**2020 Annual Report to**

**The School Community  
  
School Name: Rainbow P-12 College (8256)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 11 May 2021 at 02:34 PM by Alan Coffey (Principal) |

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| 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 11 May 2021 at 05:33 PM by Allan Roberts (School Council President) |

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How to read the Annual Report

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.

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.

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)

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.

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.

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**

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| School context |
| Rainbow P-12 College is located in the northwest corner of Victoria. It is located in a predominantly grain and sheep farming region.  In 2020, the school had a student population of 114 students, spread evenly between the junior and senior sections of the school. Our students are from Rainbow and the surrounding districts, including Jeparit, Yaapeet and Kenmare. The school’s socio-economic band value is low-medium. There are no ATSI students. The school had 20.2 equivalent full time staff comprising of 2 principal class, 2.8 education support staff and 15.4 teaching staff. The school’s Leadership Team consists of the principal, an assistant principal and a leading teacher.  The school offers a broad curriculum from Prep to Year 12. Rainbow P-12 College provides specialist classes for Arts, Music, Food Technology, Digital Technology, German Language, Health and Physical Education and Science for all students from Prep to Year 6. A comprehensive range of subjects and programs are also provided for students from Years 7 to 10, such as Design and Technology, Digital Technology, Hands on Learning and the Duke of Edinburgh Awards,  The school provides a wide range of senior secondary pathways including the Victorian Certificate of Education (VCE), VCAL (Victorian Certificate of Applied Learning), VET (Vocational Education and Training) and School Based Apprenticeships and Work Placement opportunities. These programs were impacted by COVID restrictions and Remote Learning.  Many of the extra-curricular activities, such as Work Experience: inter-school sports and excursions and camps; usually available to our students; were suspended during 2020 due to the COVID pandemic. Rainbow P-12 College is an active member of the Southern Mallee Lakes Cluster along with Yaapeet Primary School, Jeparit Primary School, Beulah Primary School, St. Joseph’s Catholic Primary School in Hopetoun and Hopetoun P12 College. There are excellent ties with the community. The school provides fortnightly Shake, Rattle and Read Literacy sessions for preschool families. The students have, through school-related activities, connections with the Lions Club, Parks Victoria, Rainbow Men’s Shed, Rainbow Oasis, Landcare, The Hindmarsh Shire Council, The Wimmera Southern Mallee Local Learning and Employment Networks (WSMLLEN), Skill Invest, Uniting Wimmera, West Wimmera Health Service and Federation University. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020 the staff at Rainbow P-12 College continued implementing the Key Improvement Strategies contained in the School Strategic Plan (2018 – 2021). Rainbow P-12 College continued to focus on the FISO (Framework for Improving Student Outcomes) priority Excellence in Teaching and Learning by concentrating on two improvement initiatives Building Practice Excellence and Curriculum Planning and Assessment Building Practice Excellence  Two KIS (Key Improvement Strategies) were implemented to build practice excellence. • Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed Rainbow Instructional Model • Build a culture of communication, collaboration, collective responsibility & efficacy Curriculum Planning and Assessment One KIS was implemented to build staff capacity to identify and teach to each student’s point of need. • Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. Rainbow P-12 delivered on the KIS (Key Improvement Strategies) identified above by adapting the on-site program to the Remote Learning context. This included modifying the RIM (Rainbow Instructional Model) to support online learning. Ongoing and flexible communication between all major stakeholders, (students, parents and staff) was a priority during 2020, especially during periods of Remote Learning. We continued to build teacher capacity to differentiate to ensure progress for every student during the numerous transitions to and from Remote Learning. Student ‘Connectedness to School’ was maintained as staff were able to design learning and wellbeing activities for their students during Remote Learning. As circumstances changed throughout 2020 staff were able to review and modify our curriculum program based upon feedback from students, parents and staff and to exceed the minimum curriculum requirements described by the Department. |
| Achievement |
| The 2020 Teacher Judgements data shows that: Years P-6 English: Students working at or above age expected standard is above both like schools and the state average. (89.6%) Year 7-10 English: Students working at or above expected standard is above like schools and below state average. (73.3%) Year P-6 Mathematics: Students working at or above age expected standard is above both like schools and state average. (97.2%) Year 7 -9 Mathematics: Students working at or above age expected standards is above both like schools and state average. (84.8%) The College’s mean VCE (Victorian Certificate of Education) study score is now similar to similar schools and the same as state average. Our 4 year average is improving. 100% of all students enrolled in VCE completed their VCE.  65% of VET (Vocational Education and Training) units of competence were satisfactorily completed. The completion rate was affected by difficulties experienced in VET delivery during periods of remote learning. In 2020 75% of students enrolled in VCAL (Victorian Certificate of Applied Learning) satisfactorily completed the course requirements. For the first time, all of our Year 10 students were enrolled in VCAL in 2020.  Highlights for the year were, the professionalism displayed by staff transitioning to Remote Learning by exhibiting high levels of organisation and providing additional support for students and parents. Many students responded well to increased levels of self-directed learning during the periods of Remote Learning. As a staff, we plan to incorporate a higher degree of self-directed learning as a possible way of differentiating for our student’s diverse needs, interests and abilities. We have identified, that we need to improve our VET and VCAL completion rates and will address this by refining our enrollment processes and better monitoring of student performance. |
| Engagement |
| The continued increase in student attendance is an indicator of improved student engagement within the school.  Attendance rates for the primary years ranged from 95% to 98% for Prep to Year 6. (2019 - 90% to 95% and 2018 - 89% to 95%)  Common reasons for non-attendance include illness, extended family holidays, student motivation or engagement in response to remote and flexible learning. Attendance rates for the secondary year levels ranged from 85% to 96% for Year 7 to Year 12. (2019 - 84% to 96% and 2018 - 89% to 97%). Common reasons for non-attendance include illness, extended family holidays, student motivation or engagement in response to remote and flexible learning. Our ability to maintain the Year 7 to Year 10 Student Retention Data also reflects our consistency in student engagement.  The percentage of Year 7 students who remain at our school through to Year 10 is above Similar Schools average and State average. Student Absences Years Prep to 6: Our absences were significantly lower when compared to Similar Schools and the State average. Student Absences Year 7 to 12: Year 7 to Year 12 student absences were slightly lower than the averages for Similar Schools, and the State average.  The College once again offered both the VCAL and VCE pathways for senior students and students from Year 10 had the opportunity to commence their VCE or VCAL studies by completing a VCE or VCAL subject. We have no data present for the 2019 year on the percentage of students who go on to further study or full time employment. However, our 4 years average is slightly below that of similar school averages. |
| Wellbeing |
| In 2020, the school created a range of strategies to support the wellbeing of our students during the turbulent year, disrupted by COVID 19. Innovative strategies included, Wellbeing Wednesday, on-line Man Cave and Flourish Girl events, on-line concerts, RUOK Day, humorous videos of students and staff on Class Dojo and regular Webex home group sessions each day. In the primary year levels, the Sense of Connectedness results on the student survey were lower than Similar Schools and lower than our 4 Year average. School comparison data for Management of Bullying improved to be higher than both Similar Schools and the State average. In the secondary year levels, the Sense of Connectedness results on the student survey were above comparable schools while the Management of Bullying results were better than State average but lower than Similar Schools. In 2020, students, staff and parents will continue to implement the whole school approach to student wellbeing using the Positive Education framework and resources underpinned by our character strengths of Optimism, Zest, Grit, Social Intelligence, Gratitude, Curiosity and Self – Control. |
| Financial performance and position |
| Rainbow P-12 College maintained a sound financial position throughout 2020. The 2018-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds, to support school programs and priorities. The Financial Performance and Position Report shows an end of year surplus of $227,360 and after the end of year reconciliation process the school will have a small SRP credit surplus of approximately $65,934. The $60,512 Equity Funding was used to provide 'Catch Up’ intervention programs for identified students and provide additional access for all students to online and print learning materials such as Mathletics, Spelling Mastery and Reading Eggs. Within the Financial Commitments section of this report, the School Based Programs refers to the Parents and Friends Association, who fulfill a valuable role in raising additional funds. |
| **For more detailed information regarding our school please visit our website at** [**http://rainbowp12.vic.edu.au/**](http://rainbowp12.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 114 students were enrolled at this school in 2020, 52 female and 62 male.

0 percent of students had English as an additional language and 0 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: Low - 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 73.6% |
| State average: | 75.8% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 62.8% |
| State average: | 64.1% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 89.6% |
| Similar Schools average: | 87.5% |
| State average: | 86.3% |

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| **English**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 73.3% |
| Similar Schools average: | 66.8% |
| State average: | 75.8% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 97.2% |
| Similar Schools average: | 86.9% |
| State average: | 85.2% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 84.8% |
| Similar Schools average: | 55.9% |
| 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.

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| **Victorian Certificate of Education** | Latest year (2020) | 4-year average |
| School mean study score | 28.8 | 28.1 |
| Similar Schools average: | 29.1 | 28.3 |
| State average: | 28.8 | 28.8 |

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| 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: | NDA |
| VET units of competence satisfactorily completed in 2020: | 65% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: | 71% |

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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 6.8 | 12.6 |
| Similar Schools average: | 14.0 | 15.4 |
| State average: | 13.8 | 15.3 |

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| **Student Absence**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School average number of absence days: | 17.2 | 20.5 |
| Similar Schools average: | 19.8 | 20.4 |
| State average: | 17.8 | 19.2 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | NDP | 98% | 96% | 96% | 97% | 97% | 95% |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2020): | 95% | 91% | 85% | 86% | 92% | 96% |

ENGAGEMENT (continued)

Student Retention

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

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2020) | 4-year average |
| School percent of students retained: | 72.7% | 80.0% |
| Similar Schools average: | 70.3% | 71.5% |
| 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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2019) | 4-year average |
| School percent of students to further studies or full-time employment: | NDP | 83.3% |
| Similar Schools average: | 86.3% | 84.9% |
| 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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 69.6% | 78.6% |
| Similar Schools average: | 78.2% | 78.2% |
| 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.*

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | 57.6% | 53.3% |
| Similar Schools average: | 55.0% | 55.2% |
| 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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 81.2% | 84.0% |
| Similar Schools average: | 80.6% | 80.3% |
| 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.*

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | 61.6% | 53.9% |
| Similar Schools average: | 64.5% | 62.1% |
| 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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,428,510 |
| Government Provided DET Grants | $561,813 |
| Government Grants Commonwealth | NDA |
| Government Grants State | NDA |
| Revenue Other | $4,574 |
| Locally Raised Funds | $59,365 |
| Capital Grants | NDA |
| Total Operating Revenue | **$3,054,262** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $56,014 |
| Equity (Catch Up) | $4,498 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$60,512** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,363,618 |
| Adjustments | NDA |
| Books & Publications | $3,191 |
| Camps/Excursions/Activities | $15,874 |
| Communication Costs | $6,598 |
| Consumables | $71,984 |
| Miscellaneous Expense 3 | $37,514 |
| Professional Development | $6,903 |
| Equipment/Maintenance/Hire | $36,211 |
| Property Services | $142,113 |
| Salaries & Allowances 4 | $30,204 |
| Support Services | $30,716 |
| Trading & Fundraising | $32,593 |
| Motor Vehicle Expenses | $6,876 |
| Travel & Subsistence | NDA |
| Utilities | $42,507 |
| Total Operating Expenditure | **$2,826,902** |
| Net Operating Surplus/-Deficit | **$227,360** |
| Asset Acquisitions | **$5,854** |

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

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $202,726 |
| Official Account | $14,080 |
| Other Accounts | NDA |
| Total Funds Available | **$216,806** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $69,719 |
| Other Recurrent Expenditure | $14,864 |
| Provision Accounts | NDA |
| Funds Received in Advance | $11,933 |
| School Based Programs | $60,050 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $33,549 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$190,115** |

*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.*