2025 Annual Report to the School Community

School Name: Reservoir Views Primary School (5523)

- 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 04 March 2026 at 09:57 AM by Stephen Stafford (Principal)

- As executive officer of the school council, I attest that this 2025 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 05 March 2026 at 09:44 AM by Stephen Stafford (Principal)

How to read the Annual Report

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

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

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

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

What does the ‘Performance Summary’ section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school’s ‘Student Family Occupation and Education’ category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Reservoir Views Primary School, our vision is to create a thriving learning environment where students are empowered to succeed. This vision is guided by our core values of *Courage*, *Connection*, and *Curiosity*, which shape our school culture and expectations.

We are committed to providing a safe, secure, and stimulating learning environment, ensuring that all students reach their full potential through a high-quality, differentiated curriculum. At RVPS, we recognise that student wellbeing and academic success are deeply interconnected, and we actively promote this link both within the classroom and across the school community.

We value strong partnerships between school and families, sharing a collective responsibility for fostering an inclusive and supportive environment for all students.

School History & Facilities

Established in 2009 through the merger of Keon Park Primary School and Burbank Primary School, RVPS is located in Reservoir, 11 km north of Melbourne's CBD. Our modern school buildings are designed to promote collaborative learning, featuring flexible learning spaces that allow students and teachers to work together or independently as needed.

Our extensive school grounds provide opportunities for both active and passive play, including:

- Vegetable Garden & Grub Club – Hands-on learning in sustainability and practical life skills
- Sensory Play Space – An inclusive area for restful and active play
- Four playgrounds, running track, sports field, and basketball/netball court
- Outdoor shaded learning spaces – Encourages engagement beyond the classroom

2025 Specialist Programs

In 2025, RVPS offered specialist programs in:

- Visual Arts
- Physical Education
- Music
- Auslan

These programs provide students with diverse learning experiences that enhance creativity, physical wellbeing, and communication skills.

2025 Student & Staff Profile

Enrollment: 288 students (149 female, 139 male)
English as an Additional Language (EAL) learners: 19%
Student Family Occupation and Education (SFOE) Index: 0.342 (Low-Medium band)

Staffing**:** 30.8 FTE staff, including:

- 21.6 FTE teaching staff, including the Principal and Assistant Principal

- 9.2 FTE non-teaching support staff

At RVPS, we take pride in fostering a dynamic, inclusive, and engaging learning environment, ensuring every student feels supported and inspired to reach their full potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the school's Annual Implementation Plan (AIP) focused on strengthening whole-school Numeracy by developing a consistent and responsive approach to teaching and learning. This work centred on embedding evidence-based practices aligned with the Victorian Teaching and Learning Model (VTLM 2.0) and refining instructional consistency across classrooms.

This strategic focus continues to shape curriculum planning, intervention, and classroom practices.

Curriculum & Instructional Development

A key priority in 2025 was unpacking and embedding the Victorian Teaching and Learning Model (VTLM 2.0). Staff developed a shared understanding of the elements of learning:

- Attention, focus and regulation
- Knowledge and memory
- Retention and recall
- Mastery and application

These elements were explicitly incorporated into lesson design to strengthen student engagement, knowledge acquisition and skill development.

Professional learning also focused on the Elements of Teaching: Explicit Teaching. Staff refined their practice in:

- Goal setting and learning intentions
- Checking for understanding
- Responding to the learning and the learner
- Sequencing curriculum to support working memory
- Scaffolding instruction at students' point of need

Lesson planning processes were revised to align with explicit teaching practices, strengthening consistency across year levels and learning areas.

The Numeracy Curriculum Team developed a whole-school Numeracy Instructional Model aligned with VTLM 2.0. This model embeds the elements of learning and explicit teaching and will continue to be refined and embedded in 2026.

Professional Learning & Pedagogical Practice

Staff engaged in sustained professional learning throughout the year, including:

- Peer observations and instructional coaching
- Collaborative planning within Professional Learning Teams (PLTs)
- Ongoing reflection and refinement of practice

Positive Classroom Management Strategies (PCMS) were revisited and strengthened to ensure consistent expectations, routines and opportunities to respond across classrooms. These practices were embedded at the beginning of each term and reinforced throughout the year to maximise learning time and support strong classroom communities.

All staff also completed mandatory Department of Education professional learning in areas including Child Safety, CPR and Occupational Health and Safety.

Intervention & Differentiation

A strong focus was placed on identifying students requiring Tier 2 intervention. Teachers utilised short- and medium-term data to inform targeted teaching and intervention groups.

In literacy, students identified as requiring additional support participated in structured intervention programs across the school. Students in Foundation to Year 3 engaged in the MiniLit program, while students in Years 4 to 6 participated in MacqLit. These evidence-based programs provided explicit, systematic instruction in decoding, fluency and comprehension to support students working below expected levels.

In numeracy, students working below expected levels were supported through targeted intervention programs. Education Support staff implemented the Getting Ready for Numeracy (GRIN) program to provide pre-teaching and additional processing time for students approaching standard. This strengthened vocabulary development and conceptual understanding prior to whole-class instruction.

Within classrooms, teachers strengthened differentiation through:

• Enabling prompts and scaffolds

• Extension opportunities focused on reasoning and problem-solving

• Flexible task design to support student voice and agency

This approach ensured that all learners were appropriately supported and challenged.

Student Achievement & Assessment Data

Teacher judgments of student achievement against the Victorian Curriculum indicate that English outcomes were above the results of similar schools and the state average. In Mathematics, achievement showed improvement from previous years, though it remained slightly below comparable schools and the state average:

English: RVPS - 87.1% | State & Similar Schools - 86.4%

Mathematics: RVPS - 80.5% | State - 82.7% | Similar Schools - 84.4%

NAPLAN results show a high proportion of students achieving Strong and Exceeding proficiency levels, particularly in Reading and Numeracy. Growth measures indicate strong progress in Reading across all year levels and improving progress in Mathematics. Year 3 data reflects particularly strong achievement, and we anticipate further growth in Year 5 outcomes as our

recently implemented approaches to teaching and learning continue to be embedded across the school.

Reading (Strong or Exceeding Proficiency)

- Year 3: RVPS - 68.9% | State - 68.6% | Similar Schools - 70.9%
- Year 5: RVPS - 61.1% | State - 72.2% | Similar Schools - 75.4%

Numeracy (Strong or Exceeding Proficiency)

- Year 3: RVPS - 70.5% | State - 63% | Similar Schools - 67.6%
- Year 5: RVPS - 47.2%% | State - 65.2% | Similar Schools - 69.5%

NAPLAN Year 3 to 5% of students showing High or Medium relative growth

- Reading: RVPS - 71.4% | State - 70.8% | Similar Schools - 74.7%
- Numeracy: RVPS - 57.1% | State - 74% | Similar Schools - 69.2%

Wellbeing

Wellbeing & Community Support

In 2025, the wellbeing of staff, students, and the broader school community remained a key priority, guiding school decisions and initiatives. To complement our existing programs—Respectful Relationships, the Zones of Regulation framework, and Social and Emotional Learning—the school introduced School Wide Positive Behaviour Supports (SWPBS). Staff engaged in professional development throughout the year to support whole school implementation.

Targeted Wellbeing & Allied Health Support

To further cater to individual student needs, the school has continued its allied health support services, including a three-day-a-week psychologist and a speech pathologist one day a week. This enhanced the school's ability to provide specialised interventions and support for students. Additionally, the assistant principal and allied health team played a pivotal role in ensuring the continued transition to Disability Inclusion and transferring students from the Program for Students with Disabilities. The school continued to welcome external allied health professionals to work with students at school.

School Wide Positive Behaviour Support (SWPBS)

This year, we began our journey with School Wide Positive Behaviour Support framework as part of our commitment to developing and embedding a holistic approach to wellbeing. The framework teaches and reinforces positive behaviours in our students while providing targeted support for those who need assistance, helping to build a more inclusive and successful school community.

Staff participated in targeted professional learning to build a shared understanding of SWPBS principles and practices. A school wide behaviour expectations matrix was collaboratively developed, clearly defining expected behaviours across all settings and linking them to our core school values of Courage, Curiosity and Connection.

We established a consistent approach to identifying, recording and responding to behaviours through clearly defined teacher managed and leadership supported avenues, supported by the introduction of a streamlined tracking and monitoring process through Compass. This has enabled staff to document behaviours consistently, analyse patterns and trends, and respond proactively to student needs.

Together, this work has strengthened staff capacity to prevent behaviours and consistently acknowledge and reinforce positive behaviours using shared language, supporting a safe and connected environment where students can thrive.

Wellbeing & Community Survey Results

The school's commitment to wellbeing and inclusivity was reflected in high levels of positive endorsement in key student, staff, and parent surveys:

Student Attitudes to School Survey – 4-year average (Sense of Connectedness & Management of Bullying)
Sense of Connectedness: RVPS – 80.5%, State – 77.1%, Similar Schools – 75.9%
Management of Bullying: RVPS – 83.3%, State – 77.1%, Similar Schools – 76.6%

School Staff Survey
School Climate: RVPS – 82.7%, State – 77.4%, Similar Schools – 77.3%

Parent/Caregiver/Guardian Opinion Survey
General School Satisfaction: RVPS – 86.1%, State – 82%, Similar Schools – 77.2%

These results highlight the positive impact of our wellbeing initiatives, reinforcing our commitment to fostering a safe, supportive, and connected school environment for all.

Engagement

Student Attendance

Improving student attendance remained a priority in 2025. Our "Smooth Start" approach ensures students begin the day punctually, while leadership and staff closely track attendance data. Through internal processes and strong relationships with families, we continue to support students in maintaining regular attendance. 2025 saw a significant improvement in our whole school attendance data.

In 2025, our average absence days were 20.8, lower than the *similar schools* average (21.6) and *state average* (21.5) and significantly lower than our 2024 average absence days of 24.1.

Sustainability & Environmental Initiatives

In 2025, our Year 3 and 4 students proudly continued to lead our Grub Club and broader sustainability initiatives across the school.

This work was further strengthened through a successful Victorian Junior Landcare Grant, which provided students with the opportunity to deepen their understanding of local ecosystems and environmental stewardship.

As part of the grant, all Year 3 and 4 students visited Nangak Tamboree Wildlife Sanctuary, where they explored indigenous plants, native habitats and biodiversity in action. The experience

inspired students to think critically about how our school grounds could better support local flora and fauna.

Following the visit, students designed and created a new biodiversity garden at school. The space now supports native plant species, encourages pollinators, and provides an outdoor learning environment for students across all year levels. This initiative reflects our ongoing commitment to student leadership, environmental education, and building a more sustainable future for our school community.

Student Leadership & Voice

Student leadership, voice and agency continued to be strengthened throughout the year. Our Year 5 and 6 students participated in a 5/6 Leadership Program focused on developing leadership skills while providing complete agency in what they implement, organise and run, supported by teachers. Student leaders also represented our school at a leadership conference, further building their confidence, teamwork and communication skills.

Through the Stand Up Project, students chose areas for personal growth and acted as upstanders within the school community. They led full student-developed lesson sequences across classrooms, educating their peers, and also organised and ran information evenings for parents and staff. This initiative allowed students to take ownership of meaningful projects that promote inclusion, respect and positive action.

In addition, the use of PIVOT provided valuable opportunities for students to share feedback about their learning experiences, ensuring their perspectives inform ongoing school improvement. Together, these initiatives have fostered a strong culture of student agency and authentic voice across the school.

Cultural Engagement & Indigenous Perspectives within the Curriculum

The school year began with our Community Welcome Picnic, featuring a Smoking Ceremony and Welcome to Country led by a Wurundjeri Woi Wurrung Elder. This meaningful event set the tone for our ongoing commitment to honouring the Traditional Custodians of the land and embedding First Nations perspectives across our school community.

We continued to promote the Woi Wurrung language through our school 'House' names and within classroom learning experiences, supporting students to develop a deeper understanding of local culture and history.

Our commitment to the annual Yarning Festival, coordinated by Darebin City Council, also continued, with a staff member serving on the event’s steering committee and supporting community engagement.

Extracurricular Programs & Major Events

This year, we proudly delivered a number of enriching initiatives that strengthened student engagement and community connection across our school. Our whole school swimming program was successfully implemented, providing all students with valuable opportunities to develop water safety skills and confidence. The Year 4–6 camping program continued to be a highlight of the year, with strong attendance and enthusiastic participation from our senior students.

Our vibrant extracurricular programs and major events also played an important role in fostering belonging and school spirit. The Art Show proudly showcased the creativity and talents of our students, while the RVPS Disco and Colour Run fundraising events brought families together in joyful celebration and community support. The Year 5/6 Mini Market provided authentic learning opportunities, allowing students to apply their entrepreneurial skills in a real-world context. In

addition, our participation in the Carlton Respects program strengthened our commitment to respectful relationships, inclusion and positive role modelling across the school.

Student-driven lunchtime clubs took place across each term. Students initiated a variety of clubs aimed at highlighting environmental issues and educating others about sustainable practices.

Financial performance

The 2024-2028 School Strategic Plan and the 2025 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end-of-year surplus. This surplus was due to effective staff employment and management of the SRP. Equity funding and school managed funds were used to support the priorities within our 2025 AIP. This included teacher resource, new classroom furniture for classrooms across the school, all student book packs and return-to-school resources, decodable readers for use in our classrooms, new Chromebooks and significant expenditure for staffing to run our intervention and support programs. School managed funds were also effectively committed to subsidise school excursions and incursions, ensure students attended school camp, and provide a whole school swimming program. The school council committed significant funds to support the ongoing maintenance and improvement of school grounds and facilities. This included the development of a biodiversity garden, significant planting across the school grounds and students fundraising for the purchase and installation of outdoor table tennis tables.

For more detailed information regarding our school please visit our website at https://www.reservoirviewsps.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 285 students were enrolled at this school in 2025, 146 female and 139 male. 19% had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**86.1%**
	Similar schools	77.2%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**82.7%**
	Similar schools	77.3%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**87.1%**
	Similar schools	86.4%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**80.5%**
	Similar schools	82.7%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**68.9%**	**65.7%**
	Similar schools	68.6%	68.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**61.1%**	**69.2%**
	Similar schools	72.2%	73.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**70.5%**	**60.6%**
	Similar schools	63.0%	63.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**47.2%**	**60.0%**
	Similar schools	65.2%	65.3%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**71.4%**
	Similar schools	70.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**57.1%**
	Similar schools	69.2%
	State	74.0%

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**80.5%**		**82.4%**
	Similar schools	76.1%		76.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**83.3%**		**83.6%**
	Similar schools	77.2%		75.7%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**20.8**	**22.2**
	Similar schools	21.6	21.8
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**91.9%**
Year 1	**School**	**89.9%**
Year 2	**School**	**86.5%**
Year 3	**School**	**89.8%**
Year 4	**School**	**91.7%**
Year 5	**School**	**88.2%**
Year 6	**School**	**88.3%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	**Actual**
Student Resource Package	$3,642,417
Government Provided DET Grants	$429,737
Government Grants Commonwealth	$12,295
Government Grants State	$37,231
Revenue Other	$27,598
Locally Raised Funds	$209,376
Capital Grants	$0
Total Operating Revenue	**$4,358,654**

Equity	**Actual**
Equity (Social Disadvantage)	$82,860
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$82,860**

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

Expenditure	**Actual**
Student Resource Package[1]	$3,646,731
Adjustments	$0
Books & Publications	$2,250
Camps/Excursions/Activities	$77,451
Communication Costs	$5,911
Consumables	$100,432
Miscellaneous Expenses[2]	$10,792
Agency Staff	$50,127
Professional Development	$6,806
Equipment/Maintenance/Hire	$54,771
Property Services	$24,232
Salaries & Allowances[3]	$109,419
Support Services	$63,687

Expenditure	Actual
Trading & Fundraising	$76,014
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$34,650
Total Operating Expenditure	**$4,263,274**
Net Operating Surplus/-Deficit	**$95,380**
Asset Acquisitions	**$32,424**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$458,472
Official Account	$34,049
Other Accounts	$0
Total Funds Available	**$492,521**

Financial Commitments	Actual
Operating Reserve	$102,382
Other Recurrent Expenditure	$458
Provision Accounts	$4,000
Funds Received in Advance	$0
School Based Programs	$138,806
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$255,737
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$93,520
Total Financial Commitments	**$594,903**

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.