

# 2025 Annual Report to the School Community

School Name: Upper Plenty Primary School (1244)



- 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 29 March 2026 at 10:04 PM by Trudy Whewell (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 29 March 2026 at 10:05 PM by Trudy Whewell (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

Upper Plenty Primary School is located approximately 60km north of Melbourne, at the foothills of Mount Disappointment. We are committed to providing a nurturing, friendly environment that inspires successful and confident lifelong learners. Our vision is to develop a rich learning environment embedded in a culture that nurtures growth and development of the whole person. We promote a community where everyone learns and teaches one another in an atmosphere of mutual respect. We prepare students for the national and global community they will be working in through integrated and enriched quality learning opportunities. Our programs values and cultivate creativity and innovative thinking. Upper Plenty Primary School is committed to building a safe and supportive environment that promotes the agreed community social values and behaviours in all students. Our VALUES underpin the actions of all students, staff, parents and the community with a shared expectation that everyone will live by these values:

- RESPECT - We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.
- RESPONSIBILITY - We are responsible for our actions, behaviour, and our learning.
- RESILIENCE - We show resilience by always striving to improve, by never giving up and using our growth mindset and by bouncing back after setbacks.

Upper Plenty Primary School is part of the Mitchell cluster of schools and there is a high level of professional sharing and learning focus in the cluster. The school utilises the services of the Goulburn Region, which included an educational psychologist, Student Support Services Officer and Senior Education Improvement Leader. The school has secured the services of a clinical psychologist who attends our school weekly to deal with students with specific psychological needs. In addition, we have an Autism Spectrum Disorder (ASD) coach who attends school each Semester to track our students who require additional support. Our leadership team provides relevant professional development, mentoring and coaching for our staff and coordinate the implementation of our assessment plan and the collation of data, which is used to further drive improvement. The school has curriculum planning and whole school assessment practices in place, and student achievement has continued to show growth in Literacy and Numeracy.

In 2025, the school employed 1 Principal class member, 1 Leading Teacher, 1 Learning Specialist, 13 teaching staff (some part time), 8 education support staff (some part time) and 3 administration staff (all part time). We had nine classes, ranging from straight classes to multiage. Our specialist program in 2025 consisted of, Visual Art, STEM, Physical Education and Auslan.

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

### Learning

During 2025, the school continued to work on its learning priority goal which was to maximise growth for all students. Teachers supported all students with learning at their point of need, using assessment data (e.g. DIBELS, PLD, Sounds Write, PAT, formative assessment) to identify specific learning needs and modify teaching and learning programs accordingly. Upper Plenty PS continued with a commitment with a "Data Day" as one of our curriculum days where teachers worked collaboratively to build their data literacy skills and deepen their understanding of their students. Literacy and Numeracy data was organised, analysed and interrupted. Trends, strengths and areas for improvement was identified. Teachers worked collaboratively with their teams to plan targeted strategies that effectively supported each students' individual learning needs. Through this staff were able to develop tiered systems of support that enabled the teachers to respond to student's individual needs.

Staff participated in professional learning focussing on engagement norms, gestures, choral read, track with me, whiteboards, pair/share, cold call, thumbs up, real life problems and consistency of instructional language. There was a focus on cognitive load including environmental, routines and expectations. Teacher capacity continued to be built around evidence-based practices and continuing to build our explicit direct instructional model. Professional learning on VTLM 2.0 and positive classroom management strategies (PCMS) were further embedded.

Continued work was provided on Maths Fluency for F-2 with the introduction of Ninja Maths being implemented in our F-2 classes in 2025. This was a focus in Professional Learning Communities (PLC) during Term 2 and as implemented with fidelity for Semester 2.

Progress monitoring of Sounds Write in F – 2 was implemented and administering progress checks every 6-8 weeks. Results were used and adjustments made accordingly.

Participation in PLC meetings continued weekly, focussing on writing and reading comprehension and sentence expansion and behaviour and classroom expectations. Writing moderation was completed across our school where teachers came together to analyse students writing. PLCs were held to have robust discussions to analyse data, implement strategies, track student progress and review teaching and learning programs accordingly. Classroom observations through peer observations and learning walks were undertaken throughout the year, creating opportunities for individual staff to set their own professional goals. The impact of these approaches has built teacher capacity through the use of professional readings and enhancing existing methods of teaching has been one key benefit as well as consistency in our teaching methods.

In 2025, all Learning data in our School Performance Report measuring NAPLAN in Reading, our NAPLAN relative growth and our Teacher Judgement growth was rated High and had improved. Our percentage of Year 3 students who were working in Strong or Exceeding for NAPLAN in Reading were 74%, higher than similar schools and 81% in Numeracy well above to similar schools. In Year 5, 76% of students were working in Strong or Exceeding in NAPLAN for Reading, which are well above similar schools and 88% in Numeracy, also well above similar schools.

Students received targeted support through the Tutor Learning Initiative (TLI). Groupings for TLI were informed by NAPLAN and whole-school data and were overseen by a dedicated Leading Teacher. Our TLI program supported small groups of students who needed additional support for both literacy and numeracy.

Student voice and agency was a focus where each class used their Core Knowledge topic to implement student voice by completing an individual or small group work where it was later presented to their cohort and then to our families.

## Wellbeing

The wellbeing of our students continued to be of paramount importance during the 2025 school year. Staff begun unpacking the Positive Classroom Management Strategies through our professional learning sessions. Upper Plenty Primary School continued to implement our School Wide Positive Behaviour System. Within our meeting schedule data was shared regularly and analysed with both staff. Actions were created to endeavour to reduce behaviours.

The continuation of weekly wellbeing walks and talks with the Principal, wellbeing leader and student leaders were held weekly where we had a set focus with set questions that the team would observe and ask students in each classroom that we visited. Several classrooms were visited each week and feedback was delivered back to staff promptly.

The Resilience Project and the Rights and Respectful Relationships (RRRR) programs were continued with a focus on social and emotional learning. A staff member oversees both programs and attends Network meetings. Our daily GEM (Gratitude, Empathy, Mindfulness) reflections are still our focus at the start of every day and at the start of all staff meetings. Our lessons are weekly across each year level.

Our Cool Kids program was implemented across the school by 2 staff members. This program has a structured 10 sessions. This program identified students with low self-esteem and anxiety through a screening survey and staff referral, and these were the students that were targeted for small group support. Cool Kids runs over 10 weeks that teaches students (ages 7-17 years) how to better manage anxiety. The Cool Kids Anxiety Program is based on Cognitive Behavioural Therapy (CBT), with a focus on teaching practical skills. Topics that were covered within the Cool Kids Anxiety Program included: Learning about feelings and anxiety, learning to think more realistically, parenting an anxious child, fighting fear by facing fear (stepladders) and learning other coping skills such as building social confidence or learning to solve problems. This program identified students with low self-esteem and anxiety through a screening survey and staff referral, and these were the students that were targeted for small group support.

Our Student Support Services Team in our Network ran a social and emotional small group for our Year F-2 students. A small group of students attended this program once a week with a qualified Speech and Occupational Therapist. The students learnt about many feelings and completed role playing scenarios and added to their bag each week of strategies they could use when they felt sad, angry and what they could do to reduce those emotions.

Our tiered approach continued which allowed for student referrals for additional wellbeing support. Referrals to SSS, our school psychologist, other allied health services and our own ASD Coach. Our school has built strong relationships with NDIS providers such as allied health staff to provide

services to students at school, during the school day, instead of outside of school hours, supporting families, students and our teachers.

Our Wellbeing Team developed strong daily and weekly check ins with students who require extra support and communicate to staff and families when needed.

Student Support Group meetings had a big focus where both funded students and Koorie students attended termly meetings with our school Marrung Lead and our Koorie Education Support Officer (KESO). These meetings allowed for staff and families to come together discuss successes and to set goals for the short-term future.

We continued to work through our Marrung Action Plan where there was focus on creating an outdoor classroom, Indigenous garden and yarning story. Our school was successful with grant applications for our Indigenous Garden and Yarning Circle and used community connections through Bunnings and Land Care where they all came together on the day of our whole school working bee. A First Nation Club was developed and implemented where all Koorie students came together and participated in this Club.

## Engagement

Our results of the 2025 AToSS survey showed that for students in Years 4 to 6, most student attitudes in 2025 were as high as other students in our Network and the State. Student attitudes are generally more positive in Year 5 and 6 than Year 4 for most factors. In 2025, the percent endorsement of 'Stimulated learning' was 76%, 'Differentiated learning challenge' was 85%, 'Effective classroom behaviour' was 68%, 'Effective teaching time' was 80%).

Our student leadership team displayed high levels of student voice where they participated in school wide decision making where they were able to request new additions to the school such as new Clubs for recess and lunch times and make decisions about what our school rewards for best behaviour would be for the year. The student leaders held dress up days, raised money for new resources and equipment and ran a school disco. The student leaders ran assembly every Friday, organising the agenda, set up and giving out two student awards each week from their leadership team. Regional leadership days at Wallan Secondary College for our student leaderships team were ran by our regional SSS team. Our Junior School Council members was made up of two representatives from each class that rotated each Semester. They met regularly as well as made decisions on special events that ran throughout the year such as our Easter Hat Parade, Book Week, Footy Dress Up Day and raised money for charity and for our school.

Throughout the year, some students in Year 5 and 6 were selected to participate in the Victorian High Ability Program in both English and Mathematics.

Students from Years 5-6 had the opportunity to participate in our camping program. Our year 5/6 students had a 3-day camping experience at Phillip Island at CYC The Island Camp. Students attended the penguin parade, Koala Park and watched the feeding of the pelicans at San Remo. There were activities at the camp like archery, damper cooking, flying fox, giant swing, peddling races and as well as visiting the beach. Our Year 3/4 students attended Stokes Camp in Upper Plenty for two days during school hours. They participated in many activities such as flying fox,

tube slide, rock climbing, laser tag and archery. Students were dropped off and collected each day by their families.

All students Foundation - Year 6 participated in a range of incursions and excursions, enabling students to have new experiences and explore what they were being taught. We had year levels attend Science works, Healesville Sanctuary and attend a Lego incursion.

Our Year 5/6 students participated in interschool sport where a competitive program was held in football, netball, rounders and t-ball. Every Friday our student were involved competing against other schools. Our t-ball team was very successful winning our district.

School attendance rate data for students with 95% or higher attendance showed our school was at 22% and was higher than our Network and slightly lower than our State. Each term attendance data meetings occurred involving leadership. An attendance process was completed that outlined each person at the school responsibilities. Time was allocated to communicate with families to clarify understanding around attendance challenges and attendance plans were completed where needed. Flagging of specific families ensured the Principal continued communication with families and implemented individual plans to support students coming to school.

## Other highlights from the school year

Upper Plenty Primary School is proud of the additional events and celebrations that occurred in 2025. These highlights included:

- Implemented a Year 5/6 interschool sport program
- An end of year school concert
- One Year 6 student completed in the State Championships for Shot Put and Discus
- Our Future Stars Hoop Time Team made it to the Regional Finals
- Holding a school disco for all students Foundation-Year 6
- Participated in a common curriculum day with our network of schools
- Open classroom afternoons for families
- Holding a very successful whole school colour fun run
- A whole school house sport day
- Harmony Day – cultural dress up day
- EAL Cluster incursion of Indian cultural dance
- A Royal Tea Party for our Foundation and their families
- Dress Up Days - Easter Hat, Book Week, Footy
- Kinder to school transition program
- Gala sports days
- Recess and lunch time Clubs

- ANZAC Day celebration and attendance at Wallan
- Year 6 student leaderships days with local schools
- Whittlesea Show entries – writing pieces, vegetables from our school garden and eggs
- Sports Tournaments and events - softball, tball and lawn bowls
- Stephanie Alexander cooking and gardening program for Years 3-6
- Working bee for indigenous garden with money raised by school and donations and grants.

## Financial performance

Upper Plenty Primary School ended the 2025 calendar year in a strong financial position, with a Surplus of \$114,000 after finishing the year before in a deficit. The school was successful and received \$60,000 in grants to support the four shared classroom teachers to have a cross over today together. The school received a \$30 000 grant, to support Their Care our before and after school care program for students. Our Disability and Inclusion leader was successful with five funded student profiles. Our FAF, Family and Friends again worked hard on school fundraising with the major school fundraisers being the chocolate drive, raffles and Colour Fun Run held in December. We had our local Whittlesea Rotary Club hold a barbeque at our annual Christmas carols where all sausages and drink sold was profit to our school resulting in over \$1000 donated back to our school. Our education support excess process continued throughout 2025.

**For more detailed information regarding our school please visit our website at  
<https://www.upper-plenty-ps.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

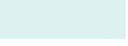

A total of 205 students were enrolled at this school in 2025, 102 female and 103 male. 8% had English as an additional language and 9% were Aboriginal or Torres Strait Islander.

### 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 **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	85.7%	
	Similar schools	81.7%	
	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	66.9%	
	Similar schools	77.1%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>94.8%</b>	
	Similar schools	84.1%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>97.0%</b>	
	Similar schools	82.6%	
	State	84.2%	

## NAPLAN

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


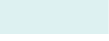


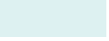

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>74.1%</b>	<b>72.4%</b>
	Similar schools	65.4%	64.8%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>75.8%</b>	<b>79.8%</b>
	Similar schools	68.9%	70.0%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>81.5%</b>	<b>81.2%</b>
	Similar schools	63.6%	62.8%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>88.2%</b>	<b>84.2%</b>
	Similar schools	62.6%	62.8%
	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'.


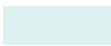

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>81.2%</b>	
	Similar schools	71.1%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>56.2%</b>	
	Similar schools	69.1%	
	State	74.0%	

## WELLBEING


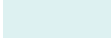

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>67.0%</b>		<b>79.2%</b>
	Similar schools	76.1%		74.5%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>59.6%</b>		<b>76.2%</b>
	Similar schools	77.6%		75.6%
	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	23.6	24.4
	Similar schools	21.3	21.7
	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	88.8%	
Year 1	School	89.3%	
Year 2	School	86.9%	
Year 3	School	88.8%	
Year 4	School	87.4%	
Year 5	School	87.8%	
Year 6	School	87.7%	

## FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$2,526,358
Government Provided DET Grants	\$367,513
Government Grants Commonwealth	\$20,050
Government Grants State	\$0
Revenue Other	\$15,218
Locally Raised Funds	\$67,976
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,997,114</b>

<b>Equity</b>	<b>Actual</b>
Equity (Social Disadvantage)	\$56,605
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$56,605</b>

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

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>1</sup>	\$2,411,920
Adjustments	\$0
Books & Publications	\$50
Camps/Excursions/Activities	\$49,222
Communication Costs	\$1,863
Consumables	\$34,431
Miscellaneous Expenses <sup>2</sup>	\$13,043
Agency Staff	\$0
Professional Development	\$5,304
Equipment/Maintenance/Hire	\$47,359
Property Services	\$97,273
Salaries & Allowances <sup>3</sup>	\$169,918
Support Services	\$7,561

Expenditure	Actual
Trading & Fundraising	\$25,413
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,111
<b>Total Operating Expenditure</b>	<b>\$2,890,469</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$106,646</b>
<b>Asset Acquisitions</b>	<b>\$514</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

<b>Funds Available</b>	<b>Actual</b>
High Yield Investment Account	\$4,826
Official Account	\$15,681
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$20,507</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$79,758
Other Recurrent Expenditure	\$300
Provision Accounts	\$0
Funds Received in Advance	\$20,208
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$100,266</b>

*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.*