

# 2022 Annual Report to the School Community

School Name: Keysborough Gardens Primary School (5572)



Keysborough  
Gardens  
Primary

*'Striving for Excellence - in Learning and Life'*

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 26 April 2023 at 02:26 PM by Sherri Jenkins (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 28 April 2023 at 04:30 PM by Sharna Woods (School Council President)

## How to read the Annual Report

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### 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.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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).

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)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

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## School context

Keysborough Gardens Primary School is located on a 2.2 hectare site in Keysborough South, approximately 27 km south-east of Melbourne and 7km inland from Port Phillip Bay. The school is in an area once made up of market gardens and semi-rural properties, that is now undergoing significant residential growth. The school officially opened its doors on the 28th of January 2020 with an enrolment of 166 students. The school has continued to grow with 348 students in 2022 and a projected enrolment of 385 in 2023. The KGPS community is culturally diverse with over 60% of our students with English as an additional language. The school's vision is to ensure every student is equipped with the knowledge, skills and capabilities necessary to thrive in a rapidly changing and globally connected world. Keysborough Gardens Primary School's mission is to provide a high-quality, supportive and engaging learning program that builds the academic, social, and emotional capacity of every student at our school. We aim to develop lifelong learners who care for themselves, others and the community around them, and actively contribute to a more sustainable and peaceful world. The Core Values of Kindness, Empathy, Gratitude, Respect and Excellence are integral to daily life at Keysborough Gardens PS. These values and philosophy guide how we teach, learn and interact at our school.

Our school building is designed with flexible learning spaces which include explicit instruction 'glassed in' rooms, collaboration spaces, presentation spaces, quiet reading, or small group nooks as well as science and creative activity zones. The school also has a Performing Arts and Physical Education building which includes a full-sized sports stadium, a Performing Arts facility, school canteen, toilets, and staff offices. This building also houses our Chinese Mandarin program and the Before & After School Care program. The grounds include vegetable gardens, sports courts, outdoor learning areas, playgrounds, an amphitheatre and a playing field. Over 2022 the grounds were further developed, and a second grassed sporting field, a decked outdoor stage and a second playground were completed. Future projects are detailed in the 'Principal's Reflections on 2022' paper that accompanies this report (found on our website).

The 2022 staffing profile of Keysborough Gardens Primary School included two Principal Class, 19 full-time teachers and 2 part-time teachers (20.2 Full-Time Equivalent – FTE), 8 Education Support (ES) staff- 3 Administration ES (2.42 FTE), and Classroom Support ES (3.4 FTE). The school class structure in 2022 consisted of 16 classes with an average of 21 in each class: four Prep classes, three Year 1 classes, three Year 2 classes, three Year 3/4 classes and three Year 5/6 classes. It is noted that the school structure will move to straight classes as the school grows.

In 2022, specialist programs were provided in Physical Education, Chinese Mandarin, Performing Arts, STEM and Visual Arts. A Learning Enhancement/Individual Needs program continued in 2022, supporting a range of students learning needs as well as continuing our involvement in the Victorian High-Ability Program. In 2022 extracurricular enrichment activities included the opportunity to be involved in the school band, school choir, the Victorian State Schools Spectacular, Victorian Coding Challenge, sporting competitions, ICAS examinations, school camps, AFL and NBL clinics as well as a variety of extra-curricular lunchtime clubs. 2022 saw our first biannual, School Performance Fortnight, with our Prep-4 students participating in a musical and our 5/6 students creating and performing an entertaining variety show.

The flexible design of all learning spaces facilitates a strong co-teaching pedagogy, where teachers collaboratively plan and teach programs tailored to the range of abilities and learning styles within the learning community (Year level). This pedagogy is expanded upon in the accompanying 'Principal's Reflections on 2022' document.

The 2022 year was a productive year and we are very proud of our strong academic results as well as the way our students transitioned back to being at school after two disrupted years due to the pandemic.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

During 2022, Keysborough Gardens Primary School had a whole school focus on differentiation which was explored through Pedagogical Leadership meetings as well as staff professional learning and a variety of workshops.

Professional Learning Communities (PLCs) were further embedded across the school to develop teachers' capacity to identify and teach to each student's point of need through inquiry cycles. At the end of each term, Learning Communities (year levels) presented the outcomes of their inquiry cycles to staff, sharing how their inquiry had helped to improve teaching and learning and student outcomes. As part of our focus on differentiation, we leveraged the framework of the PYP to provide students with engaging and challenging learning opportunities. Workshops, underpinned by evidence-based research, were delivered to drive practice and deepen staff understanding of differentiation.

In 2022 we employed two Learning Specialists to undertake the role of Instructional Leaders and work with staff across the school to support year-level inquiry cycles. Our 'Who We Are' document that outlines how we teach and learn at KGPS was updated to ensure

consistency throughout the school in our co-teaching approach and use of flexible spaces to differentiate learning. Professional learning was then provided to all staff and time was allocated for our Instructional Leaders to collaboratively plan with year-level teams. Throughout the year, Curriculum PLC teams have taken part in a range of different professional learning opportunities that supported their action plans. Curriculum PLCs then reported back to staff to share what they had learned and how they have applied it in their classrooms.

The use of our Professional Learning Communities alongside the development of our co-teaching approach and the use of flexible spaces to differentiate learning were key factors in our high academic results.

Our reading and numeracy NAPLAN results for both Years 3 & 5 were well above both similar schools and the state average. Specifically, 100% of our Year 3 students were in the top 3 bands in reading, while 86.2% of our Year 5 students were in the top 3 bands in reading.

Additionally, the percentage of students working at or above age-expected standards from Prep to Year 6 was significantly above similar schools and the state average. 96% of students were at or above standard in English and 96.9% were at or above the standard in mathematics.

## Wellbeing

The Wellbeing component of our AIP focused on the development and implementation of a whole school approach to student wellbeing, inclusion and engagement.

With a number of initiatives and programs already embedded as part of our multifaceted approach to wellbeing, staff continued to refine and develop their wellbeing practices.

The Respectful Relationships (RR) program continued in 2022, with professional development sessions held throughout the year. In addition to this, regular updates were made to the community via our Learning Community Newsletters.

The use of the Zones of Regulation continued to be implemented as a tool to teach students how to regulate their feelings and energy and was further developed in all learning communities. Teachers undertook professional learning on the use of Boardmaker to create consistent visuals for use throughout the school and on Restorative Practices, a whole school teaching and learning approach that encourages behaviour that is supportive and respectful.

Alongside this PD, a Learning Mentors initiative was launched which was developed to support students that have been identified as needing additional support with their social and emotional well-being needs. Staff members who volunteered to take part in the program were assigned a student to develop and maintain a positive and supportive relationship throughout the course of the school year. They did this by initiating general discussions with their students to discover their interests, checking in regularly with them, and by acting as a positive role model.

In each Learning Community, students contributed to the creation of Essential Agreements which set the tone for collaboration and teamwork.

Our Attitudes to School Survey results (an annual survey of students in years 4-6) showed that our students' sense of connectedness was strong, with the percentage of students who indicated positive responses being above both similar schools and the state average.

## Engagement

Our school's whole-school approach to learning and the IB PYP curriculum provide high levels of learning engagement for students through both explicit teaching and inquiry-based approaches. The units of inquiry are continuously evaluated and realigned as needed to meet the 21st-century learning needs of the students. Teachers have provided opportunities for students to actively seek feedback, pose questions and solve problems with a growth mindset. They have explicitly taught and provided opportunities for students to develop their Approaches to Learning (AtL) skills in authentic settings.

Over the course of the year, students were encouraged to take action throughout all of our PYP Units of Inquiry, and, in some learning communities, small groups of students were invited to join their teachers on their Planning Days to take part in the planning of upcoming units.

Our Student Leadership program continued to be developed throughout the year. At the start of the year, our Student Representative Council (SRC) were invited to attend a Professional Development session and workshop entitled 'Taking Action!' to develop their understanding of how they can make a positive difference to their school community and beyond. Over the course of the year, the SRC worked on a number of initiatives across the school including playing a large role in the organisation of our first-ever Colour Run and taking part in the Greater Dandenong Council and Bikes Victoria's 'Active Travel' initiative. In Term 2, the SRC worked collaboratively to improve lunchtime enrichment clubs at the school by surveying their peers to identify what clubs they wanted to see, before presenting the results to staff. In addition to the SRC, every Year 6 student held a leadership role and took an active part in hosting assemblies throughout the year. A Green Team was also established by our Science and Technologies PLC team to promote sustainability throughout the school. Our 2022 School Captains took part in the Greater Dandenong Council's Children's Advisory Group, with one of our school captains elected as the 2022 Junior Mayor.

## Other highlights from the school year

2022 was the year that Keysborough Gardens Primary School was able to host our first-ever musical productions. In October, our Prep-Year 4 students showcased their talents in the musical, 'The Day the Crayons Quit', whilst our Year 5/6 students hosted In 'Keysborough Tonight', a variety show in which much of the script was written by the students themselves.

Additionally, a group of students from Years 4-6 took part in the Victoria State School Spectacular at the John McCain Arena in September as part of the Mass Dance troupe. This was the culmination of several months of rehearsals and dedicated practice. This experience was a highlight for these students.

On the sporting field, in May our cross-country runners were victorious, winning in the District Cross Country competition. This success was matched later in the year by our Year 5/6 mixed and girls' tennis teams winning the District Tennis Interschool Sports competition followed by winning the Mixed Tennis Division finals and taking the runners-up flag in the Girls Tennis Division finals. Both our Volleyball and Mixed Netball teams finished their campaign as runners up in the District Competition.

In June, we were paid a visit by several players from the St Kilda football club who answered questions from students, posed for photos with certain staff members and put on a footy skills clinic for our 3/4 students.

The Victorian Coding Challenge came around in November. Six Year 5/6 students were alongside several other Victorian primary school students, tackling a day's worth of problem-solving challenges by participating in the first Victorian Coding Challenge, which was hosted by the Mathematical Association of Victoria at the Docklands. Many students took part in the ICAS schools competitions, an independent, skills-based assessment designed to recognise and award student excellence.

Other successful school events that took place in 2022 were our Annual Picnic and Leadership Badge Presentation Ceremony, Year 2 sleepover, the Year 3/4 camp to Gundawindi and the Year 5/6 camp at Camp Rumbug in South Gippsland. Our Mother's Day and Father's Day stalls and breakfasts were a great success and it was wonderful to see so many families taking part in these events.

Throughout 2022, the school was fortunate enough to receive support from a number of organisations. The Rotary Club of Noble Park-Dingley continued their support of the school and raised \$3000 for the school to spend on books as part of the Dymocks Library Regeneration fund.

The Victorian Government Inclusive Schools Grant funded the re-development of the front area of the school, providing seating, paving, artificial turf and a nature play area. This grant also funded a second playground for our younger students. We received a Victorian Schools Garden Grant which funded spring seedlings for our vegetable garden.

We were successful in being awarded a Victorian Health Cancer Council Shade Sail Grant to provide our sandpit area with more shade. These sails will be installed in 2023. We also won a Teachers Initiative Program Grant sponsored by Bank First. Our successful application enabled us to create a mural on our outdoor Performing Arts stage. This project was undertaken by an external illustrator and our year six students as part of the Year 6 Legacy Art Project.

Early in 2022, Mr Mark Dreyfus MP announced our success in securing a Commonwealth School Improvement Fund Grant to build a shade structure over our outdoor stage in 2023. The year concluded with an election commitment of 5.34 million to continue to develop our school grounds in 2023-2024.

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## Financial performance

Careful planning and budgeting ensured that Keysborough Gardens Primary School was able to meet our 2022 financial commitments. We operated within our designated expenditure budget and were able to complete the year with a surplus of funds. This surplus will be utilised to complete additional classroom fit-outs with furniture, technology equipment, resources, learning materials, and supplies, therefore, ensuring all our students' learning needs were met in a comfortable and 'state of the art' environment in both our existing and new double-storey buildings.

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. An example of these were the completion of the sandpit extension, shade sails and beautifying our grounds, in particular around our new double-storey building. These projects will continue throughout 2023.

Locally raised funds and grant submissions will continue to be an invaluable and vital source of income each year. We are very grateful to the School Council and the Keysborough Gardens Primary School Community for their contribution in exceeding our targets for both curriculum and other contributions. All these forms of revenue ensure the resources and facilities support our student learning here at Keysborough Gardens Primary School.

For more detailed information regarding our school please visit our website at <https://www.keysboroughgardensps.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 348 students were enrolled at this school in 2022, 171 female and 177 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

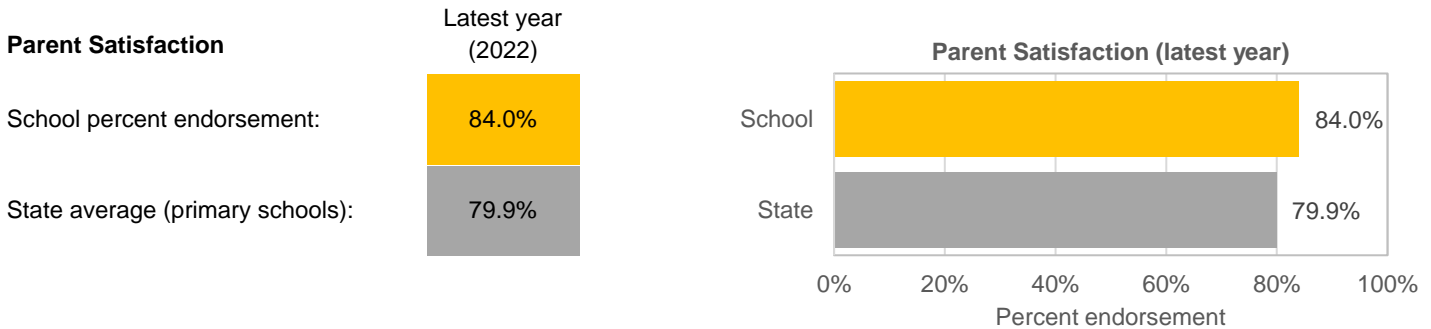
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

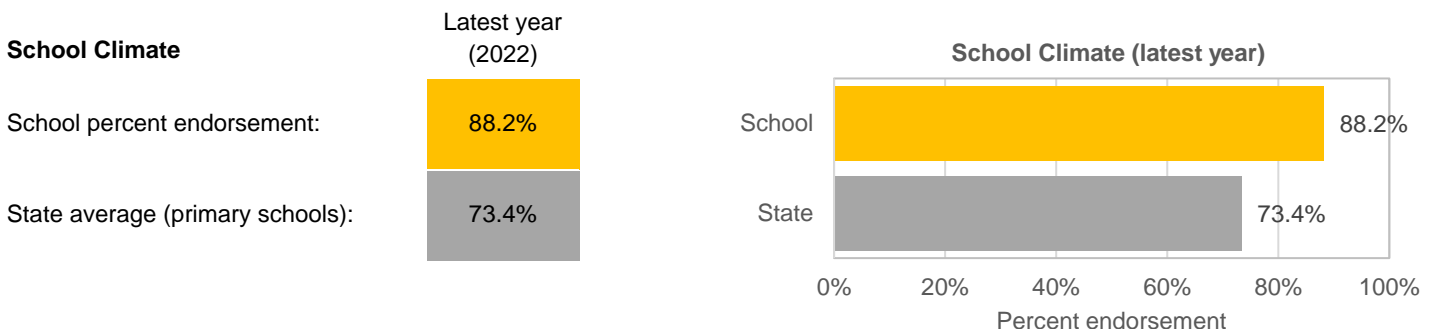


### School Staff Survey

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 Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

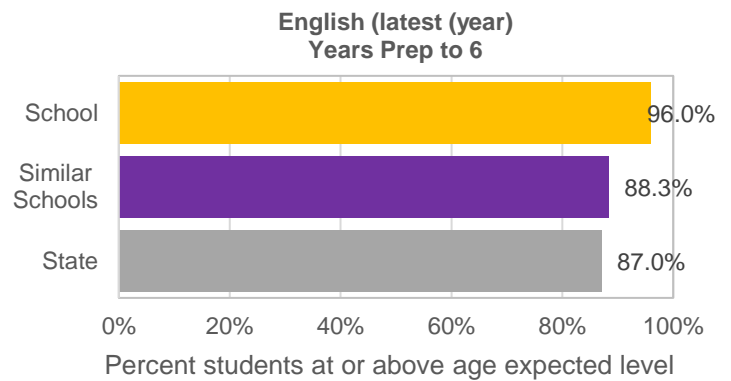
96.0%

Similar Schools average:

88.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

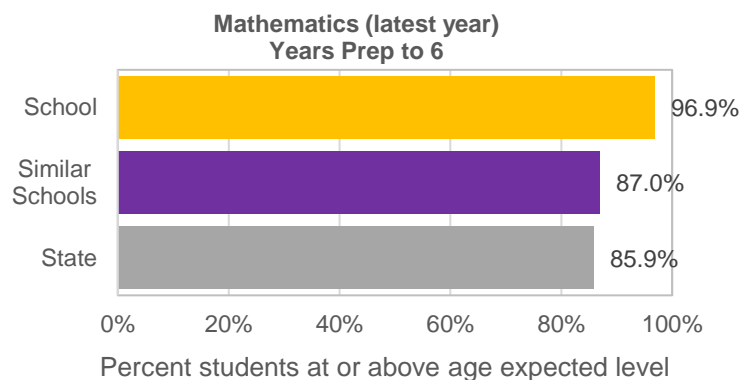
96.9%

Similar Schools average:

87.0%

State average:

85.9%





## LEARNING (continued)

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

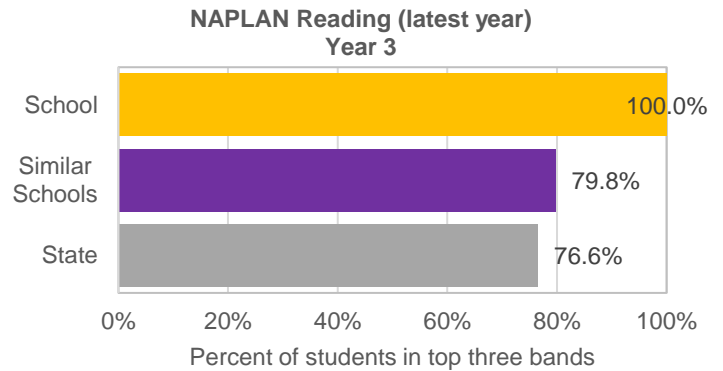
### NAPLAN

Percentage of students in the 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.

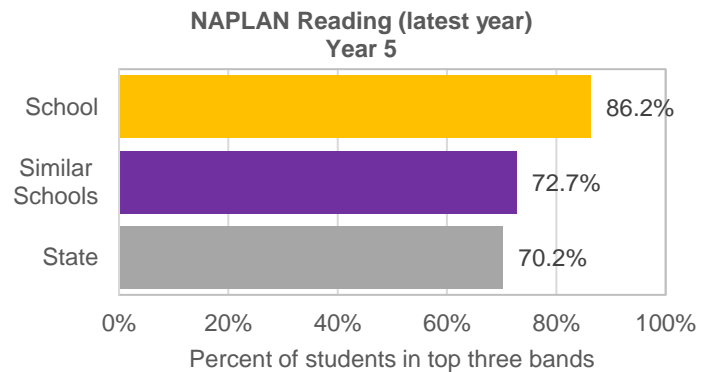
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	94.0%
Similar Schools average:	79.8%	79.8%
State average:	76.6%	76.6%



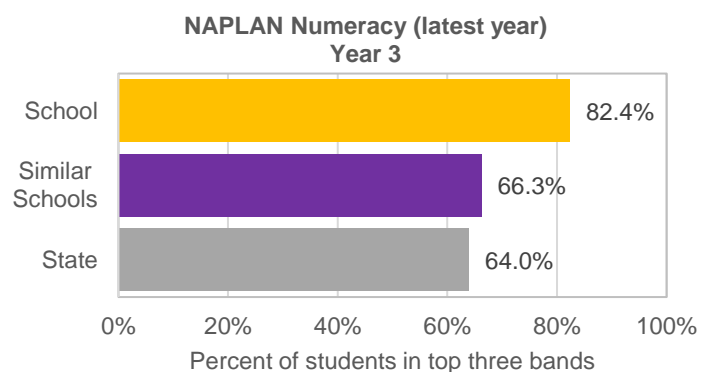
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.2%	79.7%
Similar Schools average:	72.7%	71.8%
State average:	70.2%	69.5%



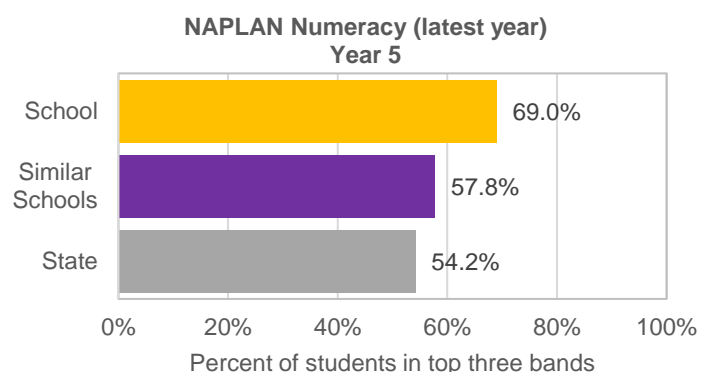
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	86.4%
Similar Schools average:	66.3%	69.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	63.8%
Similar Schools average:	57.8%	62.6%
State average:	54.2%	58.8%



## WELLBEING

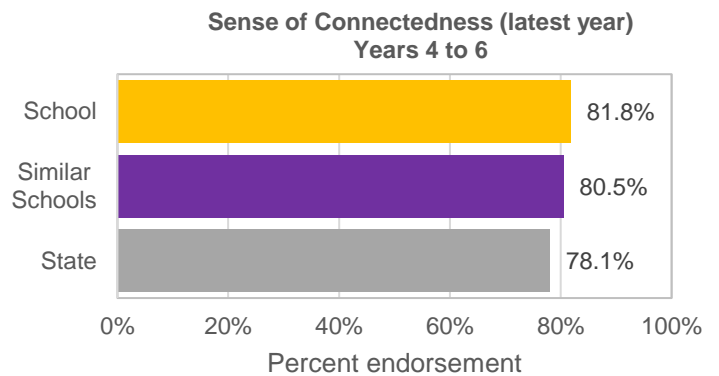
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.8%	84.0%
Similar Schools average:	80.5%	82.0%
State average:	78.1%	79.5%

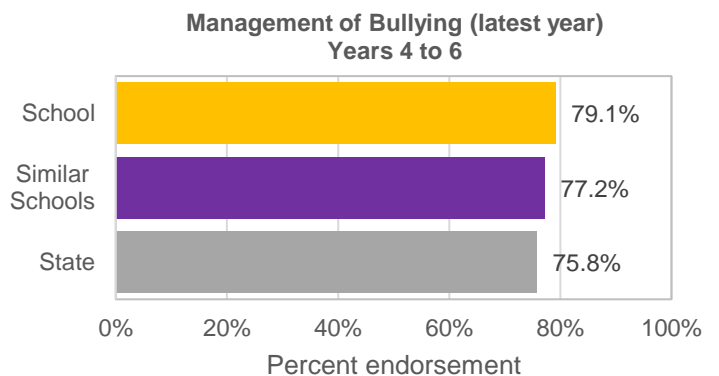


### Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.1%	80.6%
Similar Schools average:	77.2%	79.5%
State average:	75.8%	78.3%



## ENGAGEMENT

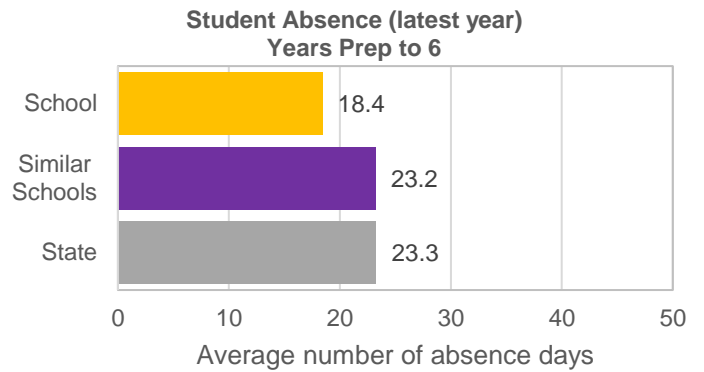
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School average number of absence days:	18.4	14.9
Similar Schools average:	23.2	16.9
State average:	23.3	17.0



### 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 (2022):	90%	91%	91%	90%	91%	91%	93%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,063,610
Government Provided DET Grants	\$268,839
Government Grants Commonwealth	\$13,643
Government Grants State	\$24,780
Revenue Other	\$20,032
Locally Raised Funds	\$420,080
Capital Grants	\$110,680
<b>Total Operating Revenue</b>	<b>\$3,921,663</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$24,483
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$24,483</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,939,242
Adjustments	\$0
Books & Publications	\$2,585
Camps/Excursions/Activities	\$79,907
Communication Costs	\$6,477
Consumables	\$73,057
Miscellaneous Expense <sup>3</sup>	\$38,043
Professional Development	\$24,180
Equipment/Maintenance/Hire	\$114,358
Property Services	\$62,991
Salaries & Allowances <sup>4</sup>	\$50,445
Support Services	\$49,887
Trading & Fundraising	\$57,718
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,623
<b>Total Operating Expenditure</b>	<b>\$3,546,513</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$264,470</b>
<b>Asset Acquisitions</b>	<b>\$185,677</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$109,609
Official Account	\$118,091
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$227,700</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$91,962
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,231
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$202,193</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*