

# 2020 Annual Report to The School Community



School Name: Hopetoun P-12 College (8904)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 19 March 2021 at 12:35 PM by Graeme Holmes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 March 2021 at 12:53 PM by Jamie Frankel (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

#### Our Vision

Hopetoun P-12 College strives to meet the individual needs of all students. The College promotes high expectations, accountability and feedback to produce responsible, respectful and collaborative citizens in a changing society.

#### Our Values

- Respect - we show compassion for the feelings, abilities and rights of others and ourselves.
- Responsibility – we manage our own behaviour to achieve our goals.
- Teamwork – we work together to help everyone achieve their goals.

These core values underpin all we do within and across our College. We use these values to ground our decision making to develop and implement our policies and to deliver our day-to-day teaching and learning program. They form the basis of our interaction with students, amongst staff and with the broader community. These core values also underpin student management and student wellbeing as well as all aspects of our leadership and school management. They help to provide the direction and purpose for our College.

#### Current Context

Hopetoun P-12 College is situated in the rural community of Yarriambiack Shire, approximately 385 kilometres to the North West of Melbourne. The College was formed in 2012 through the amalgamation of Hopetoun Primary School and Hopetoun Secondary College. The school grounds include an indoor basketball stadium, outdoor shade areas, an adventure playground, sand pit and cubby house. The grounds also include a sheep feedlot and an orchard developed and run by the school's Victorian Certificate of Applied Learning (VCAL) students.

The main building is a typical 1960s with science classrooms, food technology and general-purpose rooms. Further buildings include a Technical Trade Centre (TTC) building used for metalwork, a music room, library, art rooms and detached sheds used for a range of purposes.

Enrolments are approximately 77 students. Over the past four years, enrolments have remained consistent.

The Student Family Occupation (SFO) category is 0.5 and our SFOE is 0.49 (2021).

The staffing profile of Hopetoun P-12 College includes 15 EFT (Equivalent Full Time) teachers, including a Principal and five Leading Teachers (a substantive, an acting Learning specialist and three acting part-time Leading Teachers) supported by six EFT Education Support Staff, including learning support, wellbeing support, administration, a gardener, a canteen manager and cleaner.

Hopetoun P-12 College provides a Foundation to Year 10 program through the Victorian Curriculum and a Year 10 to 12 program through the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and access to Victorian Education and Training (VET).

Students have access to the Wimmera Virtual School, and the Southern Mallee Cluster VET and VCAL provision enabling students to access more options.

### Framework for Improving Student Outcomes (FISO)

In 2020 Hopetoun P-12 College's Framework for Improving Student Outcomes priority areas were Excellence in Teaching and Learning and Positive Climate for Learning. Our AIP provided a series of strategies and actions to continue our progress towards achieving our goals. In the first instance, excellence in teaching and learning, we worked on developing school-wide approaches to the teaching of reading and implementing the Middle Years Literacy and Numeracy Strategy. We also built staff capacity in effective teaching and learning through implementing our instructional model and focusing on learning and implementing the High Impact Teaching Strategies (HITS). The positive climate FISO priority targeted student engagement and wellbeing. We worked on extending student voice and leadership and commenced working on building staff capability around student agency, especially on developing student agency in their learning. The transition to Flexible and Remote Learning curtailed some of our planned initiatives however most were implemented.

Hopetoun P-12 College was scheduled for a school review in 2020. We were fortunate to conclude the review late in

term 4 which has enabled us to develop clear goals for the next cycle. Our FISO priority areas for 2021-2024 will be Excellence in Teaching and Learning and Positive Climate for Learning. Based on these FISO dimensions, our two goals will be 'To improve literacy and numeracy outcomes for all students', and 'To improve the engagement of all students in their learning'. Our initial approach will be implementation of the Department's three priorities, which are central to the recovery process post-remote learning, and implementation of the Tutoring and Middle Years Literacy and Numeracy Strategy. These priorities will then be complemented by our new Strategic Plan goals and strategies.

**Achievement**

Our goal for student achievement in 2020 was to improve student learning gain for all students with an explicit focus on improving learning outcomes in literacy and numeracy. In working towards this goal we commenced the introduction of intervention programs and we emphasised the implementation of the Middle Years Literacy and Numeracy Strategy. We implemented Quicksmart, commenced the GRIN program in maths and focused heavily on fully implementing the Fountas and Pinnell reading program. We also provided capability building in High Impact teaching Strategies (HITS), especially differentiation, questioning, feedback and explicit instruction. The almost two-terms of Flexible and Remote Learning made full-scale implementation of initiatives difficult and it precluded us from implementing some assessment strategies. NAPLAN tests were not conducted in 2020. Nevertheless, teacher judgement data at the end of 2020 provide some guidance on achievement levels. Student achievement at or above age expected standards for both English and Maths were below similar and state. Achievement of students in Years 7-10 in English and Maths based on teacher judgements were higher than similar schools and close to or above state average.

We are very pleased with the VCE results where our students achieved 100% satisfactory completion and achieved a very strong 30.7 mean study score which eclipsed both similar schools and the state average. The VET and VCAL results were impacted by Flexible and Remote Learning as students were unable to complete the applied practical sessions.

It is our intention to continue to focus on improving the literacy and numeracy outcomes for all students and track benchmark growth through NAPLAN. We will introduce and strength our focus on developing a growth mindset, embed a guaranteed and viable curriculum, continue with capability building and embed the Tutoring, Middle Years Literacy and Numeracy Strategy and intervention programs. We will also continue to embed the Hopetoun P-12 Instructional Model and encourage all teachers to use the model consistently and effectively.

**Engagement**

Hopetoun P-12 College's goal was to ensure that students feel safe, positive and motivated to learn. We focused on building staff and student capacity to promote positive interactions and behaviours through the use of School Wide Positive Behaviours (SWPBS). We continued to use SWPBS throughout the year and continued to focus on values. Student attendance was a focus throughout the year, however, there were significant absences in the Primary setting where some students refused to attend school. Flexible and Remote learning was a challenge for some students who struggled to log-in from time-to-time. During face-to-face time (terms 1 and 4) and during Flexible and Remote Learning we worked consistently to encourage attendance. SMS texts were sent, student absences were followed up every three days, parents were consistently contacted, referrals were made and some home visits were introduced. The student absence data for our primary setting was disappointing being far in excess of similar and state averages. The Year 7 to 12 absence data was closer to similar and state averages.

Student attendance will continue to be a focus in 2021 with a raft of strategies being implemented to encourage attendance. Strategies include constant follow-up to absences and referral for significant cases, encouragement at school, attendance plans developed with the student and parents and rewards for attendance linked to key milestones. Student retention from Year 7 to 10 was higher than similar and state averages in 2020 and tracking of student exits has been very accurate.

Our focus for 2021 is ensuring the state strategy of 'Happy, active and healthy kids' priority is implemented. A Year Level Coordinator approach has been developed aligned to engaging students and our SWPBS, extended home groups and buddies programs all work towards happy healthy kids. Our new Strategic Plan (2021-2024) goal is to improve student engagement which will promote inclusion, goal setting and developing a culture of high expectations.

**Wellbeing**

Student wellbeing was a high priority for Hopetoun P-12 College in 2020 especially as students were involved in Flexible and Remote Learning for a significant period of time. Not only was there daily 'home group meetings' for all students, we ensured that there were twice-weekly wellbeing checks with students throughout learning from home and we ensured that additional services and support was provided where needed. Our Wellbeing Officer and Chaplain supported students and followed up any issues and we accessed Headspace where required.

Our goal for wellbeing was to develop student health and wellbeing with a particular focus on resilience. Subjective comments by parents and students as well as school-based surveys and observations indicate that we achieved the goal as resilience was rated highly by the students. Despite the disrupted year, students remained connected, especially the secondary students. Bullying is minimal at this College however when it was evident, it was managed quickly and appropriately.

The Happy, Active and Healthy Kids Priority provides the plan for our student wellbeing program in 2021. Student Wellbeing Days, monitoring students through continuous reporting and the introduction of a series of sessions based on growth mindset will be our focus early in 2021. This early focus will be complemented with capability building of staff on student wellbeing and engagement and the development and implementation of additional strategies around student voice, agency and leadership. Empowering students and building school pride will be emphasised along with promoting parents and carers as partners in student health and wellbeing. We will strengthen our links with external providers to ensure that students receive the best and most appropriate support when required.

### **Financial performance and position**

Hopetoun P-12 College uses sound budgeting strategies hence was able to provide the teaching and support the students' needs whilst ensuring the school is well resourced and remain within our allocated funding. We concluded the 2020 school year with a surplus in our SRP. The surplus is due to under-spend in our credit budget as well as a small surplus in our cash account due to the slightly reduced running costs during Flexible and Remote Learning and due to reduced need for disposable materials. Our equity money was used strategically to employ staff to provide additional classroom and online support for our students from disadvantaged backgrounds. We also used some of our equity funds to provide whole-school and part-school wellbeing and learning activities. Salaries and allowances covered employment for canteen, additional support and the employment of a CRT on a short term position while expenditure on support services ranged from employment of a Chaplain through to payment of VET fees.

We commence the 2021 school year in a positive financial position. We have set aside funds to resource school based programs such as support for VCE and welfare, enrichment, SWPBS and some funding to support our excellent VCAL program. We have also carried forward funds to replace computers and for equipment replacement in the Trade Training Centre. Funds have also been set aside for grounds, buildings and essential services which will be used in alignment with our exciting \$10.5m Rebuild project.

**For more detailed information regarding our school please visit our website at**

**<https://hopetounp12.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 83 students were enrolled at this school in 2020, 45 female and 38 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

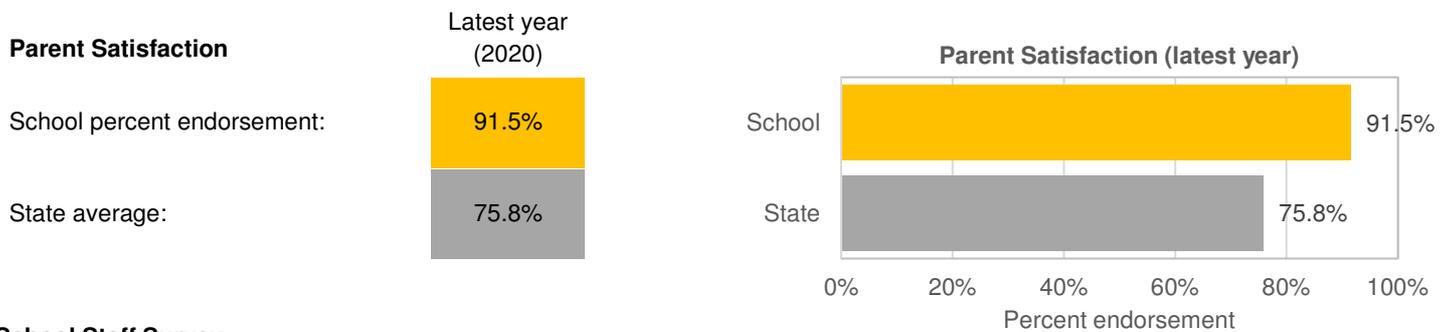
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

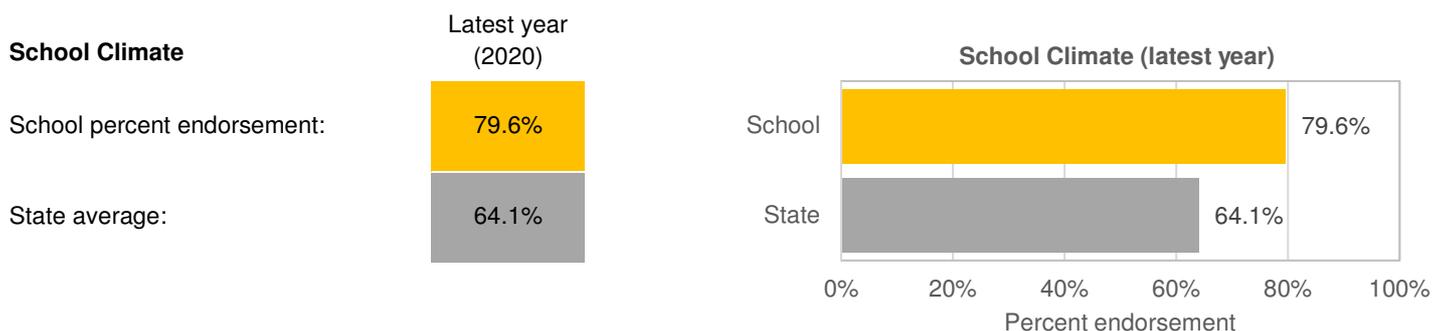


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

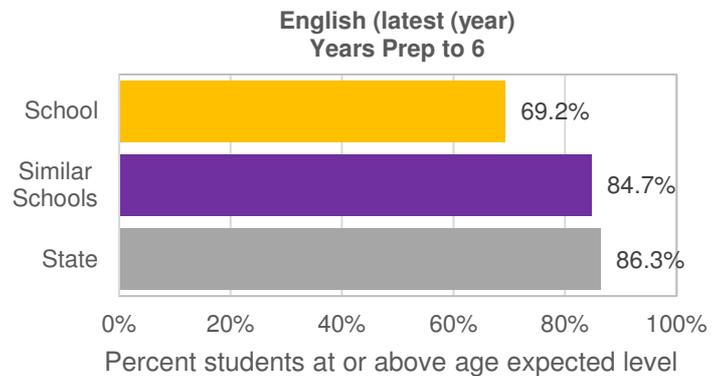
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

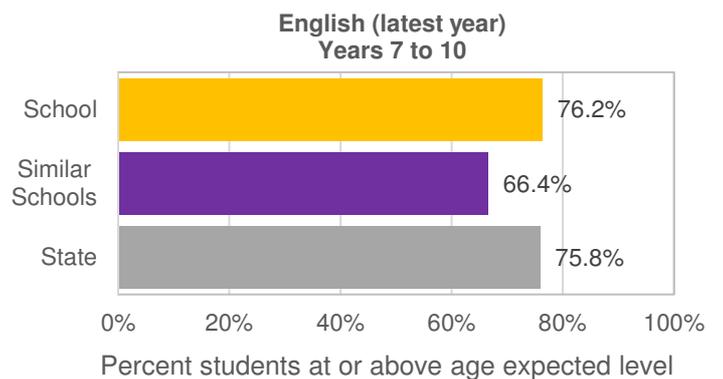
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	69.2%
Similar Schools average:	84.7%
State average:	86.3%



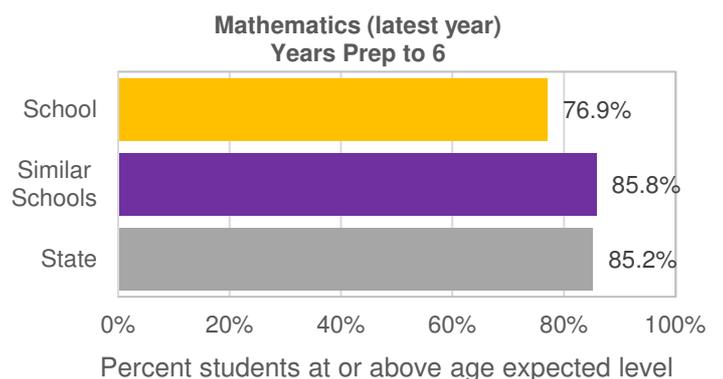
#### English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	76.2%
Similar Schools average:	66.4%
State average:	75.8%



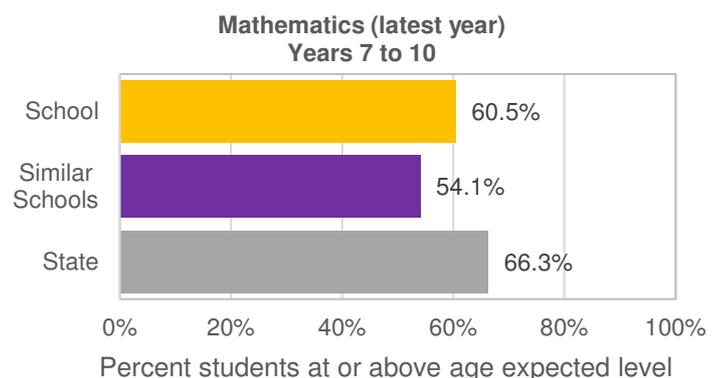
#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	76.9%
Similar Schools average:	85.8%
State average:	85.2%



#### Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	60.5%
Similar Schools average:	54.1%
State average:	66.3%



## ACHIEVEMENT (continued)

### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

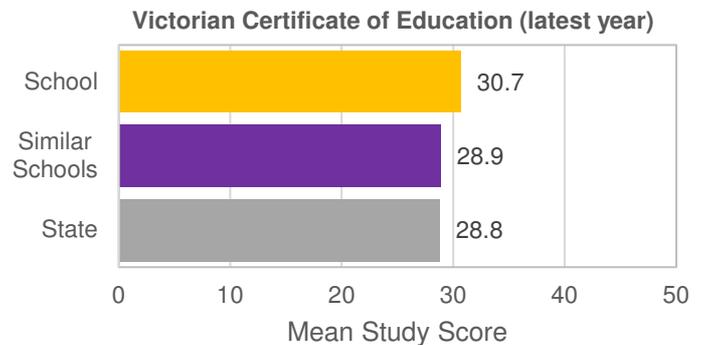
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	30.7	27.2
Similar Schools average:	28.9	28.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

31%

VET units of competence satisfactorily completed in 2020:

46%

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

96%

## ENGAGEMENT

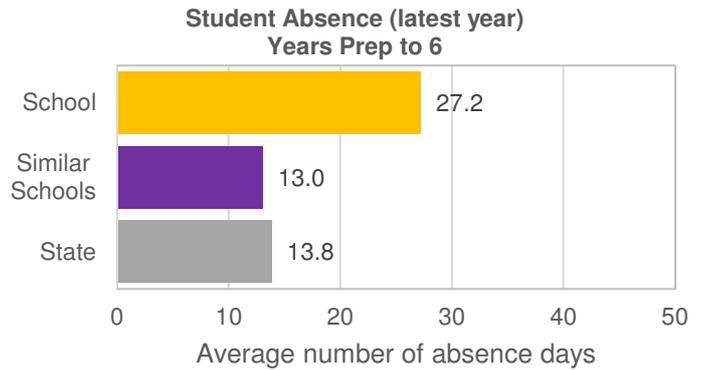
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

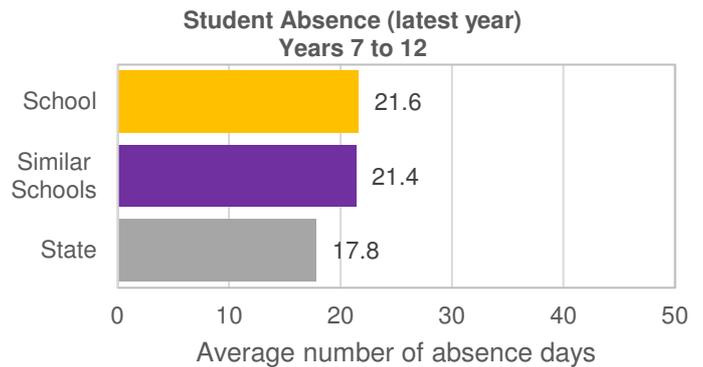
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	27.2	22.3
Similar Schools average:	13.0	14.8
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	21.6	22.2
Similar Schools average:	21.4	21.4
State average:	17.8	19.2



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	93%	NDP	NDP	NDP	80%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	92%	88%	85%	91%	88%	87%	

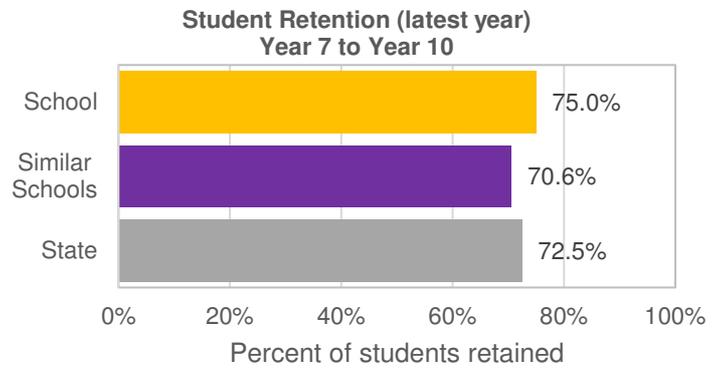
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	75.0%	65.8%
Similar Schools average:	70.6%	71.1%
State average:	72.5%	72.9%



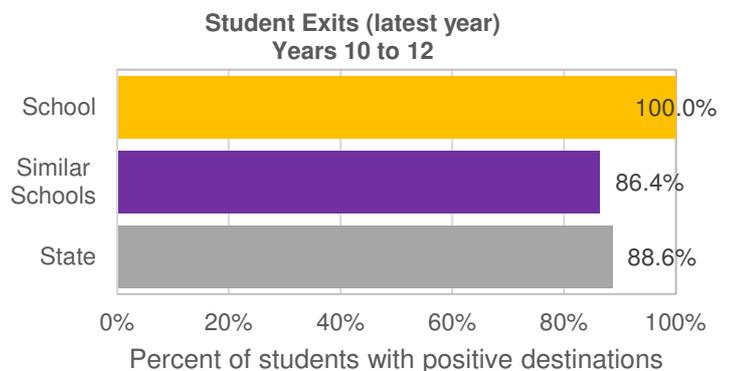
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	86.8%
Similar Schools average:	86.4%	84.7%
State average:	88.6%	89.1%



## WELLBEING

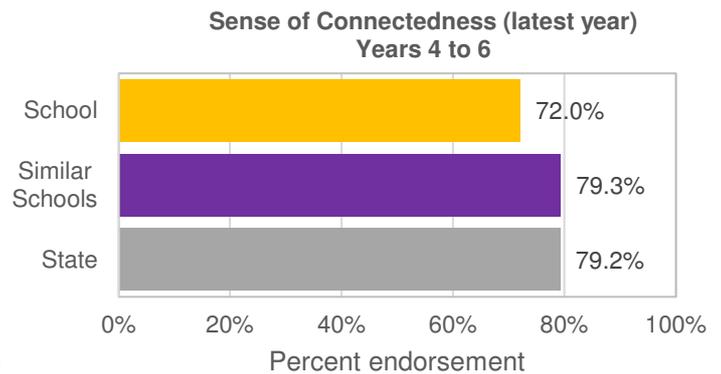
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

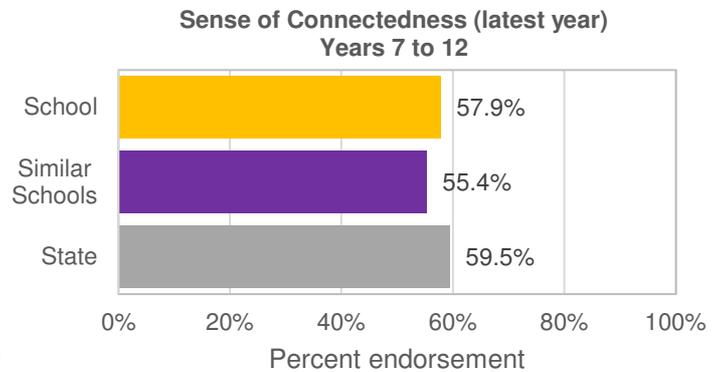
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	72.0%	57.7%
Similar Schools average:	79.3%	78.9%
State average:	79.2%	81.0%



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

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	57.9%	51.2%
Similar Schools average:	55.4%	55.1%
State average:	59.5%	55.3%



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

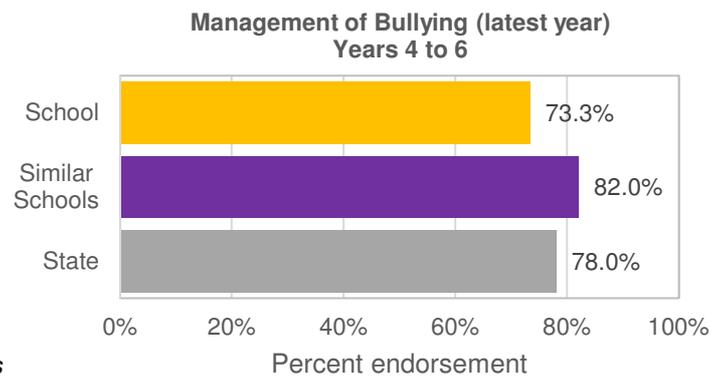
## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

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

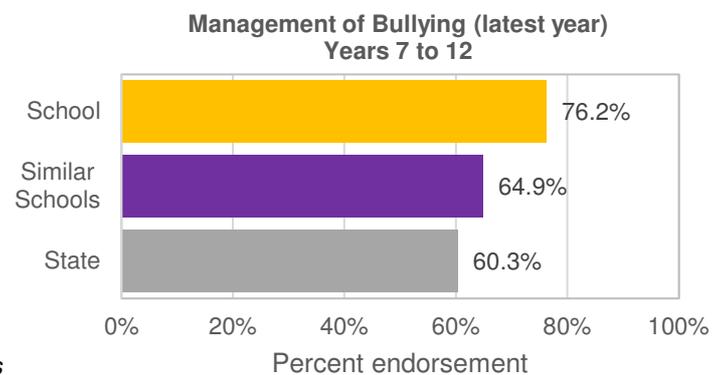
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	73.3%	59.0%
Similar Schools average:	82.0%	80.7%
State average:	78.0%	80.4%



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

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	76.2%	72.1%
Similar Schools average:	64.9%	62.0%
State average:	60.3%	57.9%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$2,378,895
Government Provided DET Grants	\$614,845
Government Grants Commonwealth	\$6,058
Government Grants State	\$7,769
Revenue Other	\$8,549
Locally Raised Funds	\$51,901
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,068,017</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$101,654
Equity (Catch Up)	\$4,948
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$106,601</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$2,171,649
Adjustments	NDA
Books & Publications	\$3,776
Camps/Excursions/Activities	\$27,662
Communication Costs	\$5,446
Consumables	\$48,658
Miscellaneous Expense <sup>3</sup>	\$22,698
Professional Development	\$13,817
Equipment/Maintenance/Hire	\$44,850
Property Services	\$47,230
Salaries & Allowances <sup>4</sup>	\$112,758
Support Services	\$56,773
Trading & Fundraising	\$30,096
Motor Vehicle Expenses	\$2,985
Travel & Subsistence	\$2,262
Utilities	\$36,086
<b>Total Operating Expenditure</b>	<b>\$2,626,746</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$441,271</b>
<b>Asset Acquisitions</b>	<b>\$64,751</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$558,919
Official Account	\$11,510
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$570,430</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$70,452
Other Recurrent Expenditure	\$6,820
Provision Accounts	\$2,000
Funds Received in Advance	NDA
School Based Programs	\$91,146
Beneficiary/Memorial Accounts	\$5,470
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,339
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$147,574
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$212,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$546,801</b>

*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.*