

2023 Annual Report to the School Community

School Name: Mount Erin Secondary College (7028)



- 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 19 March 2024 at 03:51 PM by Jenni Hodgins (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2024 at 08:51 PM by Sandi Grace (School Council President)

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
- 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Mount Erin College is located in Frankston South, on a beautiful 15 hectare bushland setting providing quality education for students in Year 7 to Year 12. A total of 750 students were enrolled at the College in 2023, 366 female and 379 male. A small number of students were eligible for English as an Additional Language (EAL) funding and 17 students identified as Koorie. *Learning is our priority* and we are *dedicated to the success of every child*. Supporting this vision are three core values:

- Respect – Feeling or showing an understanding for your own or other's beliefs / rights / religions or environment.
- Responsibility – Being dependable, making good choices, and taking ownership and accountability for your actions.
- Resilience – Demonstrating the ability to recover from setbacks, adapt to change, and persist in the face of adversity.

In 2023, MEC had on average 57 permanent teaching staff and 27 Education Support Staff who were skilled and innovative professionals focused on teaching and learning. They work hard to support every student to reach their potential and to build essential personal attributes of motivation, confidence, self-belief and resilience. Our teachers worked tirelessly throughout the year, many completing additional duties to combat the teacher shortages.

The College has a stunning architectural environment that provide state of the art facilities across a wide range of specialist areas including, Science, IT, Art, Design and Technology. The wonderful Auditorium supports a thriving Performing Arts program and the sporting facilities provide ample areas for physical education. Technology underpins the learning in all areas and the augmented sound system ensures our Deaf and Hard of Hearing students are well supported.

Mount Erin College is a high performing school, offering a wide range of programs to cater for diverse student interests and passions. Five new Enrichments Programs were introduced in 2023 to Year 7, 8 and 9 students that provided a range of indepth opportunities for students wishing to extend themselves in AFL, Basketball, STEM, Performing Arts or Media. We continued to offer a wide-ranging VCE program, which in 2023 integrated the new VCE Vocational Major certificate (at Year 11) as a result of the VCAA's Senior Secondary School Reform. Our students continue to achieve excellent VCE results and are able to take advantage of the many well-established partnerships with Universities that enable access to many exciting tertiary pathways.

The dynamic Arts program was also enhanced to provide classroom music classes for year 7 students in 2023, in addition to the existing offerings of drama, instrumental music and voice which continued to afford students the opportunity to be involved in a range of performances, many being showcased at the annual Arts Extravaganza which exhibits students' achievements in all areas of visual and performing arts.

Mount Erin College provides individualised support for Deaf and Hard of Hearing students in mainstream classes across all year levels. Staff in our Deaf Education Centre work closely with classroom teachers to provide an inclusive program for students across all year levels. We are the only government school in the South Eastern region that provides support for these students by highly trained staff.

The SALT (Student Agency and Leadership Team) students, carried out a calendar of events across the year including whole school assemblies, fundraising and community activities. SALT supported the introduction of a student-led magazine called Cartwheel, which was published each term and presented a range of student work samples and reports of events. Our students expanded the interactions with The Village Baxter in 2023 where our SALT students worked with residents to deliver a Mother's Day stall for students from donated goods. Our VM and VCAL students provided services to the residents which included car washing and bingo.

Progress towards strategic goals, student outcomes and student engagement

Learning

The student participation rate in NAPLAN increased significantly from previous years with an average of 93% of eligible students participating. The 2023 NAPLAN results showed a consistent theme of maintained achievement. Although the NAPLAN test was revised in 2023 such that the 2022 results are not comparable, more than 50% of year 9 students were in the "Strong" or "Exceeding" categories for their reading achievement, and more than 45% of Year 9 students were in the "Strong" or "Exceeding" categories for their numeracy achievement.

In regards to senior secondary learning achievements, the VCE school mean study score dropped slightly in comparison with the four year trend, however we maintained the percentage of students who achieved a study score of 37 or above. The senior students continued to have very high achievement rates in satisfactory VCE completion, with 87 students also completing a Vocational Education and Training qualification. Mount Erin's completion rate for the Victorian Senior Secondary Certificate was higher than that of both the similar school percentage and the state.

There is consistency in lesson planning and delivery with all students able to access the lesson plan for every lesson on Compass. Teachers worked in Professional Learning Communities to analyse student work samples and implement pre assessments and formative assessments to gain greater clarity on student learning needs and progress. A measurable outcome of this is that teacher judgement of student achievement against the Victorian Curriculum standards has become more accurate.

Wellbeing

The focus of consolidating the health and wellbeing structures, processes and supports to include School Wide Positive Behaviours Supports (SWPBS) as the underpinning ethos of wellbeing at the College continued to be a priority in 2023. The College welcomed the addition of a Social Worker and a Youth Worker to the Wellbeing Team, expanding the support offerings to the College and promoting a sense of connectedness to the College. The House Leadership team focussed their efforts on ensuring the SWPBS Matrix of Expected Behaviours was completed and displayed in every classroom. This matrix was then referenced by teachers during class when either teaching the expected behaviours to students or addressing undesired behaviours. Teachers reinforced the explicit learning of expected behaviours by incorporated the teaching of expected behaviours regularly into lessons. Students were familiar with the language used and were recognised at the end of each term by certificates relating to the values.

To complement the work relating to SWPBS, the College entered into the first of a three-year partnership with an external consultant to support the development of restorative practices. A number of professional learning sessions were conducted for staff across the year that enhanced their understanding and capability of implementing restorative strategies across the college, beginning with a focus on effective teacher language to build meaningful relationships with students.

Unfortunately, there was significant disruption to teacher consistency for many students due to the state-wide teacher shortage which had a considerable impact on the ability to provide continuity in wellbeing practices in the classrooms. This may be cause of the decline in the student's sense of connectedness recorded in the Student Attitude to School Survey (only 24.6% of students responding positively). Continued efforts have been planned to address this in 2023 and beyond.

Engagement

In 2023, Mount Erin College's House structure continued to provide a mechanism for improving student engagement. The 2023 attendance rate remained relatively constant at 84.1% with the average number of absence days for the whole school (year 7-12) being aligned with the similar schools and the state average. There was regular monitoring of attendance data, phone and email communication between the House Leadership team and families of students with attendance concerns, implementation of student support meetings with a specific focus on reengagement and increasing attendance, and increased use of Department resources. Student retention (Year 7-10) and positive exit destination (Year 10-12) were positive factors in 2023. The percentage of students retained in Year 7-10 was 65.8%, and the percentage of students exiting the college when in Year 10 and above to further education or employment rose from 91% to 95%. This may be a result of The Department's Headstart initiative which had staff based at the College to work with students seeking support in these areas.

More students engaged with extracurricular activities, with the SALT group and wellbeing groups and activities being strongly supported. Student leadership through captain roles, including House, Arts, Education and Sport, engaged students from all year levels in a range of activities through the year. Members of SALT completed a "Teach the Teacher" project, using a structured framework to gain student feedback and use student voice to run a professional learning workshop for staff on student engagement in the classroom.

The Disability Inclusion team expanded as did the volume of work to support students with diverse learning needs. The College completed their first (of many) DIP (disability Inclusion Profile) and was able to secure relevant funding to support students in Tier 3 of the funding model.

Financial performance

The College carried over a surplus of approximately \$120,000 from the 2022 budget, however, despite this being heavily managed, the funds were required to support the operation of the College. Due to the teacher shortages, the College faced significant strains to the Casual Relief Teaching budget, where expenses were up 150% from the previous year. The College's Equity Funding remained consistent with previous years and continues to support students by funding items such as laptops and learning resources as well as activities such as additional learning opportunities and House activities. The very successful Chaplaincy partnership is also supported by these funds and is an essential component of our Wellbeing program and Breakfast Club. Whilst the attached financial report indicates a deficit of \$336,000, the deficit is predicted to be approximately \$160,000 which will be confirmed after reconciliation. The College used a Safe Trees grant of \$40,000 to attend to recommended tree pruning and removal. A new

lockerbay was completed for students in red house to provide a more equitable, safe and calm environment for the students. The College remains dedicated to continuing to deliver improvements in infrastructure and resources into 2024.

**For more detailed information regarding our school please visit our website at
<https://www.mounterin.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 750 students were enrolled at this school in 2023, 366 female and 379 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

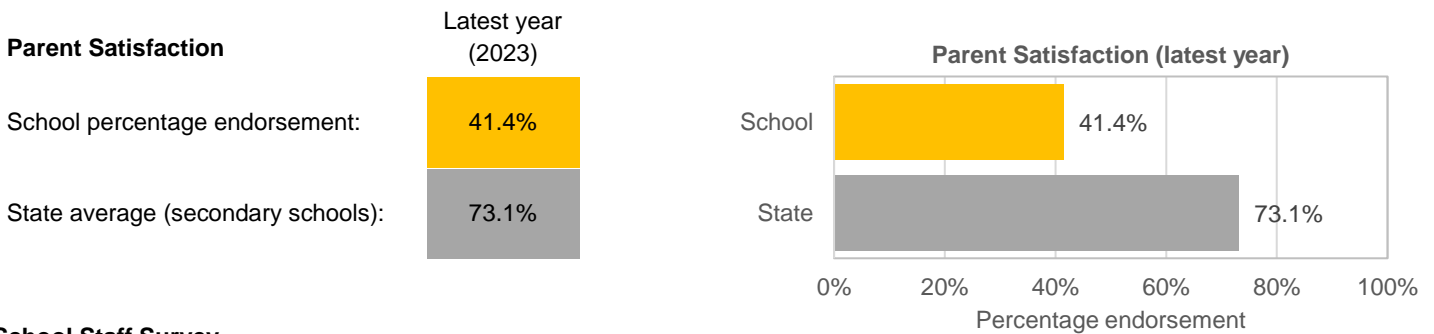
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

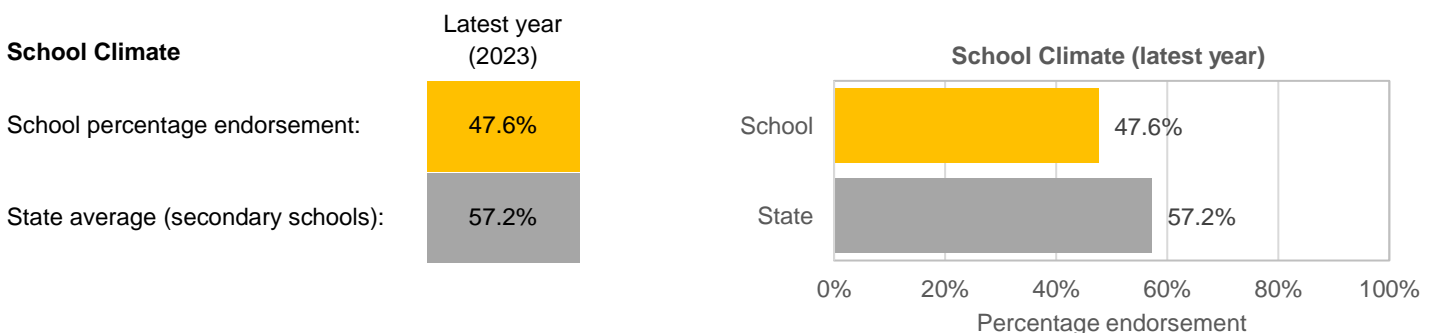


School Staff Survey

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.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

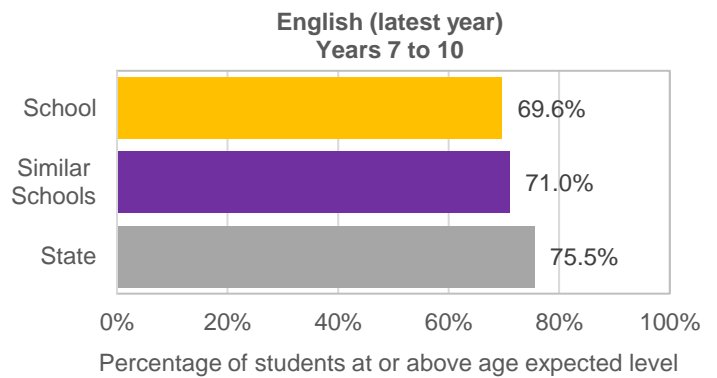
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

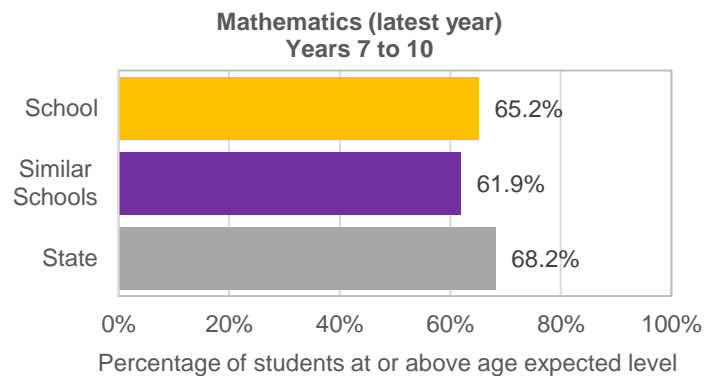
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	69.6%
Similar Schools average:	71.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	65.2%
Similar Schools average:	61.9%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.3%

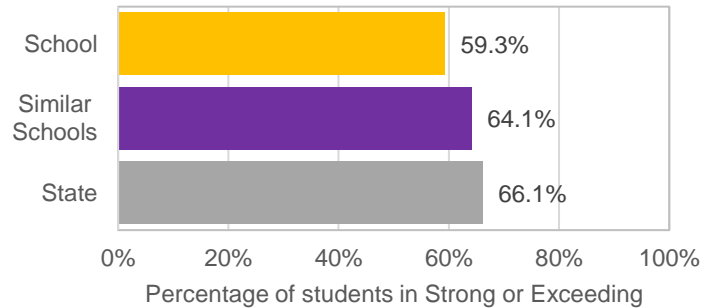
Similar Schools average:

64.1%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

53.9%

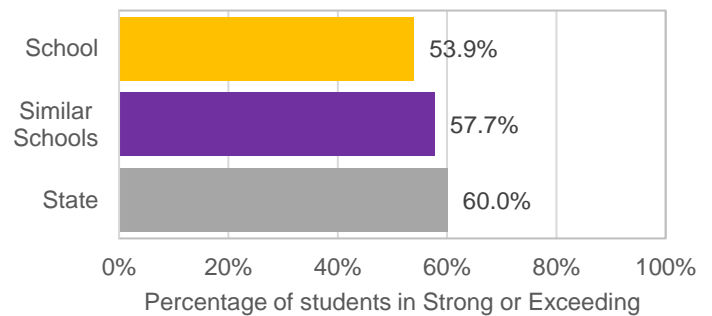
Similar Schools average:

57.7%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

55.7%

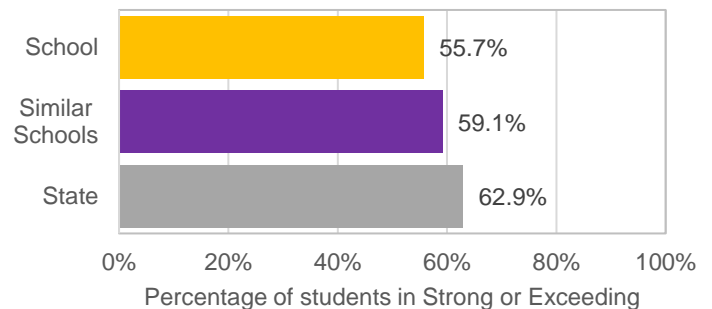
Similar Schools average:

59.1%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

47.5%

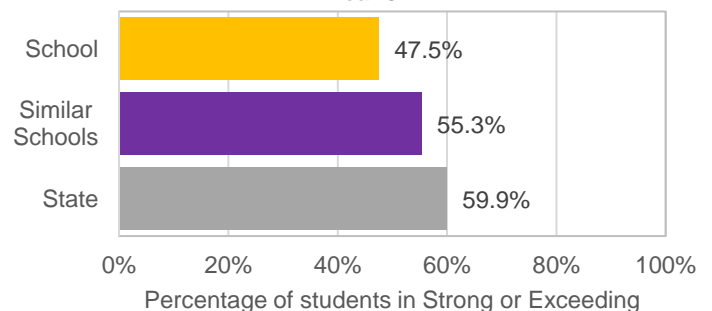
Similar Schools average:

55.3%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

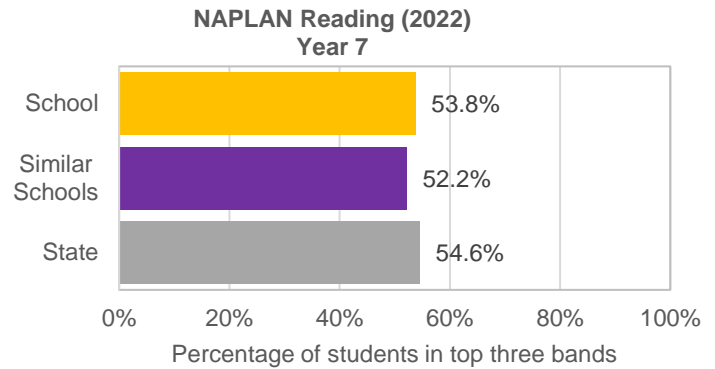
53.8%

Similar Schools average:

52.2%

State average:

54.6%



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

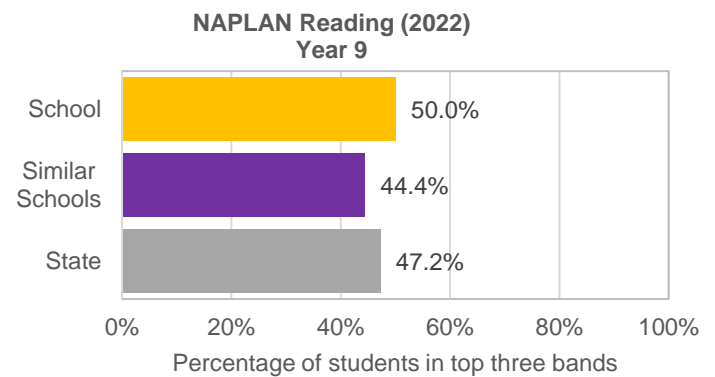
50.0%

Similar Schools average:

44.4%

State average:

47.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

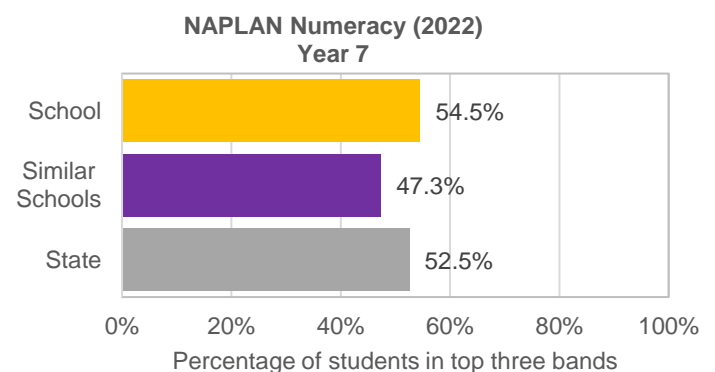
54.5%

Similar Schools average:

47.3%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

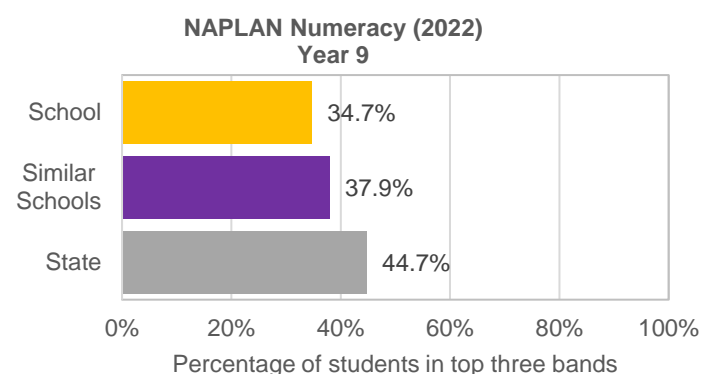
34.7%

Similar Schools average:

37.9%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

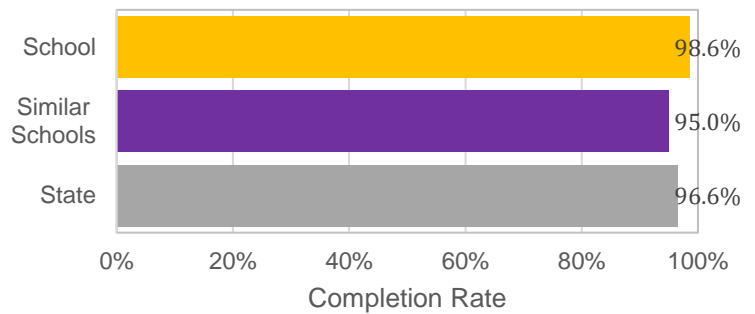
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.6%	96.3%
Similar Schools completion rate:	95.0%	96.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.5

Number of students awarded the VCE Vocational Major

8

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

Percentage VET units of competence satisfactorily completed in 2023:

77%

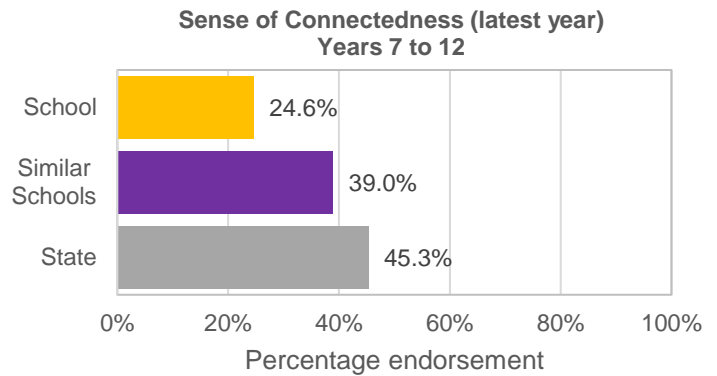
WELLBEING

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 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).

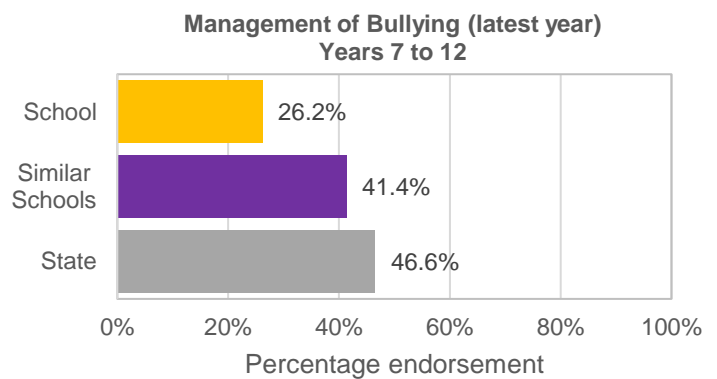
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	24.6%	32.0%
Similar Schools average:	39.0%	43.8%
State average:	45.3%	49.9%



Student Attitudes to School – Management of 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).

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	26.2%	35.7%
Similar Schools average:	41.4%	46.5%
State average:	46.6%	51.0%



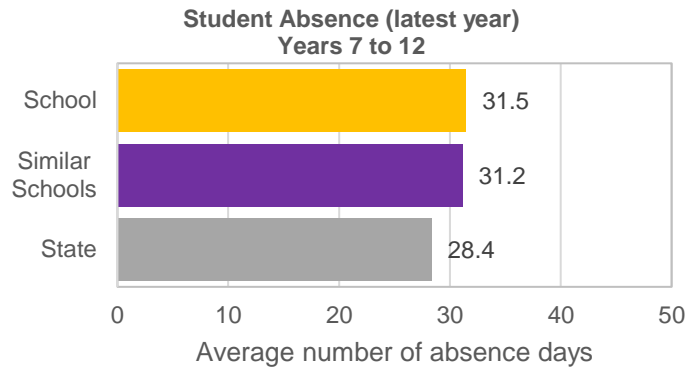
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	31.5	31.3
Similar Schools average:	31.2	25.7
State average:	28.4	23.8



Attendance Rate (latest year)

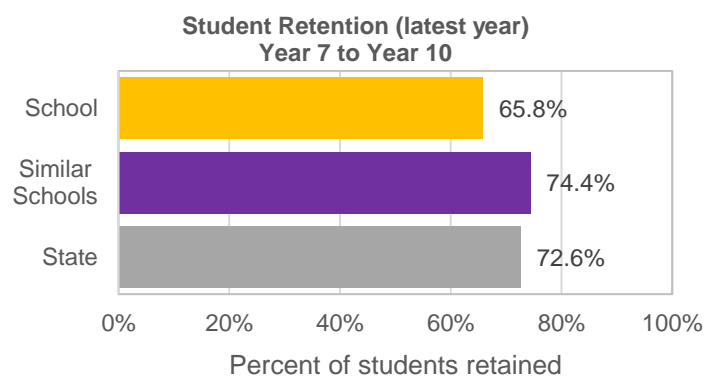
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	83%	83%	83%	86%	91%

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 (2023)	4-year average
School percent of students retained:	65.8%	68.6%
Similar Schools average:	74.4%	75.5%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

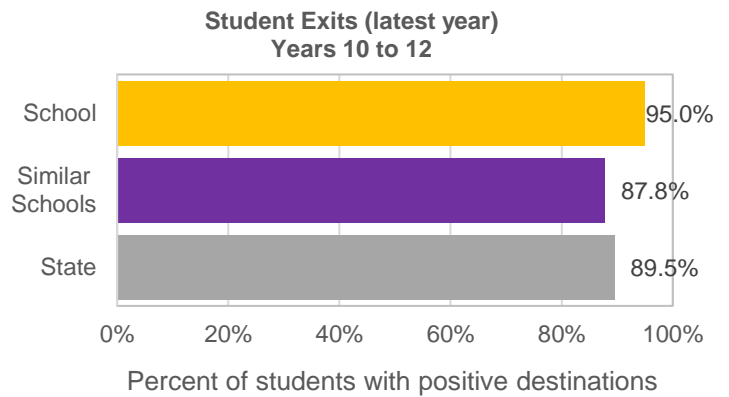
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	95.0%	90.1%
Similar Schools average:	87.8%	87.4%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$9,792,076
Government Provided DET Grants	\$1,368,283
Government Grants Commonwealth	\$10,766
Government Grants State	\$45,073
Revenue Other	\$83,942
Locally Raised Funds	\$403,618
Capital Grants	\$0
Total Operating Revenue	\$11,703,758

Equity ¹	Actual
Equity (Social Disadvantage)	\$326,439
Equity (Catch Up)	\$53,261
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$379,700

Expenditure	Actual
Student Resource Package ²	\$9,943,022
Adjustments	\$0
Books & Publications	\$7,333
Camps/Excursions/Activities	\$135,932
Communication Costs	\$13,068
Consumables	\$148,400
Miscellaneous Expense ³	\$55,476
Professional Development	\$35,482
Equipment/Maintenance/Hire	\$243,635
Property Services	\$440,506
Salaries & Allowances ⁴	\$218,997
Support Services	\$671,409
Trading & Fundraising	\$13,461
Motor Vehicle Expenses	\$4,684
Travel & Subsistence	\$4
Utilities	\$109,303
Total Operating Expenditure	\$12,040,710
Net Operating Surplus/-Deficit	(\$336,952)
Asset Acquisitions	\$33,634

- (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 19 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$718,517
Official Account	\$101,223
Other Accounts	\$0
Total Funds Available	\$819,740

Financial Commitments	Actual
Operating Reserve	\$281,883
Other Recurrent Expenditure	\$989
Provision Accounts	\$0
Funds Received in Advance	\$156,692
School Based Programs	\$127,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$152,809
Repayable to the Department	\$100,000
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
Total Financial Commitments	\$819,373

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.