

2020 Annual Report to The School Community



School Name: Timboon P-12 School (6260)



- 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 10 June 2021 at 04:32 PM by Davin Reid (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 22 June 2021 at 11:19 AM

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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

Timboon P12 School is classified as a remote school as it is 53 kilometres from the nearest provincial centre. It is serviced by a very limited public transport system. It is in the heart of a buoyant dairy industry that has experienced several economic down turns. The school is close to tourist destinations along the Shipwreck Coast, and this provides employment in the hospitality industry. Our school has steady enrolments with approximately 464 students. The school will continue to develop programs and publications to foster a motivated, aspirational, high achieving attitude in all students and families.

The school mission is to ensure strength through understanding by providing high levels of academic, social and emotional learning for all our students. Daily instruction is based around Learning Intentions, Success Criteria, Quality of Task and Feedback.

Curriculum initiatives include an Early Years Numeracy program, an extensive list of VCE subjects, a strong VCAL program that offers foundation, intermediate and senior certificates and a wide selection of VET subjects. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated curriculum program and unit system address the Australian and Victorian curriculum domains. Specialist P-6 and 7-12 teachers provide targeted instruction in designated areas including the Arts and Physical Education. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music via our Rock Bands Program. Strong links with community and families have been identified as a key whole school priority.

Examples of success in these areas include the establishment of the TAP (Timboon Agriculture Program) and the real-life opportunities it provides as well as the Timboon P12 community library and the many programs it offers. Leadership opportunities for students exist throughout the school ranging from House Captains, School Captains and SRC /JSC members. We believe in giving every child the opportunity to be a leader. A comprehensive transition program runs between years K-12 which ensures students are supported in their transition into, through and from school. The school has 3 Principal class , 2 Leading teachers , 46 teaching staff and 18 Educational support staff. There are zero staff with an Aboriginal and Torres Strait islander background. Timboon P12 does not have an international students program however students arriving from overseas are supported through the visiting teacher service and ESL programs.

The school strives to establish and maintain an inclusive environment that promotes, respect, empathy and commitment. Families value an open-door policy where relationships are based on trust and mutual respect and the contributions of all are valued and acknowledged. Timboon P12 School is committed to continuous improvement in our learning and teaching that reflects current and future learning needs. The school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community have the best opportunities for success.

Framework for Improving Student Outcomes (FISO)

Timboon P 12 school is committed to utilising the FISO to provide structure and diagnostic analysis of the work to be done to continue to develop practice and ultimately improve student outcomes and experiences. The implementation of the Framework for Improving Student Outcomes at Timboon for 2020 has focused on Excellence in Teaching and Learning with Building Practice Excellence and Empowering students and school pride as targeted areas. Goals set for Building Practice Excellence focused on providing targeted Literacy improvements across the school. Teams operated to identify areas of need and to identify best practice in developing programs for a collective accountability for the improvement of student outcomes in Reading and Writing. Student Learning Data has been positive for the school in 2020. Due to Covid in 2020 there is no NAPLAN data, however the school is using other data sources such as Essential Assessment. Fountas and Pinnell and PAT to identify success and areas to improve. Some highlights include improved VCE Study Scores – this is an area the school continues to work hard in. Proudly the school has moved the mean VCE Study Score up to 28 for 2020. Along with some excellent performances across other subjects. The quality of teaching and learning has a direct link with student learning outcomes, consequently the school has continued to specifically focus on improving teacher practices and the capabilities of our leadership team to lead improvement in teacher practice. The school has continued with its teaching and learning improvement agenda, with a focus on improving the capacity of teaching practice of teachers. The professional learning focus of the school in 2020 was the

embedding the PLC process so staff are able to use data effectively to identify students who can improve. Considerable work has been undertaken to embed the PLC process at the school, with professional development for all staff and staff using the inquiry cycle to ensure that teaching is targeted to the specific needs of students. This continues to be a driving force across the school in 2021. During remote learning staff engaged in WebEx lessons and developed packs of work for students. The overall feedback during this time was very positive and staff certainly learnt a lot and we improved over time in meeting the needs of students across P12. PAT testing at 7-10 and the completion by all staff of the PIVOT surveys allowed for data collection and analysis for both staff and student feedback and reflection. The completion of the School review in Term 4 has set goals for the next four years and was a process that allowed staff, students and parent community to contribute to the future direction of the school. Literacy Learning specialists have led program with a focus on reading at p-6 and vocab at 7-12. The Sounds write program continues to be expanded with 90% of teachers trained in the program and this continues to be a focus in the Primary school

Achievement

Student data and opinions on their schooling experience is very influential in terms of the ongoing direction the school will take with learning programs. Teachers at Timboon are encouraged to regularly receive feedback from students relating to their experiences in the classroom. This approach is seen as important if we as a school are to truly engage students in the learning process. Work in the Secondary School has continued to focus on the development of positive and relevant pathways for our Year 10-12 students. In 2020 Timboon P12 school continued to achieve very good student learning outcomes. VCE results in 2020 were once again very pleasing, with our results in line with the Victorian Government School mean study score. The school has 13 funded students as part of the Program for Students with Disabilities. All students showed above satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans. In 2020 with remote learning there were benefits in terms of engagement for many students, but it highlighted for the school the need to increase the use of technology and a more co-ordinated approach and providing the skills students will need in the future. In 2021 a major focus will be the increased provision of ICT across the school and the use of online texts and Microsoft 365. In 2020, 100% of students satisfactorily completed their VCE studies and 92% of VCAL students were awarded this certificate. Teacher assessment P-6 against the Victorian Curriculum indicates results in English and Mathematics sit above the state median. Staff were supported in modifying student work to cater for individual needs of students.

Engagement

The role of the Learning Specialist (Literacy) in the Secondary school has been to upskill staff to support them in engaging students. The school has worked extremely hard on attendance over the last few years and compared to similar schools we have a very high school attendance. The TAP program and extensive extracurricular program has improved attendance across the school. The school provided and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting program. To support transition back to onsite learning various activities and packs were organised to support students and families. The SRC continued to have a strong presence during remote learning and staff and students were involved in a variety of activities such as Timboon Kitchens Rule (TKR), Spoon Ville, Assemblies and Gratitude Week.

Maintaining a high level of student engagement and connectedness and further reducing student absences continues to be a school priority. YLC and classroom teachers and Administrative staff maintain regular contact with families to ensure all students are supported to attend school on a regular basis. Our Student Absence Data indicates that we have higher attendance than the State median in Secondary but lower in the Primary. The continued use of Compass has allowed for increased parent interaction and student connectedness to the school. Excursions and school events are publicized along with student feedback to parents about progress and participation. Absences are also followed up through this online system.

The Student Attitudes to School Survey was not completed in 2020 as the school felt that the focus in late Term 3 and Term 4 should be in class and we had already received feedback from parents and students during the remote learning period. Also, in Term 4 the focus was the school review which allowed for student feedback and consultation.

The introduction of the STEP-UP program at Year 8 has improved the engagement of targeted students throughout the school with regards to pathways, classroom application and connectedness to the wider school program. Student 7-10 retention data indicated the school sits above the state median; however, it is also acknowledged that meaningful

pathways are facilitated for all students exiting the school. Percentages of students undertaking full time work or further studies place the school above the state median for the 4-year period, however 2020 was well below state average. Staff opinion survey results are consistently strong with the staff endorsement of School Climate well above the State score. Parent satisfaction levels in 2020 was 86% and this is well above the state average and should be celebrated.

Wellbeing

Overall wellbeing data for students across the school is very positive. Students feel a positive Sense of Connectedness with the school, and this has been a trend for the past three years. The support provided by the Student Wellbeing Team lead by the Student Programs Leading Teacher has gone a long way to supporting students at the school to feel supported. This has extended to our staff with this team delivering quality professional learning aimed at increasing the capacity of staff to respond and support student wellbeing matters. In 2021 the school will look to work on issues such as cyber safety and the respectful relationships program. The school always has and will continue to pride itself on having student wellbeing as a priority. This is supported within the school by the Assistant Principals, Year Level Managers and School Counsellor who all provide excellent support for students and families. The wellbeing programs offered to the students include 'Kids Matter week, a creative arts program, a variety of lunchtime support programs as well as a number of other practical based programs that are supported by outside agencies such as Community Nurse, police, CAHMs and Brophy. Student leadership is valued at the school, with opportunities available at all year levels. Our School Captains continue to be the face of the school, running whole school assemblies and MCing prominent events. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices. With the support of a team of a Welfare Officer, and focused Form Group program the school will continue to actively support all students. The continued use of Compass has allowed for greater parent contact and feedback around absence. Transition programs offered to Primary schools continue to build positive relationships with the school allowing students to connect further through visits as they progress through their education. Leadership opportunities continue to develop capacity in staff and students at all levels throughout the students. Student safety continues to be a focus for the school as we support all students to feel connected, valued and safe in our community. In 2020 the introduction of the Breakfast club was a great success, and it has seen large numbers of students having breakfast each Wednesday.

Financial performance and position

Timboon P12 School has maintained strong, positive growth throughout this period. Educational delivery is complemented by our staff's commitment and dedication to provide our student with optimum outcomes. The continuation of the Timboon Agricultural Program (TAP) through highly successful co-ordination and financial support allows us to provide our students with "real life, hands on" farm-based experiences and links to the agricultural sector. The equity funding received by the school has been very well used, in line with the Department's expectation that it be used to improve student outcomes. Timboon P12 school has used the equity to cover special activities and speakers who have been brought in to run activities or communicate to our students on best practices to achieve their own best results. Along with these student activities, the funding has also been used to cover some very specific 'Teaching and Learning' professional learning that many of our staff have attended and also covering the CRT costs incurred due to these particular professional development days

For more detailed information regarding our school please visit our website at
<https://www.timboonp12.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 464 students were enrolled at this school in 2020, 226 female and 238 male.

1 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.

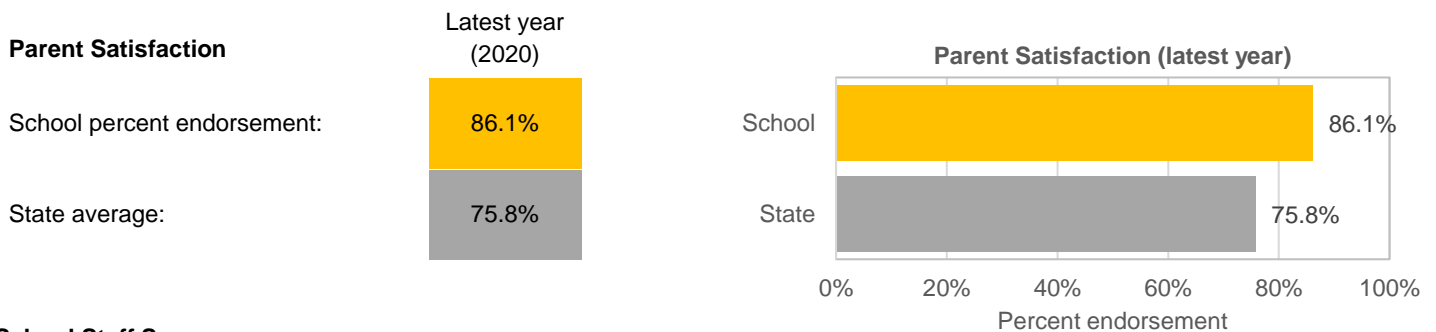
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

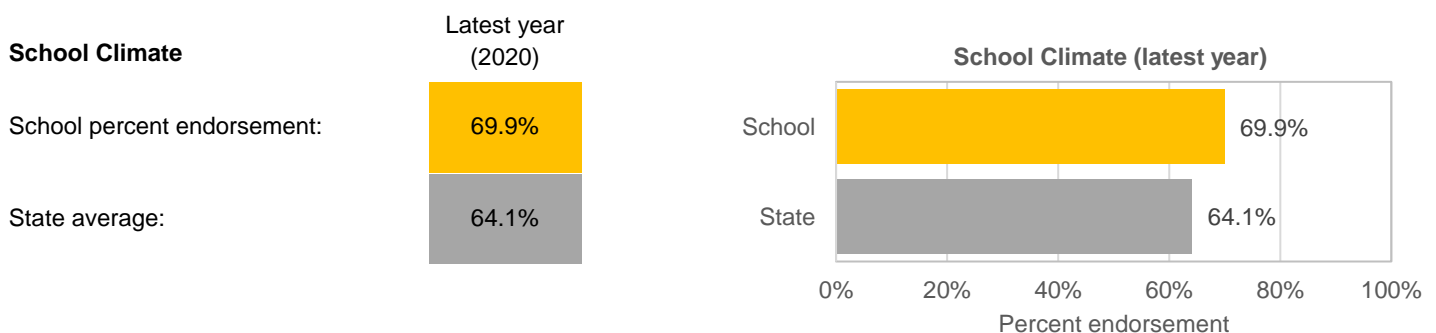


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

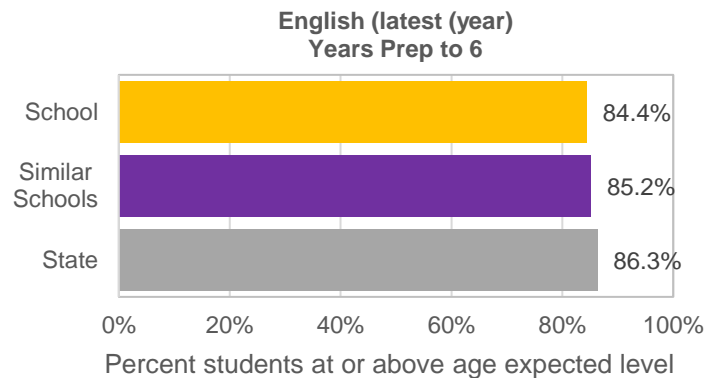
84.4%

Similar Schools average:

85.2%

State average:

86.3%



English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

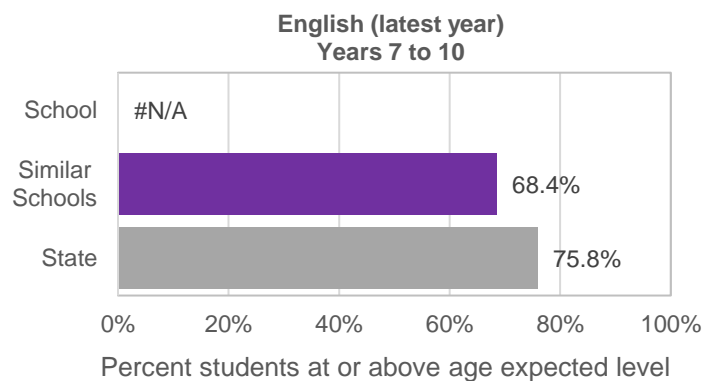
NDA

Similar Schools average:

68.4%

State average:

75.8%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

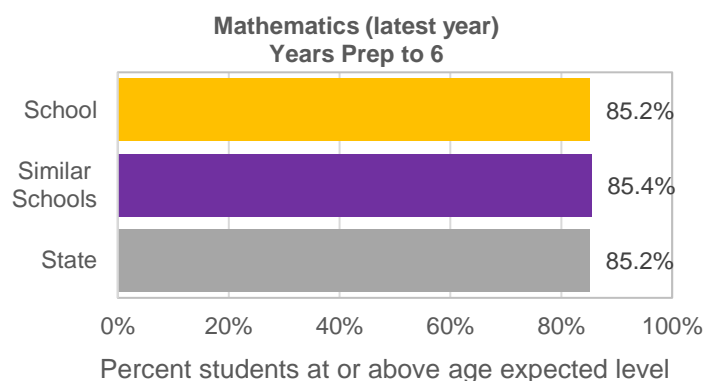
85.2%

Similar Schools average:

85.4%

State average:

85.2%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

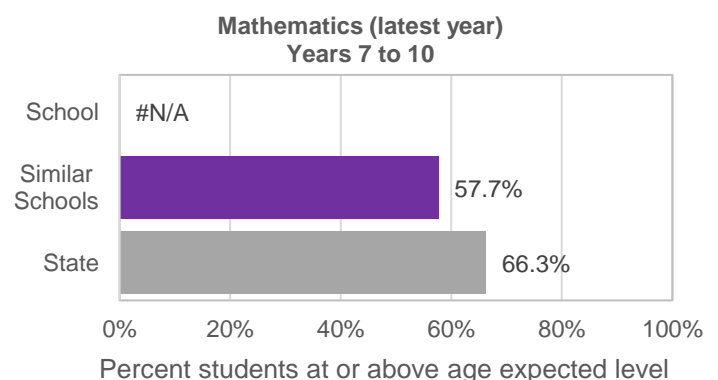
NDA

Similar Schools average:

57.7%

State average:

66.3%



ACHIEVEMENT (continued)

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.

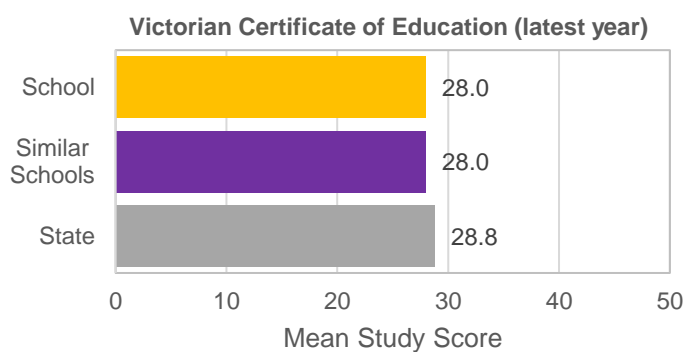
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	28.0	27.0
Similar Schools average:	28.0	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

23%

VET units of competence satisfactorily completed in 2020:

98%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

92%

ENGAGEMENT

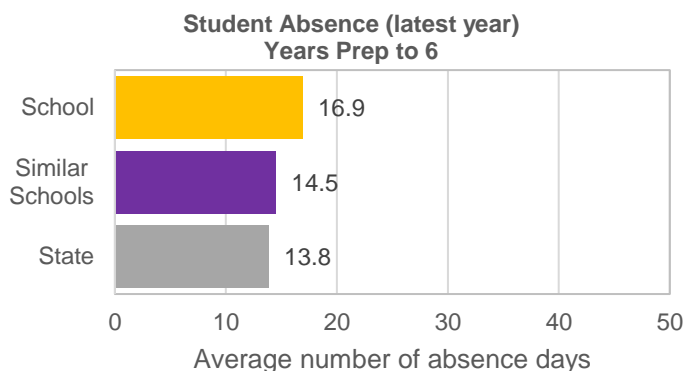
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

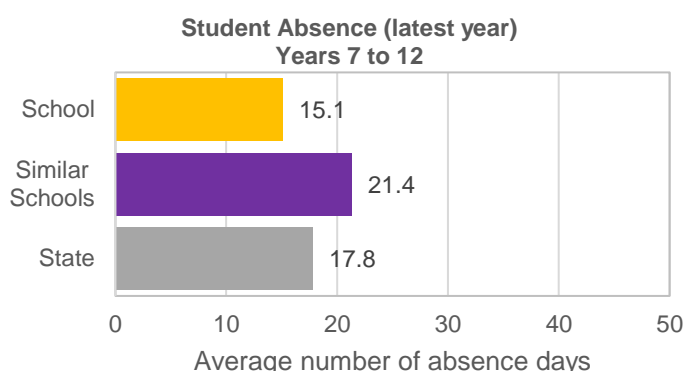
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.9	15.6
Similar Schools average:	14.5	15.4
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	15.1	18.7
Similar Schools average:	21.4	21.9
State average:	17.8	19.2



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	92%	91%	93%	91%	92%	91%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	93%	91%	91%	94%	90%	96%	

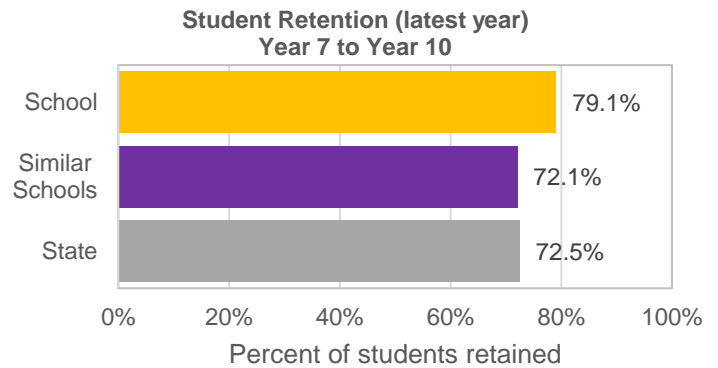
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	79.1%	70.2%
Similar Schools average:	72.1%	71.9%
State average:	72.5%	72.9%



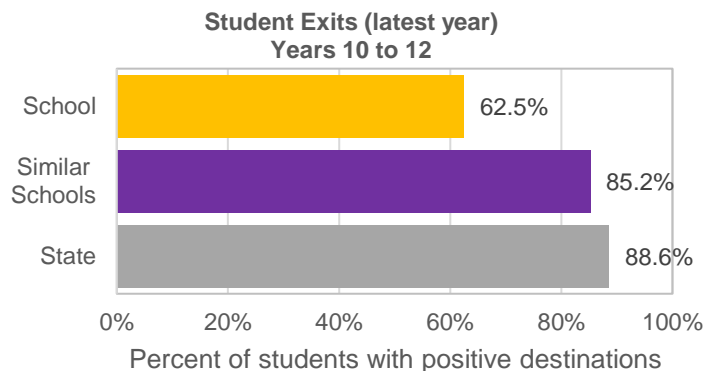
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	62.5%	88.2%
Similar Schools average:	85.2%	87.4%
State average:	88.6%	89.1%



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.

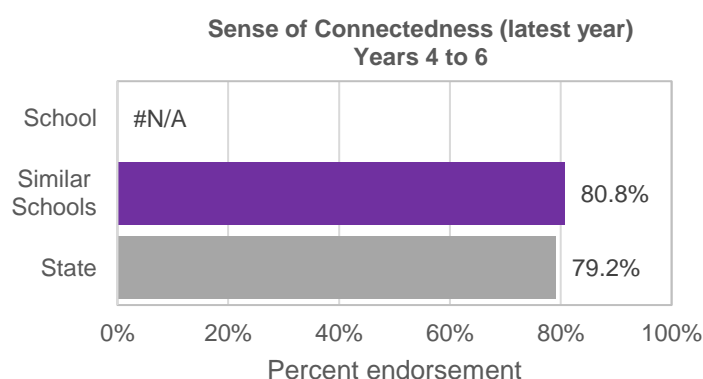
Student Attitudes to School – Sense of Connectedness

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

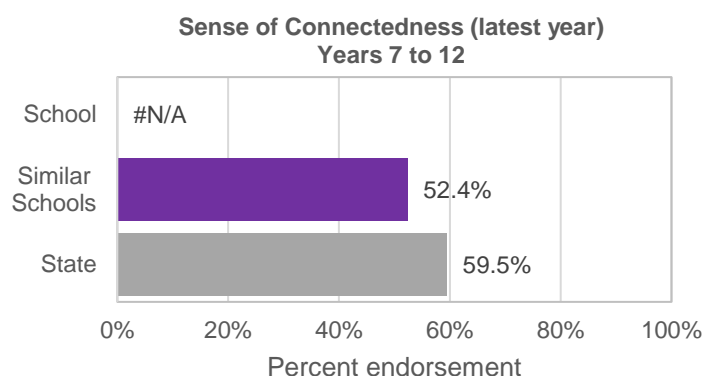
	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.2%
Similar Schools average:	80.8%	80.5%
State average:	79.2%	81.0%



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.

Sense of Connectedness Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	62.9%
Similar Schools average:	52.4%	54.5%
State average:	59.5%	55.3%



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.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

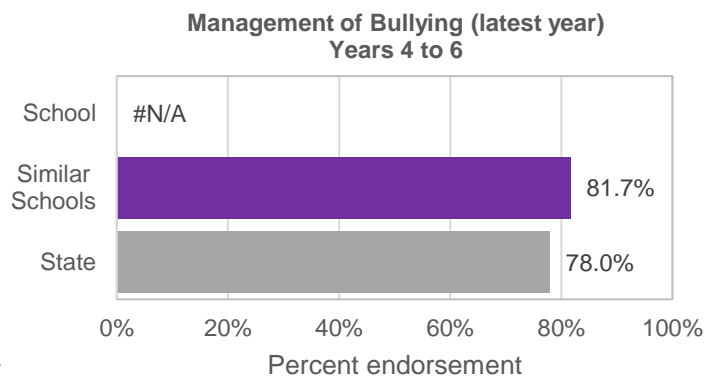
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	NDA	70.9%
Similar Schools average:	81.7%	81.2%
State average:	78.0%	80.4%

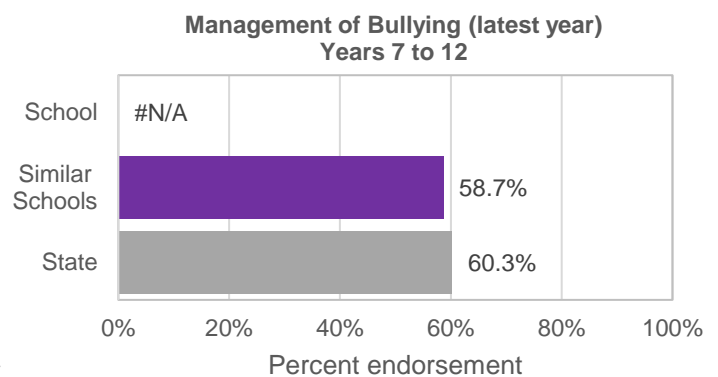
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



Management of Bullying Years 7 to 12

	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.4%
Similar Schools average:	58.7%	61.2%
State average:	60.3%	57.9%

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	\$5,421,997
Government Provided DET Grants	\$1,166,549
Government Grants Commonwealth	NDA
Government Grants State	\$4,727
Revenue Other	\$101,848
Locally Raised Funds	\$312,810
Capital Grants	\$30,000
Total Operating Revenue	\$7,037,932

Equity ¹	Actual
Equity (Social Disadvantage)	\$133,769
Equity (Catch Up)	\$15,518
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$149,287

Expenditure	Actual
Student Resource Package ²	\$5,116,523
Adjustments	NDA
Books & Publications	\$9,119
Camps/Excursions/Activities	\$14,695
Communication Costs	\$10,898
Consumables	\$194,062
Miscellaneous Expense ³	\$64,104
Professional Development	\$21,404
Equipment/Maintenance/Hire	\$165,261
Property Services	\$240,304
Salaries & Allowances ⁴	\$219,779
Support Services	\$211,877
Trading & Fundraising	\$33,184
Motor Vehicle Expenses	\$1,264
Travel & Subsistence	NDA
Utilities	\$103,146
Total Operating Expenditure	\$6,405,621
Net Operating Surplus/-Deficit	\$602,311
Asset Acquisitions	\$159,348

- (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 02 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	\$1,228,768
Official Account	\$62,131
Other Accounts	\$137,341
Total Funds Available	\$1,428,240

Financial Commitments	Actual
Operating Reserve	\$194,790
Other Recurrent Expenditure	\$17,939
Provision Accounts	NDA
Funds Received in Advance	\$5,485
School Based Programs	\$1,100,870
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$52,735
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$58,501
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	\$1,430,320

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.