

2020 Annual Report to The School Community



School Name: Ballarat High School (7540)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 11 March 2021 at 08:34 AM by Gary Palmer (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 March 2021 at 10:46 AM by Graeme Howard (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

School Vision

Ballarat High School is a learning community where every person is valued, respected and challenged as a learner.

School Philosophy

Ballarat High School is a learning community. We believe in all learners. Our learning framework guides our instructional practice and learning within our community. Personal growth, innovation and creativity are actively encouraged for all members of the school community.

Our values ensure we build and maintain strong and positive relationships. Through personalised learning, we focus on teaching and learning strategies that will raise standards and outcomes for individuals. Through personalised learning and development, incorporating individual learning goals, we tailor education to ensure all students and staff achieve in a positive learning culture of high expectations and support.

Student Wellbeing Vision

At Ballarat High School we endeavour to provide an inclusive, positive, respectful learning environment for all students. We believe in educating the whole person and acknowledge the correlation between student wellbeing and connectedness and academic achievement. Our mission is to provide the right supports, to the right students at the right time.

By developing a school wide Mental Health Action Plan driven by the schools Psychologist along with the evolution of a culture that supports all school community members to be Upstanders and display kindness this allows the creation of a safe environment that nurtures the development of our students.

As a large school we have a small team structure in place to support learning and wellbeing:

- Years 7 and 8 learning teams
- Year 9 ARCH program
- Years 10 to 12 learning teams

This structure supports every student in a safe and positive learning environment, enabling all students to feel connected to their school. Every student is connected to a Learning Mentor, a teacher who will support them with their learning.

We have high expectations of our students and teachers. We believe that high expectations encourage students to be responsible for their own learning and behaviour.

We value and encourage parents to be actively involved in their child's learning. We have parent groups (Boat Club and Performing Arts Support) that make a significant contribution to our school.

There are 1500 students, 89.6 equivalent full time Teachers, 8 Leading Teachers, 6 Learning Specialists, 5 Principal Class and 25.8 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

2020 was a year of how schools can look different, with great challenges and also great learning experiences.

The year started off with a key focus on building teacher practice excellence using the significant investment of 2019 on the Professional Learning Communities (PLCs) DET initiative. Small teams of teachers worked collaboratively on a literacy focus and how to embed this into all classrooms in all learning Areas.

Unfortunately, remote learning shifted the focus away from what was planned on literacy strategies. Teachers still met together each week in their small teams, remotely, focusing on curriculum, sharing remote teaching and learning strategies, and checking in on each other, their wellbeing, and being supportive while still not at school.

This still allowed the school to grow and develop, with a strong focus on teacher collaboration, curriculum planning, embedding information technology into everyday learning, and increased communication to our school community.

On returning to school in term 4 we were able to reset our school in readiness for 2021 and key initiatives on PLC's, Literacy, and wellbeing. We also used term 4 to prepare our school in moving from Edumate to Compass for 2021 as our data management platform.

What was pleasing to see in 2020 were the number of key improvement measures that remained positive.

In 2021 we have set a focus on using the PLC's inquiry cycle again focusing on building teacher capacity. This will allow teachers to engage in regular collaboration about student learning using relevant data to inform the PLC inquiry cycle. Teachers will also use PLC time to evaluate the impact of teaching on student outcomes and to use high impact teaching strategies to plan units and lessons of work.

We will also look to embed Compass into our school focusing on improve assessment practices. This will also assist our PLC work by providing better data on student learning. Our whole school community will also see changes in data on student learning and changes in our reporting of student achievement.

Achievement

Remote learning resulted in no NAPLAN testing of our year 7 and 9 students in 2020.

What we did achieve in terms 1 and 4 was the introduction of PAT(writing, reading, and math's) testing internally within our school. Pre-testing all year 7 to 10 students' term 1, and then post testing students in term 4. We also implemented in term 4 On Demand testing to gauge the impact of remote learning.

This data enabled us to implement catch up Literacy and Numeracy during term 4 targeting students whom tested with low or no learning growth from remote learning. This also enabled us to have learning data to assist us in planning and delivering support to students for 2021.

In 2021 we will deliver the DET Tutor Initiative Program targeting identified students across Years 7-12 provided with additional supports / interventions to address any learning gaps from the COVID year with a strong focus on literacy strategies ranging from remediation to extension.

2020 also saw the implementation of an extra high impact reading strategy initiative into year 9. Every student now in year 9 has an extra Literacy focus in reading (2 periods per week) with the aim of improving literacy capacity as they move into years 10-12. Research tells us literacy is a driver of successful completion of year 12. This will continue in year 9 in 2021.

In 2020 we once again implemented targeted support for students in years 8 & 10 through the Middle Years Literacy & Numeracy Support (MYLNS) targeted funding initiative. A team of 4 teachers were provided with time release to support students This program is targeted intervention and provides funding to improve outcomes for students who are at risk of finishing school without the literacy or numeracy skills they need for future work, education and training. This

will continue in 2021 with 5 teachers now provided with time release to support students.

Our VCE & VCAL results were above state average again which was pleasing. Both pathways had a 98% completion rate and a VCE mean study score of 28.9. We also were able to see a significant improvement in the GAT adjusted scores for our teachers results, seeing a continued improvement in individual subjects' results. This is a targeted area of improvement for our school. 2021 will see teachers delve deeper into their VCE student learning data with a targeted approach to support staff understanding learning strengths and opportunities to improve.

We also have additional DET funding for Targeted support for senior VCE students – providing access to master classes, exam preparation, and revision programs in all learning areas throughout the year. We will also in 2021 be involved in a Ballarat Secondary schools' community of practice (CoP) focusing on English master classes.

In 2020 the Victorian High-Ability Program started targeting high-ability students in Years 7 & 8. This enabled identified students, the opportunity to participate in 10-week online extension and enrichment programs, in English and Mathematics. This virtual program, delivered by Virtual School Victoria, focused on extending and developing students' mathematic and English abilities.

In 2021 we will participate in the new Student Excellence Initiative targeting high-ability students at our school who will benefit from the Victorian Challenge and Enrichment Series, a new series of high-quality, funded extension activities across all areas of the curriculum.

Engagement

In 2020 there was a review of Secondary provision of the Victorian Certificate of Applied Learning (VCAL). We as a school were part of this review and it was pleasing to see our school recognised as having a high quality, highly engaging program.

This supports our high VCAL completion rate (98%) and just as important the high destination data of our VCAL students and students leaving our school as a whole. Our destination data is well above state and expected level. Our VCAL program continues to grow as a strong student pathway choice leading into TAFE studies or into full time work, traineeships, and apprenticeships.

Remote learning challenged our school to look at what we do differently. What we did develop were weekly curriculum plans and participation reports. While we adjusted these weekly communications as we moved through remote learning, feedback provided to the school was very positive in this communication supporting students and parents / carers during remote learning. Thanks to our Curriculum leaders for implementing this initiative across our school. At a school level we were able to use the participation reports to track student progress, identifying vulnerable students / students at risk. Our student Wellbeing Team, Team Leaders, Y9 Core Teachers, and Assistant Principals used this data to follow up with students and families.

As remote learning continued we were able to bring identified students into school for learning support and connectedness to school. This strategy help support high attendance rates of students when we returned to school onsite.

In 2020 we used remote learning as an opportunity to implement a new newsletter approach, an online link for parents providing greater access, and at the school level, easier contributions and management. This too become a strong communication tool during remote learning and beyond. Thanks to our Educational Support Leadership Team for implementing this initiative.

In 2021 we plan to as a whole school strengthen and embed a school-wide approach to communication with parents/carers/kin, incorporating the new ways in which we connected during remote and flexible learning. This means as a school priority at a classroom level, teacher will use digital channels of communication to provide regular updates on student learning programs. For parents / carers they will have online access to the learning planners for every student and subject for the term, and student learning feedback and outcomes - strengthening their connection to the school and their child's learning. For students the aim is to have increased agency (empowerment) in their learning.

This will see the strengthening of goggle platforms and Compass as communication tools within our community as the year progresses.

What was unfortunate in 2020 was that we could not deliver our strong extra-curricular programs due to Covid restrictions. In 2021 we plan to return to pre-2020 programs to support students with learning opportunities outside of the classroom. Parents consistently provided feedback on these programs recognising the importance they play in student engagement and connectedness to our school.

Wellbeing

At Ballarat High School we endeavour to provide an inclusive, positive, respectful learning environment for all students.

Our Wellbeing Team made up of Youth Counsellors, Psychologist, Adolescent Health Nurse, Chaplain, and Therapy Dog, supports student wellbeing through individual counselling, small group targeted programs, referral to external support agencies and school wide awareness and education events.

In 2020 we appointed to our school our Psychologist as part of our Wellbeing Team under the DET Mental Health Practitioner scheme. In term 4 we developed a Mental Health School Action Plan which will be driven by the school's mental health practitioner – Psychologist – and is aimed at embedding a whole-school approach to mental health and wellbeing.

Our Wellbeing Team provide valuable support for our students, staff, parents, and wider community.

In 2020 we started the Upstander Kindness Movement which aims to develop a culture within the school where all members actively engage in being kind and taking action if they see something that is not right. Education and celebration of positive behaviours is central to its development.

In 2020 we continued to implement Respectful Relationships Curriculum which promotes and models respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence.

Once again, our attendance data is well above state and expected levels. Our Team Leaders work really hard on having and supporting students at school, strongly supported by our two Assistant Principals who focus on wellbeing and connectedness to school. Our student absence average rate 9.3 days was well below similar schools and state level, representing 6 years in a row of reduction. The aim of the school is to reduce unapproved absences down from 4.9 days.

Connectedness to school for Ballarat High School students will be developed through the school's attention to areas such as positive student staff relationships, extra curricula opportunities and use of restorative practices. In 2020 our school's connectedness (A sense of belonging to school has been found to be a significant predictor of academic resilience) data was at 62%, above like schools and state level.

Under our Mental Health Action Plan in 2021 our goal is to establish a whole school approach to social-emotional learning, belonging and engagement. Our 2021 Outcomes is for Students, Teachers, Support Staff, Leaders and the school community is to develop a common understanding of the whole school approach to wellbeing.

Our school staff we will aim to:

1. Deepen our knowledge around resilience - developing our capacity to support students - therefore reducing stress and improving their own wellbeing.
2. Model respectful and kind behaviour
3. Support all students to develop "upstander" behaviours
4. Team Leaders will be better able to respond to student wellbeing issues

and our aim for Students will be to display "upstander" behaviours and show kindness and respect.

Financial performance and position

2020 will be remembered for the devastating impact of the coronavirus, across the globe. The Victorian education sector moved to remote learning in late March until October 2020, despite a short reprieve back onsite in July/August.

Financially, overall revenue was down by 19% and expenditure down by 23%, leaving the school finances in a sound position. It is predicted that curriculum areas will increase spending in 2021 to ensure high student engagement and catch up.

Class materials spending was reduced, which we passed onto parents via fee discounts and all excursions were cancelled, again saving parents these costs. However the operation of the school canteen suffered an unprecedented loss as DET schools were not eligible for JobKeeper, unlike regular hospitality businesses.

Lower costs were also experienced in relief staffing, utilities, professional development etc. The largest increase in spending was cleaning costs. The Pandemic cleaning regime doubled our spending in this area.

Whilst the school was quiet, we undertook a series of maintenance projects utilising the DET Maintenance Blitz funds. Stage 2 Art Technology Building refurbishments were completed in October 2020, including new equipment and furniture.

Future Financial Commitments include \$386,000 for capital improvements during 2021.

For more detailed information regarding our school please visit our website at
www.ballaraths.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.

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 1460 students were enrolled at this school in 2020, 781 female and 679 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

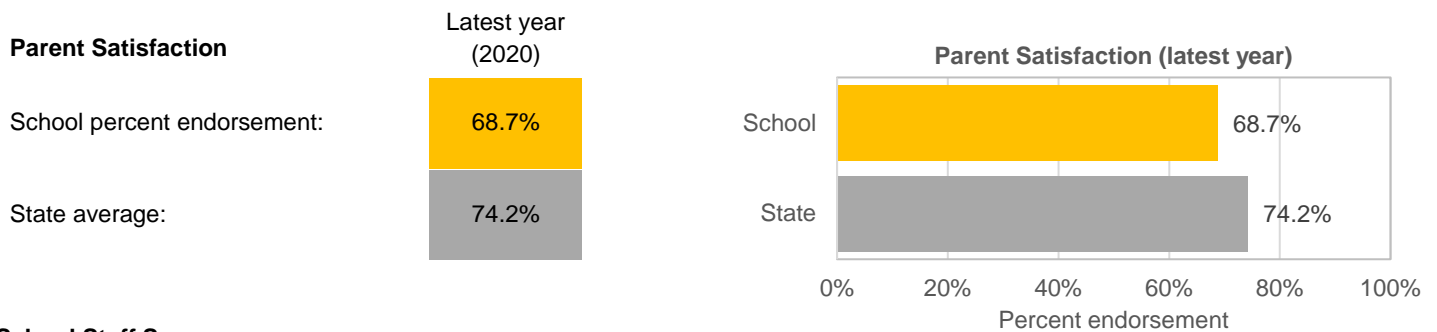
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

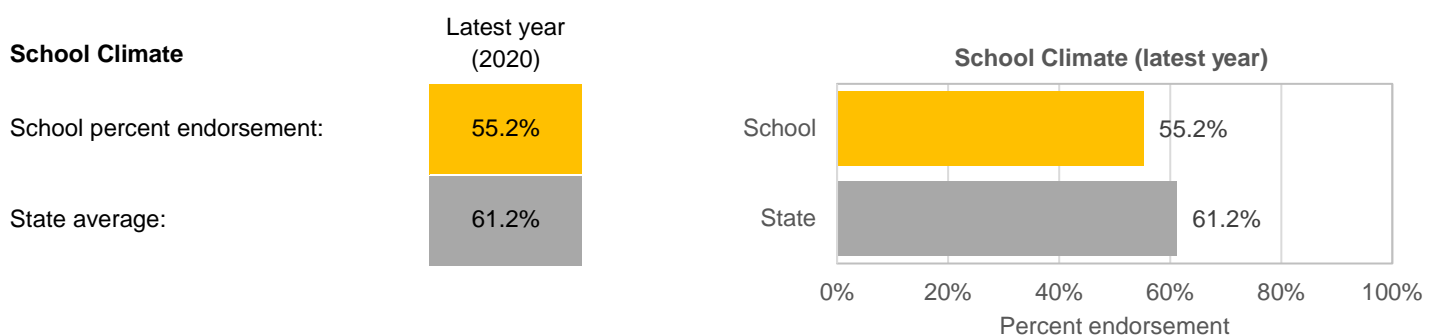


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

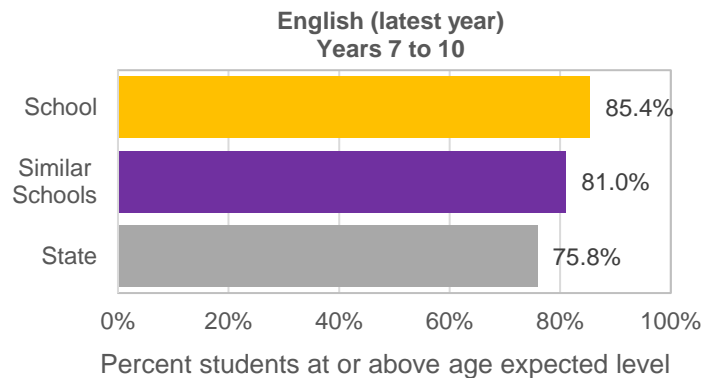
85.4%

Similar Schools average:

81.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

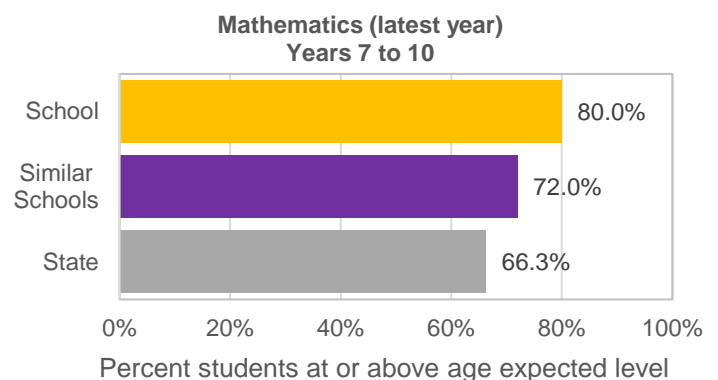
80.0%

Similar Schools average:

72.0%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

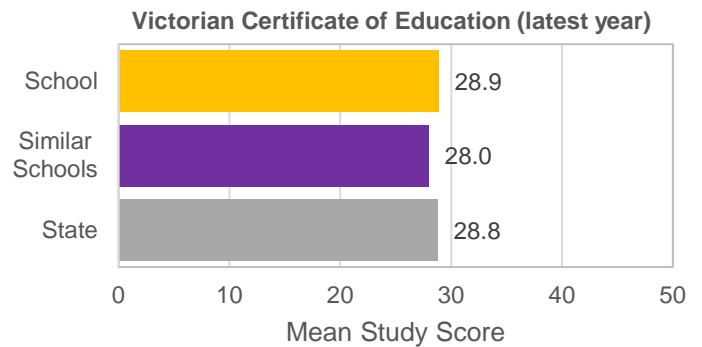
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.9	28.8
Similar Schools average:	28.0	28.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

27%

VET units of competence satisfactorily completed in 2020:

84%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

97%

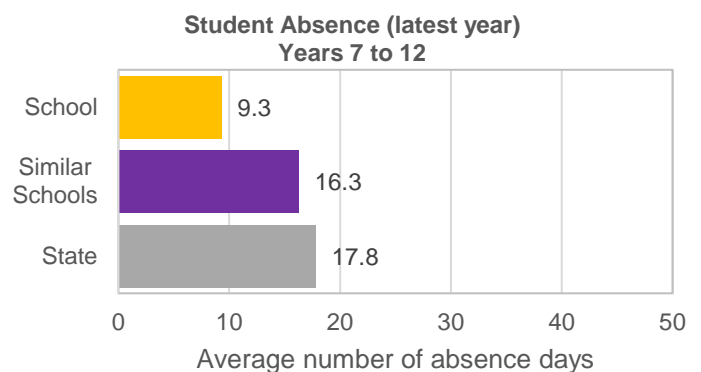
ENGAGEMENT

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.3	13.3
Similar Schools average:	16.3	18.8
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

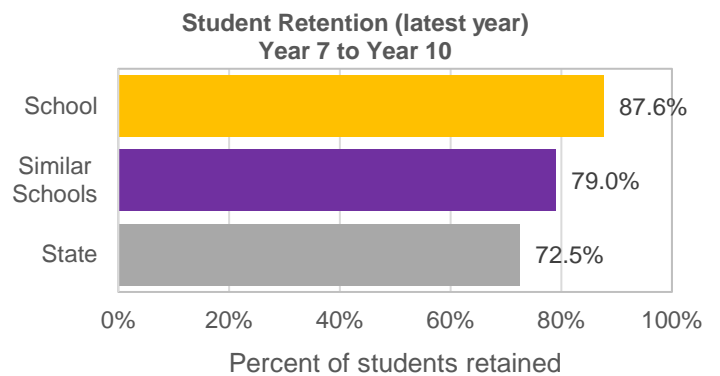
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	94%	94%	96%	97%	97%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	87.6%	83.1%
Similar Schools average:	79.0%	78.7%
State average:	72.5%	72.9%



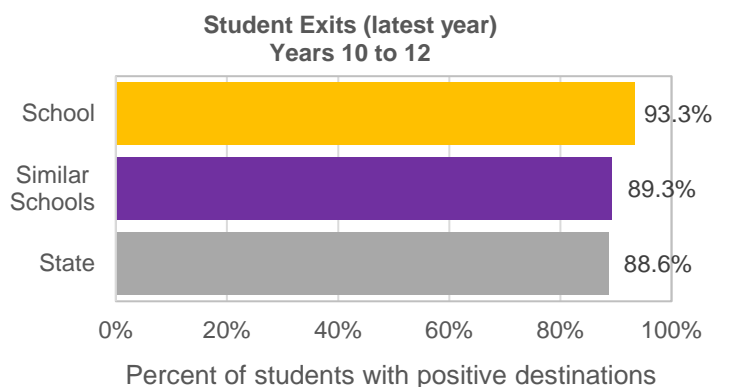
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	93.3%	92.9%
Similar Schools average:	89.3%	88.7%
State average:	88.6%	89.1%



WELLBEING

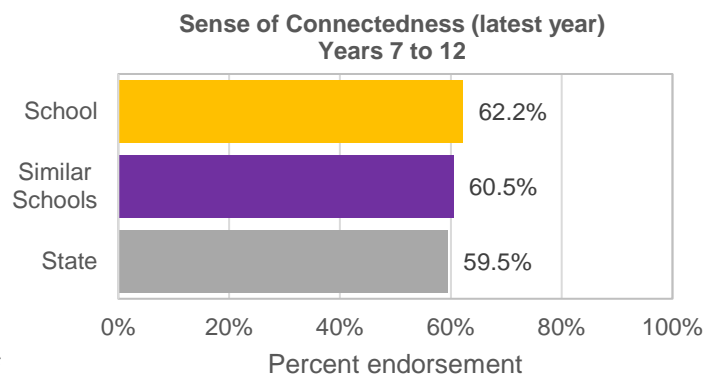
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	62.2%	54.3%
Similar Schools average:	60.5%	54.8%
State average:	59.5%	55.3%



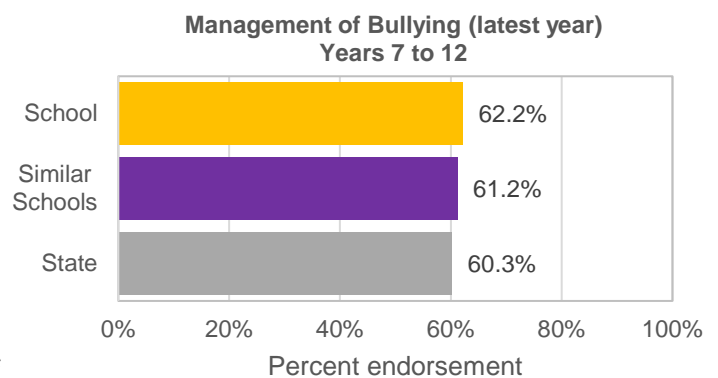
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	62.2%	54.7%
Similar Schools average:	61.2%	58.7%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$14,267,188
Government Provided DET Grants	\$2,491,189
Government Grants Commonwealth	NDA
Government Grants State	\$27,691
Revenue Other	\$149,269
Locally Raised Funds	\$888,114
Capital Grants	\$181,786
Total Operating Revenue	\$18,005,237

Equity ¹	Actual
Equity (Social Disadvantage)	\$323,833
Equity (Catch Up)	\$89,060
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$412,893

Expenditure	Actual
Student Resource Package ²	\$14,560,332
Adjustments	\$2,123
Books & Publications	\$23,813
Camps/Excursions/Activities	\$176,962
Communication Costs	\$46,632
Consumables	\$268,589
Miscellaneous Expense ³	\$177,855
Professional Development	\$17,969
Equipment/Maintenance/Hire	\$462,328
Property Services	\$746,123
Salaries & Allowances ⁴	\$536,482
Support Services	\$330,353
Trading & Fundraising	\$224,561
Motor Vehicle Expenses	\$1,242
Travel & Subsistence	\$1,333
Utilities	\$172,582
Total Operating Expenditure	\$17,749,279
Net Operating Surplus/-Deficit	\$74,172
Asset Acquisitions	\$154,734

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,457,239
Official Account	\$79,692
Other Accounts	\$111,040
Total Funds Available	\$1,647,971

Financial Commitments	Actual
Operating Reserve	\$488,507
Other Recurrent Expenditure	\$18,132
Provision Accounts	\$22,250
Funds Received in Advance	\$133,648
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$35,000
Cooperative Bank Account	\$89,963
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$336,130
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,323,629

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.