

2022 Annual Report to the School Community

School Name: Heathmont College (8816)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 of the previous calendar year 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 02 May 2023 at 02:50 PM by Kerry Sandford (Principal)

- This 2022 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 04 May 2023 at 11:17 AM by Amee Cooper (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

At Heathmont College, we empower our community to achieve their best and flourish in a changing, future focused world. The values of Community, Compassion and Curiosity drive our approach to all that we do and to improvement in learning and wellbeing for students.

These values and the vision statement above were developed through extensive consultation with the College community across 2021 and 2022 and launched in 2022.

Heathmont College is a co-educational, years 7 - 12 secondary school located in the suburb of Heathmont in the Maroondah network. In 2022, 722 students were enrolled at the college and 87 staff were employed including 61 teaching staff and 22 Education Support staff.

Of the 722 students, 396 were male and 326 were female with some variance in these proportions at the cohort level. 1% of students across the school were classified as 'self described' with reference to gender. 108 students (15%) received additional support to help them access learning through the Disability and Inclusion program and this support included Individual Learning Plans, classroom assistance by the classroom support team, tutoring in Literacy and/or Numeracy and support for improved learning behaviours through targeted programs run at the college.

Of the 722 students in 2022, 48 (6%) were classed as EAL (English as an Additional Language), 15 (2%) identified as Aboriginal or Torres Strait Islander, and 6 (1%) were in Out of Home Care. 146 students (21%) attracted equity funding.

The school's socio economic profile continues to be listed as low - medium with our SFOE decreasing slightly from 2021, indicating that the school population is becoming more affluent.

Progress towards strategic goals, student outcomes and student engagement

Learning

The teacher judgement of student data shows in English (7-10) and Mathematics (7-10) the percentage of students at or above age expected standards is above the state average and similar schools average. In Year 7 Reading 64.1% of students are in the top three bands. This is above the similar schools and state averages and slightly lower than the 4 year average (of 64.8%) Year 9 Reading and Year 7 Numeracy NAPLAN data shows that the percentage of students in the top three bands is higher than the similar schools average, the state average and the 4 year average. 32.6% of Year 9 students were in the top three bands for Numeracy which is lower than the 4 year average and the similar schools and state averages.

The mean study score of 25.7 was lower than the 4 year average and similar schools and state average. 100% of students satisfactorily completed their VCE and 93% of students satisfactorily completed VCAL credit.

The introduction of PLCs saw increased opportunities for teachers focus on reflection, teacher improvement and use of data to inform practice. Teachers explored curriculum and created a continuum of standard achievements.

Acknowledging the need for a common, consistent approach to best practice, a Heathmont instructional model was designed. There was more of a focus on collaboration within the houses and curriculum areas. A Literacy Learning Specialist was appointed.

Coaching was taken up by a number of teachers and a coaching approach was used for the Statement of Expectation process, allowing teachers to reflect on their practice and set improvement goals. Professional Learning relating to Numeracy was launched and created opportunities for staff to identify numeracy needs within their curriculum area as well as their own numeracy needs. The 9Life program was reviewed and changes made to the structure of the program, allowing for more community-based opportunities.

The tutoring program continued, supporting students who required additional supports.

Wellbeing

The Attitudes to School Survey from 2022 indicated that 37.8% of students positively endorse a sense of connectedness at Heathmont College, whilst 37.2% positively endorsed the management of bullying. These figures sit lower than the 4-year average (though noted these figures include the remote learning period) and they also sit lower than for similar schools and the state average.

The college instigated a range of strategies to address these measures in 2022 including, but not limited to: extensive consultation with the school community regarding the school vision and the School Wide Positive Behaviours Supports matrix (which outlines the

pro-social behaviours to be emphasised and aspired to), further development of the student leadership model for implementation in 2023, the roll out of bullying prevention programs particularly in the junior years, securing the Open Parachute program for student with sponsorship from the Sebastian Foundation for students across Years 7 to 12, end of term House based competitions and activities, Mentor Group restructure and enhancement, and development of a peer mentoring model to be implemented in 2023. The college has also committed to the School Wide Positive Behaviour Support coaching program through the North East Victoria Region support team.

The college also increased its offering of wellbeing support and counselling in 2022 by employing an additional social worker attached to the Diversity and Inclusion team funded through the Disability Inclusion funding provided by the Department of Education.

Given the presentation of anti-social behaviours throughout the year, particularly in the younger cohorts, a team around the learner program was implemented as well as a restorative withdrawal system for classrooms. These programs both resulted in students having the opportunity to reflect on behaviours that did not align with the College's values and to consider how students could avoid those behaviours and support their own and others' learning moving forward. A number of students who engaged in these programs

demonstrated positive learning from the process. There were also a range of socio-emotional learning sessions run throughout the year that garnered positive feedback from students who were involved with them; the Raise mentoring program, Friendology, the Man Cave, Gatehouse Girls project, Pat Cronin - One Punch were some of these programs. Work also started on implementation of School Wide Positive Behaviours. Specifically, community feedback was sought to build a trial SWPBS matrix and a school based SWPBS team is now working through the Departmental SWPBS Universal Prevention program. Implementation of the school's student engagement policy became more consistent as coordinators of each year level implemented student management procedures horizontally and operating out of the same office. This was a year of transition from student management previously occurring via a vertical House structure, from different offices around the school. The student management team is heavily involved in the SWPBS implementation and is optimistic about further reductions in the need for negative consequences and greater focus on restorative conversations and positive behaviours to support connectedness and wellbeing.

Engagement

The engagement data reflected in the Annual Report highlights the student absence rate in Years 7 to 12 and signifies the College is demonstrating lower absence rates than similar school or the state. The data shows that students enrolled in Heathmont College attend school more often and have done in the previous 12 months (25.2 days absent) and in the previous 4 years (19.2 days absent) per year and when compared to similar schools (28.8 days in the previous year and 22.5 days in the 4 year average) and the state (27.7 days absent in 2022 and 21.8 over the previous 4 years.) The development and documentation of the 7 umbrella arms of Learning Support and coupling this with refined attendance processes has allowed the school to develop a Team Around The Learner (TATL) approach to focus on attendance, behaviour and learning in tandem. The Learning Support offered at the College allows a focus on student growth. Student retention rate can be used to attest to the developmental stages in putting a team around the learner as students both attend school more often and stay in education longer. Heathmont's student retention rate is very high when compared to similar schools and the state with the College reporting 84.8% retention in 2022 as opposed to 73.1% retention across the state. The College's exit data (linked to students from Year 10 to 12 exiting the College does show a slight dip in the data from previous years. This data shows the percentage of students from Years 10 through to 12 who exit to further study or full time employment. At the end of 2021, after two years of limited travel options due to COVID restrictions, we had 4 students who decided to work part time in order to shape a firm decision about a pathway and another 4 students who were working part time to fund their travel. While our exit data for 2021 (86.9% in full time employment or further study) is slightly below the state (90.0% in full time employment or further study), our 4 year average data (92.5%) remains above both state (89.3%) and similar school level (89.8%).

We have also undergone the change from Program for Students with a Disability (PSD) to Disability Inclusion (DI) profiles and are looking specifically at the 31 activities in order to develop interventions for students success. To further support student learning and engagement, the College looked for ways to optimise the lessons learned from lockdowns and remote learning. While many students were actively attending classes after lock down, we saw a rise in students who were physically present but not necessarily psychologically present. This provided the school with the ability to focus activities centred on engagement in learning. The school used the expertise in the House Structure to develop ways to engage students in varied learning opportunities, particularly in Mentor Group. We also developed an Attendance Subcommittee which directly links with the supports from Region. This has had benefits

where we have been able to support many students back to school in a restructured manner. The College developed a focus relating to the Team Around the Learner which helped the development of SWPBS Matrix.

Other highlights from the school year

In 2022, Heathmont College accessed the Positive Start Initiative which provided opportunity to access camps and excursions at no cost to students and families. As a result, we were able to run camps for each cohort across the year which were free for students and so able to include all. In addition to our regular Year 7 camp to Phillip Island, we held a Year 8 camp to Lake Eildon, a Year 9 camp to Kinglake Forest Adventures Camp, Years 10 and 11 to Anglesea and Year 12 to Emerald. In addition to the cohort camps, the college ran a leadership development camp to Rubicon, a Central Australia Tour and a Sports Academy camp. Students were also able to access a range of excursions and incursions provided through this initiative which supported various curriculum areas and year levels.

The college held numerous music events with the school production of "Almost Maine" a key highlight. Instrumental music lessons continued at the college with ensembles re-established after a hiatus due to COVID-19. Instrumental music evenings were also held across the year for students in the music program. In fourth term, the college held its Performing Arts evening spectacular which showcased the work completed by students in the Arts across the year.

Heathmont College students performed extraordinarily well in sporting activities in 2022, with numerous teams and individuals winning their way through to regional and state based events. Notable achievements in Athletics saw ten students compete across 16 events at the State Athletics finals. Heathmont College finished the regional division in sixth place with our female athletes coming in at second place. Our Sports Academy program also continued to grow with students participating in competitions as part of their program.

We also had students attend various leadership development activities with Maroondah City Council, a leadership development camp at Rubicon and two students attend the School for Student Leadership - Snowy River Campus.

Across 2022, Heathmont College received grants for various environmental projects including the 'Climate and Health Small Grant Project' through EACH, and Landcare grants which enabled the building of an indigenous bush food garden to be used by the Food Technology department. The college also installed solar panels on our roof as part of a Department of Education initiative to support action on Climate Change and reduced emissions. A grant from the Department was also secured to provide additional shade sails so that the college could establish another outdoor learning area at the end of C Block, near the coordinator's office. We also entered into an arrangement with Open Parachute, an organisation that provides a student curriculum with teacher and parent supports for mental health and wellbeing, providing access to their resources with funding provided by The Sebastian Foundation.

Financial performance

Finance performance and position

Throughout 2022, Heathmont College continued to manage both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. The school's Strategic Plan and AIP continue to provide the framework for efficient and effective resource allocation to support the school and achieve student outcomes. Equity funding continues to be used to resource literacy and mathematics support and programs for students. The school carries a credit deficit which is managed by the school.

The school manages its finances effectively; however, our cash position from the Parent Payment Policy changes has caused a decline in revenue over 2022 with the expectation this will occur moving forward. The use of credits to families from 2021 impacted on the cash revenue as well to Heathmont College (the 2021 credits were due to the impact from Covid19 with regards to camps and programs). A process of effective planning continues to ensure all activities that have a cost impact to the college are managed appropriately.

Ongoing maintenance is a priority at Heathmont College to ensure students and staff have fresh engaging facilities. The school has facility upgrades still occurring and our Performing Arts Centre will be completed in 2023.

For more detailed information regarding our school please visit our website at
<https://www.heathmont.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 722 students were enrolled at this school in 2022, 326 female and 396 male.

6 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).

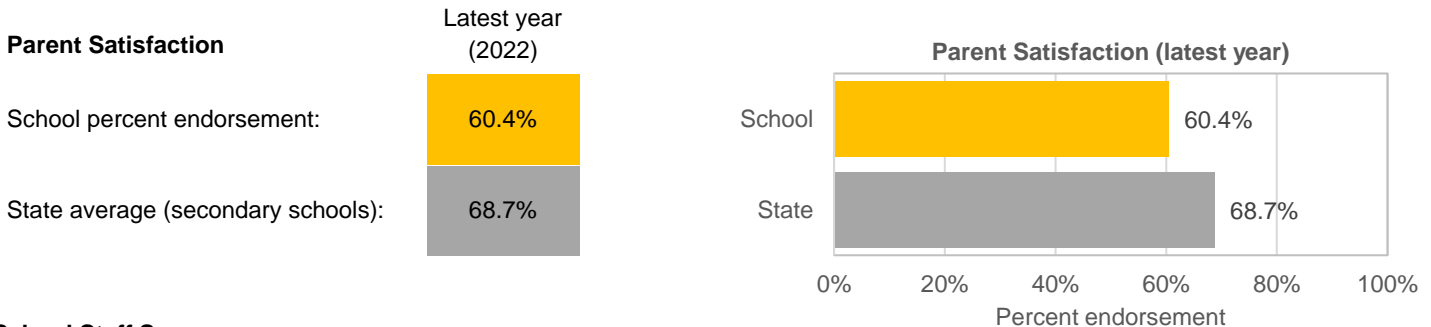
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

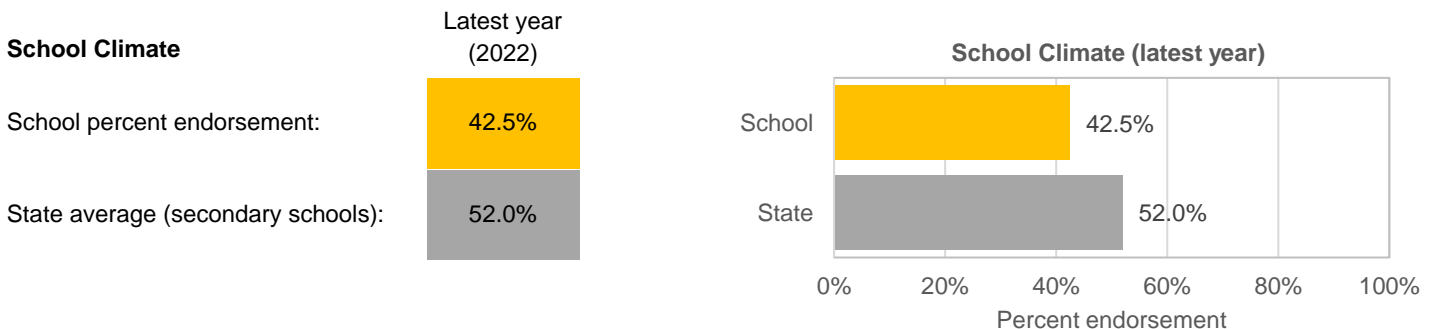


School Staff Survey

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

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

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



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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

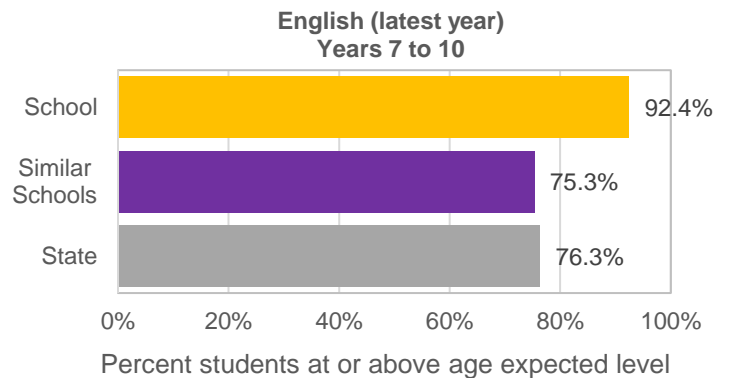
92.4%

Similar Schools average:

75.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

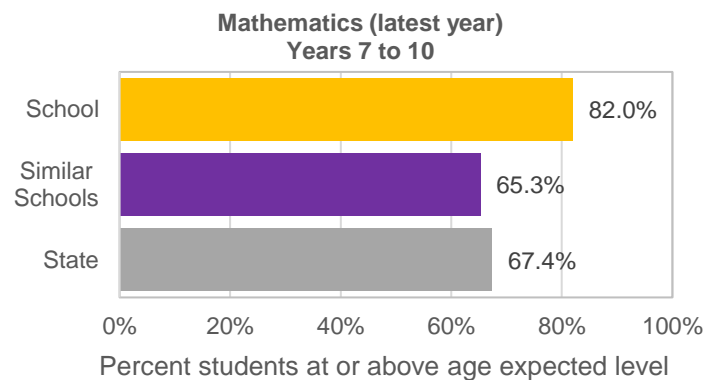
82.0%

Similar Schools average:

65.3%

State average:

67.4%



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.

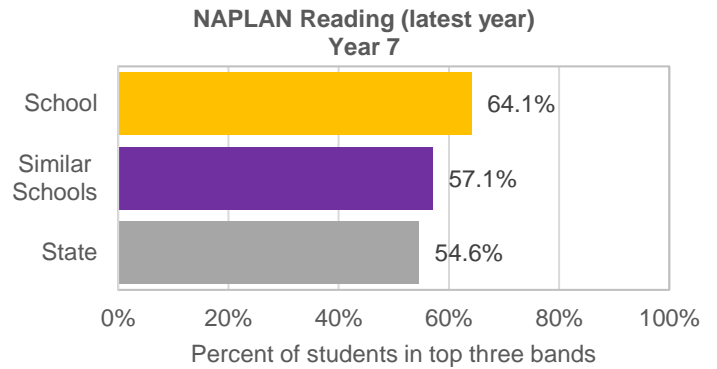
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

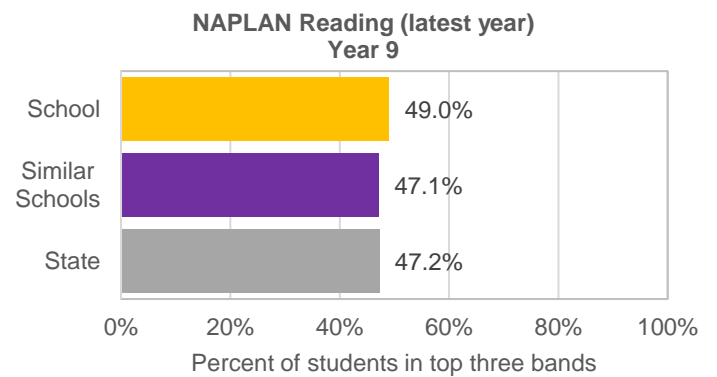
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.1%	64.8%
Similar Schools average:	57.1%	56.8%
State average:	54.6%	55.3%



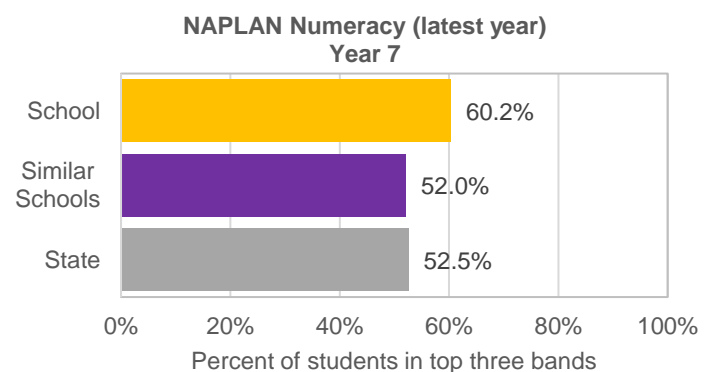
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.0%	41.7%
Similar Schools average:	47.1%	44.6%
State average:	47.2%	46.0%



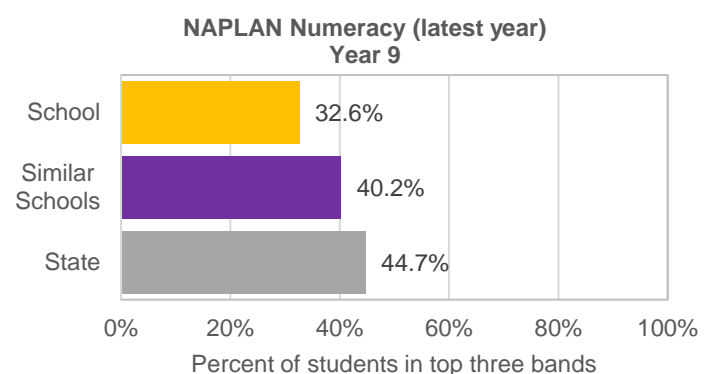
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.2%	58.0%
Similar Schools average:	52.0%	53.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.6%	40.1%
Similar Schools average:	40.2%	41.2%
State average:	44.7%	45.6%



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.*

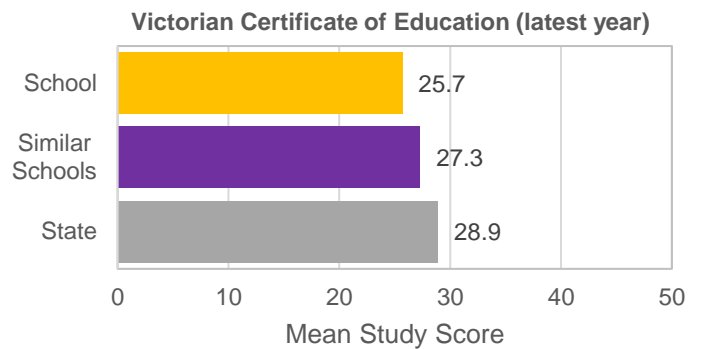
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.7	25.9
Similar Schools average:	27.3	27.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

VET units of competence satisfactorily completed in 2022:

74%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

93%

WELLBEING

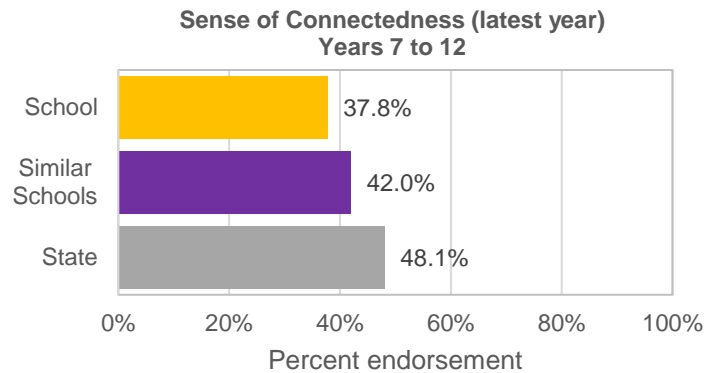
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.8%	44.0%
Similar Schools average:	42.0%	47.7%
State average:	48.1%	52.5%

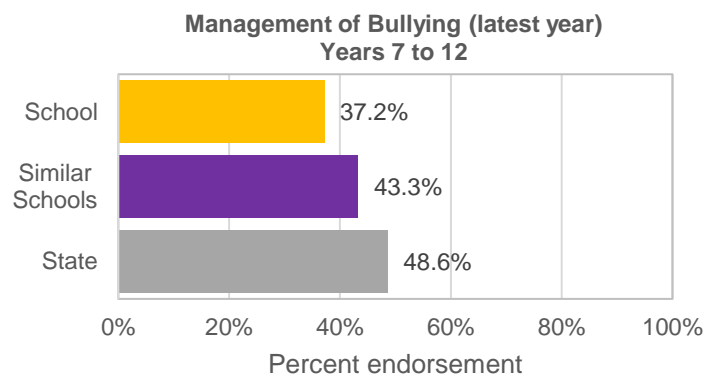


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.2%	44.0%
Similar Schools average:	43.3%	50.1%
State average:	48.6%	54.0%



ENGAGEMENT

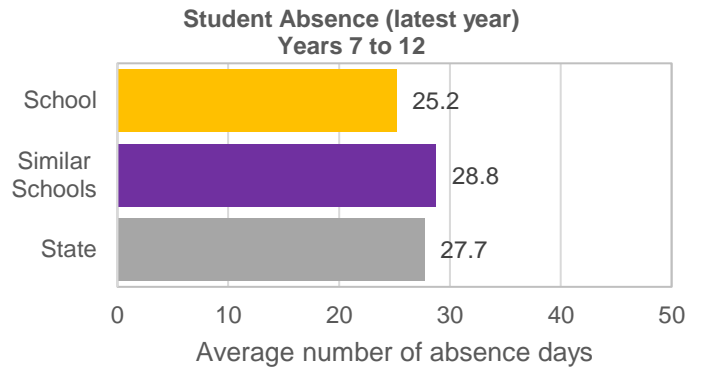
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	25.2	19.2
Similar Schools average:	28.8	22.5
State average:	27.7	21.8



Attendance Rate (latest year)

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

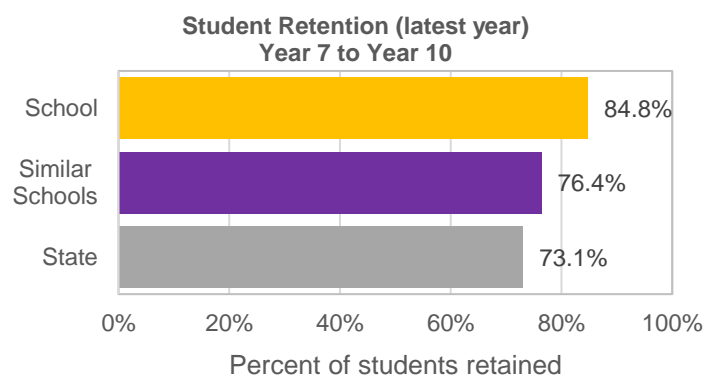
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	85%	85%	87%	90%	94%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	84.8%	78.6%
Similar Schools average:	76.4%	74.8%
State average:	73.1%	73.0%



ENGAGEMENT (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.

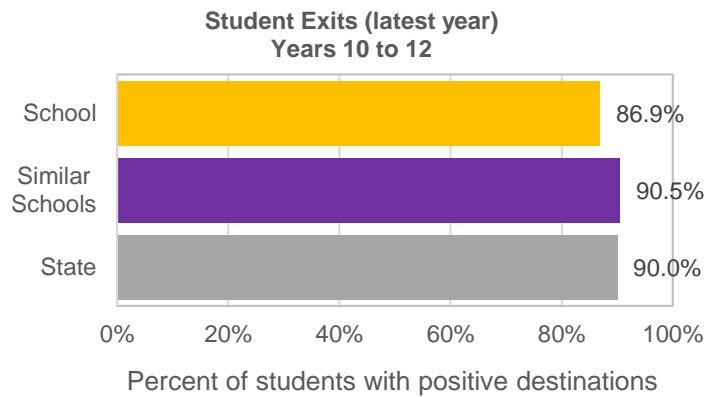
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	86.9%	92.5%
Similar Schools average:	90.5%	89.8%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,041,808
Government Provided DET Grants	\$993,033
Government Grants Commonwealth	\$36,949
Government Grants State	\$2,981
Revenue Other	\$50,187
Locally Raised Funds	\$519,707
Capital Grants	\$0
Total Operating Revenue	\$9,644,665

Equity ¹	Actual
Equity (Social Disadvantage)	\$153,710
Equity (Catch Up)	\$46,178
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$199,888

Expenditure	Actual
Student Resource Package ²	\$8,303,538
Adjustments	\$0
Books & Publications	\$14,647
Camps/Excursions/Activities	\$252,950
Communication Costs	\$8,950
Consumables	\$192,922
Miscellaneous Expense ³	\$109,531
Professional Development	\$50,128
Equipment/Maintenance/Hire	\$168,149
Property Services	\$366,100
Salaries & Allowances ⁴	\$22,821
Support Services	\$438,177
Trading & Fundraising	\$10,122
Motor Vehicle Expenses	\$4,771
Travel & Subsistence	\$954
Utilities	\$101,200
Total Operating Expenditure	\$10,044,959
Net Operating Surplus/-Deficit	(\$400,294)
Asset Acquisitions	\$7,446

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,661,614
Official Account	\$81,304
Other Accounts	\$12,030
Total Funds Available	\$1,754,948

Financial Commitments	Actual
Operating Reserve	\$231,092
Other Recurrent Expenditure	\$478
Provision Accounts	\$0
Funds Received in Advance	\$11,000
School Based Programs	\$339,250
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$665,870
Asset/Equipment Replacement < 12 months	\$85,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,647,690

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.