

2023 Annual Report to the School Community

School Name: Epping Primary School (5551)



- 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 17 April 2024 at 01:48 PM by Barbara McKenzie (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 19 April 2024 at 05:15 AM by Kateena Cookson (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

Epping Primary School is a dual campus primary school in the northern suburbs of Melbourne with a combined enrolment of 371. The school was created from the merger of Epping Primary School and Greenbrook Primary School on January 1st, 2012. Epping Primary School's community has a multi-cultural profile and a high level of perceived disadvantage. Currently, 51% of the student population are eligible for funding under English as an Additional Language (EAL), 39% of students are classed as having a disability or additional needs, 47% of the student population are disadvantaged and 3% of students have an indigenous background. The school motto is "Making a Difference Together" and the school values are Respect, Honesty, Persistence, Resilience and Responsibility. Our educative purpose is to provide a learning environment that is both caring and challenging and that equips children of all abilities with the necessary skills and knowledge to become valued and productive members of the community. Our mission is "To inspire and empower our students to thrive as lifelong learners."

Each campus has grades from Years Prep to Six, with 280 students at the High Street Campus (HS) and 91 at the Greenbrook Campus (GB). The school structure consists of multi-aged classes of two-year levels except for two straight Prep classes at the High Street campus.

During 2023, the school experienced some staff turnover. The school's staffing profile for 2023 consisted of 15.6 ES members including 7.6 classroom support, 1 library/Language Support Program, 2 school counsellor support, 4 ES Administration, one School Maintenance Staff, and 24 teaching staff. The Leadership Team included one Principal, one Assistant Principal and two Learning Specialists for a workforce totalling 43.6. The school has close ties with multiple stakeholders and encourages active involvement from the community.

Staff at Epping Primary School delivered high-level teaching and learning through consistency of practice, utilising a common instructional model based on the neuroscience of the brain, and research-based approaches such as the Little Learners Love Literacy program and Number Talks. The school staff continued to build knowledge and practice in relation to Professional Learning Communities (PLCs) which was first implemented in 2019. This focus ensured staff were using data and the improvement cycle to review and plan for teaching and learning at student point of need.

Specialist programs included Physical Education, Science, Technology, Engineering and Maths (STEM), Visual Arts and Italian, with our Social-Emotional Learning Program being incorporated into classroom activities. Both campuses offered additional support via the Language Support Program (LSP) and English as an Additional Language (EAL) support, and each campus had a dedicated School Wellbeing Counsellor. In 2023, the cross-campus Year 1 Reading Intervention Program continued to support students achieving below the expected level in Literacy, using the Little Learners Love Literacy Intervention Program. Students demonstrating low growth in the areas of Mathematics and English also had access to tutoring for 6-8 week learning cycles which was delivered by an experienced teacher. Students had the opportunity to engage in a variety of extra-curricular and co-curricular activities such as Interschool Sports, Choir, Hoop Time, Futsal, Lunchtime Reading Club and lunchtime Jewellery Club. An indoor structured playroom (Rainbow Room) was provided for students to use during first break to support social skills and student wellbeing.

The percent endorsement by staff on School Climate in 2023, as reported in the annual School Staff Survey was 60.8% which is an increase of 10.3% in 12 months. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. This is below the State average of 78% and below the average of similar schools at 76%. This indicates that school climate is steadily increasing as the culture of the school is developing. The school continued to engage consultant Tracey Ezard to work with staff to build a culture of trust, collaboration, and learning. This enabled staff to continue to grow together and have a collective impact on student learning and outcomes.

Progress towards strategic goals, student outcomes and student engagement

Learning

A school focus in 2023 was to support both those students who needed scaffolding and those who needed to extend their learning, especially in numeracy. This was done through:

- Developing data literacy of teachers to inform understanding of student needs and identify students requiring additional support.
- Maintaining PLC/PLT structures to support teacher collaboration and strengthen teaching practice.

- Planning whole school professional learning in evidence-based approaches to support students with additional needs and/or disabilities in the classroom.
- Strengthening the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported.

Success indicators for learning included:

Whole School:

- Student feedback on differentiation, the instructional model, and use of common strategies.
- Teachers' formative assessment data and summative judgements against the curriculum.
- Teacher records and observations of student progress.
- Classroom observations and learning walks demonstrating use of strategies from professional learning.

Classroom Level:

- Documentation and data from formative assessments.
- Evidence of ongoing communication with parents/carers/kin.
- A documented assessment schedule and evidence of teachers inputting data and moderating assessments.
- Differentiated curriculum documents and evidence of student learning at different levels.
- Improved PAT data.

Small Group and Individual Level:

- Progress against Individual Education Plans.
- Differentiated resources used in tailored supports.
- Assessment data and student surveys from intervention groups.
- Student perception and survey data.

In 2023, the NAPLAN test was revised to include percentage of students in the Strong or Exceeding proficiency levels. In Year 3 Reading, the percentage of students in Strong or Exceeding was 51% compared to similar schools* at 58.3%. In Year 5 Reading, the percentage of students in Strong or Exceeding was 64.9% compared to similar schools* at 68%. For Year 3 Numeracy, the percentage of students in Strong or Exceeding was 37% compared to similar schools* at 51.2%. In Year 5 Numeracy, the percentage of students in Strong or Exceeding was 47.4% compared to similar schools* at 54.4%.

*(*Similar schools are a group of Victorian government schools that are like this school, taking into account the school's socio-economic background and number of non-English speaking students as well as the size and location of the school.)*

Wellbeing

Another school focus in 2023 was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Success indicators for wellbeing included:

Whole School Level:

- Observations of changes to classroom practices with implementation of Berry St Education Model (BSEM).
- Documentation of frameworks, policies and programs.
- Internal and external professional learning attendance and shared readings for staff are documented.
- Documentation of referrals/communication processes.

Classroom Level:

- Documentation of resources for wellbeing programs.
- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
- Documentation of reasonable adjustments made for identified students.

Small Group and Individual Level:

- Student pre- and post-support surveys.
- Student engagement and assessment data.
- Data used to identify students in need of targeted support.
- Engagement data from learning management systems such as Compass and the Attitudes to School Survey (AtoSS).

The Student Attitudes to School Survey is a survey completed by Years 4-6 students annually. The percentage endorsement for the *Sense of Connectedness* factor was 75.3% compared to similar schools at 75.3%. This is slightly down from 79% in 2022. Staffing shortages and replacement teachers may have contributed to the percentage reduction. The percentage endorsement for the *Management of Bullying* factor was 71.6% compared to similar schools at 75.3%. The positive endorsement percentage was lower than 78% in 2022.

Engagement

To increase student engagement, Epping Primary School focussed on three key areas - to understand where each student is working in relation to the learning continuum, to provide engaging and differentiated learning tasks, and to develop student voice and agency.

The engagement measure takes into consideration the attendance data of the school. This included approved and unapproved absences. In 2023, the school average number of absence days measured 28.7 percent as compared to 2022 which was 22.6 percent. This was higher than the average number of absences for Similar Schools which measured 23.0 days.

The percentage of unexplained absences has increased from 9 absences (88.6%) in 2022 to 12.7 (85.5%) in 2023. Attendance rates from Prep to Year 6 ranged from 82%-87%.

The focus on attendance has shifted to reducing unapproved absences by using COMPASS as a way of tracking and following up with families. Individual student attendance plans, and touch-base phone calls and meetings were established for those students with chronic absenteeism. During 2023, staff continued to investigate the use of strategies to empower students within their learning. Student Engagement through an agreed Instructional Model which links with student goal setting, will continue to lift performance and engagement of students through teacher feedback and by adjusting learning goals. A continued focus on differentiation and student voice and agency in relation to co-collaboration of learning should further improve student engagement and attendance.

Other highlights from the school year

Epping Primary School was able to secure a number of grants to improve the school environment or resources. These included:

- \$46,000 for shade sails (for learning areas).
- \$3,000 Landcare grant for an Indigenous Garden at the Greenbrook Campus.
- \$25,000 Federal Grant to install louvred skylights at the Greenbrook Campus.
- \$57,000 for Out of School Hours Care upgrades.

Epping enjoyed partnerships with *Centre for Education and Research in Environmental Strategies* (CERES) and *The Friends of Darebin* to create the Indigenous Garden at Greenbrook, to complete environmental audits and to maintain the Darebin Creek environment. The school also engaged with SEDA College (Years 11 and 12 students) and local sporting clubs to provide a range of sporting clinics for our students including basketball and touch rugby.

Liliana (Lily) D'Ambrosio, a Labor Party member of the Victorian Legislative Assembly since 2002, (representing the electorate of Mill Park and presently Minister for Energy, Environment and Climate Change and Minister for Solar Homes), visited the Greenbrook Campus. She addressed parliament regarding the great work the campus is doing for our students, families, and community.

Epping Primary School also offered a range of extra curricula activities throughout 2023 including:

- 100 Days of School celebrations.
- Book Week celebrations.
- District Athletics.
- Hoop Time Basketball round robin competition.
- Futsal round robin competition.
- Swimming Program from Prep-Year 4.
- Year 3/4 three-day camp.
- End of Year Community Event including student performances, rides, and food/drink stalls.

Financial performance

The Financial Management of the school is both sound and effective. The school has clear processes in place for the financial management of school funds in line with the Department's Financial Management Guidelines and policies. All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with a clear budgeting process, which is underpinned by the goals of our School Strategic Plan.

In 2023 the school received Equity funding totalling \$485,794 compared with 2022 funding of \$522,992 for the purpose of improving student learning and bridging the gap for disadvantaged students. Using these funds, the staffing profile was mostly maintained to enable smaller class sizes. The school maintained 2 Learning Specialists 4 days out of the classroom to help build teacher knowledge and capacity as well as oversee data literacy and analysis. Equity Funding in 2023 was also utilised to fund a Language Support Program (LSP) and to provide English as an Additional Language (EAL) support to address the learning needs of the students at our school.

In 2023, the Total Operating Revenue was \$5,176,246 with a Total Operating Expenditure of \$5,138,687. This resulted in a Net Operating Surplus of \$37,559. The School Council Finance Committee monitored revenue and expenditure and provided advice in the management of resources available via government funding, parent contributions, grants, fundraising and school operations such as OSHC.

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.

For more detailed information regarding our school please visit our website at
<https://www.eppingps.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 354 students were enrolled at this school in 2023, 160 female and 194 male.

49 percent of students had English as an additional language and 2 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).

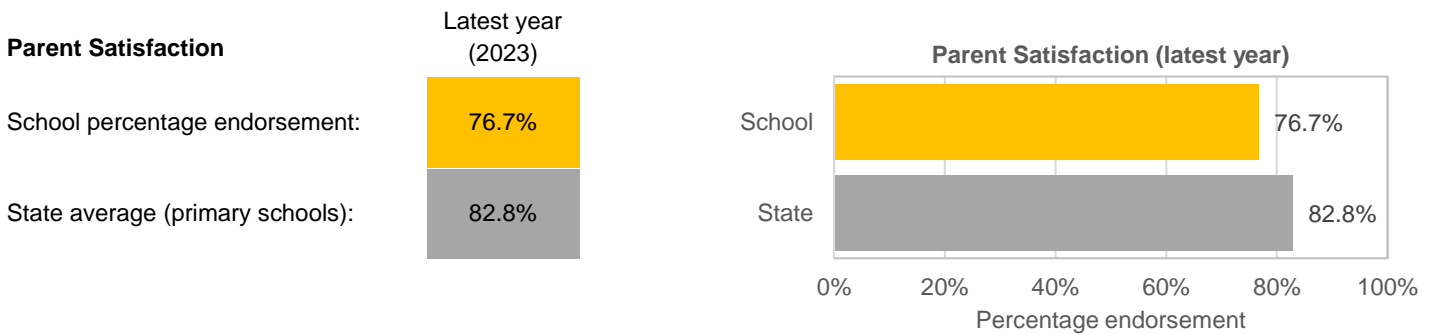
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

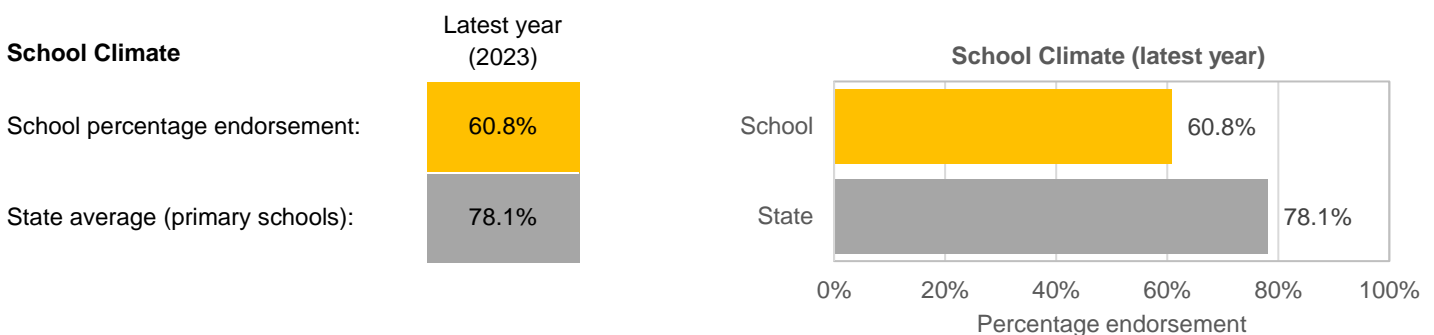


School Staff Survey

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:

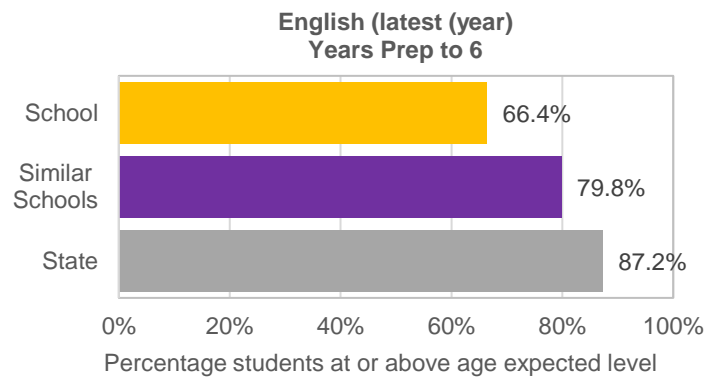
66.4%

Similar Schools average:

79.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

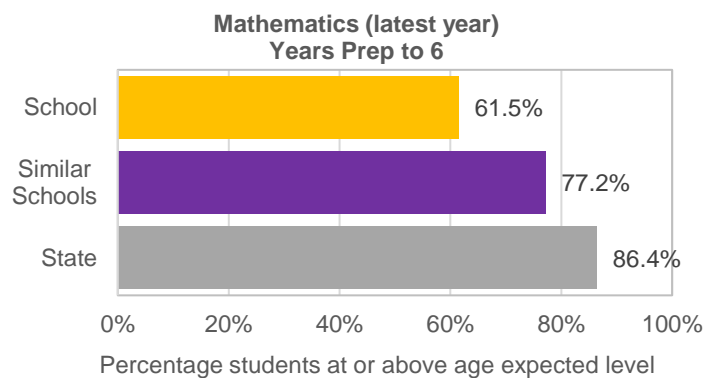
61.5%

Similar Schools average:

77.2%

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:

51.0%

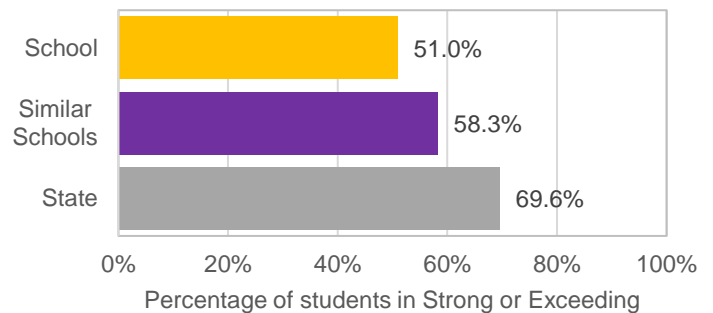
Similar Schools average:

58.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

64.9%

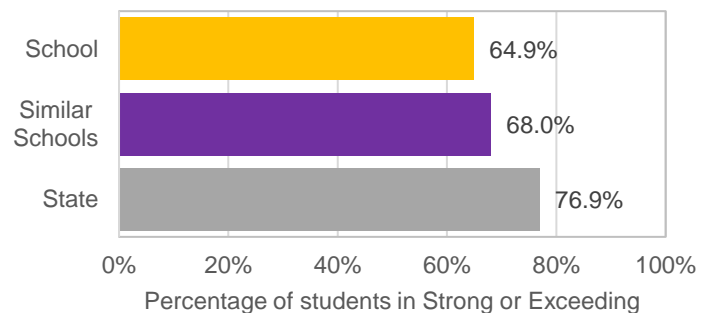
Similar Schools average:

68.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

37.0%

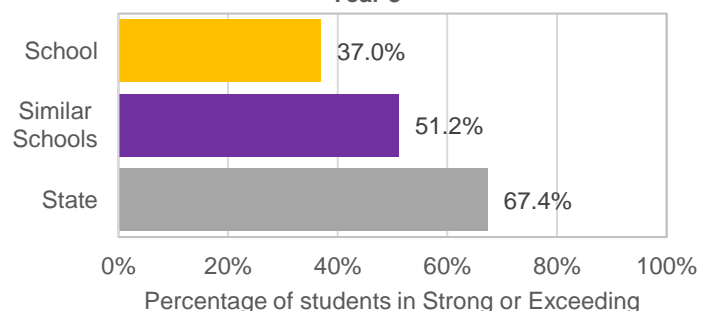
Similar Schools average:

51.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

47.4%

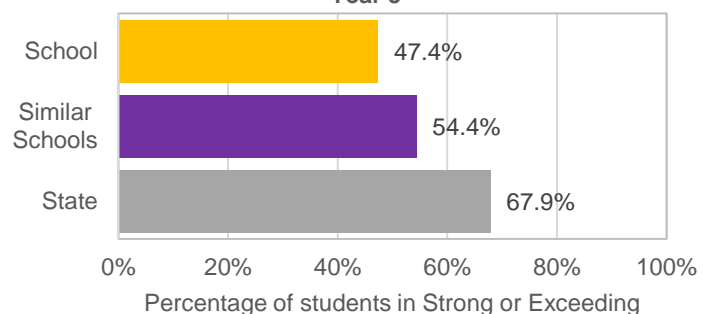
Similar Schools average:

54.4%

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:

67.4%

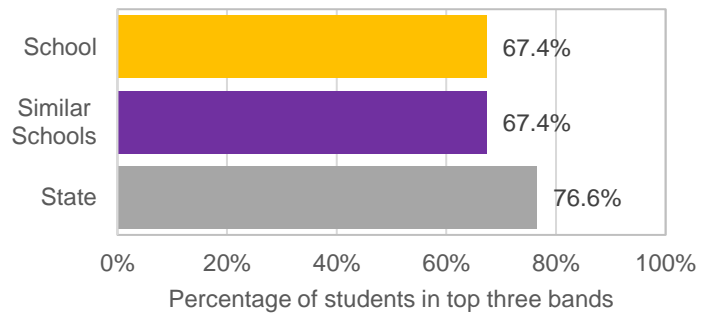
Similar Schools average:

67.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

48.8%

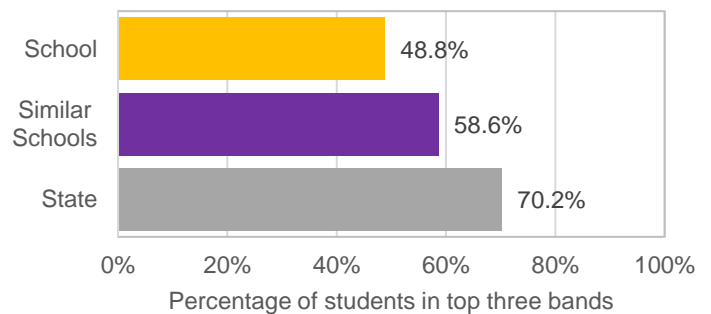
Similar Schools average:

58.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

46.3%

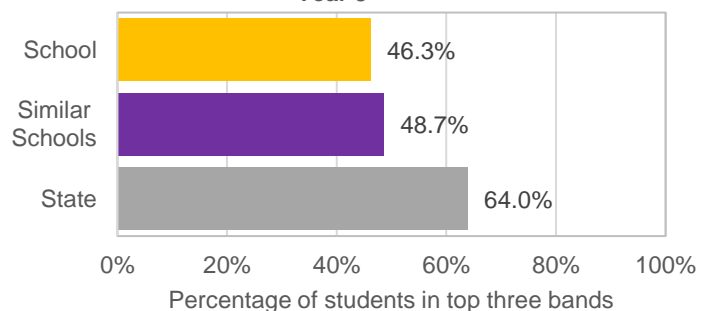
Similar Schools average:

48.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.9%

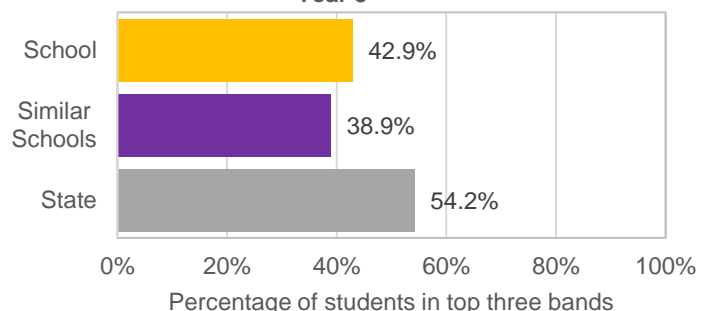
Similar Schools average:

38.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

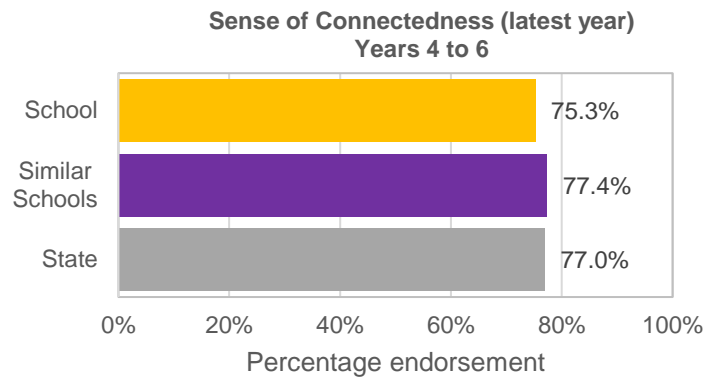
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	75.3%	78.0%
Similar Schools average:	77.4%	79.7%
State average:	77.0%	78.5%

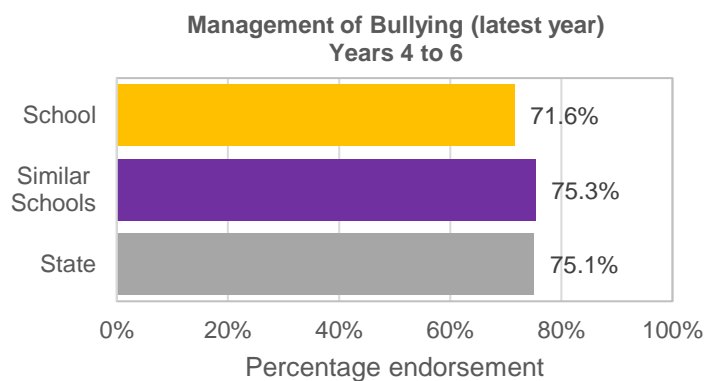


Student Attitudes to School – Management of Bullying

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:	71.6%	73.5%
Similar Schools average:	75.3%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

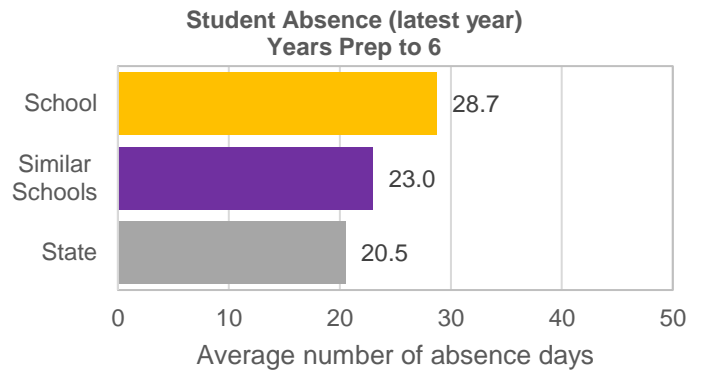
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.7	24.6
Similar Schools average:	23.0	21.0
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):	82%	87%	83%	86%	87%	87%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,350,244
Government Provided DET Grants	\$744,799
Government Grants Commonwealth	\$25,119
Government Grants State	\$0
Revenue Other	\$17,860
Locally Raised Funds	\$38,225
Capital Grants	\$0
Total Operating Revenue	\$5,176,246

Equity ¹	Actual
Equity (Social Disadvantage)	\$485,794
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$485,794

Expenditure	Actual
Student Resource Package ²	\$4,280,392
Adjustments	\$0
Books & Publications	\$7,339
Camps/Excursions/Activities	\$38,030
Communication Costs	\$15,820
Consumables	\$61,151
Miscellaneous Expense ³	\$17,779
Professional Development	\$25,668
Equipment/Maintenance/Hire	\$111,190
Property Services	\$88,539
Salaries & Allowances ⁴	\$61,332
Support Services	\$366,639
Trading & Fundraising	\$7,647
Motor Vehicle Expenses	\$3,544
Travel & Subsistence	\$0
Utilities	\$53,620
Total Operating Expenditure	\$5,138,687
Net Operating Surplus/-Deficit	\$37,559
Asset Acquisitions	\$99,627

- (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	\$253,055
Official Account	\$29,231
Other Accounts	\$0
Total Funds Available	\$282,286

Financial Commitments	Actual
Operating Reserve	\$132,528
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$116,634
School Based Programs	\$0
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	\$22,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$271,162

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.