

# 2025 Annual Report to the School Community

School Name: Barnawartha Primary School (1489)



- 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 17 March 2026 at 10:45 AM by Lisa Van Noordennen (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 19 March 2026 at 01:06 PM by Lisa Van Noordennen (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

Barnawartha Primary School is located in the township of Barnawartha, approximately 20 kilometres west of Wodonga, within the Upper Hume Network of the Indigo Shire. In 2025, the school had an enrolment of 60 students (26 female and 34 male). The school's Family Occupation and Education Index (SFOEI) placed Barnawartha Primary School in the *medium band*, indicating a moderate level of socio-educational disadvantage and a diverse mix of family backgrounds. The majority of students reside locally in Barnawartha, with a small number travelling from surrounding communities including Wodonga, Chiltern, and Howlong.

The school operated three classrooms in 2025: Foundation–Year 1, Year 2–3, and Year 4–6. Staffing included the Principal (with a classroom teaching load), two classroom teachers (.9 and .8), and a 0.7 specialist teacher delivering Science, Spanish and Music. The school was supported by six Education Support (ES) staff, comprising a 0.2 Business Manager, a 0.8 Student Wellbeing Coordinator, and four classroom ES staff (0.8, 0.8, 0.33 and 1.0). Barnawartha Primary School continued as the base school for the MARC Van (Library), servicing 12 schools across the Indigo and Towong regions, with a full time teacher. The continuation of the Tutor Learning Initiative enabled the employment of a 0.2 tutor to provide targeted mathematics support.

The school's curriculum is aligned with the Victorian Curriculum, incorporating all Learning Areas and Capabilities. Students accessed a broad range of specialist programs including Spanish, Science, Music, Mobile Art and Library, alongside core instruction in English and Mathematics and the school's Rich Tasks program. The school's values—SAFE and responsible citizens, RESPECTFUL and honest individuals, and successful and confident LEARNERS—continued to guide behaviour and learning expectations. Students contributed to refining expectations and acknowledgements within the 'Barney Stars' values, and academic achievement was recognised through Principal Awards in Reading, Writing, Spelling and Mathematics. A community-donated Leadership Scholarship (\$200) was awarded to a senior student, and the school provided ongoing support to families through FoodShare and FoodBank.

Barnawartha Out of School Hours Care (BOSHC), established in 2017, (with 11 families and 15 students), continued to grow. By the end of 2025, the service supported approximately 16 families and 24 students, providing valuable care options for the school community.

Overall, feedback from parents, staff and students reflected a generally positive school climate. The Parent Satisfaction Summary showed 60% General School Satisfaction, indicating both strengths and areas for continued improvement in family engagement. Staff perceptions were highly positive, with the School Staff Survey reporting 95.1% endorsement of School Climate, demonstrating strong collegial relationships and a supportive professional environment. Student feedback through AToSS was also strong, with 91% positive endorsement for School Connectedness and 94.4% for Management of Bullying, highlighting a safe and inclusive environment where students feel supported and valued.

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

### Learning

In 2025, the school made strong progress toward its learning goals in alignment with FISO 2.0 priorities, achieving an overall performance grouping of High, including a High rating for Improving for Learning. A key highlight was the continued strengthening of evidence-based instructional practice, with staff demonstrating confidence in the school's Instructional Model and the Gradual Release of Responsibility, supporting more consistent and effective teaching across classrooms. The school embedded a systematic synthetic phonics program in the Junior Room. The Phonics Check Assessment Results demonstrated that 60% of year one students are achieving at or above the expected level (similar schools 50%, Network, 47% and State 58%). Implementation of new English and Mathematics VTLM 2.0 resources, supported by targeted professional learning and coaching commenced. Teacher judgements for Foundation to Year 6 indicate 86% of students are at or above the expected level in English, and 90% are at or above the expected level in Numeracy. This work contributed to improved student engagement in learning, reflected in AToSS Stimulated Learning rising to 90%, exceeding the target of 85%.

Student learning outcomes showed positive growth, particularly in Writing and Numeracy. In NAPLAN Writing, all Year 3 students achieved Strong, and in Year 5, 7 of 12 students achieved Strong, demonstrating the impact of strengthened writing instruction and the introduction of new writing resources. In NAPLAN Numeracy, 16% of Year 3 students and 8% of Year 5 students achieved Exceeding, with the majority achieving Strong, indicating solid foundational understanding. Reading results presented, indicated that 83.3% of year 3 students are strong or exceeding, 72.7% of year 5 students are strong or exceeding. In Numeracy, 83.3% of year 3 students are strong or exceeding, and 66.7% of year 5 students are strong or exceeding proficiency levels. The school also achieved 77% positive endorsement for Academic Emphasis on the School Staff Survey, reflecting a strong culture of high expectations and focus on learning. These results demonstrated above and similar results to similar schools and the states results.

NAPLAN relative growth indicated High or Medium Relative Growth for both year 3 to 5 in both reading (72.7%) and numeracy (75%). Demonstrating similar and above results compared to similar school and the state results.

A further highlight was the school's commitment to equity and targeted support, consistent with FISO 2.0's emphasis on differentiated teaching and tiered intervention. Students identified as needing additional support through NAPLAN or teacher judgement received weekly targeted intervention via the Tutor Learning Initiative, numeracy support, and literacy intervention delivered in small withdrawal groups. Each classroom was also supported by an Education Support staff member to strengthen access to learning in literacy, numeracy, and engagement. This multi-layered approach will continue into 2026, alongside a renewed focus on refining the English and Mathematics Scope and Sequence to ensure alignment with VTLM 2.0 and to further strengthen assessment practices and instructional fidelity.

## Wellbeing

In 2025, the school made strong progress in improving student wellbeing outcomes, achieving an overall High Performance grouping for Wellbeing in alignment with FISO 2.0 priorities. A key highlight was the significant improvement in Student Voice and Agency, which increased from 73% to 82%, exceeding the school's target and reflecting students' growing sense of empowerment and connection to their learning environment. This aligns directly with FISO 2.0's focus on building a positive climate for learning where students feel heard, valued, and engaged.

The school strengthened its wellbeing supports through strategic use of Mental Health and Wellbeing Funding, Mental Health in Primary Schools, and Primary Wellbeing Funding, enabling an increased time fraction for the Primary Wellbeing Coordinator. This expansion allowed for more proactive classroom-based wellbeing support, early intervention, and enhanced assistance for families experiencing hardship. Through partnerships with Foodshare and State Schools Relief, the school provided food, uniforms, and essential items to ensure students' basic needs were met—an essential foundation for wellbeing and engagement.

Another wellbeing highlight was the strengthened support for students with additional needs through Disability Inclusion Tier Funding, which increased the time fraction of Education Support staff and supported the role of the Disability Inclusion Leader. This enabled more consistent in-class support, improved adjustments, and enhanced monitoring of student needs, aligning with FISO 2.0's emphasis on inclusion and tiered support. These efforts contributed to strong wellbeing indicators, including high levels of student connectedness (91%), Management of Bullying (94.4%) and confidence reported through AToSS, supporting the school's High performance rating in wellbeing.

Together, these initiatives demonstrate the school's commitment to creating a safe, inclusive, and supportive learning environment, ensuring that all students are able to thrive academically, socially, and emotionally.

## Engagement

Throughout 2025, the school strengthened student engagement and wellbeing in line with FISO 2.0 by providing over 30 rich learning and community-building experiences across the school year, including weekly bike and scooter days, Book and Education Week, live theatre, Robotics, Rutherglen Science Day, family events, Senior Room Science Fair, circus performances, Write Around the Murray, and NERSSA sporting events in swimming, cross country and athletics, and Winter School Sports Carnivals in AFL and Netball, as well as outdoor education camps at Feather Top Chalet for grades 3 to 6 students. These diverse experiences contributed to exceptionally strong AToSS outcomes, including School Connectedness (91%), Sense of Confidence (89%), and Attitudes to Attendance (94%), reflecting a positive climate for learning.

The school also exceeded its Student Voice and Agency target, rising from 73% to 82%, demonstrating meaningful progress in empowering students as active partners in their learning. Engagement in sport and extra-curricular programs remained high, with students representing the school at division and regional levels, further supporting the FISO priority of activating student engagement through authentic, motivating experiences. Attendance remained stable, with year-

level averages between 89.3% and 92.8%, supported by strong attitudes toward attendance. The school continued to refine its Student Engagement and Wellbeing Manual, and commenced further development of Case Management and Multi-Tiered Systems of Support to strengthen early identification and intervention—key elements of the FISO 2.0 focus on wellbeing, inclusion, and responsive support for all learners.

## Other highlights from the school year

In 2025, our school also celebrated a significant milestone of our 150th Anniversary. This occasion was marked with a formal ceremony featuring speeches from past students, a curated visual photo display, and self guided tours of both the historic and new school buildings. The event strengthened community connection, honoured the school's long-standing legacy, and reinforced our commitment to fostering a positive climate for learning in line with FISO 2.0.

In addition to this celebration, the school was awarded a \$650,000 grant from the Victorian School Building Authority (VSBA) to upgrade our school grounds, with a particular focus on bushfire prevention and protection. This investment enhances the safety, resilience, and long-term sustainability of our learning environment, supporting the wellbeing and security of all students and staff.

## Financial performance

In 2025, the school's total operating revenue was \$1,371,647, with total operating expenditure of \$1,298,596, resulting in a surplus of \$73,101 carried forward into 2026. The school received a range of government grants, including the Tutor Learning Initiative, Mental Health Fund, Mental Health in Primary Schools, Primary Welfare, Disability Inclusion Tier 2 and 3 funding, Rural/Small School Base funding, and Swimming in Schools, which supported both operational needs and targeted programs. The school also received Equity (Social Disadvantage) funding of \$33,316, which was used to strengthen support for students and families experiencing vulnerability. All funds provided by the Department of Education, or raised locally, were fully expended or committed to future years in accordance with Department policies, School Council approvals, and the intended purposes for which the funding was allocated, ensuring strong financial stewardship and alignment with school priorities.

**For more detailed information regarding our school please visit our website at  
<https://barnawarthprimaryschool.com/>**

## 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 54 students were enrolled at this school in 2025, 23 female and 31 male. NDA had English as an additional language and NDP 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          | 60.0% | <div></div> |
|                                                                                               | Similar schools | 86.9% | <div></div> |
|                                                                                               | State           | 82.0% | <div></div> |

### School Staff Survey

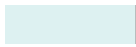
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

|                                                             |                 | 2025  |             |
|-------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement School Climate (School Staff Survey) | School          | 95.1% | <div></div> |
|                                                             | Similar schools | 82.8% | <div></div> |
|                                                             | State           | 77.4% | <div></div> |

## LEARNING

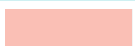
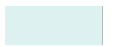
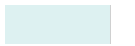
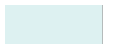
### Teacher Judgement of student achievement against the Victorian Curriculum

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>86.0%</b> |  |
|                                                                              | Similar schools | 84.6%        |  |
|                                                                              | State           | 86.3%        |  |
| <b>Mathematics Prep - 6 % of students at or above age expected standards</b> | <b>School</b>   | <b>90.0%</b> |  |
|                                                                              | Similar schools | 85.6%        |  |
|                                                                              | State           | 84.2%        |  |

## NAPLAN

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

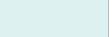
| 2025                                                                        |                 |              |                                                                                       | 3-year average |
|-----------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>83.3%</b> |  | <b>51.9%</b>   |
|                                                                             | Similar schools | 63.2%        |  | 62.6%          |
|                                                                             | State           | 69.5%        |  | 69.3%          |
| <b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>72.7%</b> |  | <b>74.1%</b>   |
|                                                                             | Similar schools | 69.3%        |  | 70.6%          |
|                                                                             | State           | 73.9%        |  | 74.6%          |
| <b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>83.3%</b> |  | <b>63.0%</b>   |
|                                                                             | Similar schools | 64.8%        |  | 63.8%          |
|                                                                             | State           | 66.2%        |  | 66.4%          |
| <b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>66.7%</b> |  | <b>53.6%</b>   |
|                                                                             | Similar schools | 64.3%        |  | 63.1%          |
|                                                                             | 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                                                                     |                 |              |                                                                                     |
|--------------------------------------------------------------------------|-----------------|--------------|-------------------------------------------------------------------------------------|
| <b>Reading Year 3 to 5 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>72.7%</b> |  |
|                                                                          | Similar schools | 70.7%        |  |
|                                                                          | State           | 74.7%        |  |
| <b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>75.0%</b> |  |
|                                                                          | Similar schools | 72.9%        |  |
|                                                                          | 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          | 91.1% | <div></div> | 87.1%          |
|                                     | Similar schools | 80.6% | <div></div> | 80.1%          |
|                                     | State           | 77.1% | <div></div> | 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          | 94.4% | <div></div> | 84.6%          |
|                                     | Similar schools | 81.4% | <div></div> | 81.1%          |
|                                     | State           | 76.4% | <div></div> | 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          | 23.2 | 20.6           |
|          | Similar schools | 24.2 | 24.3           |
|          | 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 | 89.3% | <div></div> |
| Year 1 | School | NDP   |             |
| Year 2 | School | 85.5% | <div></div> |
| Year 3 | School | 92.8% | <div></div> |
| Year 4 | School | 81.1% | <div></div> |
| Year 5 | School | 91.1% | <div></div> |
| Year 6 | School | NDP   |             |

## 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       | \$1,031,767        |
| Government Provided DET Grants | \$229,286          |
| Government Grants Commonwealth | \$42,941           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$8,541            |
| Locally Raised Funds           | \$59,112           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$1,371,647</b> |

| Equity                                              | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$33,316        |
| Equity (Catch Up)                                   | \$0             |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$33,316</b> |

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

| Expenditure                           | Actual    |
|---------------------------------------|-----------|
| Student Resource Package <sup>1</sup> | \$974,366 |
| Adjustments                           | \$0       |
| Books & Publications                  | \$926     |
| Camps/Excursions/Activities           | \$28,826  |
| Communication Costs                   | \$1,373   |
| Consumables                           | \$35,313  |
| Miscellaneous Expenses <sup>2</sup>   | \$13,860  |
| Agency Staff                          | \$0       |
| Professional Development              | \$3,205   |
| Equipment/Maintenance/Hire            | \$8,427   |
| Property Services                     | \$57,165  |
| Salaries & Allowances <sup>3</sup>    | \$125,604 |
| Support Services                      | \$16,879  |

| <b>Expenditure</b>                    | <b>Actual</b>      |
|---------------------------------------|--------------------|
| Trading & Fundraising                 | \$12,181           |
| Motor Vehicle Expenses                | \$5,773            |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$14,646           |
| <b>Total Operating Expenditure</b>    | <b>\$1,298,546</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$73,101</b>    |
| <b>Asset Acquisitions</b>             | <b>\$1,141</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

| Funds Available               | Actual           |
|-------------------------------|------------------|
| High Yield Investment Account | \$117,852        |
| Official Account              | \$15,383         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$133,236</b> |

| Financial Commitments                       | Actual          |
|---------------------------------------------|-----------------|
| Operating Reserve                           | \$54,030        |
| Other Recurrent Expenditure                 | \$0             |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$0             |
| 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>\$54,030</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.*