

2024 Annual Report to the School Community

School Name: Clarinda Primary School (3336)



- 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 19 March 2025 at 02:57 PM by Robbie Mallett (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 19 March 2025 at 02:57 PM by Robbie Mallett (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

Clarinda Primary School is located on the border of the City of Kingston and Monash Councils with a 2024 student population of 324 students on Census Day. The school is part of the Kingston Network of Schools in the South Eastern Victoria Region. The school's Student Family Occupation and Education band of Low-Medium. We have straight classes in Foundation (Prep) and multi-age classes throughout the school.

At Clarinda Primary School, engaging students is our core business. Our school is family-orientated and provides a supportive yet challenging environment where quality teaching and high expectations in learning and behaviour continue to achieve excellent results. Our vision is to promote an engaging, inclusive and supportive education that empowers students to become lifelong learners. Care, Achievement, Respect and Excellence are the values that support our students in their personal and academic growth. Our students are expected to be active participants in their education and take appropriate responsibility for themselves as learners. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Clarinda's strong student welfare approach is reflected in the excellent responses to the Parent Opinion and 4-year average for Student Attitudes to School surveys. We value socially competent students who are aware of their responsibilities to the wider community. We offer all students, staff and families a strong sense of community. Our older students are actively encouraged to undertake social responsibilities through the Buddy system and School and House Captain opportunities.

The educational partnership embraced at Clarinda enables our students to develop and grow in a supportive environment dedicated to providing a stimulating, challenging curriculum that maximises the success of individuals and empowers students as life-long learners. We also provide additional support through the Tutor Learning Initiative. In addition, our school-based Chaplain and Speech Pathologist provide vital student and community support. Occupational Therapy intervention for students with special needs have been addressed through the weekly "Bounce and Hit" Tennis Program.

The pedagogical focus is to provide an inclusive teaching and learning program, with teachers working closely together to best meet the point of need teaching. We identify individual student needs and customize the teaching strategies to improve the learning outcomes for all students. Clarinda has an outstanding reputation in the community with exemplary specialist programs; Music, Art, Physical Education, STEM, Library and LOTE (Modern Greek) as these specialist areas help develop our students as well-rounded individuals.

The Greek LOTE program is strongly supported by the Greek Consulate, which provides a seconded teacher from Greece to work with our students. The LOTE program is recognised as an outstanding primary school program by the Greek Consulate. A variety of extra-curricular activities are available: Junior School Council, bi-annual performing arts concert and art show, choir, dance group, after school Greek lessons, drama, lunch time clubs, environmental program, out of school hour's music tuition as well as the Excel music program and sport. Interschool sports, swimming, annual camp, incursions and excursions are very popular features of the educational experience.

Our very popular Stepping Up (pre-prep) transition programs for 4-year-olds focus on numeracy and literacy skills that prepare the children for a very successful start to their education.

School Council employed Camp Australia to provide before and after school care for 2024. The caring, inclusive and dedicated Out of Hours School Care staff members ensure a safe and engaging program. The students enjoy a varied and comprehensive experience. Our modern computer facilities enhance student learning opportunities and outcomes. Laptops, iPads, interactive whiteboards/TVs, Ev3 Robotics, Spheros and other devices round out the resources available to our students in 2024. The laptop or iPad student ratio was less than 1:2.

The air-conditioned classrooms are bright and stimulating and the Hall complex enables a variety of activities. Outstanding sporting equipment and facilities, including extensive playing fields, basketball and netball courts, two cricket practice nets, a long jump pit, and football and soccer fields, have been built through grants and partnerships with community groups. Our students are enthusiastically engaged in the fully funded Sporting Schools Program and Kelly Sports after school.

Home-school relationships are very important. Parent Satisfaction and feedback indicate that the close connections we have established are highly valued. We deeply appreciate the caring support our parent community gives to the students and staff. While teachers are central to our students' education, they are but one part of the team with parents encouraged, at all times, to communicate with teachers and school management on issues that are of interest or concern to them.

The school had 30.10 full-time equivalent staff: 2.0 Principal Class, 21.5 teachers (including 2 Learning Specialists and 0.8 Tutors) and 6.6 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher Judgements - English

The percentage of students achieving at or above the expected level was 85.9% which is below the state average of 86.4% and below similar schools average of 86.6%.

Teacher Judgements - Mathematics

The percentage of students achieving at or above the expected level was 82.2%, which is below the state average of 85.9% and below similar school average of 86.5%.

NAPLAN

Reading - Year 3

69.0% of Clarinda students performed in Strong or Exceeding, where the state average was 68.7% and below the similar school average was 72.3%.

Reading Year 5

76.1% of Clarinda students performed in Strong or Exceeding, where the state average was 73% and above the similar school average was 75.9%.

Numeracy - Year 3

73.8% of Clarinda students performed in Strong or Exceeding, where the state average was 65.5% and above the similar school average was 67.1%.

Numeracy - Year 5

73.9% of Clarinda students performed in Strong or Exceeding, where the state average was 67.3% and above the similar school average was 69.5%.

Professional Learning Community (PLC) meetings have been embedded in the meeting schedule on a weekly basis, ensuring all staff are aware of the priority placed on them. PLCs have also been supported through weekly Collaborative Planning meetings, with a range of formative assessment tools for Literacy and Numeracy being used in both settings to ensure 'point of need' teaching for all students.

Staff continued working in PLCs during the school year. In Term 1 staff continued to implement a range of new formative assessment tools (supported by the Learning Specialist and Literacy PLT meetings) in their classrooms. Teachers worked with their PLC teams to assess this data and plan changes to their classroom practice based on the individual needs of students. In Term 4, staff focused on moderating and formative assessments in order to build consistency with marking, and on growing their collaborative planning skills, including beginning to build habits around using formative assessment data to plan 'in the moment' teaching.

We are pleased that we continue to see a shift in teacher mindset towards staff putting their focus and energy into things that impact teaching and learning. Teachers are eager to use designated non-face-to-face meeting time for planning and discussing formative assessment wherever possible.

Teacher capability in Numeracy continued to be a focus throughout 2024. Regular Numeracy PLT meetings have been centered on reviewing the Numeracy Workshop model of instruction and introducing new forms of formative assessment which can be used in classrooms and analysed during Professional Learning Community (PLC) meetings. All classroom teachers participated in PLCs to undertake professional reading for teaching and assessing, with the school investing in significant Professional Learning. Through PLT meetings they also explored the delivery of Numeracy with many engaging discussions that were had around new learning and the trialing of new practices. Clarinda Calculators (CC) was introduced in 2023 and we have seen great progress with number fluency and stretching students expectations in Numeracy.

The recent staff opinion survey reflects 96% positive response to Collaborate to Plan Curriculum, 96% positive response Plan Differentiated Learning Activities and 83% positive response Use Data for Curriculum Planning.

On the Parent Opinion Survey, parents rated their Satisfaction with the school at 88.4% (89% in 2023) thus confirming that their children's needs are being met to a relatively high degree.

Our Program for Students with Disabilities displayed student's progress at satisfactory or above in achieving their learning goals. The students were ably supported by the Education Support staff, our Chaplain, Speech Pathology and the Fundamental Motor Skills program.

The Teaching and Education Support staff at our school are to be highly commended for their dedication, skills and commitment to our community. They have successfully established and

maintained an excellent educational environment in which all students are expected to achieve. The Parent Opinion Surveys reflect their high level of confidence in our teachers.

Wellbeing

Clarinda Primary School is a highly multicultural community that celebrates and embraces diversity. The school draws on the knowledge and support of the community with diverse cultural and linguistic backgrounds to develop class and school programs. We continue to offer Greek enrichment for students and are supported by the Greek Consulate and two seconded teachers. We also offer two streams of Greek for mother tongue and non-mother tongue speakers.

Historical data from Student Surveys suggest that our students are connected to their learning, have effective strategies to manage bullying and feel a sense of pride in their learning environment. 95% (78% for Similar Schools) of students endorsed the Management of Bullying. A locally funded School Chaplain provides student wellbeing support twice weekly.

In addition, the Play is the Way program, and Respectful Relationships operate across the school to support student and community wellbeing. Clarinda Primary School provides an inclusive learning environment to support students who may be vulnerable or require reasonable adjustments and students on the PSD and Disability Inclusion program.

Engagement

Although this dimension was not directly related to our AIP for 2024, it indirectly influences our daily interactions. Student Voice and Agency are embedded into our school through the Reader's and Writer's Workshop Model, Play is the Way, Respectful Relationships and the Junior School Council. Engagement is enhanced through high levels of Voice and Agency in workshops that promote choice and goal setting. Senior students participate in three-way conferences during the mid-year reporting cycle. Students can track and measure their own learning growth through tools such as the Guttman charts. Junior School Council members are elected via an application process and peer voting.

The school allocated additional resources to the Tutor Learning Initiative (TLI) to support complex learning needs of children. Approximately 20 children attended the initiative in 2024 with a focus on Literacy. Two staff members were employed on a part time basis.

Student engagement was fostered through a strong sense of belonging, inclusiveness and the differentiated curriculum. An excellent and extensive suite of extra-curricular activities has further supported student engagement. Library Club, Clarinda Singas, Maths Olympia, Fitness Club and a range of sporting equipment available to students during breaks foster cooperation, teamwork and positive relationships. The Physical Education and Sport program has provided opportunities for our students to compete at higher levels. The Sporting Schools program has proved to be very popular and was well attended throughout the year.

The annual camp for Year 5/6 provided a great opportunity for students to reconnect friendship in an exciting and challenging outdoor environment at The Summit. Students in Year 3/4 attended

Waratah Beach Camp for the first time. Our whole school approach to student management focused on respect for community values and engagement with learning in our classrooms. Our underlying values of respect, inclusiveness and endeavour support our successful student engagement. Students from Year 1-6 participate in Junior School Council and meet twice a term to feed up and feedback to peers.

Students from Grades 4, 5 and 6 participated in the Attitude to School Survey. 94% (95.3 in 2023) of children felt a Sense of Connectedness, 93% (95% in 2023) Effective Classroom Behaviour and 91% (96% in 2023) Stimulated Learning.

Of particular note is the way in which our students with disabilities are accepted and supported by the student community. Care for those with special needs ranks very highly with their peers. Over many years, we have developed our highly successful PSD and Disability Inclusion program that generates significant funds to support students and staff. Given our well-recognised program, families continue seeking us out from far afield.

The school has continued to educate and inform the community about the importance of attendance at school via Newsletters (whole school/class), Facebook, Class DoJo and letters sent directly to parents to explain their child's absence. The school averaged 21.7 days of absence compared to the state's 21.8. The 4-year average is 19.7.

Other highlights from the school year

The 2024 school year allowed the school to celebrate the great things that are sometimes taken for granted. Events provided a great opportunity to re-establish a strong presence within the area and build connections between our school and the broader community. Some of our highlights included:

- Breakfast Club - every Friday
- Fitness Club
- Lego Club
- Year 1/2 Sleepover and Activity Night
- Year 3/4 and 5/6 Camp Programs
- CPS Cross Country and Athletics Carnivals
- Book Fair
- 2025 Prep Open Day for future enrolments
- Open Night
- Onsite 2025 Prep Transition programs
- Whole School Production – The Lion King Jnr
- 125 Years of Education at Clarinda PS celebration
- Christmas Concert - Prep

- Various Parent and Community Club Events (PACC) and Fundraisers

Financial performance

Clarinda PS continues to maintain an outstanding financial position. Clarinda PS was able to achieve a surplus in 2024 due to strategic staffing arrangements that ensured we could provide a staffing profile that catered for the needs of all students, in particular, the Equity Funding allocation of resourcing towards Literacy Intervention.

The 2024 Tutor Learning Initiative (TLI) allowed for around 20 children to access the program in Gr 1. The school committed additional funding to ensure a full school year of additional support to those students impacted by the pandemic. The initiative will continue in 2025 with the school committed to an overspend to support the learning needs of children.

The school utilised the tier of funding from DET to support the Disability Inclusion Program. Additional funding will be available to support Tier 2 funding of students through the Chaplaincy program, Speech Pathologist and Profiles in 2025.

**For more detailed information regarding our school please visit our website at
<https://www.clarindaps.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 324 students were enrolled at this school in 2024, 168 female and 156 male.

45 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).

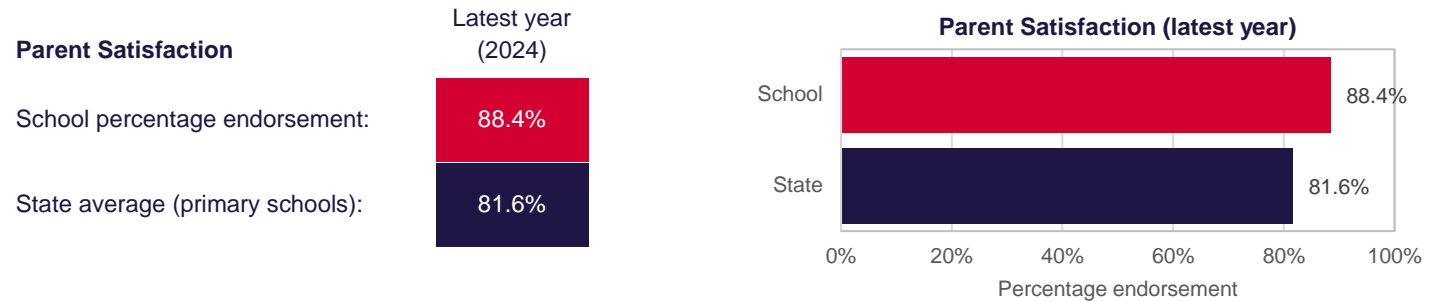
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

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.

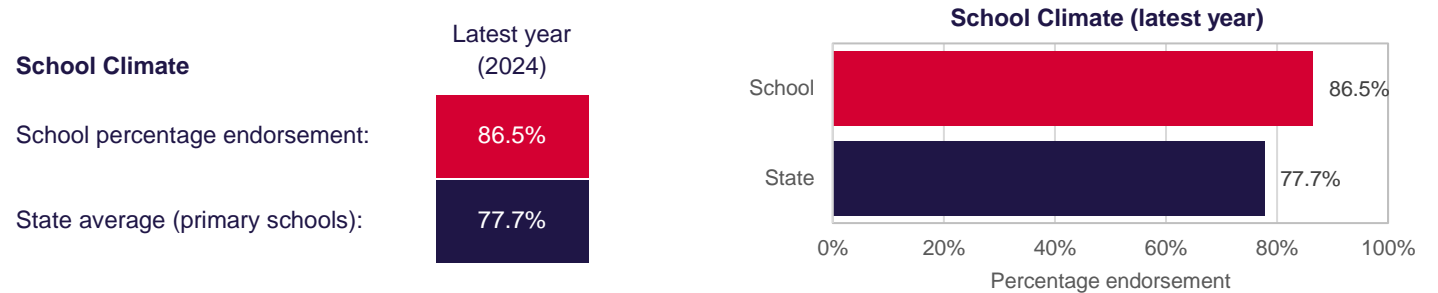


School Staff Survey

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.

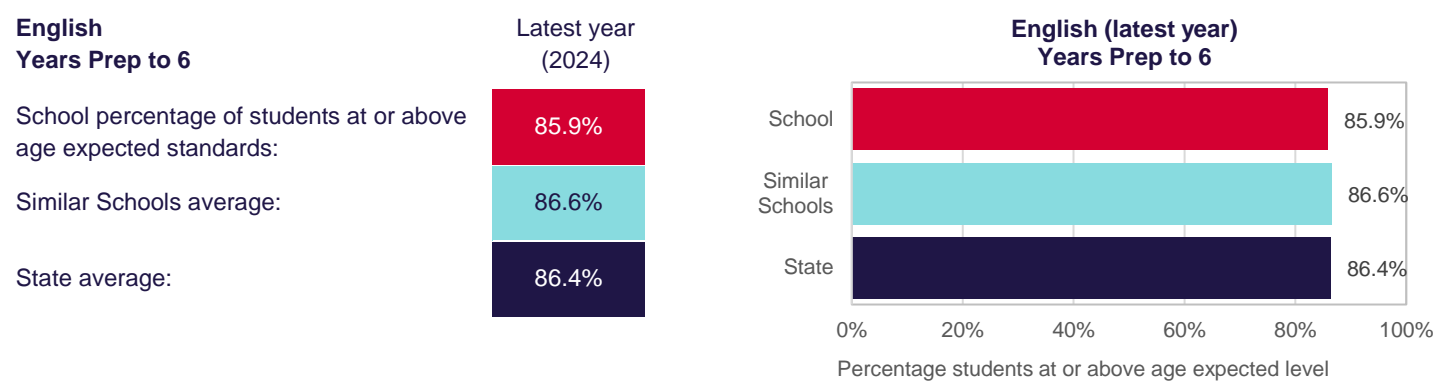


LEARNING

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)

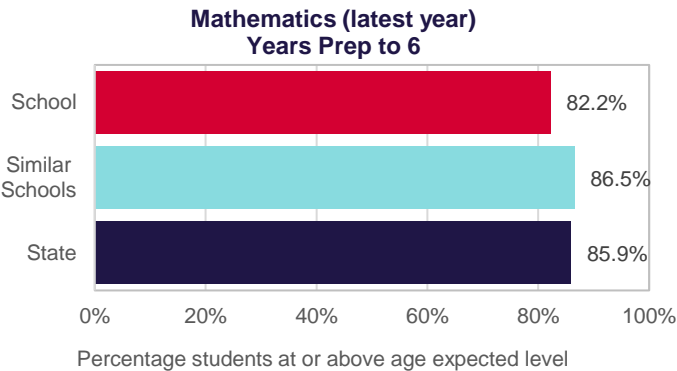
82.2%

Similar Schools average:

86.5%

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.

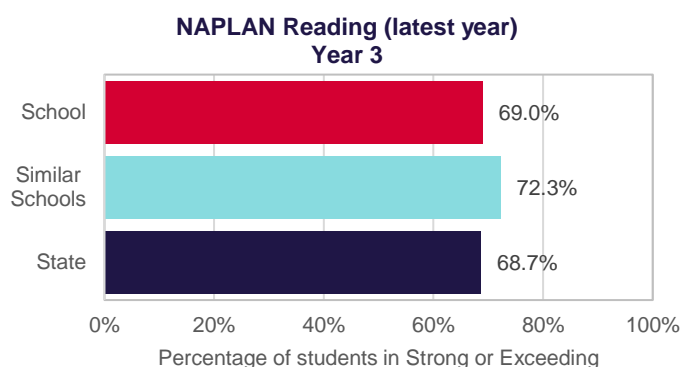
NAPLAN

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.

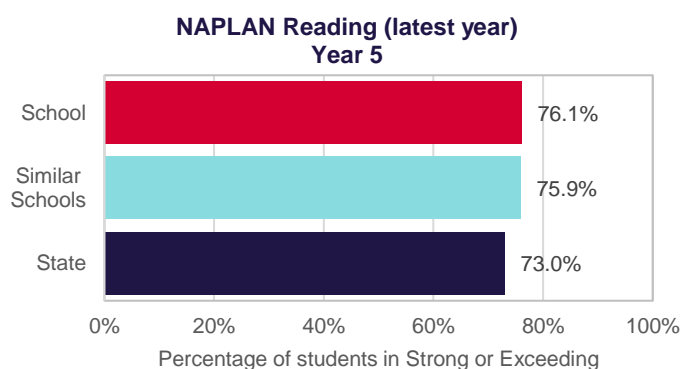
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.0%	70.5%
Similar Schools average:	72.3%	72.7%
State average:	68.7%	69.2%



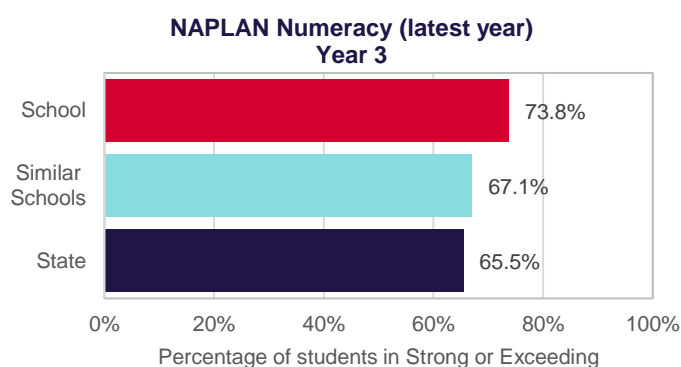
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.1%	72.6%
Similar Schools average:	75.9%	78.3%
State average:	73.0%	75.0%



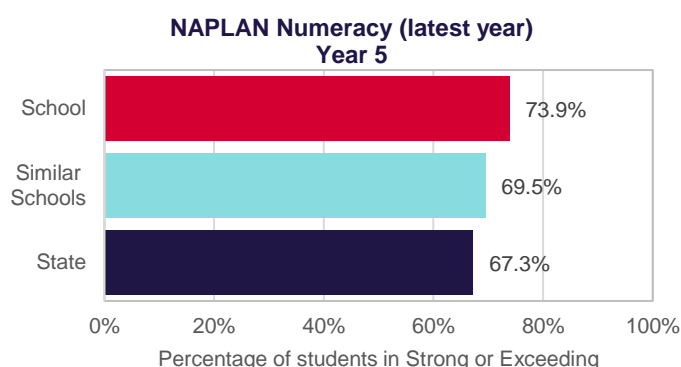
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.8%	78.7%
Similar Schools average:	67.1%	67.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.9%	70.2%
Similar Schools average:	69.5%	70.7%
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:

83.3%

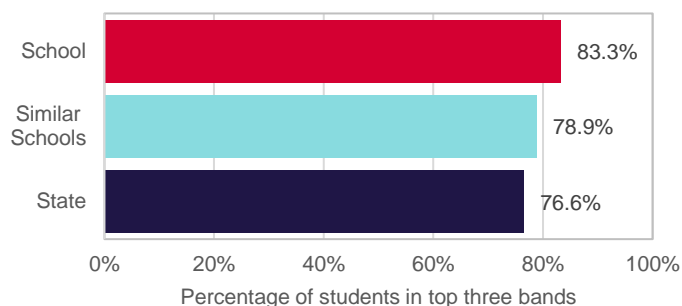
Similar Schools average:

78.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

61.7%

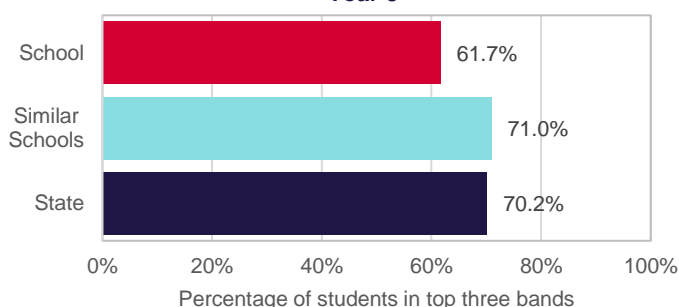
Similar Schools average:

71.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

81.3%

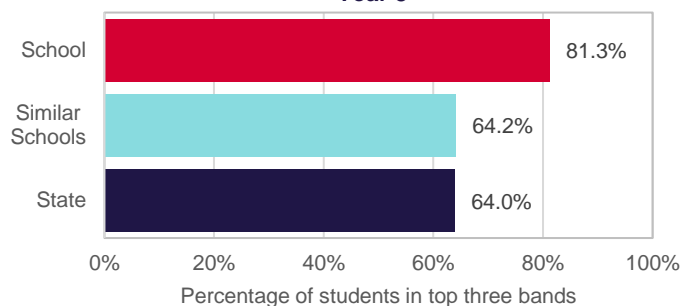
Similar Schools average:

64.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

56.8%

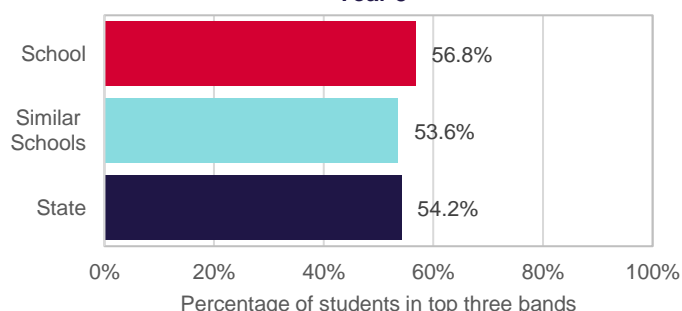
Similar Schools average:

53.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

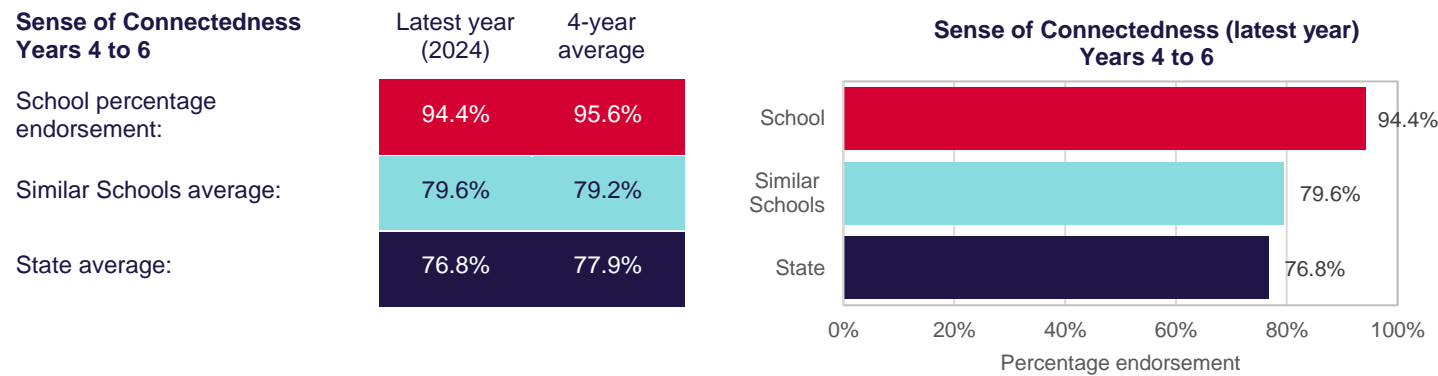


WELLBEING

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.

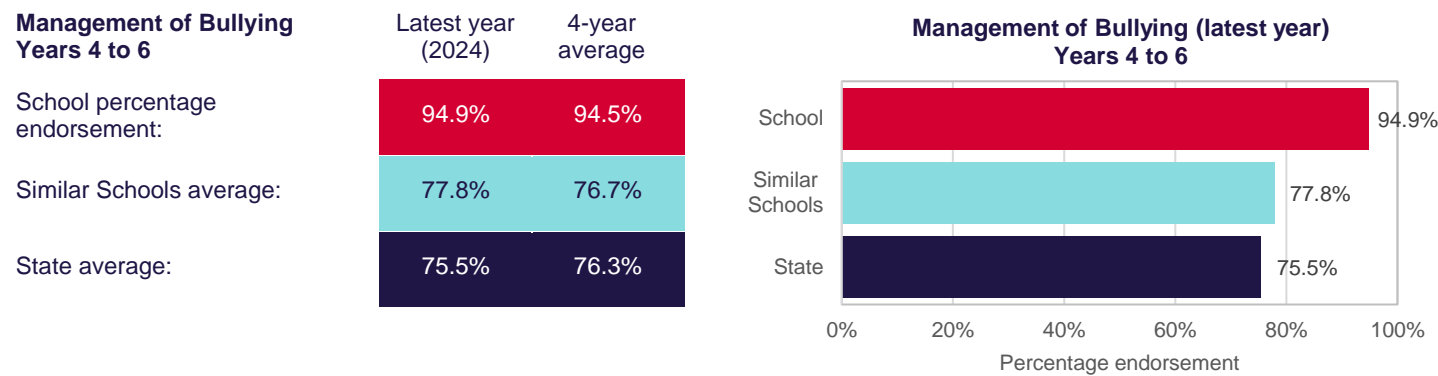
Student Attitudes to School – Sense of Connectedness

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).



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).

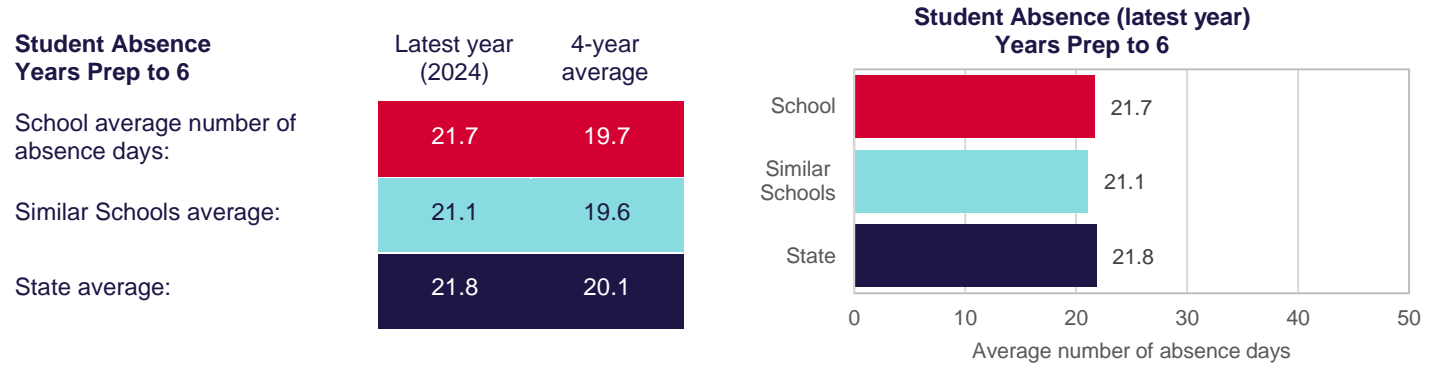


ENGAGEMENT

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.



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):	90%	89%	89%	91%	91%	88%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,514,248
Government Provided DET Grants	\$416,204
Government Grants Commonwealth	\$9,259
Government Grants State	\$0
Revenue Other	\$40,544
Locally Raised Funds	\$247,740
Capital Grants	\$0
Total Operating Revenue	\$4,227,995

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,426
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,426

Expenditure	Actual
Student Resource Package ²	\$3,478,866
Adjustments	\$0
Books & Publications	\$5,087
Camps/Excursions/Activities	\$89,832
Communication Costs	\$8,848
Consumables	\$110,163
Miscellaneous Expense ³	\$38,707
Professional Development	\$9,146
Equipment/Maintenance/Hire	\$169,935
Property Services	\$63,766
Salaries & Allowances ⁴	\$231,410
Support Services	\$142,982
Trading & Fundraising	\$58,712
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,510
Total Operating Expenditure	\$4,437,965
Net Operating Surplus/-Deficit	(\$209,970)
Asset Acquisitions	\$61,147

- (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	\$467,802
Official Account	\$24,663
Other Accounts	\$0
Total Funds Available	\$492,465

Financial Commitments	Actual
Operating Reserve	\$159,850
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$155,902
School Based Programs	\$118,372
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$129,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$567,123

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.