

2021 Annual Report to The School Community



School Name: Dhurringile Primary School (3944)



- 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 April 2022 at 12:28 PM by Lisa Wilson (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 29 April 2022 at 03:34 PM by Dean Watson (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

Dhurringile Primary School is located 25km from Shepparton in the Goulburn Valley. Established over 100 years ago in 1917, Dhurringile Primary School is a family and community-orientated school with members committed to providing quality educational opportunities for all students.

Dhurringile Primary School's vision is to foster and encourage an inclusive community of learners who are confident, creative, and challenged to achieve their full potential by 'Aiming High'. Learners participate within a safe, happy, and supportive country lifestyle environment that values a love of learning and strives for a strong sense of community.

Dhurringile Primary School's mission is to provide a quality education that develops each individual's potential to shape their own future, encouraging them to become lifelong learners and responsible citizens by contributing positively to their community.

Dhurringile Primary School's objective is to provide a safe, inclusive nurturing environment in which we promote:

- a love of learning and a thirst for knowledge
- all students 'Aiming High'; academically, socially, emotionally, physically, and artistically.
- a highly developed sense of belonging to both the school and the community.
- confidence, compassion, and the ability to get along with and to accept others.
- an ability to successfully function in an ever-changing world.
- Diversity is seen as enriching our school and is valued and respected.

The values at Dhurringile Primary School form the basis for all that we do as a school:

- respect - for others, for property, and for ourselves
- achievement - We 'aim high' in our learning.
- resilience - We bounce back and keep on trying.

The grounds, buildings, and facilities at Dhurringile Primary School include:

- Shaded play areas
- Adventure playground for all students
- Sensory garden
- Park-like setting
- Naturally grassed oval
- Wetland with boardwalk

We are fortunate to have access to the community tennis courts and hall next to the school which we use for indoor sports or incursions.

The school building consists of 2 classrooms, a kitchen/staff room, and administration offices. Additionally, we have a large undercover area suitable for outdoor learning and a place for students to relax during break times.

Students come from Dhurringile and the surrounding areas. 2021 commenced with 2 students across years Foundation to 6, with 1.6 teaching staff (including a 0.2 Tutor Initiative teacher). In 2021, no staff nor students were identified as being Aboriginal, Torres Strait Islander, or multi-cultural.

The school council and staff believe that students best learn in a happy, caring, and supportive environment. The strong sense of family belonging gives the students a sense of identity where all individuals are valued and respected.

Social interaction is fostered with cooperative learning strategies, and spontaneously through cross-age friendships. Dhurringile Primary School actively pursues opportunities for all students to engage with other schools in sporting, environmental and cultural activities. These include Wunghnu, Zeerust, Harston, and Waaia-Yalca South Primary Schools.

Our teachers engage in professional learning through a Community of Practice with Currawa, Waaia-Yalca South, and Buxton Primary Schools as well as being part of the Cathedral and Outer Shepparton Network of schools.

Our school motto is 'Aim High' with the school values being Respect, Achievement, and Resilience.

A broad curriculum providing a variety of experiences and extra-curricular activities is also seen as an important part of the children's development and education. The curriculum focus is on the development of students' literacy, numeracy, creativity, digital technology skills, and personal wellbeing through varied learning experiences. Two specialist teachers visit fortnightly: the Mobile Area Resource Centre (MARC) library service and Mobile Art and Craft Centre (MACC) Art Program. Italian is taught by a specialist teacher using virtual communications (WebEx). The music program is externally sourced from The Music Bus company, which deliver lessons weekly via virtual communication. The science program is supported by an outsourced program from The Bendigo Discovery Centre. The curriculum and reporting systems are aligned with the Victorian Curriculum Framework.

The Victorian Digital Technologies Curriculum is being implemented across all levels of the school, with funding allocated to maintaining systems and devices such as interactive whiteboards, videoconferencing, iPads, laptops, and robotics. The school has a 1:1 ratio for iPads and laptops.

Parent and community participation in the school's curriculum, sporting, and cultural events is actively encouraged. The school and wider community are kept up-to-date through the school Facebook page and fortnightly digital news known as Emu News.

Framework for Improving Student Outcomes (FISO)

In 2021, Dhurringile Primary School's AIP focused on the implementation of Key Improvement strategies as required by the Department of Education. This included:

- * Learning catch up and extension - Building teacher capacity to deliver targeted student support in literacy and implement the tutor learning initiative.
- * Happy, healthy, active kids - Establish a whole school approach to social-emotional learning or belonging and engagement
- * Connected Great Schools - Strengthen and further embed the connection with parents and carers.

Dhurringile Primary School was able to deliver at least in part for all of the AIP Key Improvement Strategies. Periods of remote learning due to COVID impacted on the manner in which key improvement strategies were able to be investigated or developed.

* Learning catch up and extension - Building teacher capacity to deliver targeted student support in literacy and implement the tutor learning initiative. Dhurringile Primary School was fortunate to be able to contract our part-time teacher for the Tutor Initiative. The school added additional funding to the position so that the teacher was employed for one day per week throughout the year. Utilising our Community of Practice, teacher knowledge of Fountas and Pinnell was developed to incorporate key understandings into their teaching and assessment practices. Fountas and Pinnell benchmarks were used as student data for analysis by the Community of Practise to assist teachers in identifying individual student learning. The Dhurringile Primary school improvement team (SIT) utilised additional student data, as outlined by the school assessment schedule, to tailor individualised student learning goals at the school level. Data walls developed in 2020 were extended throughout 2021 to contain 2-year data. Additional data walls were developed to include maths and spelling.

* Happy, healthy, active kids - Establish a whole school approach to social-emotional learning or belonging and engagement. Dhurringile Primary School utilises the Resilience, Rights, and Respectful Relationships (RRRR) curriculum. The school is a member of the RRRR group with lead school Murchison Primary School and partner schools, Harston PS, Tatura PS, and Toolamba PS. Activities and regional trainings were mostly cancelled during 2021 due to face-to-face restrictions.

To incorporate the RRRR curriculum with other wellbeing programs and initiatives, Dhurringile Primary School has commenced developing its own wellbeing program known as SHINE. SHINE stands for:

S- I STRIVE to do my best

H - I make HEALTHY choices

I - I INCLUDE everyone

N - I try NEW things

E - I understand my EMOTIONS

Posters for each of the SHINE components have been developed during 2021 and are on display around the school as well as in the school Emu News.

The school values of Respect, Achievement, and Resilience were also developed as posters in 2021 and are on display around the school.

* Connected Great Schools - Strengthen and further embed the connection with parents and carers. Dhurringile Primary School had a strong focus on connecting with the school and the wider community throughout 2021. Several school-led community projects were undertaken including:

* the development and installation of a community street library at the front of the school

* development of a kitchen garden for the school and community use.

* development of a plant swap as part of the street library

* providing reusable cloth face masks to the community along with disposable masks and hand sanitiser, all of which are available through the street library.

Achievement

In 2021, Dhurringile Primary School continued to work on its strategic plan goal of maximising the learning and growth in literacy for each student.

Students in all years continue to improve in literacy despite the remote learning periods and limited commitment from some. All students made 12 months of progress in 12 months with some students making significant progress in some areas. Due to the very small cohort of students in 2021, limited data is available. It would be easy to identify individual students given the number of students enrolled at the school. With no students enrolled in years 3 or 5, NAPLAN was not held at Dhurringile Primary in 2021. The English On Line assessment was also not conducted due to no Foundation students being enrolled.

The Tutor Learning Initiative was undertaken with all students in the school throughout 2021.

Engagement

Our attendance data is good and absenteeism is consistently below the state levels. The 4-year average at Dhurringile Primary School is 2 days below the state average and 3 days below similar schools. Year-level attendance rates for 2021 are not able to be reported due to the total student numbers. Remote and flexible learning periods showed some absenteeism as students, at times, did not engage with remote learning unless it was teacher-initiated nor did they engage with the school learning platform. Internet connection issues are partly responsible for a lack of engagement. Overall, in 2021, the student attendance rate for the school was 95%.

Where a student has not presented for school by 10 am, the Principal makes contact with the family via text, to find out why.

During the first remote learning period of 2021, as was the case in 2020, some students didn't engage with learning unless it was teacher-initiated. To improve student engagement during the rest of the 2021 remote learning periods, the school changed the manner in which students connected with their teachers and fellow classmates. All students were loaned their school-owned iPad and offered loan internet dongles. A class WebEx connection was established with all students expected to log in at 9 am each morning to participate in their learning. Lessons were conducted in the

same basic manner as normal face-to-face schooling. Students were required to photograph their work and submit it via the school learning platform. The school found that student attendance and engagement increased to near 100% during remote learning using this method of connection.

Ensuring staff have positive and strong relationships with students and families, and that our students have success in school by participating in stimulating and challenging programs are the key reasons for high attendance. 'Every Day Counts' is reinforced throughout the year. Reminders about attendance and lateness are regularly placed in the newsletter. Days absent are shown on the reports at the mid and end of the year. A special award is presented at the end of the year to the student who has the highest percentage of attendance. Every student who receives 95% or above attendance for the year is also presented with a certificate.

Dhurringile Primary School has a central focus on high levels of student involvement in the school. This is enhanced by our differentiated curriculum that caters to students' individual abilities and learning preferences. Students are always encouraged to do their best, be responsible and take ownership in their learning.

We have continued to refine our successful student engagement strategies to provide a stimulating and safe learning environment. These include: special events excursions and incursions, student leadership opportunities, specialist areas, whole school activities, students' setting goals as well as participating in local activities with other local schools such as camps, excursions, and sporting events.

Wellbeing

Dhurringile Primary School supplied health and well-being support to students and families throughout the remote and flexible learning periods in several ways. Health and wellbeing were considered at a community level as well as at a school level. Families were supplied with a list of community supports available to them and were given information as soon as was available and were assured that information would be supplied to them in that manner. They were reminded that they could contact the school Principal for assistance if required. The School Breakfast Program was continued with the food being delivered personally to each family. Each family also received a holiday pack at least once per term. Work packs as part of the remote learning were hand-delivered to each family, on a weekly basis by the Principal. Families were able to request additional supplies for the work packs such as pencils, paper, craft supplies, and hand sanitiser. COVID safe measures were undertaken with all deliveries being to a letterbox or the end of the driveway each Friday. All families were informed via a text as to the time of their delivery and again when the delivery had been made.

At a community level, the school supplied cloth reusable face masks and ear savers to the wider community. Masks were individually wrapped and available from the school letterbox for the community to take. The school also offered and supplied additional breakfast club items to the community during the major lock-down in the Greater Shepparton area when 1 in 3 people was in isolation.

At Dhurringile Primary School we have a strong anti-bullying stance and have become an Esmart school. We have a proud, strong, and positive culture at our school. There is an expectation for all students to be responsible for their learning. There are positive links between home/school and school/home that every student can achieve success. With our motto of 'Aim High', there are high expectations of all students' behaviour by all staff as well as by the students themselves.

Student health, safety, and wellbeing are essential to learning and development. An inclusive, safe, orderly, and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Students' Attitudes to School - Sense of Connectiveness and Management of Bullying data is not available due to the low numbers of students.

We will continue to positively promote Dhurringile Primary School in the wider community in person and by growing our

social media presence. In addition, we will focus on improving transition for all students and their families as they move into, through, and beyond the school.

Finance performance and position

Dhurringile Primary school maintained a very sound financial position throughout 2021. The 2019-2023 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 \$30,616. This surplus occurred through careful planning and management. 2021 saw a minimum of CRTs being employed. A casual ES was employed on an as-needed basis to complete additional administrative tasks such as organisation of the street library and producing new kindergarten brochures.

No fund-raising was able to occur during 2021 due to COVID restrictions.

The school invested in decodable books and readers for students to replace level-based predictable texts.

For more detailed information regarding our school please visit our website at
<https://www.dhurringileps.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 2 students were enrolled at this school in 2021, NDP female and NDP male.

NDP 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).

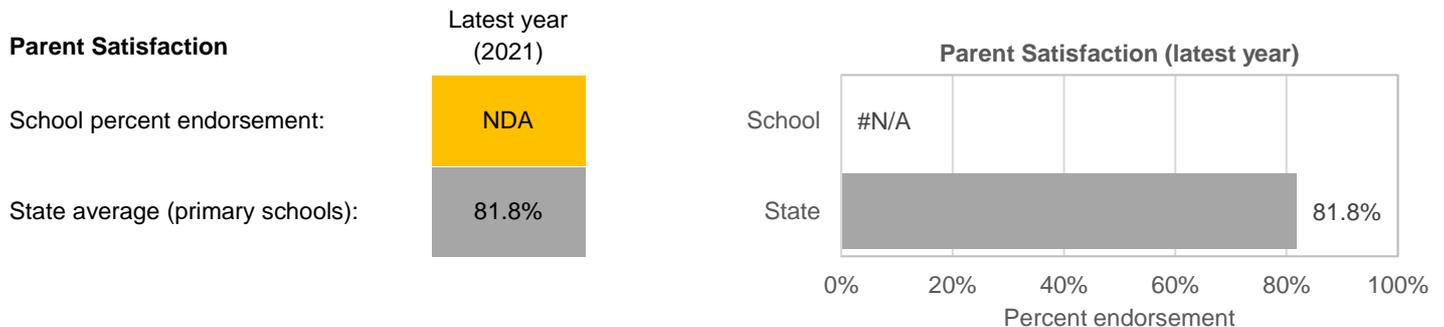
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: NDP

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.

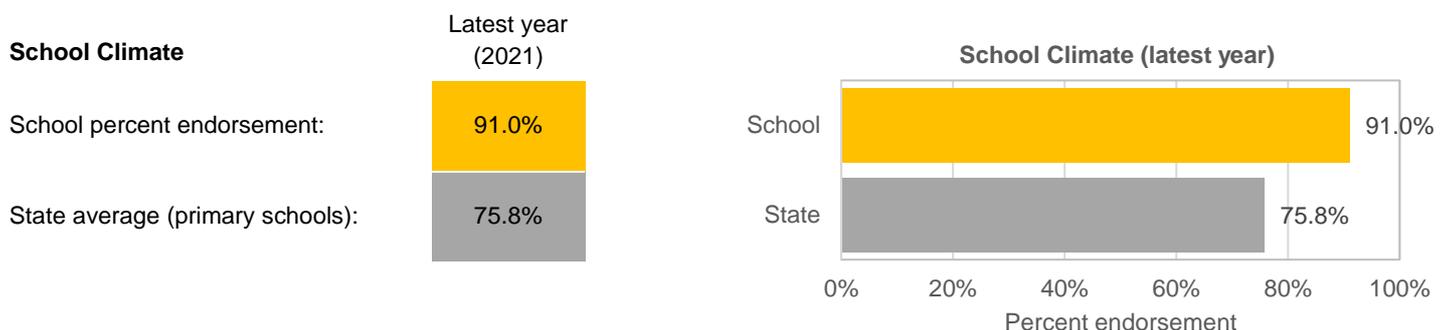


School Staff Survey

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:

NDP

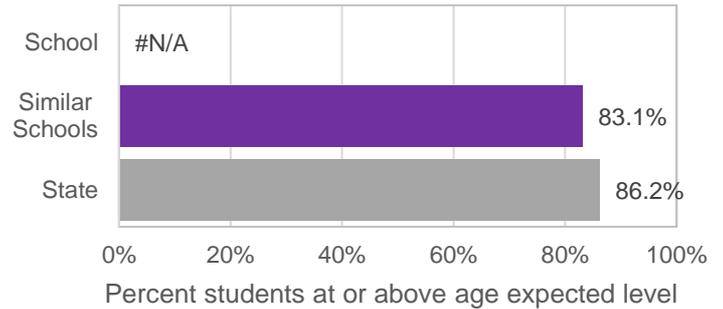
Similar Schools average:

83.1%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDP

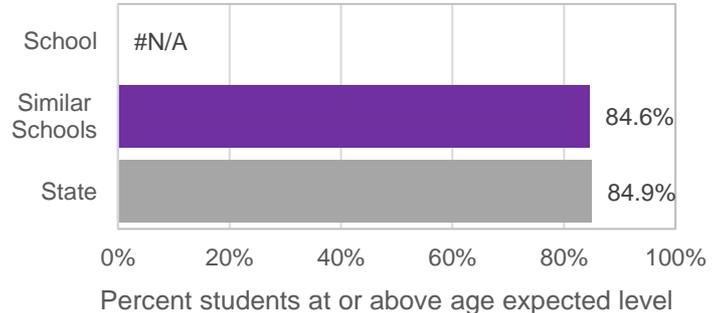
Similar Schools average:

84.6%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



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.

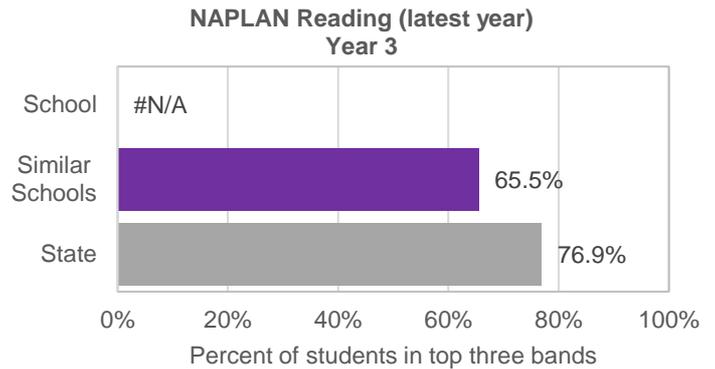
NAPLAN

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.

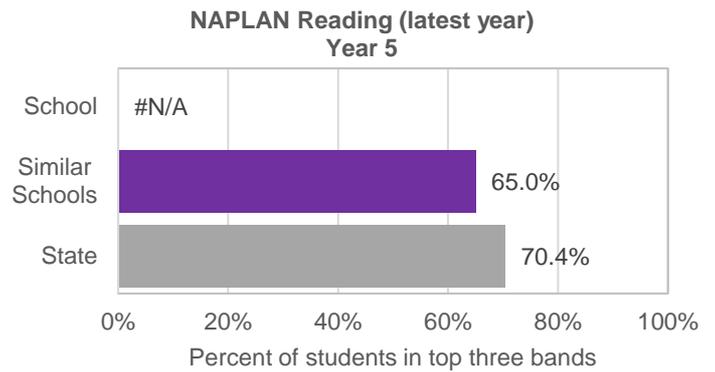
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	65.5%	69.2%
State average:	76.9%	76.5%



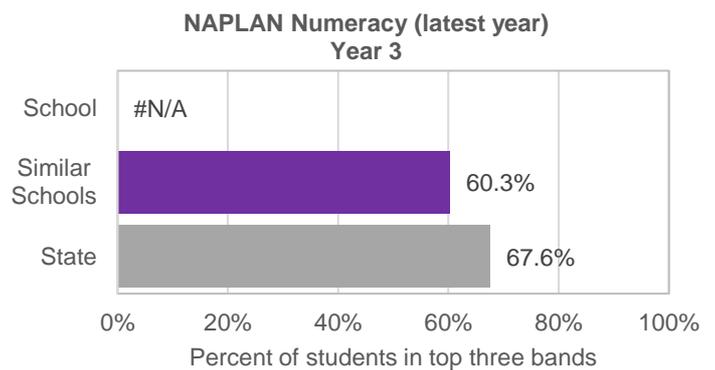
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	50.0%
Similar Schools average:	65.0%	61.4%
State average:	70.4%	67.7%



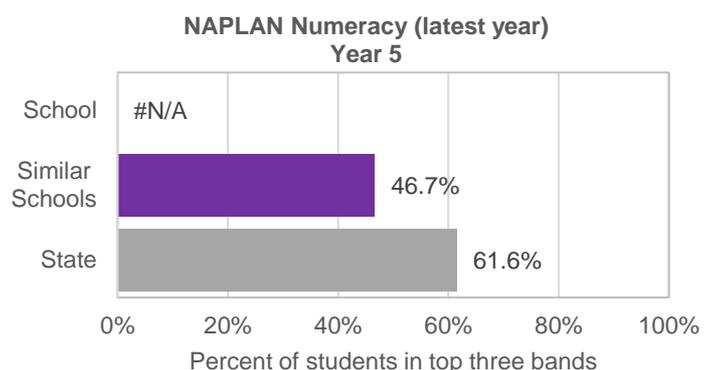
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	60.3%	68.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	50.0%
Similar Schools average:	46.7%	50.4%
State average:	61.6%	60.0%



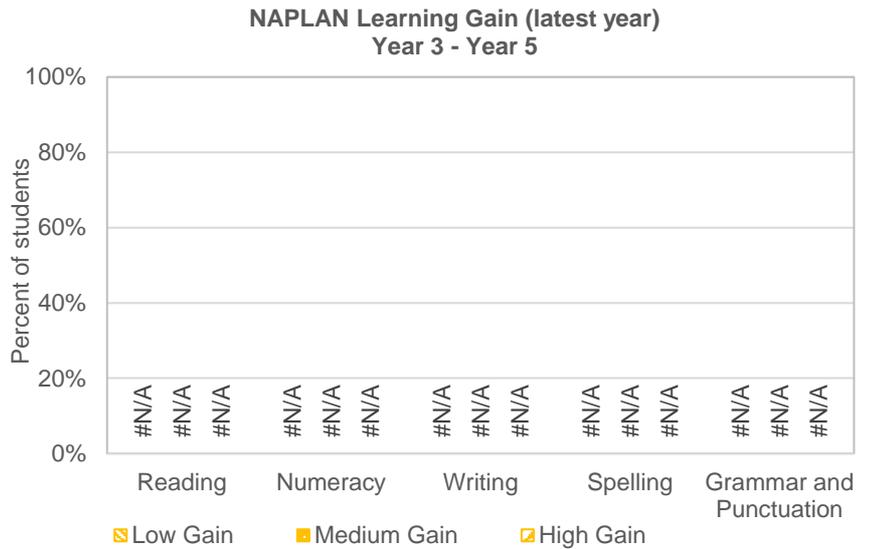
ACHIEVEMENT (continued)

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:	NDA	NDA	NDA	23%
Numeracy:	NDA	NDA	NDA	14%
Writing:	NDA	NDA	NDA	22%
Spelling:	NDA	NDA	NDA	16%
Grammar and Punctuation:	NDA	NDA	NDA	24%



ENGAGEMENT

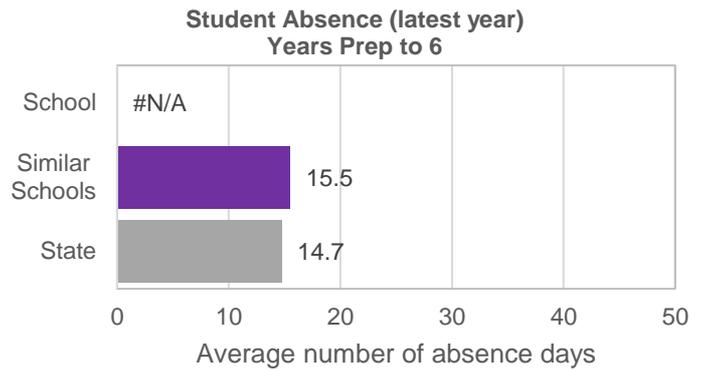
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDP	13.4
Similar Schools average:	15.5	16.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDA	NDA	NDP	NDA	NDA	NDA	NDA

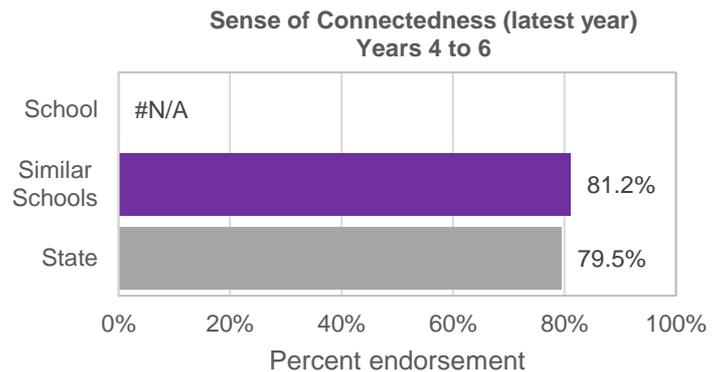
WELLBEING

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:	NDA	66.7%
Similar Schools average:	81.2%	81.4%
State average:	79.5%	80.4%

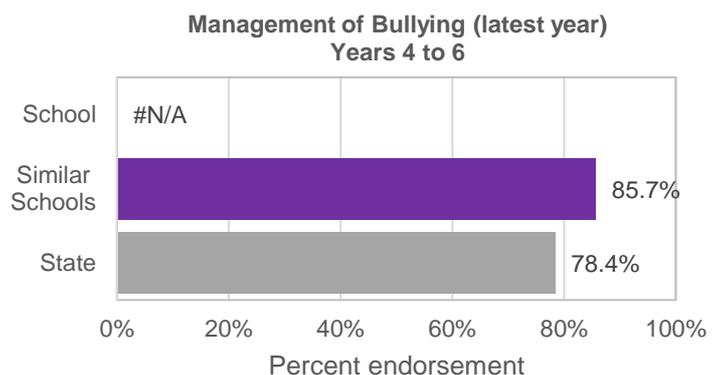


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	85.2%
Similar Schools average:	85.7%	84.6%
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	\$263,980
Government Provided DET Grants	\$81,647
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$258
Locally Raised Funds	\$246
Capital Grants	\$0
Total Operating Revenue	\$346,131

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$247,712
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$286
Communication Costs	\$1,529
Consumables	\$11,729
Miscellaneous Expense ³	\$7,588
Professional Development	\$7,002
Equipment/Maintenance/Hire	\$2,207
Property Services	\$22,428
Salaries & Allowances ⁴	\$8,998
Support Services	\$2,909
Trading & Fundraising	\$612
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$2,514
Total Operating Expenditure	\$315,514
Net Operating Surplus/-Deficit	\$30,616
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	\$70,802
Official Account	\$5,783
Other Accounts	\$0
Total Funds Available	\$76,584

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$3,252
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$18,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$81,252

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.