Bright P-12 College

At Bright P-12 College primary and secondary students share the same campus, which provides a unique atmosphere for students and staff. The College also operates two annexes at Dinner Plain during the winter, catering for students from Prep to Year 12. The achievements of students, staff and others in the school community are valued, acknowledged and publicised.

The College has invested significantly in Teaching & Learning and Student Welfare and Support. The College has a strong reputation in the community, through its ability to offer a wider range of programs. There is a strong perception of high standards and higher expectations of students. Strong leadership involves the community in the future development of the College and we have been successful in attracting significant resources to improve equipment and facilities, including funding for a Trade Training Centre and a now operational Early Learning Centre. The College shares a range of Technology resources through the YouthNETT consortium. Strong parent and community support is evident in classrooms, fundraising activities and membership of Council Bright P-12 College has 44.4 equivalent full time staff that is made up of 3 Principal Class Officers 30 teaching staff and 11.4 Education Support staff.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright P-12 College is primarily a learning environment, with the purpose of developing and nurturing all aspects of our students’ growth; intellectually, emotionally and socially. There is a growing body of research to support the reciprocal influences of self-efficacy and wellbeing as an indicator of and influence on learning attitudes, behaviours and academic achievement. The use of data by the teacher to know what the student can already do, before the lesson is planned has been a goal for the College. This is now widely practiced through the use of class profiles to help plan and structure learning experiences for students in order to bridge the gap between current knowledge and the target knowledge. Significantly the 5 Year NAPLAN</td>
<td>Bright P-12 College continues to prioritise student wellbeing, recognising that learning outcomes are enhanced when students feel safe, secure, connected and have consistent and meaningful opportunities for success. Attendance remains a major focus with prompt follow up and supportive interventions implemented with a focus on engaging students and families and working with support agencies where necessary to address any issues preventing full attendance and participation.</td>
<td>Bright P-12 College has a goal of putting sound strategies in place that provide the best transition for all students across each year level. These strategies include having data on each student so their personal learning needs can be passed on from year to year. This begins in prep with the passing of a transitions statement from the Pre-school teacher to the Prep teacher. The College undertook a review of its Student Engagement and Wellbeing Policy in 2012 with broad consultation across students, staff and families. The resulting policy has produced a strengthened framework from which wellbeing initiatives are generated with The College undertook a review of its Student Engagement and Wellbeing Policy in 2012 with broad consultation across students, staff and families. The resulting policy has produced a strengthened framework from which wellbeing initiatives are generated with The College undertook a review of its Student Engagement and Wellbeing Policy in 2012 with broad consultation across students, staff and families. The resulting policy has produced a strengthened framework from which wellbeing initiatives are generated with The College undertook a review of its Student Engagement and Wellbeing Policy in 2012 with broad consultation across students, staff and families. The resulting policy has produced a strengthened framework from which wellbeing initiatives are generated with The College undertook a review of its Student Engagement and Wellbeing Policy in 2012 with broad consultation across students, staff and families. The resulting policy has produced a strengthened framework from which wellbeing initiatives are generated with</td>
</tr>
</tbody>
</table>
trend for Years 3, 5, 7 & 9 in most areas is moving upwards, with substantial improvements this year for Year 3: Reading, Writing, Spelling, Numeracy and Grammar and Punctuation, Year 5: Reading, Writing, Spelling, Numeracy and Grammar and Punctuation, Year 7: Reading, Writing, Spelling and Grammar and Punctuation and Year 9: Numeracy.

Our median VCE study score stands us in very good stead when measured against government and independent schools in our region and this year one third of our Year 12 Cohort gained an ATAR above 70.

evaluation of any program a required element.

The College has continued to refine its student management practices with some core elements being revised and a whole school set of classroom expectations established within the school's Restorative Practices framework. Protecting the learning environment remains a key shared focus across curriculum and wellbeing teams at the College. Students' independent helpseeking has been encouraged by the establishment of a dedicated space in which students can meet with key staff about issues of concern.

to all students to ensure that they retain a connection to education and develop skills that enable them to be successful in their chosen vocation. This has been further strengthened through the opening of new TradeTraining facilities in 2012.

Bright is a Registered Training Organisation to provide a range of VET programs in partnership with Myrtleford P-12 and Marion College. VCAL and School-Based Apprenticeship programs are also offered.

For more detailed information regarding our school please visit our website at www.brightp12.vic.edu.au

or view our 2012 Annual Report online at http://www.vrqva.vic.gov.au/SReg
Bright P-12 College
(primary year levels)

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school’s profile. Pages 2 and 3 provide a detailed breakdown of each of the result areas. Page 4 provides advice on how to interpret the data.

Key:
- Range of results for the middle 60% of Victorian government schools:
- Result for this school:
- Median of all Victorian government schools:

School Profile

- Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
  - low
  - low-mid
  - mid
  - mid-high
  - high
  Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
  - low
  - low-mid
  - mid
  - mid-high
  - high
- 192 students (84 female, 108 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

0776

Version 2, March 2013
### Student Learning

1. **Teacher assessments from the Victorian Essential Learning Standards (VELS)**

   Percentage of students in Years Prep to 6 with a grade of C or above in:
   - English and Mathematics
   - All other subjects

   The grades are the same as those used in your child's end of year report.
   A ‘C’ rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: English and Mathematics 2008 - 2011 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: All other subjects 2011

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: All other subjects 2008 - 2011 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

### School Comparison

#### Results: Reading 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Reading 2009 - 2012 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Numeracy 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Numeracy 2009-2012 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

### NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Reading 2009 - 2012 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Numeracy 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Numeracy 2009-2012 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

### NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Reading 2009 - 2012 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Numeracy 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

#### Results: Numeracy 2009-2012 (4-year average)

<table>
<thead>
<tr>
<th>Band</th>
<th>Lower</th>
<th>Similar</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td><img src="image" alt="Median" /></td>
<td></td>
</tr>
</tbody>
</table>

---

Version 2, March 2013
4. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94%</td>
</tr>
<tr>
<td>Yr1</td>
<td>91%</td>
</tr>
<tr>
<td>Yr2</td>
<td>92%</td>
</tr>
<tr>
<td>Yr3</td>
<td>91%</td>
</tr>
<tr>
<td>Yr4</td>
<td>91%</td>
</tr>
<tr>
<td>Yr5</td>
<td>90%</td>
</tr>
<tr>
<td>Yr6</td>
<td>91%</td>
</tr>
</tbody>
</table>

5. Student attitudes to school
Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr4</td>
<td>1</td>
</tr>
<tr>
<td>Yr5</td>
<td>5</td>
</tr>
<tr>
<td>Yr6</td>
<td>5</td>
</tr>
</tbody>
</table>

Results: 2009 - 2012 (4-year average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr4</td>
<td>1</td>
</tr>
<tr>
<td>Yr5</td>
<td>5</td>
</tr>
<tr>
<td>Yr6</td>
<td>5</td>
</tr>
</tbody>
</table>
Bright P-12 College
(secondary year levels)

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school’s profile. Pages 2 and 3 provide a detailed breakdown of each of the result areas. Page 4 provides advice on how to interpret the data.

Key:
Range of results for the middle 60% of Victorian government schools:
Result for this school: ○ Median of all Victorian government schools: ●

School Profile

- Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
  - low
  - low-mid
  - mid
  - mid-high
  - high

Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language
  - low
  - low-mid
  - mid
  - mid-high
  - high

- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- 246 students (116 female, 130 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au
### How this school compares to all Victorian government schools

#### Student Learning

1. **Teacher assessments from the Victorian Essential Learning Standards (VELS)**
   - Percentage of students in Years 7 to 10 with a grade of C or above in:
     - English and Mathematics
     - All other subjects
   - The grades are the same as those used in your child's end of year report.
   - A 'C' rating means that a student is at the standard expected at the time of reporting.

2. **NAPLAN Year 7**
   - Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
   - Year 7 assessments are reported on a scale from Bands 4-9.
   - Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

3. **NAPLAN Year 9**
   - Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
   - Year 9 assessments are reported on a scale from Bands 5-10.
   - Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

#### Student Outcomes

- **Results: English and Mathematics 2011**
  - Band 4 5 6 7 8 9

- **Results: English and Mathematics 2008 - 2011 (4-year average)**
  - Band 4 5 6 7 8 9

- **Results: All other subjects 2011**
  - Band 4 5 6 7 8 9

- **Results: All other subjects 2008 - 2011 (4-year average)**
  - Band 4 5 6 7 8 9

#### School Comparison

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

- **Band 4 5 6 7 8 9**
  - Lower Similar Higher

Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
Bright P-12 College (secondary year levels)

How this school compares to all Victorian government schools

Key:
Range of results for the middle 60% of Victorian government schools:
Result for this school:  
Median of all Victorian government schools:  

Student Learning

4. 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.

Percent of students in 2012 who satisfactorily completed their VCE: 100%
Percent of Year 12 students in 2012 undertaking at least one Vocational Education and Training (VET) unit of competence: 34%
Percent of VET units of competence satisfactorily completed in 2012: 88%
Percent of Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2012: 89%

Student Outcomes

Results: 2012
0 50

Results: 2009 - 2012 (4-year average)
0 50

School Comparison

Lower Similar Higher

Student Outcomes

5. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

Yr7 Yr8 Yr9 Yr10 Yr11 Yr12
88% 86% 83% 87% 91% 87%

School Comparison

Lower Similar Higher

Student Outcomes

6. Student attitudes to school
Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012
1 5

Results: 2009 - 2012 (4-year average)
1 5

School Comparison

Lower Similar Higher

Student Pathways

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

Results: 2011
0 100

Results: 2008 - 2011 (4-year average)
0 100

School Comparison

Lower Similar Higher

Student Outcomes

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

Results: 2011
0 100

Results: 2008 - 2011 (4-year average)
0 100

School Comparison

Lower Similar Higher

Version 2, March 2013
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance.

Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.
### Financial Performance – Operating Statement
Summary for the year ending 31st December, 2012

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Grants</td>
<td>$571,418</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
<td>$48,203</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$10,786</td>
</tr>
<tr>
<td>Other</td>
<td>$70,441</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$572,340</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,273,188</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>$226,932</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>$2,241</td>
</tr>
<tr>
<td>Consumables</td>
<td>$131,904</td>
</tr>
<tr>
<td>Books and Publications</td>
<td>$213</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$19,133</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>$87,902</td>
</tr>
<tr>
<td>Utilities</td>
<td>$81,735</td>
</tr>
<tr>
<td>Property Services</td>
<td>$212,590</td>
</tr>
<tr>
<td>Travel and Subsistence</td>
<td>$5,131</td>
</tr>
<tr>
<td>Motor Vehicle Expenses</td>
<td>$12,749</td>
</tr>
<tr>
<td>Administration</td>
<td>$22,494</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>$907</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$26,863</td>
</tr>
<tr>
<td>Entertainment and Hospitality</td>
<td>$111</td>
</tr>
<tr>
<td>Trading and Fundraising</td>
<td>$85,553</td>
</tr>
<tr>
<td>Support / Service</td>
<td>$59,535</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$572,119</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,548,112</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**  **$274,924**  **Capital Expenditure**  **$15,850**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

### Financial Position as at 31st December, 2012

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$95,292</td>
</tr>
<tr>
<td>Official Account</td>
<td>$8,759</td>
</tr>
<tr>
<td>Other Bank Accounts (listed individually)</td>
<td>$196,944</td>
</tr>
<tr>
<td>Bendigo Bank Investment account</td>
<td>(insert) $</td>
</tr>
<tr>
<td>(insert)</td>
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<td>(insert)</td>
<td>(insert) $</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$300,995</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>2012 Actual</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Operating Reserve</td>
<td>$79,649</td>
</tr>
<tr>
<td>Assets or Equipment Replacement ≤12 months</td>
<td>$</td>
</tr>
<tr>
<td>Capital – Building/Grounds including SMS ≤12 months</td>
<td>$</td>
</tr>
<tr>
<td>Maintenance – Building/Grounds including SMS &gt;12 months</td>
<td>$43,876</td>
</tr>
<tr>
<td>Beneficiary / Memorial Accounts</td>
<td>$8,041</td>
</tr>
<tr>
<td>Co-operative Bank Account</td>
<td>$</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$</td>
</tr>
<tr>
<td>School based programs</td>
<td>$100,533</td>
</tr>
<tr>
<td>Region / Network / Cluster Funds</td>
<td>$68,896</td>
</tr>
<tr>
<td>Provision Accounts</td>
<td>$</td>
</tr>
<tr>
<td>Repayable to DEECD</td>
<td>$</td>
</tr>
<tr>
<td>Other Recurrent Expenditure (Accounts Payable)</td>
<td>$</td>
</tr>
<tr>
<td>Assets or Equipment Replacement &gt;12 months</td>
<td>$</td>
</tr>
<tr>
<td>Capital - Building / Grounds including SMS &gt;12 months</td>
<td>$</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

**Financial performance and position commentary**