

2024 Annual Report to the School Community

School Name: Panton Hill Primary School (1134)



- 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 07 March 2025 at 04:41 PM by Kylie Richards (Principal)

- As executive officer of the school council, I attest that this 2024 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 20 March 2025 at 08:44 AM by Kylie Richards (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Panton Hill Primary School is set in a semi-rural area, 38 kilometres north east of Melbourne. Enrolments over the last twenty years have ranged from 98 – 150 with the enrolment of 150 for 2024 being within the usual range. The school has a long history dating back to 1871 and has catered for five generations of some local families. The distinctive brass bell, historic entrance building and former principal's residence give the school a strongly historic focus.

Our school has strong community links and values parent input and support. We are proud of our close-knit community school in which learning is a three-way partnership between students, parents and staff. Parents are welcomed into school life, both within and outside the classroom, participating in many curriculum, social and fund raising events. The active and committed school council provides governance to management and policy processes.

The buildings include two fire-safe classrooms completed in 1994, where the junior classes are currently located; an administration area, art room, interview room, first aid facility, toilet block, disabled shower and toilet built in 1999; a music / multi-purpose room added in 2007; and the BER building completed in 2011, that provides exciting learning spaces for the senior students.

The school has ample facilities to provide a full curriculum program. The school also has access to the community hall, tennis courts, football oval, the memorial park facilities and library bus. We are adjacent to and work closely with the local kindergarten.

The extensive grounds include three areas of playground equipment, areas for both active and passive play, attractive gardens, grassed areas, a rotunda and vegetable garden. The school has a dedicated Out of School Hours Care facility (before and after school care programs), managed by TheirCare.

School staff is comprised of 1 Principal class, 7 full time teaching staff, 5 part time teaching staff, 1 business managers and 1 part time education support staff member.

CONTEXT:

Panton Hill Primary School is set in a semi-rural area, 38 kilometres north east of Melbourne. Enrolments over the last twenty years have ranged from 98 – 150 with the enrolment of 143 for 2023 being within the usual range. The school has a long history dating back to 1871 and has catered for five generations of some local families. The distinctive brass bell, historic entrance building and former principal's residence give the school a strongly historic focus.

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School staff is comprised of 1 Principal class, 7 full time teaching staff, 4 part time teaching staff, 1 business managers and 1 part time education support staff member.

CURRICULUM:

Panton Hill Primary School provides quality teaching and learning programs in the eight Key Learning Areas. Literacy and Numeracy are recognised as the foundation of effective learning and life skills and are therefore given special emphasis within the school's integrated curriculum. At Panton Hill Primary School, we follow the Victorian Curriculum as set by the Victorian Curriculum and Assessment Authority

Students are provided with a range of learning experiences to enable them to reach their full potential. Specialist programs include Physical Education, Music, Italian, Art, STEM, and Library. Panton Hill students are involved in interschool sport, competing against other local schools as well as other sporting events like Hooptime and Netball. A Year 3 to 6 Camping Program offers a variety of camping experiences.

Students have access to programs in instrumental music, swimming, family life and Life Ed. Regular excursions, Night On the Hill Festival participation, Grade 6 Graduation and the end of year concert are important activities in the school calendar. Student roles and responsibilities include School Captains, Junior School Council and a variety of monitor roles including Sports Shed and Library. Class groups are multi-aged reflecting the developmental learning stages of children. An active Prep / Year 6 buddy program operates.

Staff plan as teams to provide continuous development in all areas from Prep to Year 6. Panton Hill Primary School prioritises Professional Development (PD) for teachers. Our talented and dedicated teachers frequently attend professional development activities to update their considerable skills and experience. Our staff remains at the forefront of modern educational thinking and expertise. School programs are innovative, following a well-planned, consistent and sequential curriculum. All staff participate in an annual performance and development review and appraisal process.

The teaching and learning program at PHPS aims for excellence and to equip students for the challenges of the future. The school has continued to provide all students with a range of learning experiences to help children develop their full potential, to encourage excellence; adapt to change and participate effectively in society.

SCHOOL VALUES:

RESPECT, HONESTY, COURAGE, KINDNESS AND COOPERATION

SCHOOL MISSION:

As a learning community which values respect, honesty, courage, kindness and cooperation, Panton Hill Primary School provides a challenging, positive and safe environment in which all children can reach their full potential.

SCHOOL VISION:

To provide a learning environment where students are encouraged to strive for excellence and are actively and positively engaged in quality learning experiences in a safe, suitable and secure setting.

SCHOOL OBJECTIVES;

- To develop resilient, life-long learners.
- To provide school programs that strive to meet the individual needs of students, catering for those who require special assistance and fostering special talents or interests.
- To foster positive working partnerships between parents and staff, a safe and stimulating learning environment and a well-balanced and challenging curriculum.
- To provide a friendly, caring environment that fosters life-long learning, personal growth and wellbeing for all students.
- To create an environment where students are valued as individuals.
- To have high expectations of ourselves and others.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 the focus at Panton Hill Primary School was Excellence in Teaching and Learning, with a particular focus on building and implementing a consistent approach to the teaching of numeracy. A whole school approach including a very supportive team structure is a significant and effective part of the way we work.

Our 12 month target relating to numeracy in 2024 were to:

- Increase the percentage of students in the strong and exceeding band of NAPLAN numeracy for Year 3 from 59% (2023) to 67% and for Year 5 from 71% (2023) to 75%

This target was met with the percentage of Year 3 students in the strong and exceeding band at 90.5% in 2024 and Year 5 students in the strong and exceeding band at 75%.

Both of these results are above similar schools and state average.

Key Improvement Strategies for 2024 included:

- To support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

- Implement a PLC cycle focused on improving teacher data literacy and consistent planning processes
- Implement a PHPS Instructional Model for teaching and learning to ensure consistency of practice in the teaching of reading and writing

Our NAPLAN results indicate that 90.5% of Year 3 students were strong and exceeding for Reading and 90% of Year 5 students were strong or exceeding in Reading. Both of these results were above state and like school averages.

Teacher Judgement confirms this with 94.3% of students from P-6 at or above age expected levels in 2024 in English.

Our Learning Specialist, has been pivotal in driving the professional learning for 2024. The focus was on implementing our agreed implementation model in numeracy and understanding the changes in the Victorian Curriculum Numeracy 2.0. Professional development centred around investigating the new curriculum and mapping the elements into scope and sequences across the year levels. To support teacher collaboration and planning, all teaching teams had timetabled common planning time alongside a whole school weekly curriculum meeting. Additional to this, staff were engaged in a junior or senior PLC once a week. Timetabling supported this alongside leadership support. To support students requiring further instruction, school funds additional to the DET allocation was spent on our tutoring program. Rose Draffin was responsible for this program and ensured that the tutoring sessions were consistent with the PHPS instructional model.

As we move forward, we will continue to work to achieve a consistency of high-quality teaching and learning practice in our teachers, including a deep knowledge of their students and curriculum.

Wellbeing

The health and wellbeing of all members of the Panton Hill Primary community continued to be a particular priority for 2024 with an aim to maintain the connectedness of the community. To assist students to build connections and settle quickly into the school routine, all grades spent the first four weeks of the year on a start up learning program which was consistent throughout the school. All grades had at least one (often more depending on need) explicit lesson on wellbeing timetabled per week. Staff used a combination of Respectful Relationships program and the Bounce Back program for these lessons. This continued to be an expectation. All grades had regular circle time meetings to give students the opportunity to work through issues, share strategies and further connect with their peers. The student attitude to school survey indicated:

- Sense of connectedness for our Grade 4-6's - 75.3% positive endorsement PHPS, above similar schools at 73.3% and slightly below state average of 76.8%
- Management of Bullying - 85.1% positive endorsement PHPS, above similar schools at 73.5% and state average of 75.5%

Staff welfare was supported by regular formal and informal meetings where challenges and successes was a consistent focus. A very strong emphasis was placed on collective responsibility for the welfare of all students. Activities and strategies for maintaining wellbeing continued to be shared as a standing agenda item. The school staff survey indicates 93.4% positive endorsement for school climate, significantly above state average of 77.7%.

Engagement

We are proud of the school culture at Panton Hill Primary School that is built upon our school values and Wellbeing Programs (resourced by Bounce Back and Respectful Relationships). Our core values are : Respect, Honesty, Courage, Kindness and Cooperation.

Our behaviour management process promotes students to develop personal and social skills through accepting responsibility for their actions and engaging with restorative communication. Student engagement was supported in various ways such as: whole school weekly assemblies where we celebrated achievements across all areas of the curriculum and values awards, celebrating students who demonstrated our school values. The assemblies were occasionally run by the elected school leaders and Grade 6 students. Attention was given by the staff to deliver engaging learning tasks and to include the students in planning and feedback of lessons, building ownership.

The strategies that we employ to address non attendance are: to include messages in school newsletters etc. indicating the importance of attendance and impact on learning for those not regularly attending and phone calls home when there is an unexplained absence. The average proportion of formal school days that students attended at PHPS ranged from 91% in Years 2 to 94% in Years Prep and Two. The average number of absence days from Prep to Year 6 at PHPS 14.3 days in 2024. This is less than similar schools average at 22 days and the state average of 21.8 days.

Other highlights from the school year

A highlight of 2024 was the work that was undertaken by our Grade 6 Leadership team who engaged the students, staff and parents in the design of a new playground and were involved in discussions with three different companies pitching to develop the program. This has resulted in our new playground built in early 2025. Some of the other highlights of our year included:

- Year 3-6 three-day camp to fBillabong Ranch
- Whole school end of year concert
- Grade 6 Graduation
- Regular visits of Grade 5 students to local pre-school
- Interschool sport attendance and student attendance in district sporting events

Financial performance

Panton Hill Primary School maintained a good financial position throughout 2024. The School Strategic Plan, 2024 Annual Implementation Plan and 2024 School Budget provided the framework for school council allocation of funds to support programs and priorities.

All funds received from the Department of Education have been expended to support the achievement of educational outcomes and other operational needs of the school, consistent with

Department of Education policies, School Council approvals and the intent/purposes for which funding was provided.

Within 2024 some of our major purchases included: increased allocation of funds to classroom numeracy budgets to fund the further supplementation of classroom resources, Art supplies, administration equipment, whole school maintenance including significant works on the fire pump and leak detection from the fire service.

Towards the end of 2023 we were successful in obtaining a National Student Wellbeing Grant which will fund a school wellbeing worker from 2024 - 2028. These funds were allocated to the hire of our school psychologist working one day a week.

At the end of 2024, Panton Hill Primary School had a school resource package with a surplus. This surplus has been strategically managed to ensure that the school can accommodate financially for our existing staff profile.

We received Tutor funding of \$26,500 which employed an experienced teacher part-time to support students with numeracy and literacy. Our school received Equity funding of \$8954 was used to supplement the cost of the tutor. The school committed further funds of \$35 530 to the tutoring program.

We received the Bush Fire Grant (\$23 450) which funded works in our school grounds including: tree lopping, branches cut, debris removed, gutters cleaned and regular mowing and maintenance.

Our peri urban transition funding was (\$50 017) 50% of the full amount. This funding was used to maintain rural services such as the fire pump, sewerage systems etc.

**For more detailed information regarding our school please visit our website at
<https://www.pantonhill.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 150 students were enrolled at this school in 2024, 76 female and 74 male.

0 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

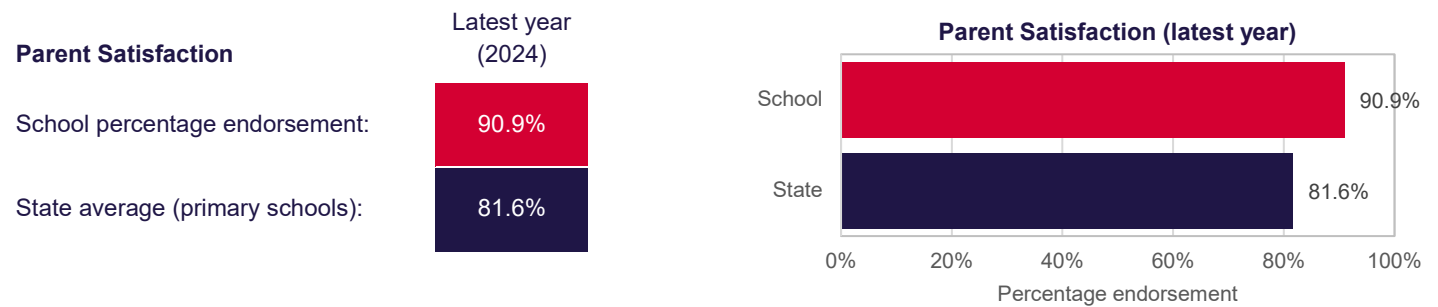
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage,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

This school’s SFOE band value is: **Low**

Parent Satisfaction Summary

The 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.

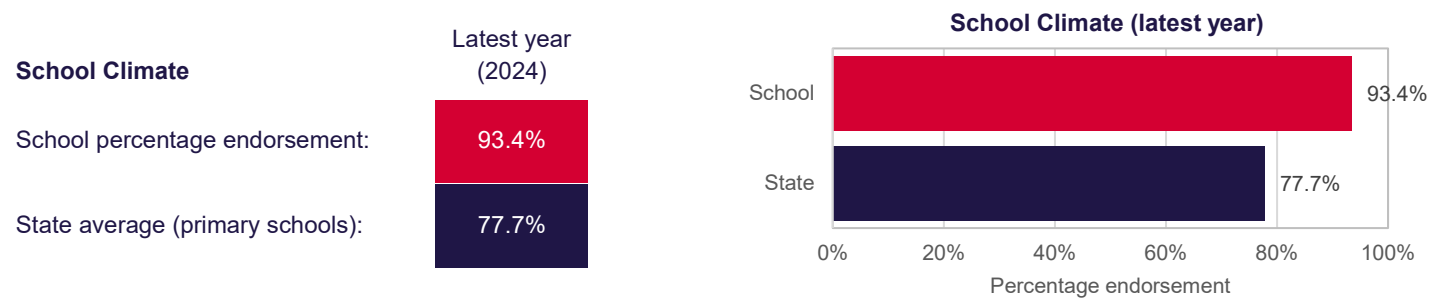


School Staff Survey

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.

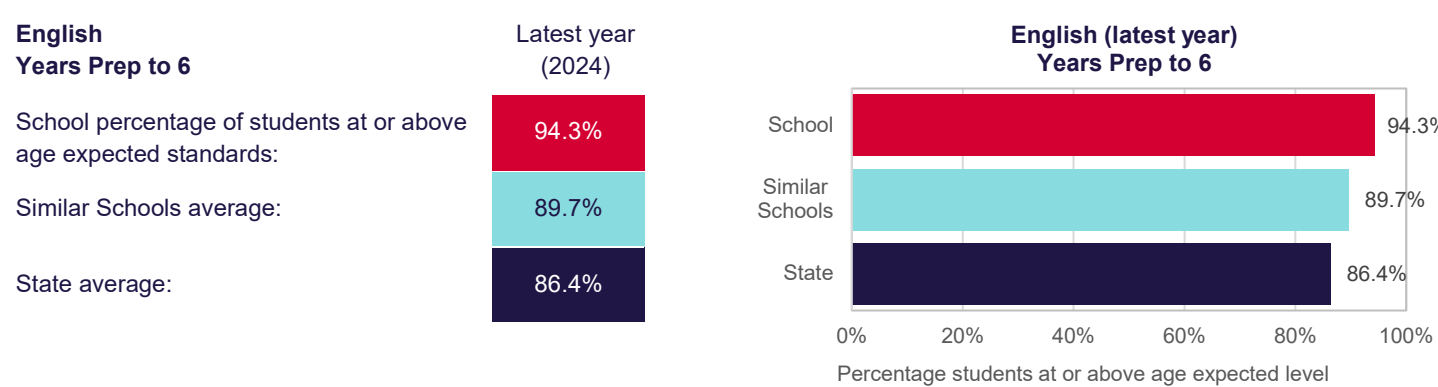


LEARNING

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.



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

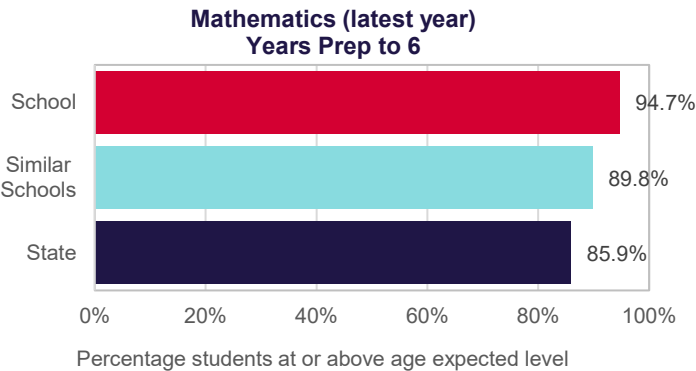
94.7%

Similar Schools average:

89.8%

State average:

85.9%



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.

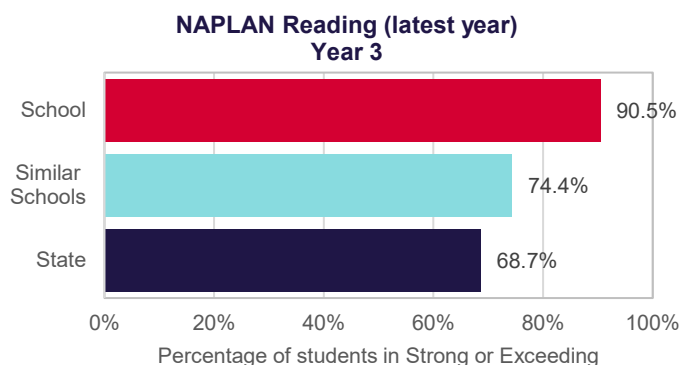
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

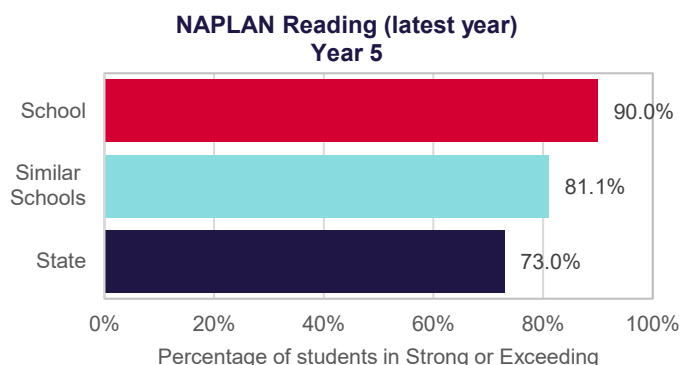
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	81.6%
Similar Schools average:	74.4%	74.1%
State average:	68.7%	69.2%



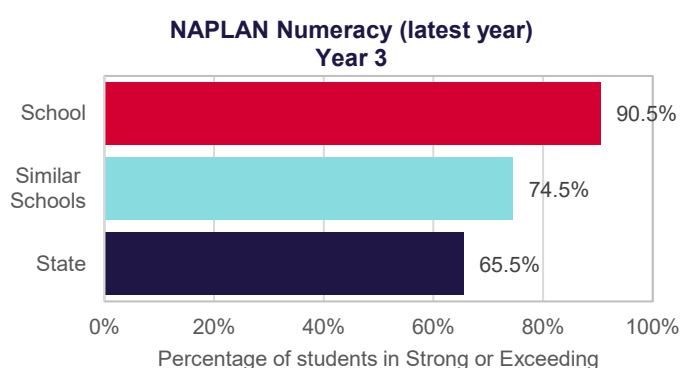
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	78.4%
Similar Schools average:	81.1%	82.9%
State average:	73.0%	75.0%



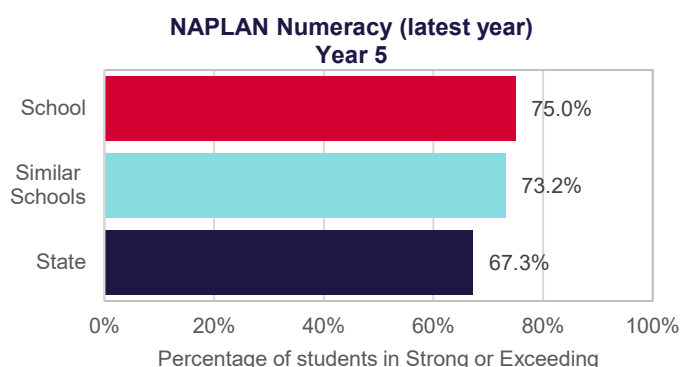
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	76.3%
Similar Schools average:	74.5%	74.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	73.0%
Similar Schools average:	73.2%	73.7%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

85.7%

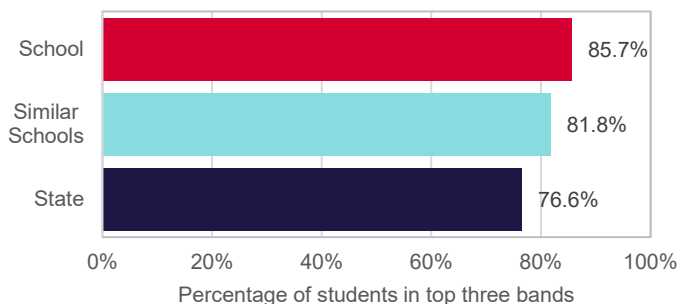
Similar Schools average:

81.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

88.2%

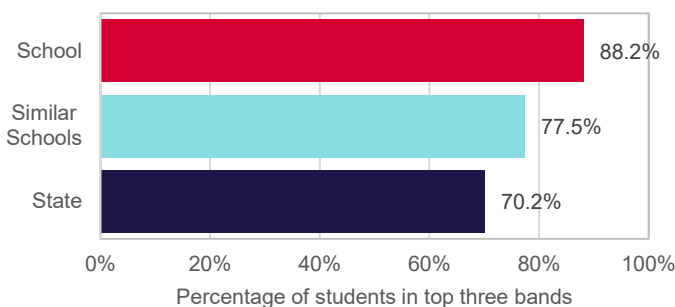
Similar Schools average:

77.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

61.9%

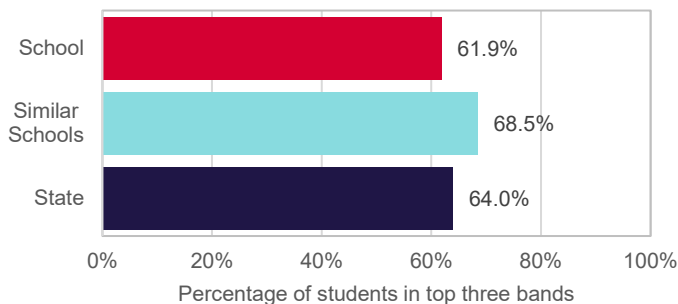
Similar Schools average:

68.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

77.8%

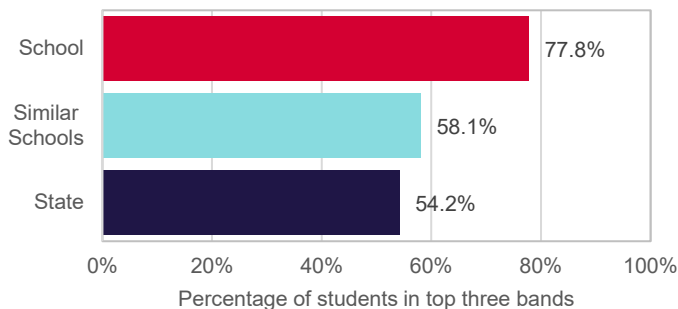
Similar Schools average:

58.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

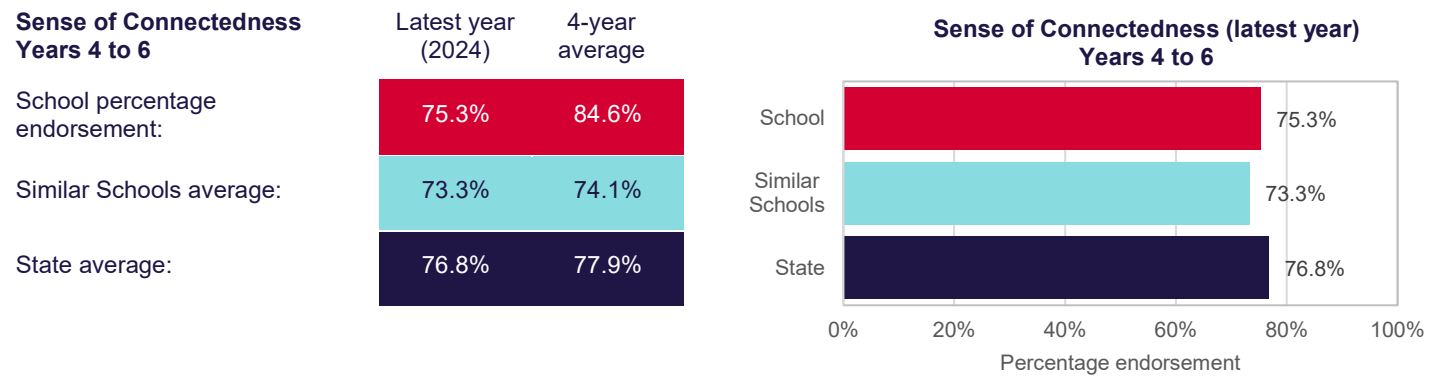


WELLBEING

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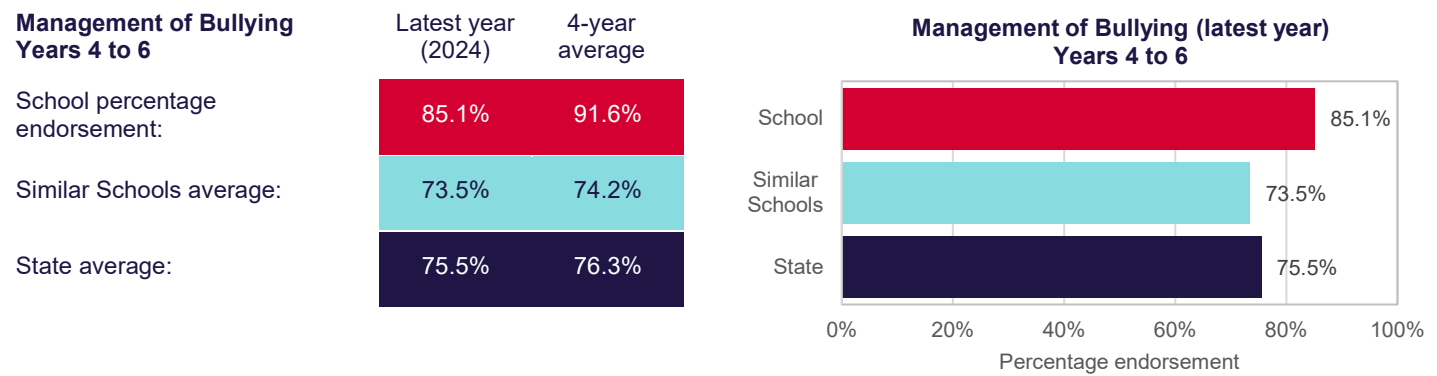
Student Attitudes to School – Sense of Connectedness

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).



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).

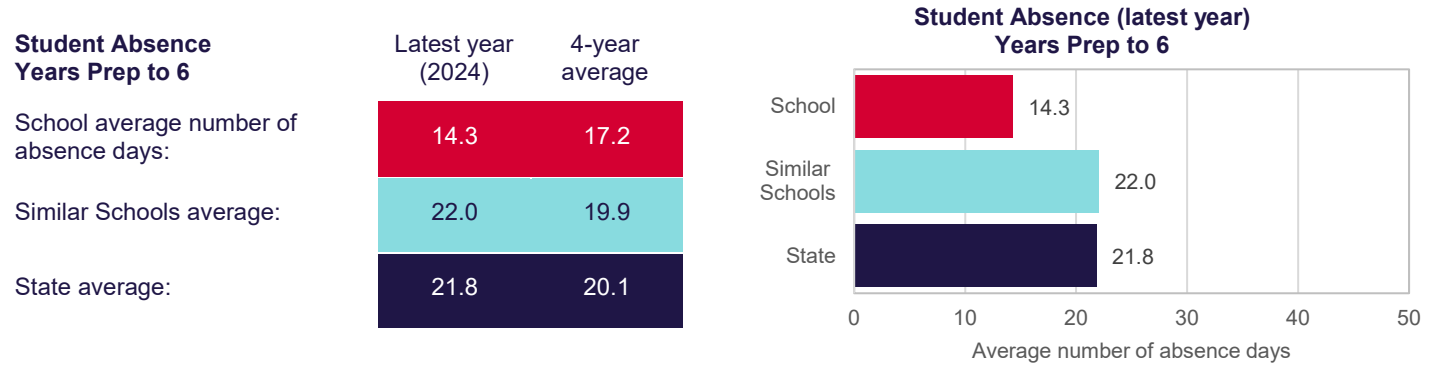


ENGAGEMENT

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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.



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 (2024):	94%	93%	91%	93%	94%	92%	92%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,488,247
Government Provided DET Grants	\$205,973
Government Grants Commonwealth	\$5,100
Government Grants State	\$4,735
Revenue Other	\$29,293
Locally Raised Funds	\$105,001
Capital Grants	\$0
Total Operating Revenue	\$1,838,349

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,954
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,954

Expenditure	Actual
Student Resource Package ²	\$1,532,162
Adjustments	\$0
Books & Publications	\$695
Camps/Excursions/Activities	\$65,542
Communication Costs	\$2,968
Consumables	\$53,166
Miscellaneous Expense ³	\$5,971
Professional Development	\$3,554
Equipment/Maintenance/Hire	\$25,568
Property Services	\$127,560
Salaries & Allowances ⁴	\$94,882
Support Services	\$397
Trading & Fundraising	\$77,949
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,246
Total Operating Expenditure	\$1,999,660
Net Operating Surplus/-Deficit	(\$161,311)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$556,510
Official Account	\$15,437
Other Accounts	\$0
Total Funds Available	\$571,947

Financial Commitments	Actual
Operating Reserve	\$77,916
Other Recurrent Expenditure	\$858
Provision Accounts	\$0
Funds Received in Advance	\$61,200
School Based Programs	\$12,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,500
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$485,974

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.

