

2023 Annual Report to the School Community

School Name: Stanhope Primary School (3937)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 16 April 2024 at 10:32 AM by Christine Owen (Principal)

- This 2023 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 03 May 2024 at 12:12 PM by Gerard Lucardie (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

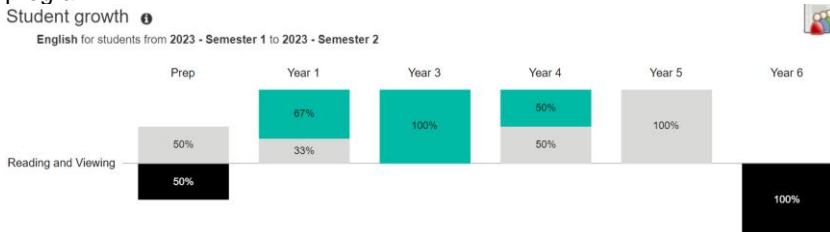
Stanhope Primary School is a small school with a start of year enrolment of 7 students and 11 students by the end of 2023. We have an expected enrolment of 13 in 2024. The school has a long history and maintains a strong involvement with the local kindergarten and community. Our school have Lifelong Learning as the core focus and encompass Learning and Success, Respect, and Citizenship. These values underpin all aspects of work in and around our school and community. We utilise well-being programs such as The School Wide Positive Behaviour Supports program, Rights, Resilience Respectful Relationships as part of our central teaching and learning to reinforce concepts of resilience and persistence. We are to be focused on improving student outcomes through high-quality, explicit teaching and learning strategies which recognize the importance of a focused pedagogy and approach. We have a total of 3 teaching staff, operating at different time fractions, including the principal. We have a 0.2 classroom ES and our Business Manager working at a 0.5 time fraction. This year we also benefitted from the National Student Wellbeing Program with the addition of a Wellbeing Officer 0.6 each week. Additionally, we were able to engage a part-time tutor 2 days per week. We celebrate students at our weekly, student-led, school assemblies, through the weekly newsletter, and ultimately at the end of year Grade 6 Graduation. We have a comprehensive transition program into school, right through and into secondary schooling. We have forged strong and positive links with our local kindergarten and are part of a small schools cluster, where we share professional learning and ideas, and student activities, excursions and events. Stanhope Primary School is committed to being a 'Child Safe' school with our staff committed to our Child Safe Policy and Child Safe Code of Conduct. Appropriate rigorous reference and background checking will be undertaken for this selection process, including a Working with Children Check, police record and identity check. We are committed to the safety, participation, and empowerment of all children. We are also committed to meeting the needs of all students, including those with a disability, our indigenous students, and children from culturally and/or linguistically diverse backgrounds.

Progress towards strategic goals, student outcomes and student engagement

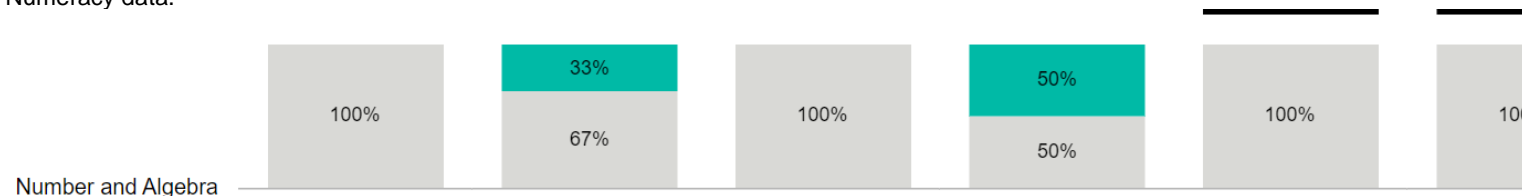
Learning

Our data would suggest that we have not made significant inroads into improving our literacy and numeracy goals. However, because of our small size we can look at individual data sets.

Teacher Judgement Reading results for 2023 demonstrate that progress and improvement data in our small school context, are very much dependent upon individuals. Prep and grade 6 percentage data seem to demonstrate very poor results. However, with only two prep students and one grade 6 student, we need to delve deeper. One of the two preps, was and is, undergoing speech therapy. The grade 6 student is part of the regular tutoring program.



Numeracy data using Teacher Judgement shows that all students generally maintained their learning gains or improved in Number & Algebra. This is due to intensive, focussed teaching of a topic, produced greater comprehension in most students. Additionally, one of the impacts of having more than one adult in the classroom is that students can focus on their learning with minimal distractions. Additionally, our Tutor provided individuals with not only specific academic assistance and support but confidence in their ability to learn. And this can be seen here in the Numeracy data.



Wellbeing

We maintained strong links with a number of the schools around us to ensure our students were provided with opportunities to engage with a large student cohort and benefit from those experiences. Our students attended shared camps with our other small schools. They participated in interschool sports throughout the year and we invited other schools to attend events we held on-site. Daily routines allowed students to share their ideas and concerns safely within their cohort. Students have benefitted enormously from our wellbeing officer and have shared some deeply personal thoughts with him. The practical impact has been significant for one of our students and for others he has provided the means to resolve their issues and for an additional connection to the school, for parents and families. This year saw a very positive result from my reaching out to Rushworth P-12 as per the proposed connection between our two schools. The outcome provided a drama teacher and ultimately our students took part in a shared drama production being held involving our students. The engagement of support staff has been instrumental in minimising disruptive and negative behaviour in the classroom and playground. We also had 'support' via a therapy dog, on occasions!

During 2023, using data input into our school management system uEducateUs, we saw the following types and number of incidents:

- Defiance/Insubordination/Non-Compliance - 10
- Disrespect - 7
- Disruption - 4
- Property Damage/Vandalism - 2
- Leaving class without permission - 4
- Physical Aggression - 12
- Failure to return to Class within 5 minutes - 1
- Threatening behaviour - 5
- Abusive Language/Inappropriate Language/Profanity - 7
- Inappropriate Display of Affection - 7

During 2022, student enrolment was much higher and staff overall, were only beginning to report using uEducateUs. Hence, the available data is not as useful as it might have been. Interestingly, the incident types are more serious than the following year. These recorded incidents do not include out-of-school where in-school detentions and withdrawals took place, or where parents were asked to collect the child early, owing mainly to minimal staff available on the ground and incident notes, being made ad hoc in journals and diaries.

- Physical Aggression - 5
- Threatening behaviour - 1

The overall 'feel' of the school in 2023, was calmer and due mainly to the additional adults available to deal with students without disrupting the learning. Quality staffing on the ground in the classroom, has proved the most effective use of well-being funds in our school context.

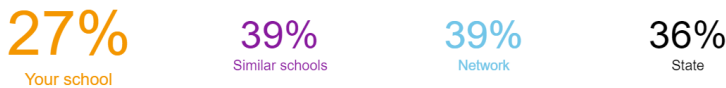
Engagement

In terms of attendance and retention at our school, we demonstrated overwhelmingly positive results. If we removed some of the data of individual students who did have significant absences, I would be confident of even more positive attendance results.

20 or more absent days students in 2023 (%) ⓘ

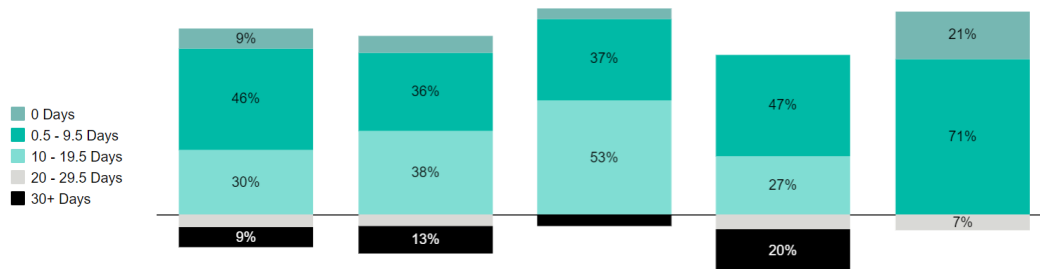


For students in Prep - 6



Absent day breakdown (5 years) ⓘ

For students in Prep - 6



Looking at the average number of days absence per student, we again see, that Stanhope students attend, on average, more often than similar schools measured.

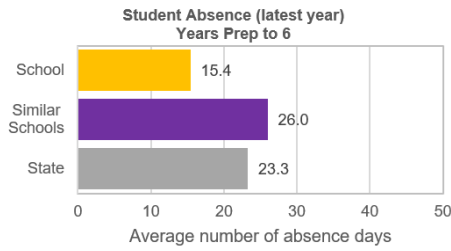
Student Absence Years Prep to 6

School average number of absence days:

Similar Schools average:

State average:

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.4 | 16.1 |
| Similar Schools average: | 26.0 | 19.6 |
| State average: | 23.3 | 17.0 |



We began 2023 with an enrolment of 7 students, but by the end of the year, we had 13 students enrolled and attending.

Our students are involved in the election of roles within the school and follow a negotiated set of criteria for these elections through our Student Manual. Students are also invited to contribute ideas for improving the school overall and their place in it. They are encouraged to share concerns with any of the adults in the school including the Principal, and frequently do so.

Several extracurricular activities and events that supported engagement during the year, were run as part of the small schools cluster and supported the access to some governmental financial support. Others were arranged as part of wellbeing support and relevant funds used. Students reported making solid friendships with students in the other local small schools as a result of their attendance at camps and excursions. Likewise, our positive connection with the local kinder has broadened connections for our early years students.

Other highlights from the school year

As with most small schools, we are involved with our local community in various ways. Our school has had a long history of support from the local sub-branch, which continues to the present. Our student leaders generally take the lead on Remembrance Day once the initial ceremony has been conducted. Students then line our driveway with an honour guard for the RSL members, veterans and members of the broader public.

Each year our students participate in regular events such as Walk To School and Ride To School days and families are invited to come and watch the parade. Families are also invited to attend the annual Book Week activities and parade, which in 2023 was shared with our local kindergarten, and a parade. Every year our students participate in the annual eSafety Day activities. The theme for 2023 was 'Connect, Reflect, Protect.' This year we also had a focus from the Responsible Pet Ownership program, educating students as to what responsibilities are involved with owning a pet and how to be safe and respectful when near any animal.

Our senior students were given the opportunity to participate in two camps this year. One at Ovens River Camp and an Urban Camp, along with the small schools cluster, where students from all the schools are able to make new friends and strengthen ties between students and the schools. A shared activity, was the swimming program where we joined with Girgarre Primary School and attended one week of lessons and instruction at Echuca Memorial Swimming Pool.

We participate in the Foodbank's School Breakfast Club, which provides healthy meals and snacks when needed by any student. As a result of our involvement, we were able to take advantage of almost \$2000 worth of electrical goods through the Good Guys, at no cost to the school.

2023 saw our school combine with Rushworth P-12 for a shared production, which was produced and directed by the P-12's drama teacher. She was herself available at Stanhope to assist with the teaching of the songs, script and dances. We had a full turn out of families for the production.

We utilised our grant funding from the Sporting Schools Program to access weekly sport, skills and fitness programs for all of our students. Additionally, we access the Blue Earth program which is designed to teach cooperative and team-building skills. Our students were involved in inter-school sports at Kyabram P-12 College and Soccer and AFL clinics held on-site here at Stanhope.

A very familiar face to our students is our local policeman, who challenges the students on the downball court, and at the end of year water fights to a super-soaker battle! He also visits to speak to the students about the role of police in the community and explains all the features of his uniform and the police vehicle.

Financial performance

Once again, we were successful in our National Student Wellbeing Program (Chaplaincy) funding and continued to employ our Wellbeing Officer in 2023.

We again employed a Tutor under the TLI which saw several students improve their literacy skills and understanding. We continued to employ a part of our Equity and Student Engagement funding in our SRP. This funding also assisted in the CRT coverage throughout the year. Again due to the strong promotion of Parent Payments being voluntary, we received only one payment from a family. This contrasts dramatically with the previous historic contribution rate of an average of around 80-85% contributions.

Our school again ended the year in surplus, in part due to judicious utilisation of state and federal funding. By prioritising the maintenance of a healthy budget for future years as a buffer as enrolments potentially declined, it was seen as prudent for myself to take on a significant teaching role, rather than employ an additional teacher. Our part-time teaching staff were limited to their available hours and there was a need to cover the intervening time.

We closely monitor all spending and adhere to our budget lines and allocations. This report should make particular note of the important role of the Business Manager who provides exceptional service and care to all aspects of the role, and beyond. Without her highly valued support and attention to detail, our situation may not have been as positive as it is. We made use of the expertise the SASH provides and so were able to closely and regularly monitor budget and finance.

For more detailed information regarding our school please visit our website at [Our school's website is https://stanhopeps.vic.edu.au](https://stanhopeps.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 2.0 (FISO 2.0).

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 7 students were enrolled at this school in 2023, 0 female and 7 male.

0 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).

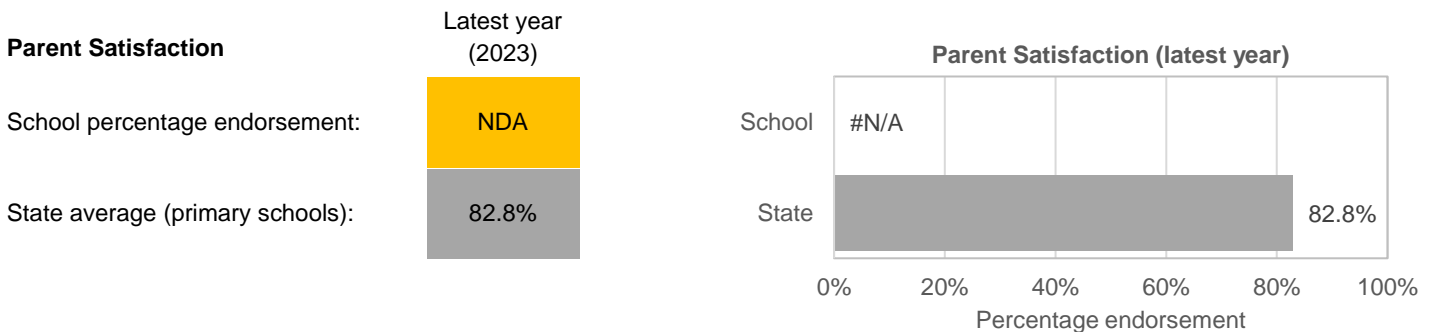
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

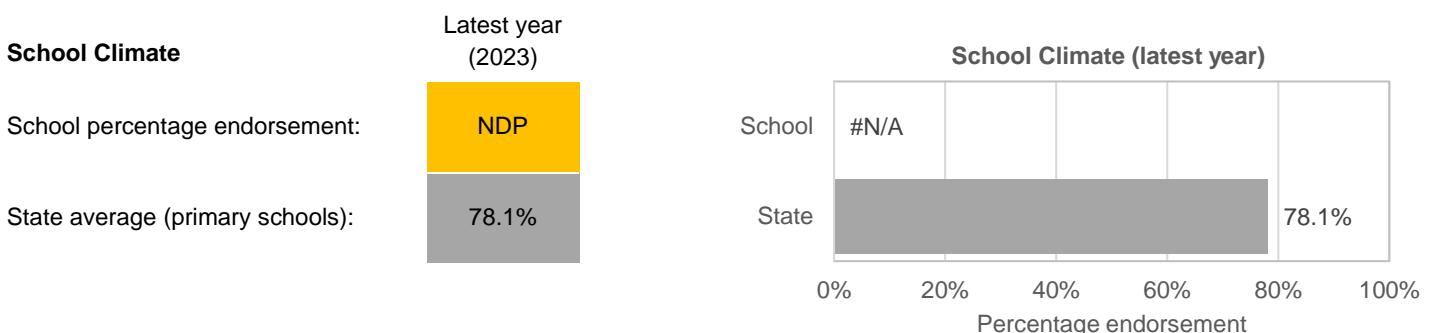


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

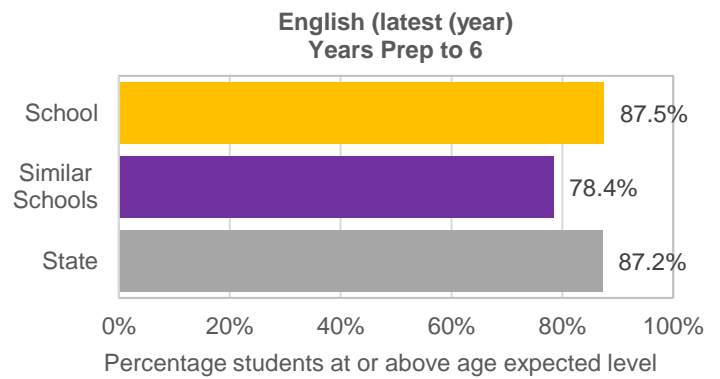
87.5%

Similar Schools average:

78.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

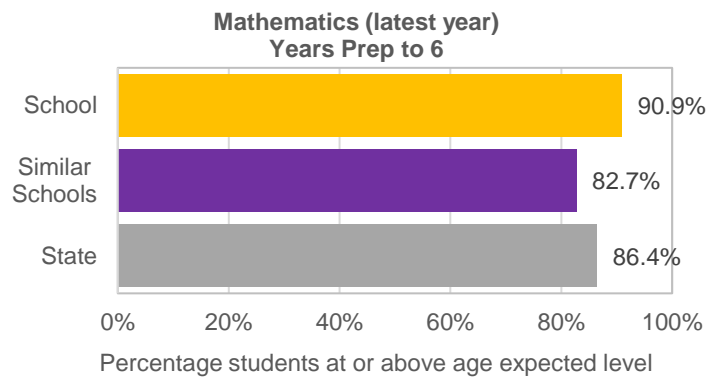
90.9%

Similar Schools average:

82.7%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

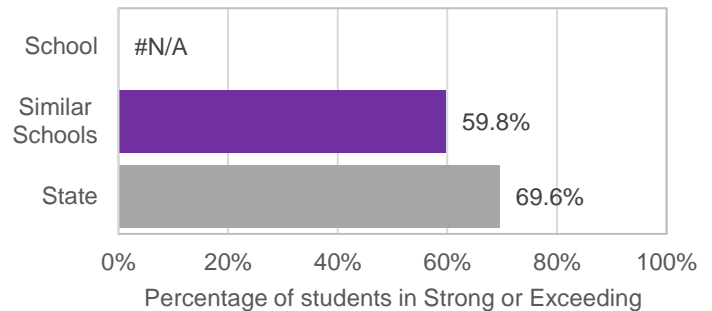
Similar Schools average:

59.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

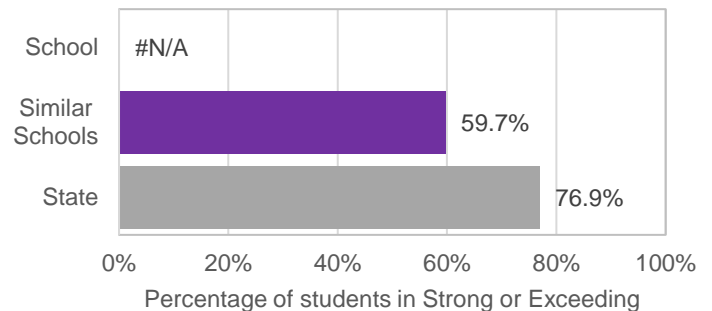
Similar Schools average:

59.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

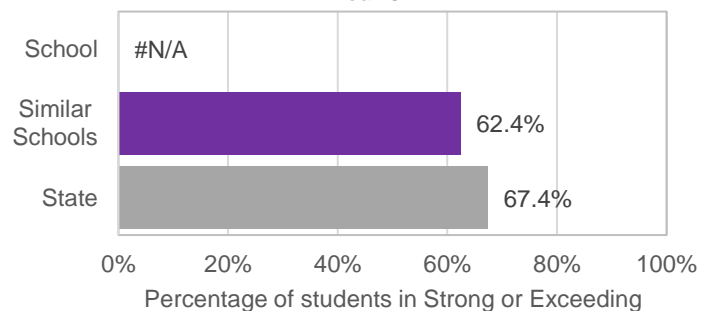
Similar Schools average:

62.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

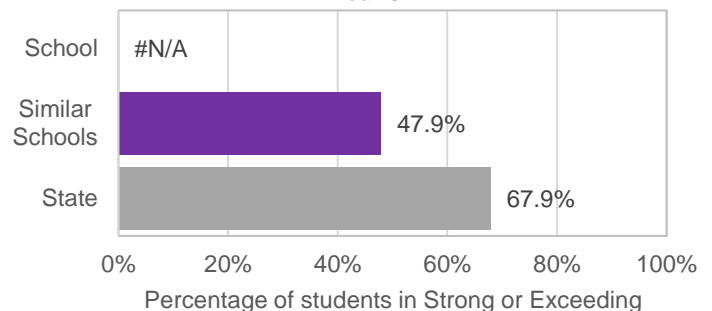
Similar Schools average:

47.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

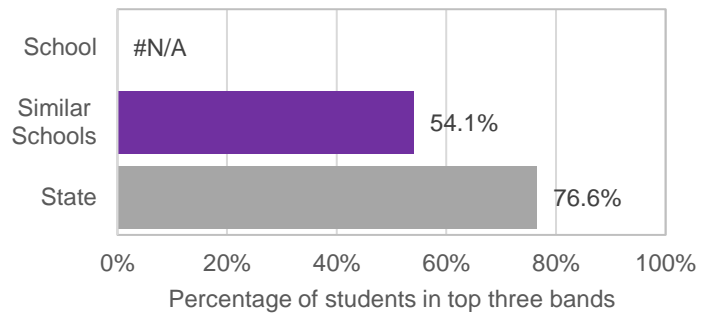
Similar Schools average:

54.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

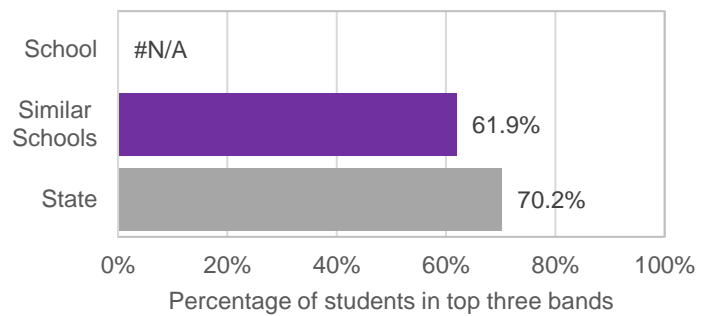
Similar Schools average:

61.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

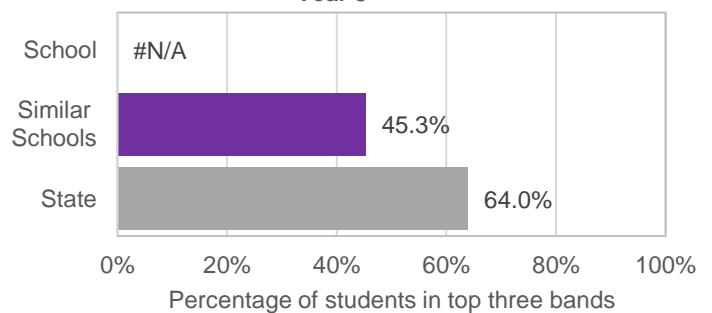
Similar Schools average:

45.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

NDP

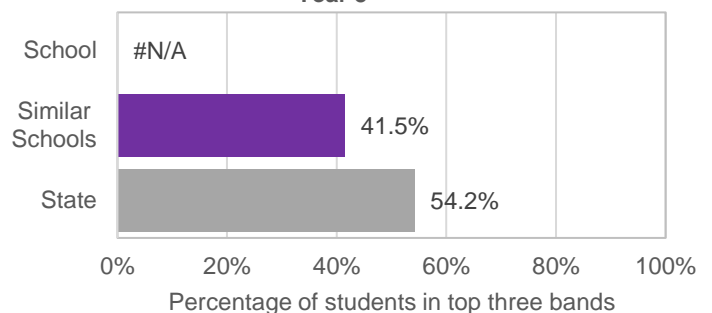
Similar Schools average:

41.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

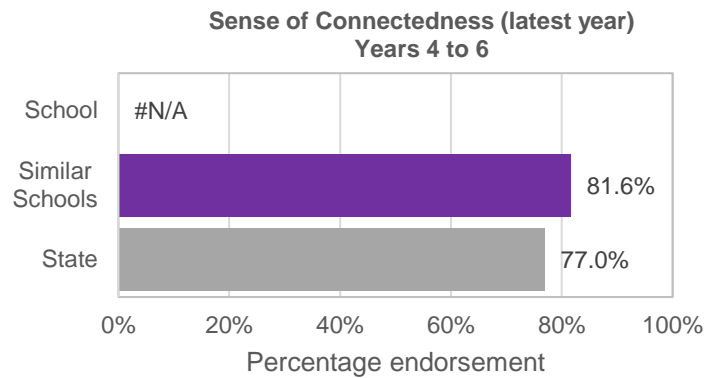
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | NDA | 51.9% |
| Similar Schools average: | 81.6% | 82.6% |
| State average: | 77.0% | 78.5% |

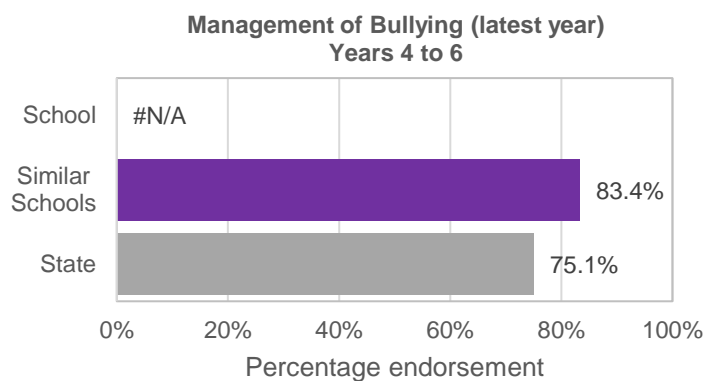


Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | NDA | 59.1% |
| Similar Schools average: | 83.4% | 84.2% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

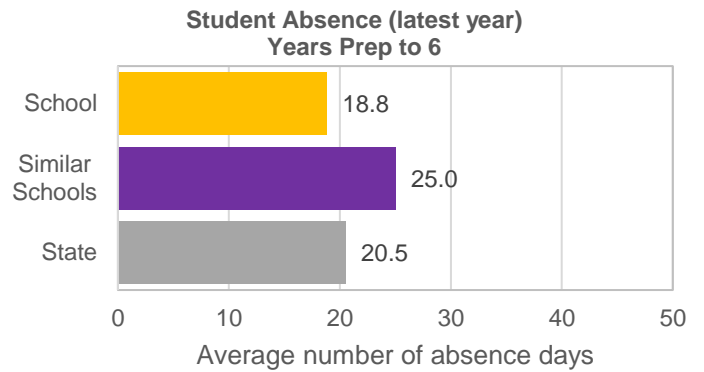
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 18.8 | 15.9 |
| Similar Schools average: | 25.0 | 20.9 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | NDP | NDP | NDP | NDP | 94% | NDP | NDP |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|------------------|
| Student Resource Package | \$498,414 |
| Government Provided DET Grants | \$138,171 |
| Government Grants Commonwealth | \$4,500 |
| Government Grants State | \$5,000 |
| Revenue Other | \$11,432 |
| Locally Raised Funds | \$4,298 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$661,815 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$40,099 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$40,099 |

| Expenditure | Actual |
|---------------------------------------|------------------|
| Student Resource Package ² | \$331,204 |
| Adjustments | \$0 |
| Books & Publications | \$0 |
| Camps/Excursions/Activities | \$1,604 |
| Communication Costs | \$1,091 |
| Consumables | \$5,150 |
| Miscellaneous Expense ³ | \$5,472 |
| Professional Development | \$1,067 |
| Equipment/Maintenance/Hire | \$7,300 |
| Property Services | \$73,470 |
| Salaries & Allowances ⁴ | \$15,678 |
| Support Services | \$42,935 |
| Trading & Fundraising | \$1,077 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$7,361 |
| Total Operating Expenditure | \$493,408 |
| Net Operating Surplus/-Deficit | \$168,407 |
| 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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$225,168 |
| Official Account | \$7,310 |
| Other Accounts | \$0 |
| Total Funds Available | \$232,477 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$18,949 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$1,182 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$54,413 |
| 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 | \$67,143 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$141,687 |

All funds received from the Department of Education, 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.