2023 Annual Report to the School Community

School Name: Torquay P-6 College (3368)

- 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 26 March 2024 at 08:21 AM by Simon O'brien (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 04:17 PM by Nicolas Kearsey (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Torquay College, we are committed to a whole child approach to education by ensuring all students feel safe, valued and included. A whole child approach considers the needs of not only the academic growth of the student but the social and emotional growth. We aim for every child to reach their full potential.

The values our school community embraces are: Respect, Friendship and Doing your Best.

Our motto is 'Living and Learning by the Sea'.

The excellent facilities are, in part, due to the legacy of the expansion in 2009 of the facilities to accommodate Year 7 to 9 students before reverting back to a Primary School.

Our purpose is to prepare our students to be happy, healthy and resilient individuals who make positive contributions to our community. Torquay College has a friendly school atmosphere where students from all age groups work and play together and where families and teachers work in partnership.

The school advocates for critical and analytical thinking within a positive learning environment with an emphasis on positive mental health and well-being. We provide an excellent, broad, innovative educational program delivered by a highly motivated team of professionals committed to providing the best.

We are committed to developing students in partnership with the wider community so that they excel academically, creatively, socially and emotionally.

In 2023, we started the year with 803 students.

School Structure:

Foundation - 4 classes

Year 1 - 4 classes

Year 2 - 5 classes

Year 3 - 5 classes

Year 4 - 5 classes

Year 5 - 5 classes

Year 6 - 6 classes

The school student family education index (SFOE) was 0.1838.

The staffing profile is made up: 1 x Principal 1.0, 2x Assistant Principals, 8 x Instructional Leaders, 1 x Learning Specialist, 45 x Teachers, 14 x Education Support Staff and 1 x Business Manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, all actions and activities outlined in the school Annual Implementation plan were completed. School staff began to implement our comprehensive literacy approach based on research explored in 2022 about the Science of Reading. A literacy instructional model was developed that provides staff with guidance and support to provide instruction in literacy to meet the academic learning needs of the students. The school continued to embed the comprehensive mathematics approach.

Three key through-lines emerged that lead the work in improving learning across the college, these were: build data literacy skills of teachers, ensure all actions to improve student learning were evidence informed and building teacher capability to evaluate the impact of practice improvements through measuring improved student outcomes.

In literacy, staff were provided with ongoing professional learning about DIBELs assessments and worked collaboratively with our school literacy leader to use data collected from assessments to support the students needs in literacy.

In numeracy, staff continued to use the school PLC process to deepen how they use mathematics data to focus on a 'crumb' and address specific learning needs of students by incorporating them into instruction time.

Teachers and ES continued to be given allocated time to work collaboratively together to plan teaching and learning within their community. Teachers and ES spent time building positive connections in their team to develop trusting and respectful relationships within their communities. This has increased the effectiveness and commitment to collaborating together when planning for teaching and learning and has ensured consistent learning tasks were being delivered within each learning community.

School performance measures for learning continue to remain high for Torquay College as outlined in the following data sets:

Teacher Judgement:

- In English from Prep-6, our school maintained a high percentage of students working above or at expected level. This matched similar school and exceeded state performance by approx. 5%
- In Mathematics from Prep-6, our maintained a high percentage of students working above or at expected level. This matched similar school and exceeded state performance by approx. 6%

NAPLAN 2023:
(In 2023, VCAA introduced new proficiency scales to measure NAPLAN performance. These replaced the existing banded scales)
- In Year 3 Reading, over 85% of our students were measured in the strong or exceeding proficiency scales. This exceeded like school by approx. 4% and exceeded state measures by over 16%.
- In Year 5 Reading, over 84% of our students were measured in the strong or exceeding proficiency scales. Although we did not reach or exceed similar school averages, we exceeded state wide averages by approx. 7%.
- In Year 3 Numeracy, over 82% of our students were measured in the strong or exceeding proficiency scales. This exceeded like school by approx. 2% and exceeded state measures by over 14%.
- In Year 5 Numeracy, over 75% of our students were measured in the strong or exceeding proficiency scales. Although we did not reach or exceed similar school averages, we exceeded state wide averages by approx. 7%.
In summary, our students in Year 3 continue to demonstrate high levels of learning as evidenced in both teacher judgement results and on NAPLAN. Whilst our Year 5 data remains strong, when compared to state averages, we see a slight decline in student performance.

Next Steps:
In 2024, A strong focus on maintaining student performance in Year 4-6 will be the priority focus and the school will ensure the following improvement actions are achieved:
- Strengthen staff capability in using evidence to inform planning and instruction.
- Develop capabilities in using 'observing to learn' strategies to reflect on teacher practice.
- Create a professional learning architecture that supports staff in developing their knowledge, skills and dispositions.

Wellbeing

Wellbeing continued to be a priority improvement focus for Torquay College in 2023. The school continued to navigate through significant challenges related to the health and wellbeing of students, staff and parents/carers. A Student Engagement and Wellbeing (SEW) team was formed and focused in on key actions within the AIP to develop and document our whole school approach to wellbeing supports and interventions. The SEW team worked together to gather data to determine when specific wellbeing supports were required and what the support was needed for and then worked with all staff to implement individual and small group interventions around wellbeing. Adjustments were made to curriculum programs to support the work of the SEW team in processes for whole school wellbeing intervention. The following other actions were achieved in 2023:
- All staff completed Berry Street Training
- The tutor learning initiative supported priority cohorts in Year 1 and 4.
- All classes start with a morning circle
- Compass chronicle data was used consistently to determine where priority support was required.
The school performance measures for 'wellbeing' continue to show that there is still work to be done in 2024. The following outlined a need for further improvements:

Student Attitudes to School:
- In the module, Sense of connectedness, which measures the strength of perception of relationships between peers and staff our students in Years 4-6 reported having just over 61% of positive endorsement. This was well below similar schools and state average.
- In the module, Managing bullying, which measures the strength of perception of how well we as a school manage bullying, and support students who experience bullying our students in Years 4-6 reported having just over 59% positive endorsement. This was also well below similar schools and state average.
In summary, our student perception of school is considerably lower than similar school and state averages. This indicates further school improvement work regarding wellbeing is required in 2024.

Next Steps:
In 2024, a strong focus on wellbeing will continue. The following improvement measures will be in place.
- Increased focus on calm and orderly learning environments.
- Increased professional learning for staff regarding the effective teaching and learning practices for behaviour.
- Increased opportunities for teachers to be provided with feedback regarding positive behaviour practices through leadership learning walks.
- Stronger links with the wider community to build partnerships in supporting students with their wellbeing.

Engagement

In 2023, the School Leadership and SEW Team focused in on attendance as an area of concern. In order to fully understand our high levels of absence data across the college, each team worked on using data sets both from departmental resources and our school-based platform Compass to determine what kinds of absences are reported. We acknowledged that a portion of our absence data comes from family holidays. Since COVID lockdowns, families are taking more family holidays during school time. Whilst the students still engage in learning programs whilst away, our attendance data declines. The other data set that was focused in on was our unapproved parent choice absences. From that data set, the SEW team began to identify priority students whose absence data demonstrated that they were close to exceeding the threshold of 10 or more days absent. Once identified, parent/carer contact was made to determine supports required to assist with the student re-engaging in school.

Key school personnel supported engagement at the school through various programs:

- Mental Health and Wellbeing Leader: Worked with all staff to upskill and provide knowledge around positive mental health strategies for the classroom. Our MHWL also ran re-engagement programs for students across P-6.
- Student Engagement Leader: Both leaders continued to provide Tier 2 support to students in need.
- Inclusion Leader: Continued to work with teaching and ES staff on providing guidance on how to provide adjustments to learning programs so that students academic, social and emotional learning needs were met.

As a college, we also refined our school's student attendance policy and developed a guide that encourages all staff to reach out and connect with families earlier when a student begins to experience ongoing chronic absences. This process was launched with a review planned for the end of Semester 1, 2024.

Our attendance data indicated the following:

- From Years Prep – 6, our school reported having an average of 22.5 days absent per student. This was significantly higher than similar schools and higher than the state average.
- Our attendance rate in Prep – Year 3 remained strong with 90% or above attendance recorded for 2023. In Years 4-6 attendance rates dropped slightly below 90% in 2023.

In summary, the school worked consistently to support students who were experiencing high levels of absenteeism and through trial programs and inquiry data cycles, and plan to embed improvements in 2024.

Next Steps:

In 2024, the school will ensure the following is part of the school improvement plan:

- Strengthen the connection between community and the school.
- Redevelopment of SWPBS expectations and strengthen classroom practices.

Financial performance

The Financial Performance and Position report shows an end of year surplus of $46,036. This surplus has occurred through the careful management and spending of all funds.

We are very pleased with this effort. The school has undergone significant financial restructuring over the past five years and have carefully managed funds to ensure that the school is operating within its financial means.

The tutor learning initiative funded supporting over 50 identified students across Years 1 and 4. All equity and tier two funding was used to support Tier Two programs.

Profits generated from our OSHC program ensured that we were able to maintain additional programs such as the Stephanie Alexander Kitchen Garden Program and the Torquay College Environmental Centre. These two programs have historical roots within the community and offer our students a unique and engaging way to learn disciplined based subject matter.

With enrolments on decline, careful consideration regarding staffing and school class structure and size for 2024 will be made to ensure the school does not go into an unmanaged deficit.

All PSD and Tier 3 funding received was allocated to the continued employment of classroom education support staff.

For more detailed information regarding our school please visit our website at
https://www.torquaycollege.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 802 students were enrolled at this school in 2023, 381 female and 421 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
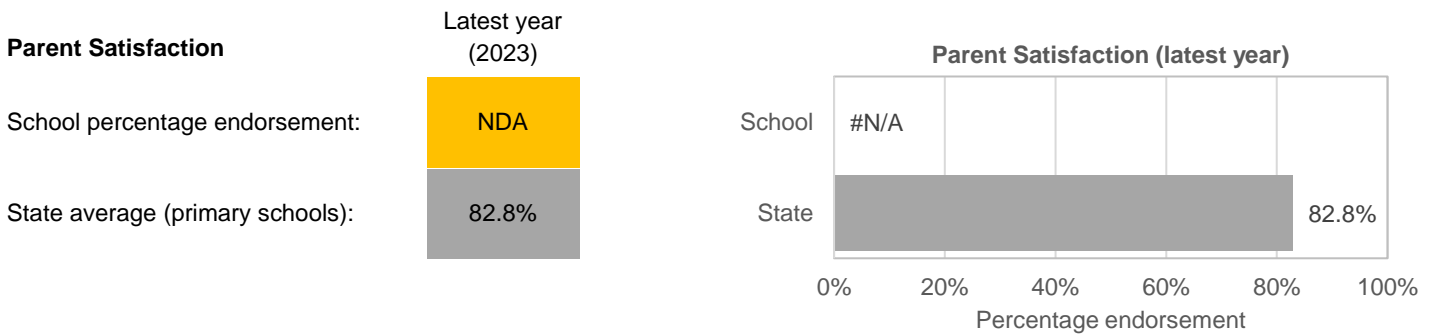
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
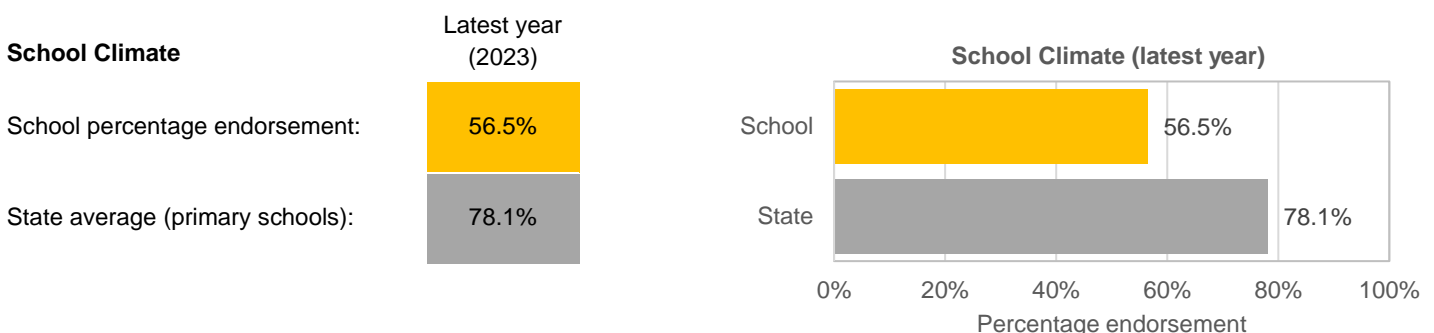
Parent Satisfaction	Latest year (2023)
School percentage endorsement:	NDA
State average (primary schools):	82.8%

Parent Satisfaction (latest year)

School	#N/A
State	82.8%

Percentage endorsement

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.

School Climate	Latest year (2023)
School percentage endorsement:	56.5%
State average (primary schools):	78.1%

School Climate (latest year)

School	56.5%
State	78.1%

Percentage endorsement

LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	92.5%
Similar Schools average:	93.3%
State average:	87.2%

English (latest (year) Years Prep to 6

School	92.5%
Similar Schools	93.3%
State	87.2%

0%   20%   40%   60%   80%   100%

Percentage students at or above age expected level
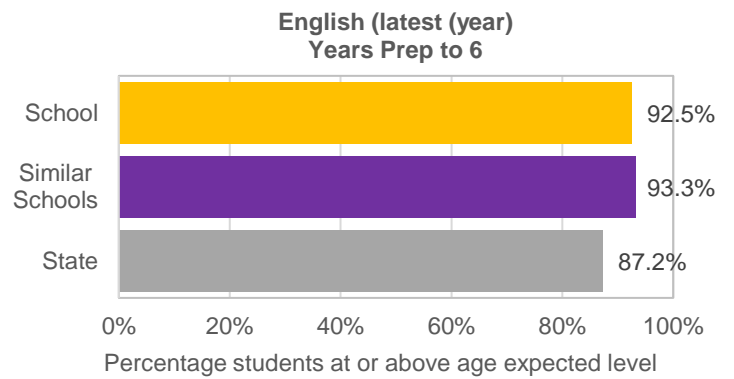
Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	92.4%
Similar Schools average:	93.6%
State average:	86.4%
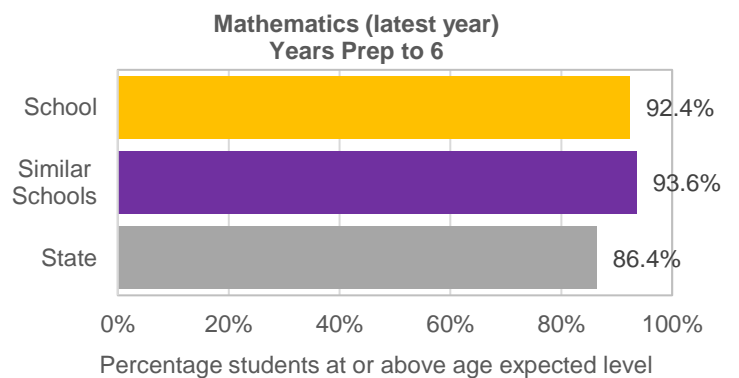
Mathematics (latest year) Years Prep to 6

School	92.4%
Similar Schools	93.6%
State	86.4%

0%   20%   40%   60%   80%   100%

Percentage students at or above age expected level

LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

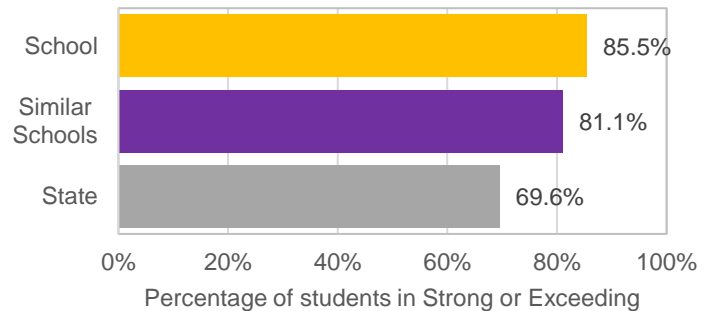| **Reading Year 3**	Latest year (2023)
School percentage of students in Strong or Exceeding:	85.5%
Similar Schools average:	81.1%
State average:	69.6%

NAPLAN Reading (latest year) Year 3

School	85.5%
Similar Schools	81.1%
State	69.6%

Percentage of students in Strong or Exceeding

Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	84.1%
Similar Schools average:	87.3%
State average:	76.9%

NAPLAN Reading (latest year) Year 5

School	84.1%
Similar Schools	87.3%
State	76.9%

Percentage of students in Strong or Exceeding
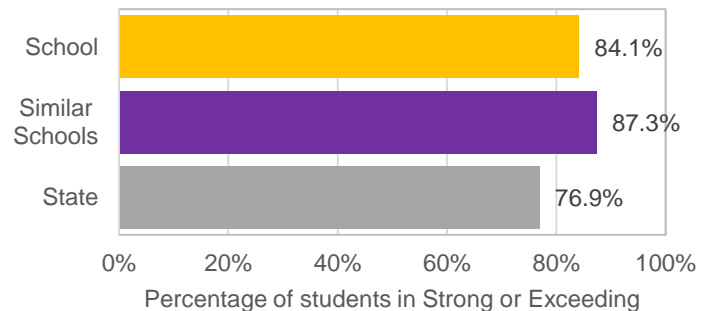
Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	82.4%
Similar Schools average:	80.5%
State average:	67.4%

NAPLAN Numeracy (latest year) Year 3

School	82.4%
Similar Schools	80.5%
State	67.4%

Percentage of students in Strong or Exceeding
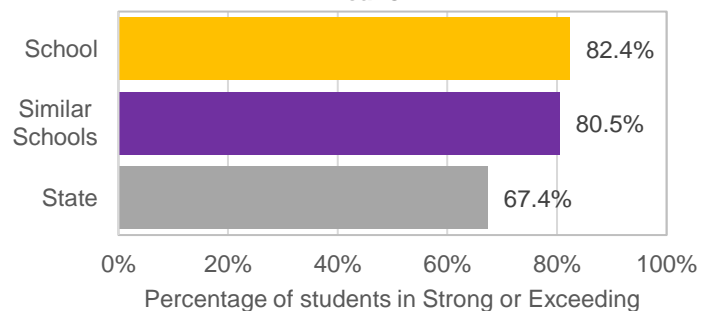
Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	75.9%
Similar Schools average:	79.1%
State average:	67.9%

NAPLAN Numeracy (latest year) Year 5
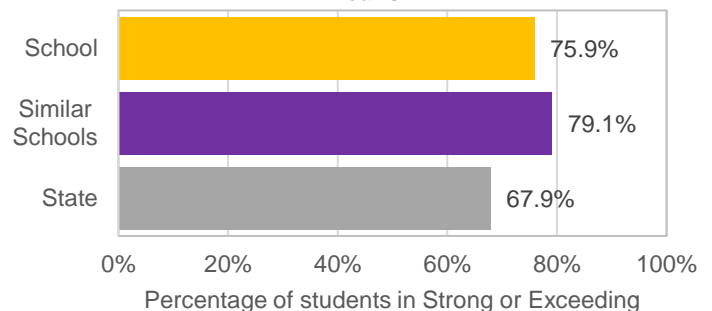
School	75.9%
Similar Schools	79.1%
State	67.9%

Percentage of students in Strong or Exceeding

LEARNING (continued)

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

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

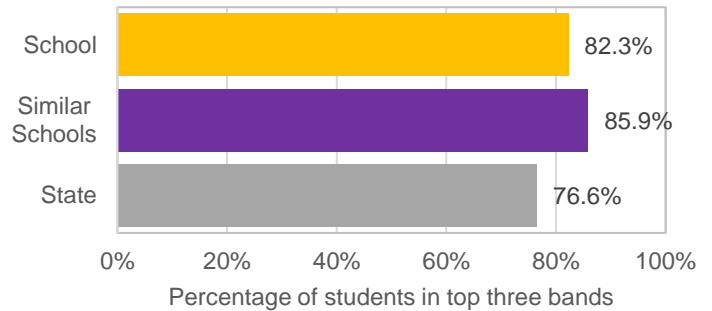|	Latest year (2022)
School percentage of students in the top three bands:	82.3%
Similar Schools average:	85.9%
State average:	76.6%

NAPLAN Reading (2022) Year 3

School	82.3%
Similar Schools	85.9%
State	76.6%

Percentage of students in top three bands

**Reading
Year 5**

	Latest year (2022)
School percentage of students in the top three bands:	81.8%
Similar Schools average:	81.1%
State average:	70.2%

NAPLAN Reading (2022) Year 5

School	81.8%
Similar Schools	81.1%
State	70.2%

Percentage of students in top three bands
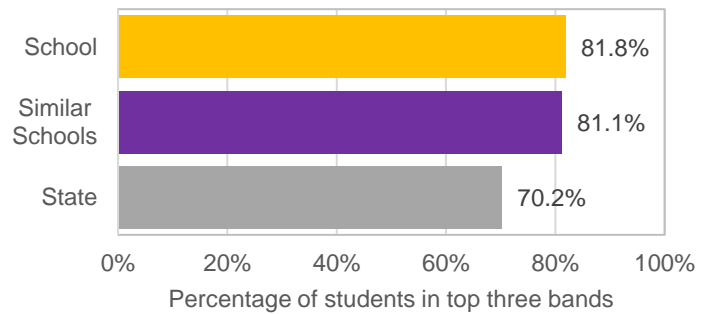
**Numeracy
Year 3**

	Latest year (2022)
School percentage of students in the top three bands:	79.4%
Similar Schools average:	75.2%
State average:	64.0%

NAPLAN Numeracy (2022) Year 3

School	79.4%
Similar Schools	75.2%
State	64.0%

Percentage of students in top three bands
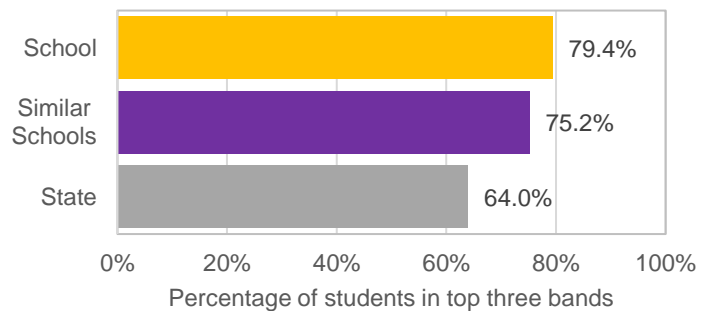
**Numeracy
Year 5**

	Latest year (2022)
School percentage of students in the top three bands:	56.4%
Similar Schools average:	65.1%
State average:	54.2%

NAPLAN Numeracy (2022) Year 5

School	56.4%
Similar Schools	65.1%
State	54.2%

Percentage of students in top three bands
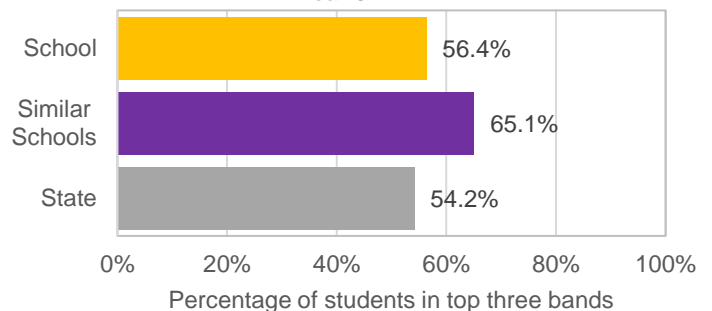
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	61.6%	73.8%
Similar Schools average:	75.9%	78.4%
State average:	77.0%	78.5%

Sense of Connectedness (latest year)
Years 4 to 6

|	Percentage endorsement
School	61.6%
Similar Schools	75.9%
State	77.0%
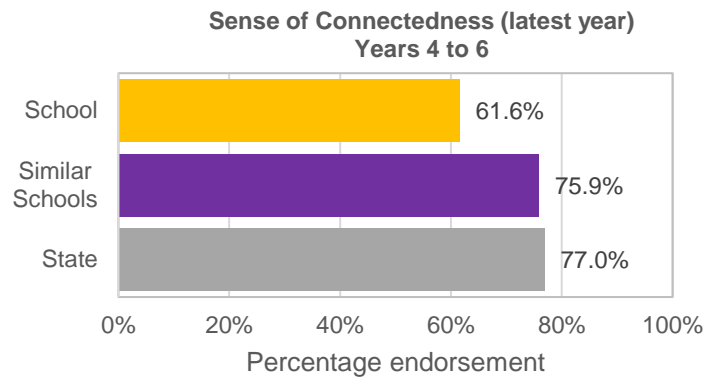
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	59.2%	69.1%
Similar Schools average:	74.0%	76.6%
State average:	75.1%	76.9%

Management of Bullying (latest year)
Years 4 to 6

|	Percentage endorsement
School	59.2%
Similar Schools	74.0%
State	75.1%
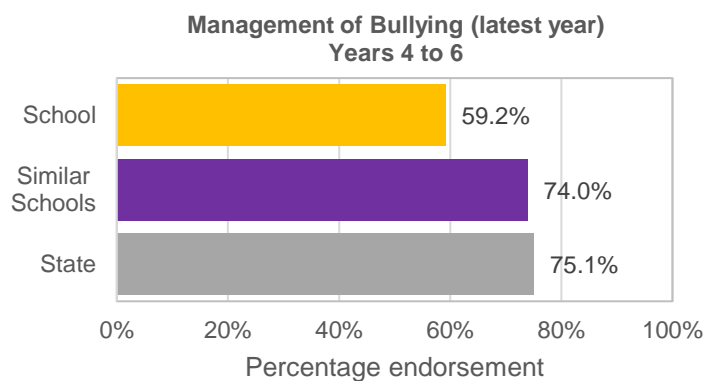
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2023)	4-year average
School average number of absence days:	22.5	19.5
Similar Schools average:	18.3	15.0
State average:	20.5	18.1

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	22.5
Similar Schools	18.3
State	20.5
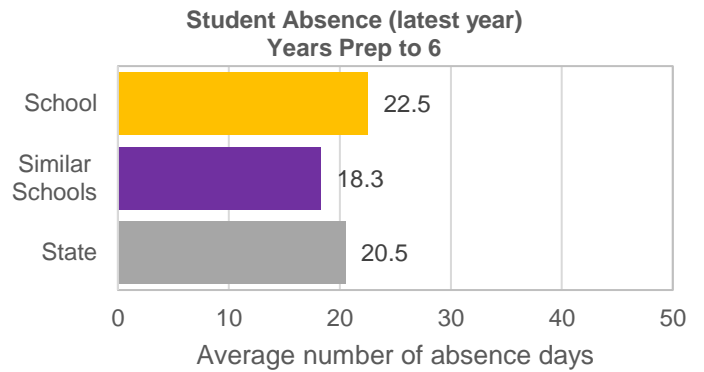
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	90%	90%	90%	88%	86%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$7,315,964
Government Provided DET Grants	$785,292
Government Grants Commonwealth	$212,403
Government Grants State	$2,700
Revenue Other	$60,523
Locally Raised Funds	$817,662
Capital Grants	$0
Total Operating Revenue	**$9,194,544**

Equity [1]	Actual
Equity (Social Disadvantage)	$32,530
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$32,530**

Expenditure	Actual
Student Resource Package [2]	$7,498,830
Adjustments	$0
Books & Publications	$3,046
Camps/Excursions/Activities	$292,279
Communication Costs	$21,702
Consumables	$178,566
Miscellaneous Expense [3]	$32,574
Professional Development	$14,937
Equipment/Maintenance/Hire	$58,359
Property Services	$412,583
Salaries & Allowances [4]	$442,340
Support Services	$78,887
Trading & Fundraising	$37,829
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$76,575
Total Operating Expenditure	**$9,148,508**
Net Operating Surplus/-Deficit	**$46,036**
Asset Acquisitions	**$26,911**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	$1,299,875
Official Account	$56,444
Other Accounts	$14,625
Total Funds Available	**$1,370,943**

Financial Commitments	Actual
Operating Reserve	$251,349
Other Recurrent Expenditure	$4,376
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$200,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$230,000
Repayable to the Department	$391,000
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,076,725**

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.