Numeracy - Ceres 38% compared to Similar (33%), Network(28%) State (33%)

Grammar & Punctuation - Ceres 47% compared to Similar (39%), Network (30%) State (35%)

When evaluating 'Relative Growth' for Year 5 students, comparing results from 2019 to 2021, we also achieved more students achieving high growth in:

Reading - Ceres 24% compared to 2019 with 23% and 2018 with 21% and reducing the % of students with low growth from 38% in 2019 to 33% in 2021; Also achieving higher than Network Schools (23%).

As NAPLAN is a key component of our SP and AIP, we successfully achieved the following NAPLAN Targets for 2021:

- High Growth: Year 5 students in the Top 2 Bands in Reading - Target 34%, Achieved 47%
- High Growth: Year 5 students in the Top 2 Bands in Numeracy - Target 31%, Achieved 38%

As part of the Tutoring Learning Initiative (TLI), Ceres implemented the GRIN program (Getting Ready in Numeracy). 4 teachers completed training through Monash University to become GRIN tutors. Each of the 4 team members worked with 3 students each making a significant impact on Numeracy outcomes for those who participated, with 83% of students 'above' (66%) or 'at' (16%) expected level by the end of the intervention program.

Engagement

Staff increased their understanding of student voice and agency through completing professional learning within the Community of Practice with 3 schools via Webex. Learning focused on engagement and a sense of accomplishment. Staff continued to implement the Russell Quaglia 'Student Voice' lessons within the Values time. The Middle Leaders continued to meet termly to discuss future planning of student voice and work collaboratively to create professional learning for all staff members. The Student Voice Team attended professional learning termly through the Quaglia institute and presented feedback on the progress of our school goals. Staff created a definition of student voice and this has been revisited during each professional development session.

During the remote learning period, engagement was fostered by offering daily Literacy and Numeracy clinics, which were available to all students. Class Webex meetings were conducted daily to check-in with all students and optional on-line connection and engagement meetings were offered three times a week. Specialist class (Music, Art and Italian) were presented live through Webex and offered opportunities for students to engage and ask questions directly to the Specialist teacher. Seesaw tasks were created for Physical Education where students were given the opportunity to participate in fun and engaging activities that encouraged physical activity.

Attendance-Attendance was managed by a collaboration between the classroom teachers and office administration, using Seesaw data, leadership, wellbeing coaching and a strategic approach to re-engage students who were not participating in remote learning by attending on-site, weekly check-ins and alternate learning programs. Student trackers were documented by staff and used to view engagement levels with follow-up discussions held with data coaching/wellbeing coaching/leadership team. Despite changes to teaching and learning (COVID-19), we have been able to continue working towards achieving our goals for 2021. The attendance for 2021 increased slightly from the prior year to was 92.5%, although was still below the target of 95% due to the ramifications of COVID-19. Despite COVID-19, attendance did improve from the year prior although we will continue to highlight the importance of attendance in 2022.

Wellbeing

During 2021, our school modified health and wellbeing supports as we spent time engaging in remote learning and onsite. We continued to hold assemblies through SeeSaw and face-to-face when applicable, as well as daily check in calls and online clinics during remote learning. Some students continued to use the 'Solution Book' and we implemented the Zones of Regulation across the whole school. The Resilience Project was implemented in Values lessons whilst engaging in remote learning and when onsite. At risk and vulnerable students were identified, monitored and checked in by teachers and the Wellbeing Coordinator. Wellbeing Weeks occurred termly onsite and the students engaged in Personal and Social learning, with our Grade 5 JSC leaders and our Grade 6 school leaders. Staff participated in Berry Street training and continued the implementation of mindfulness, brain breaks and strategies to assist with emotional regulation. Transition for 2022 enrolments occurred in Term 4 onsite. Social stories, phone calls and Kinder visits were arranged to assist with a positive start to school. The Resilience, Rights and Respectful Relationships teaching and learning that we embedded provided a variety of activities designed to develop students' social and emotional learning. The key elements include emotional literacy, personal strengths, positive coping, problem solving, stress management and seeking help. Staff continued to participate in professional learning from the Quaglia Institute, whilst working in collaboration with a Community of Practice. The focus areas included self-worth, engagement and purpose and activities were implemented in classrooms. Resources were also shared amongst the Community of Practice schools. The school leadership program was further enhanced by establishing extra-curricular leaders from Foundation to Grade 6. Remote learning procedures were adapted from feedback from students, staff and parents in order to continue meeting academic and emotional/social learning outcomes.

The Attitudes to School Survey was not completed in 2020 due to Covid-19 however, it was completed in 2021. The data below shows the progress from our Attitudes to School Survey:

*Managing Bullying - Target - 78% - Achieved - 89.6%.

*Student Voice and Agency - Target - 69% - Achieved - 83%

*Sense of Connectedness - Target - 79% - Achieved - 93%

*Teacher Concern - Target - 71% - Achieved - 84.7%

The Staff Opinion

*Student Feedback - Target 87% - Achieved - 93%

*Differentiated Learning - Target 87% - Achieved - 100 %

Parent Opinion

*Managing Bullying - 85% - Achieved

Finance performance and position

Ceres Primary School maintained a very sound financial position throughout the 2021. The 2017-2020 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position Report shows an end of year surplus of \$113,595. This surplus occurred through generous community donations and an amount of equity funding not spent but was tagged in the 2022 budget. Within the Financial Commitment section of this report the School Based Programs refers to Operation funding for the MARC Van, whilst Committees / Shared Arrangements refers to Parent & Friends Association and Junior School Council.

For more detailed information regarding our school please visit our website at
<https://www.ceresps.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 103 students were enrolled at this school in 2021, 54 female and 49 male.

NDP percent of students had English as an additional language and 0 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).

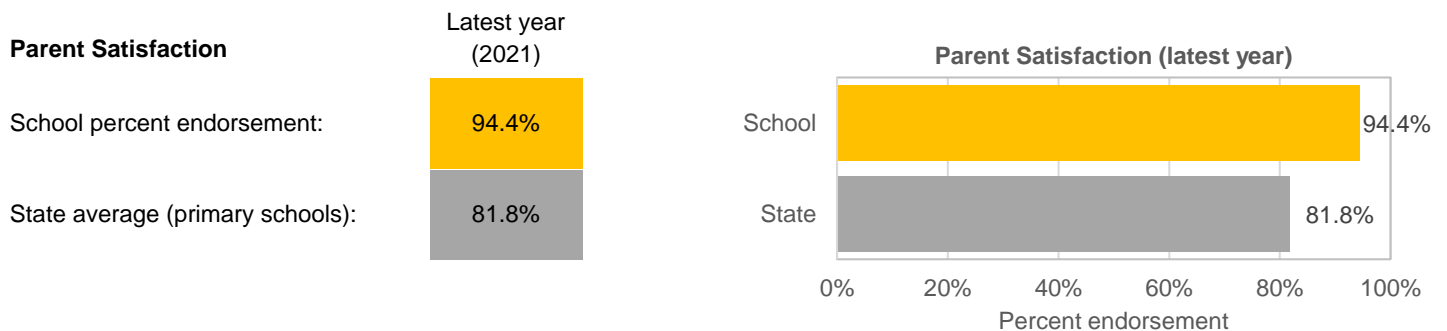
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

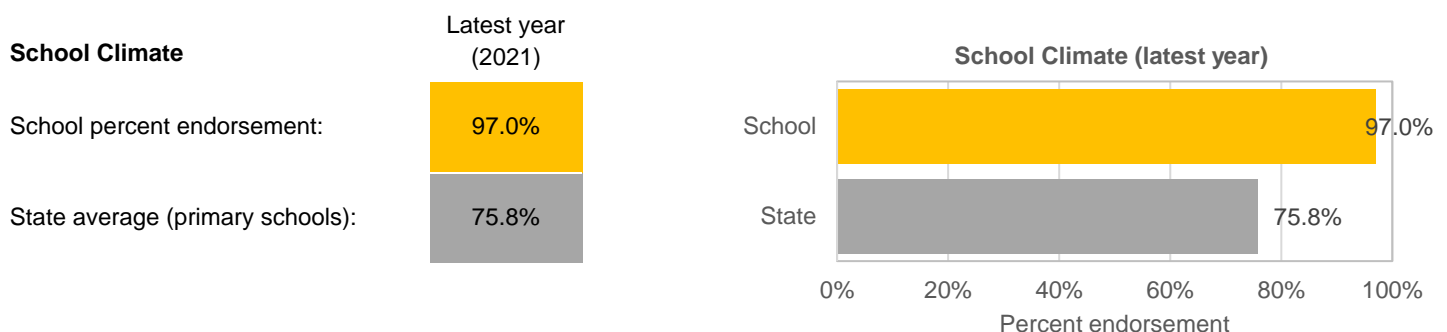


School Staff Survey

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:

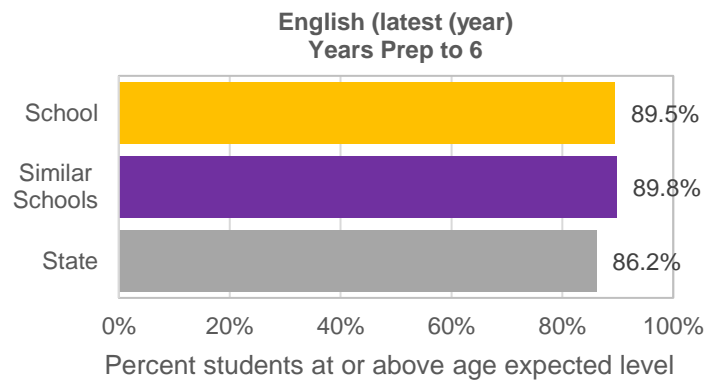
89.5%

Similar Schools average:

89.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

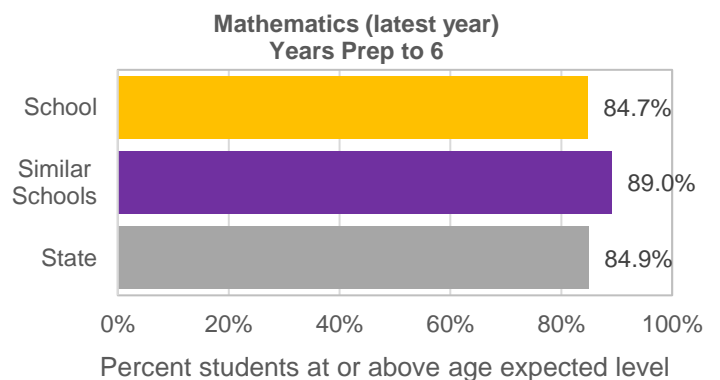
84.7%

Similar Schools average:

89.0%

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.

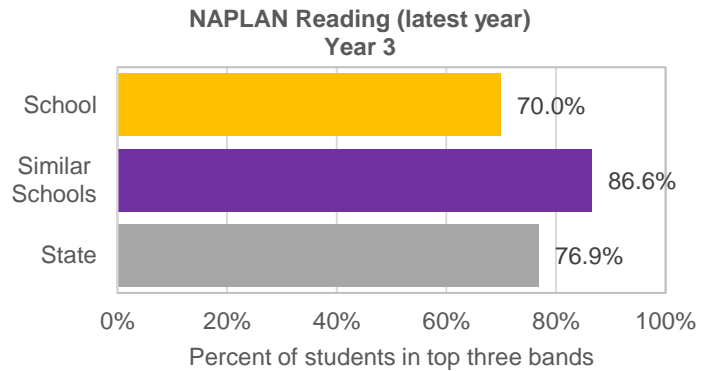
NAPLAN

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.

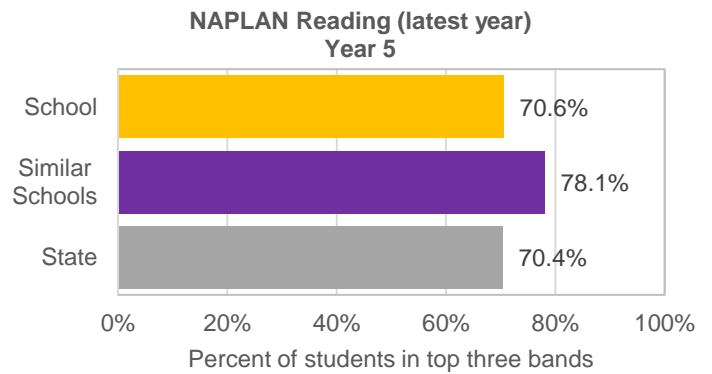
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	76.7%
Similar Schools average:	86.6%	84.2%
State average:	76.9%	76.5%



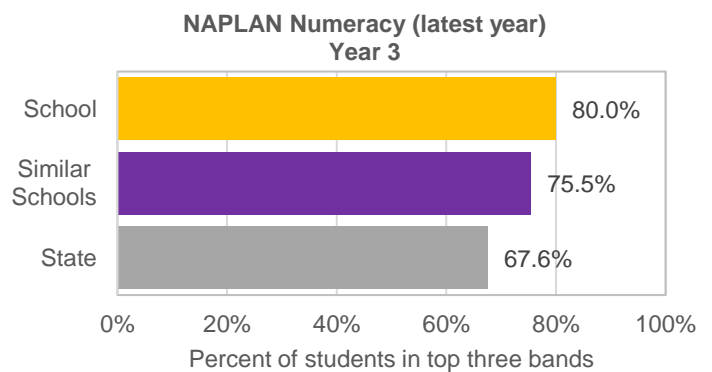
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.6%	61.2%
Similar Schools average:	78.1%	75.5%
State average:	70.4%	67.7%



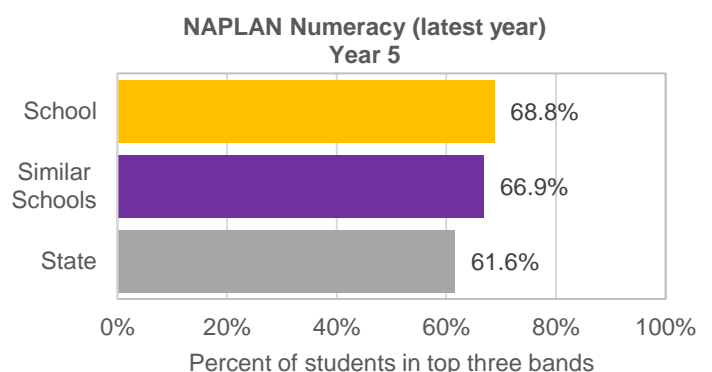
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	81.4%
Similar Schools average:	75.5%	76.3%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.8%	60.4%
Similar Schools average:	66.9%	66.4%
State average:	61.6%	60.0%



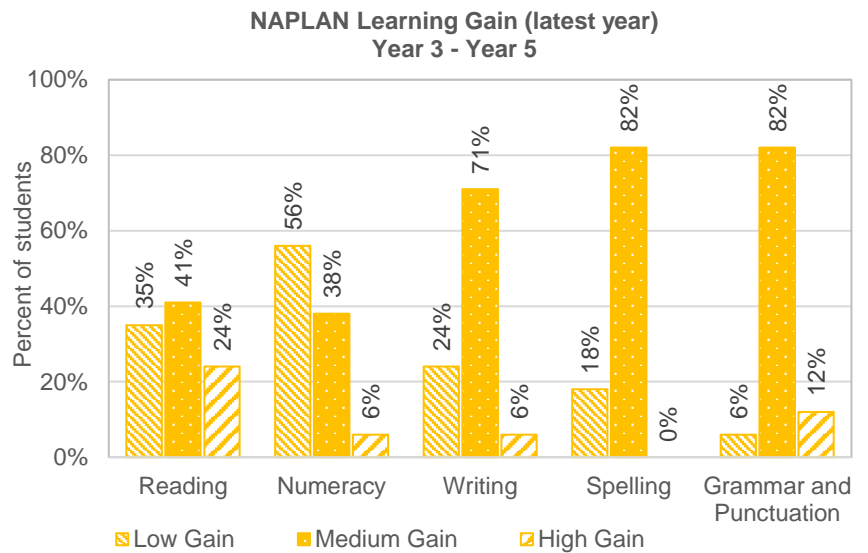
ACHIEVEMENT (continued)

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:	35%	41%	24%	28%
Numeracy:	56%	38%	6%	21%
Writing:	24%	71%	6%	24%
Spelling:	18%	82%	0%	25%
Grammar and Punctuation:	6%	82%	12%	25%



ENGAGEMENT

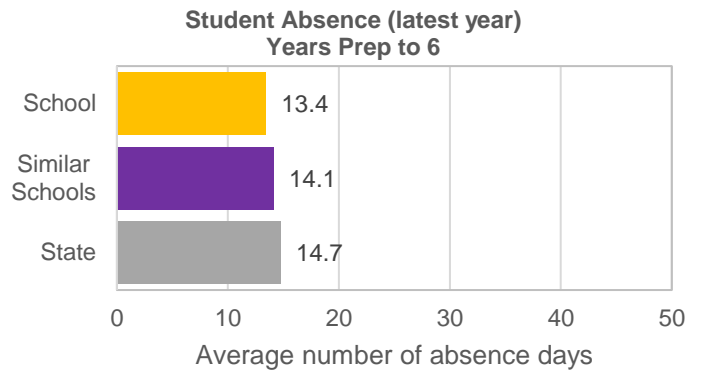
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.4	15.7
Similar Schools average:	14.1	14.4
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):	94%	93%	92%	93%	93%	94%	92%

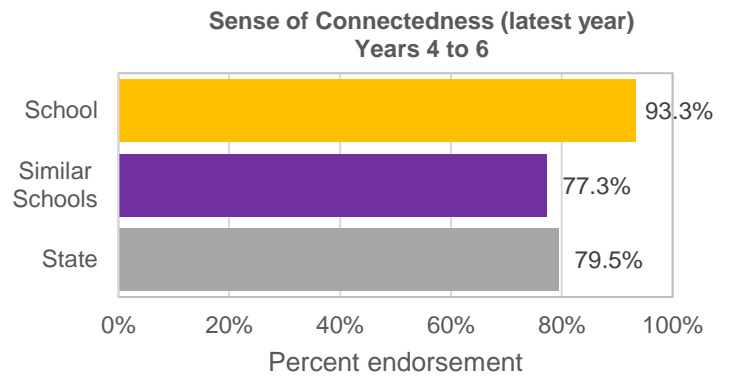
WELLBEING

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:	93.3%	86.7%
Similar Schools average:	77.3%	77.5%
State average:	79.5%	80.4%

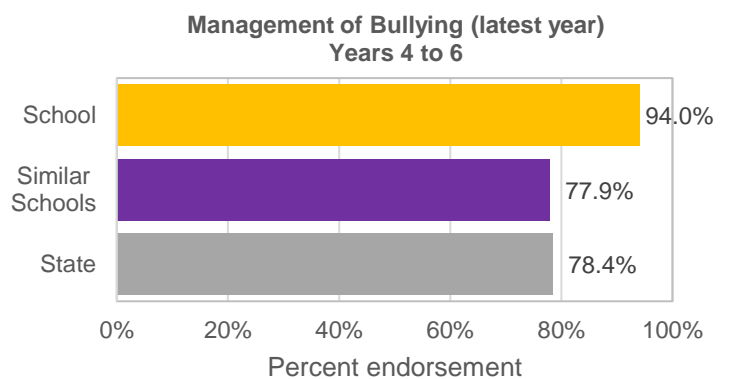


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	94.0%	89.3%
Similar Schools average:	77.9%	78.7%
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	\$1,223,983
Government Provided DET Grants	\$135,857
Government Grants Commonwealth	\$5,400
Government Grants State	\$0
Revenue Other	\$44,184
Locally Raised Funds	\$97,986
Capital Grants	\$0
Total Operating Revenue	\$1,507,410

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,405
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,405

Expenditure	Actual
Student Resource Package ²	\$1,165,739
Adjustments	\$0
Books & Publications	\$1,337
Camps/Excursions/Activities	\$25,936
Communication Costs	\$3,073
Consumables	\$37,295
Miscellaneous Expense ³	\$5,376
Professional Development	\$10,612
Equipment/Maintenance/Hire	\$19,188
Property Services	\$51,784
Salaries & Allowances ⁴	\$36,408
Support Services	\$10,239
Trading & Fundraising	\$8,616
Motor Vehicle Expenses	\$2,027
Travel & Subsistence	\$10
Utilities	\$16,174
Total Operating Expenditure	\$1,393,815
Net Operating Surplus/-Deficit	\$113,595
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 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	\$111,536
Official Account	\$4,944
Other Accounts	\$0
Total Funds Available	\$116,480

Financial Commitments	Actual
Operating Reserve	\$34,011
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$9,815
School Based Programs	\$40,437
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,170
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	\$97,432

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.