

2020 Annual Report to The School Community



School Name: Grovedale West Primary School (5076)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 May 2021 at 09:36 AM by Gretta Lynch (Principal)

The 2020 Annual Report to the school community:

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

Attested on 14 May 2021 at 01:25 PM by Catherine Carey (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Grovedale West Primary School is situated between Anglesea Highway (Great Ocean Road) and the Torquay Road (Surf Coast Highway) in the Geelong suburb of Grovedale. The school is in close proximity to the Ring Road. The school has had continued growth and positive recognition in the community as families value the team approach to teaching and learning and the provision of contemporary and authentic learning experiences. The school is situated in a high growth area with many new families moving into the community. The 2020 school year began with 380 students. Grovedale West Primary School also incorporates the Geelong Deaf Education Centre (P-6) with students transitioning to the Deaf Facility at Grovedale College (7-12).

The Schools Socio-economic band in 2020 (SFOE) was 0.3859.

During the 2020 Covid19 remote learning period, Grovedale West Primary School students experienced 18 weeks of remote learning. The school continued to educate approximately 28 students daily onsite during the remote period, supported by a Before and After School Care service. The education team also provided a comprehensive and differentiated program for all students working remotely supported by regular communication with parents to support student learning and wellbeing.

The school's Strategic Plan vision is based on the Melbourne Declaration – Educational Goals for Young Australians - 2008. The goal is to enable students to love learning, to embrace life and to become successful learners, confident and creative individuals and active and informed citizens. (Melbourne Declaration).

Grovedale West Primary School focuses on the development of the 6C capabilities (communication, citizenship, creativity, collaboration, character development and critical thinking) through all areas of the curriculum. The school also nurtures the school values of RISE – Responsibility, Inspiration, Strength and Empathy. The educational program provides learning experiences that enable students to develop their skills and self-reflective capabilities through authentic learning experiences.

The school is fortunate to have large learning spaces enabling flexible learning experiences supported by extensive ICT infrastructure and generous sporting and recreational facilities.

Our school grounds are expansive and incorporate a gymnasium and synthetic basketball and tennis courts. The children enjoy several play areas, including active and passive spaces and an engaging outdoor discovery classroom. The school also has a large soccer area and oval.

Grovedale West Primary School values the strong community support it receives with parents assisting with classroom support, fundraising, School Council and in many other ways around the school. Unfortunately, parent direct engagement in the school was impacted by Covid 19 restrictions.

In 2020 the school had 17 home-groups and four specialist areas - (Science, Italian, Art, Health and PE).

The school's classroom Music program continued to be an enjoyed and valued part of the curriculum supported by a small but well-resourced instrumental music classroom, several Performing Arts opportunities, an AUSLAN signing choir, Djembe drum group, instrumental bands and the teaching of the Ukulele. Unfortunately, in 2020, many of the performances within the school and community were ceased due to Covid 19 but music activities continued to be offered to early years students through the online platform during remote learning.

While limited through 2020, the Stephanie Alexander Kitchen Garden program, continued to place a strong focus on environmental sustainability, biological and food science.

Sustainability and the development of Student Voice and Agency is a key focus of the school. Grovedale West Primary School continued their involvement in the New Pedagogies for Deep Learning Global Project actively engaging globally

with other educators although again impacted by Covid 19. The teachers and students were also involved in learning partnerships with Deakin University, Landcare, the Waurnponds Library in the early part of the 2020 before Covid 19 restrictions began.

The facilitation of the School Wide Positive Behaviour program has resulted in students actively and authentically demonstrating the RISE values. The RISE Positivtree recognition process acknowledges the achievements of students in relation to the RISE values and is valued by the school community. This continued to be embedded through the remote online program.

Grovedale West Primary school had two Principal Class Leaders, one Literacy / Pedagogy Learning Specialist, one Math /Science Learning Specialist, one Teacher of the Deaf, 20.2 EFT teachers, and 4.6 EFT support staff, two administration staff, a 0.6 Primary Welfare Officer/Chaplain. The school also provides one Teacher of the Deaf and 2.6 Communication Assistants to service Grovedale College.

In 2020 the school was in the second year of the 2019 -2023 Strategic Plan.

Framework for Improving Student Outcomes (FISO)

The schools FISO improvement strategy in 2020 was focused on:

- Curriculum Planning and Assessment,
- Evidence Based High Impact Teaching Strategies
- Intellectual Engagement and Self Awareness
- Empowering Student sand Building School Pride

The Key Improvement Strategies were to:

- Enhance collaborative processes that enable teachers to analyse Literacy assessment data, use to inform teaching and evaluate the impact of their teaching on student learning.
- Develop and agreed pedagogical model that enables teachers to implement high impact teaching and learning practices in Literacy
- Enhance student capability to be reflective, questioning, self-monitoring and aspirational learners.
- Build quality student – teacher relationships that enhance students’ self-confidence and self -efficacy as learners

During the Covid19 remote learning period, the teachers worked within their Professional Learning Team (PLT) remotely, planning together. This ensured support for one another and consistency in practice and supported the development and provision of an online differentiated program for all students. They connected with students by video at the beginning and end of each day to tune them in and to review the days learning in addition to connecting online or by phone / Webex throughout the day. A key focus was placed on ensuring ongoing differentiated tasks in literacy and numeracy while supporting student and family wellbeing. The teachers also used the online program to assist student to develop their self-reflective practice, modelling and supporting the students to articulate the stages of their learning and goals.

The teachers engaged in weekly Professional Learning Community (PLC) meetings with the Leadership Team continuing their professional development in addition to undertaking a number of other online professional learning opportunities.

The school's Writing Pedagogical model was a PLC focus and embedded in core practice with staff undertaking related professional learning.

In 2020 the school trained five teachers through the Bastow Local Literacy Leaders online program with the school now having seven trained Literacy Leaders within the school. Our Assistant Principal was directly involved in this work as a Bastow Literacy Master Trainer.

The online model of practice during remote learning empowered parents with a deeper understanding of their child's learning needs, how they are taught and what they are learning. Some students also responded more actively when online than they do when in the presence of peers. The school will leverage this knowledge going forward to provide

parents with information and to support students with varied ways to engage in their learning. The school provided an extensive number of technology resources to families to assist them through the remote period.

Achievement

The achievement data reflects teacher judgment based on 18 weeks of remote learning and 22 weeks of school-based teacher directed instruction.

During 2020 the school also incurred 14 school days of unexpected lockdown with several staff members and a large cohort of students needing to self-isolate. During this extended period of lockdown, our students and teachers were not able to attend the school and not all had their resources and technology at home with them. Despite great concern during the lockdown period this, the teachers provided learning continuity for those students who were able to access it, showing strong collegiate support to do this work.

The education team were highly responsive and adaptive to the constantly changing situation during 2020 and continued to develop and refine the remote learning program to meet the education and wellbeing needs of students and parents. Their level of cohesion and support for one another and the students was exemplary. The staff acknowledged the difficulty for many families in educating their children at home. They valued and appreciated their support, willingness to take on new learning to support their children and their positive communication with staff through this difficult time.

Considering the complexities of 2020 and students receiving only 22 weeks of direct school based teacher instruction, generally positive outcomes were achieved.

Naplan did not occur in 2020, therefore data is not available.

The school did not undertake the Attitude to School Survey in 2020, therefore 2020 data is not available.

Parent Satisfaction – above the state percentage

School Staff Survey – well above the state percentage

Student Attitude to School Survey – 4-year average above the State and Similar schools

Teacher Judgement P-6 (English and Maths) - higher percentage of students at or above expected level compared to the State and Similar Schools.

Average Number of Student Absence Days:

This measure cannot be accurately reported due to Covid19. The school recorded attendance based on student logging in to Compass or attending school during the 18 weeks of remote learning. Family situations varied with some students doing manual learning rather than using technology and not logging in each day. The school was also impacted by 14 school days of unexpected lock down due to Covid 19 where staff and students did not have access to their resources and attendance could not be accurately recorded.

On average in 2020 our students had 16.8 days absence compared to the State average of 13.8 and Similar Schools 13.7.

During the remote learning program the teachers demonstrated high levels of competence in using Google Classroom and See Saw to enable teachers to connect directly with students to differentiate learning and to enable targeted feedback or student self-reflective practice.

Teachers also supported parents to assist their children by providing explicit instructions and overviews of task requirements by using video presentations. Teacher feedback to students also supported parents to identify areas for future support and guided them in how to assist their children.

In 2020 the school had several students enrolled in the Geelong Deaf Education Centre P-6. Support was also provided to other hearing impaired students using the Deaf Education staff. The deaf and hearing impaired students received comprehensive language intervention support as individuals, in small groups and within the regular classroom. Additional support was provided in the classroom through the provision of additional teaching staff, classroom assistants and Speech Pathology support. All students demonstrated positive growth in the learning.

Several students were provided with comprehensive intervention programs supported through the Program for Students with Disabilities and the provision of Classroom Assistants with them all working towards their goals and making positive progress.

A school funded Speech and Language program was provided through the provision of a School Based Speech Pathologist who supported some families with home programs during the remote learning phase. Further valued support was provided by the Region's School Support Staff. Our students with additional needs were also supported by External Health Providers and the valued skills of the Regional Network Specialist Team of Psychologists, Social Workers and Speech Pathologists.

The school also valued the ongoing collaboration with Deakin Universities Occupational Therapy Department and the therapy programs provided by four training therapists in our Year P-2 classrooms when school-based learning resumed.

Engagement

Student attendance continues to be a school priority. A small number of students with chronic absenteeism are monitored or have been referred to other support agencies and their parents are contacted regularly to assist them.

Whilst difficult in 2020 due to Covid 19, the school continued to implement an attendance management strategy. When onsite learning was occurring, families were notified daily for unapproved attendance and regular contact was made with families experiencing attendance issues to assist them to attend school.

Families were regularly contacted by phone/ Webex during the remote learning and lock down periods to monitor student wellbeing and Student Support group meetings continued to be held remotely.

The school has a strong focus on student agency and active engagement in learning with students using the 6c capabilities to develop their learning disposition.

The 2020 Covid 19 restrictions limited the regular process of collaborative learning and learning showcases but task design and the use of online communication enabled students to engage in a range of authentic learning experiences to practise their knowledge and skills. Our student leaders continued their leadership development working collaboratively online during the remote period with our Learning Specialist to organise activity days of enjoyable learning experiences for the school community.

Wellbeing

Whilst impacted by limited time at school, the team continued implementation of the School Wide Positive Behaviours program in 2020 with the RISE student acknowledgment process being valued by parents, teachers and students.

Despite the Covid19 restrictions, the school provided an adjusted transition program for students into, through and from our school.

Regular communication was provided to parents via newsletters and updates and regular video messages were provided by the Principal and Learning Specialist to ensure families were well informed and connected to the school during the remote periods.

The Kinderlinks program, provided 4-year-old students in the community with a school experience through the provision of an online Kinderlinks program during the remote period. The student's engaged in music, science, art and storytelling activities. This continues to be a popular event requested by members of the community.

While not a comprehensive program in 2020, the transition program for our new Foundation students occurred enabling them to engage in a school-based activity in addition to the Kinderlinks online transition program. Prior to restrictions, prospective Prep parents were supported through the transition program with the opportunity to engage in

personalised tours of the school and parent information sessions. Our Foundation teachers also actively engaged in an Early Years Networks online with neighbourhood Early Years colleagues through the year.

During Term 4 our students engaged in a transition week where they moved to their new levels to meet their peers and teachers and to familiarise themselves with their new learning spaces.

During Year 6, our students further developed their leadership skills through the provision of authentic learning and leadership experiences. A distributed student leadership model supported the students with varied leadership styles to engage in leadership roles and activities supported by the Learning Specialist and their teachers.

Celebrating learning is a key feature of our school. Covid 19 restrictions limited events such as assemblies and performances in 2020 but staff and students used innovative practice to provide online assemblies and to showcase learning on SeeSaw.

A valued celebration was the Year 6 graduation where students were acknowledged for their individual achievements, goals and contribution to their own learning and their school community. We were thrilled to be able to offer this to our Year 6 students and their families with a formal outdoor presentation for the parents and students followed by a student celebration enjoyed by all.

The end of year assembly was a celebration of student positivity, stamina, persistence and effort after a difficult year. Students were also celebrated for their academic growth and achievement. A celebration dance at the end of the assembly ended the year with a sense of fun and clearly showed the very connected student community that we have at Grovedale West Primary School. Whilst parents could not attend, we shared the celebration online.

Financial performance and position

The surplus funds listed are committed to a number of programs and our DET Building and Maintenance program. They include funds that have been allocated to planned and scheduled projects such as building works and extensive planned maintenance and furniture replacement. The funds also include additional Deaf Facility funding that supports the P-12 Deaf Facility shared with Grovedale College.

The school was fortunate to receive a grant from the Beth McClaren Smallwood Foundation to provide an additional language support teacher to assist our deaf and hard of hearing students.

In 2020 the school received equity funding which was used to ensure that one of two Learning Specialists could work with each team to build teacher capacity and enhance the learning program across the school.

The school also received National Chaplaincy funding to supplement the costs for a school Chaplain.

The school was advised in November 2020 that they would receive \$6.559 million for a school upgrade with the planning process to begin in 2021

For more detailed information regarding our school please visit our website at
<https://www.grovedale.west.ps@education.vic.gov.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 377 students were enrolled at this school in 2020, 189 female and 188 male.

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

Overall Socio-Economic Profile

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

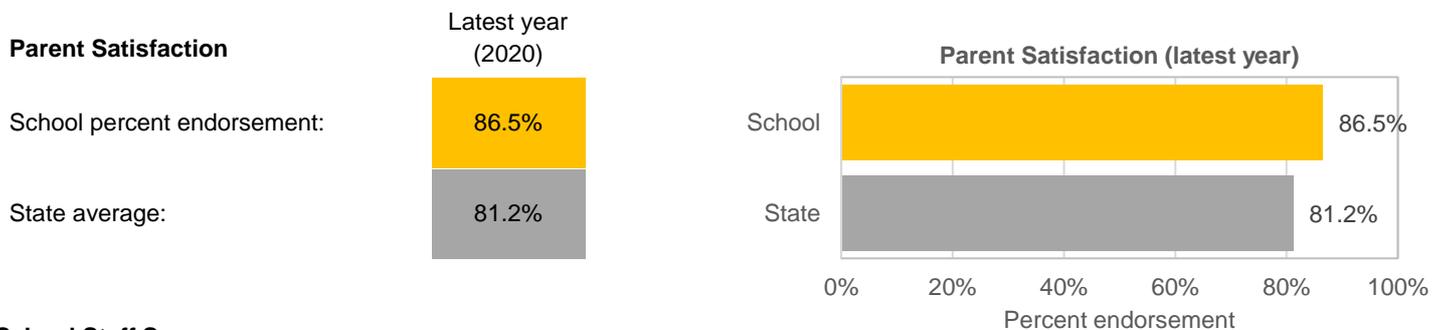
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

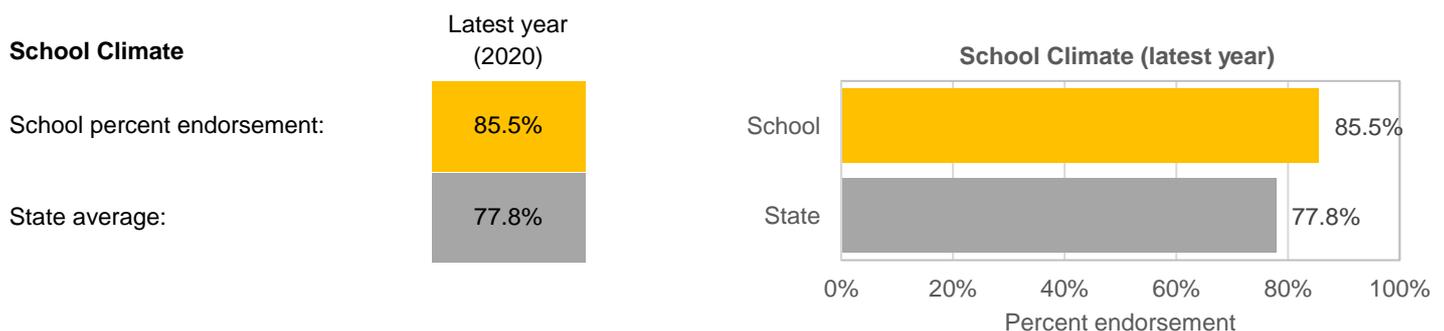


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

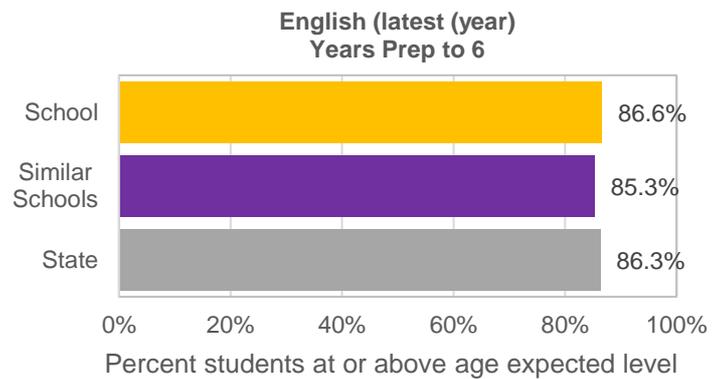
86.6%

Similar Schools average:

85.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

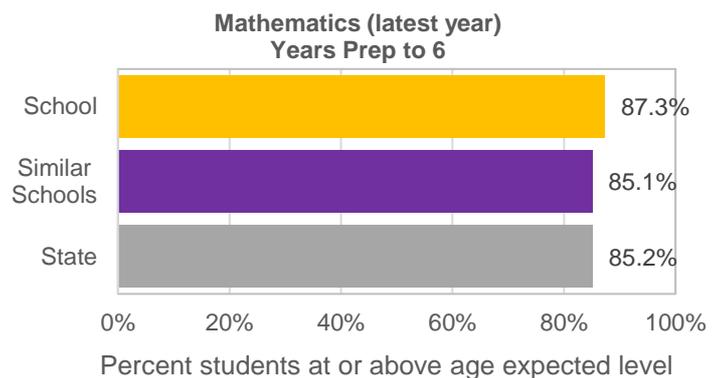
87.3%

Similar Schools average:

85.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

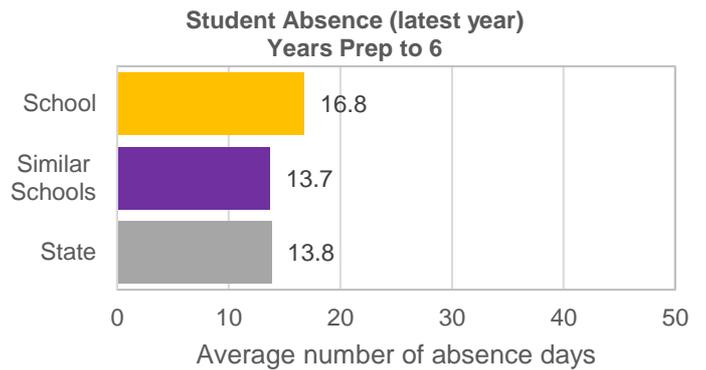
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.8	16.3
Similar Schools average:	13.7	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	93%	91%	94%	88%	89%	91%

WELLBEING

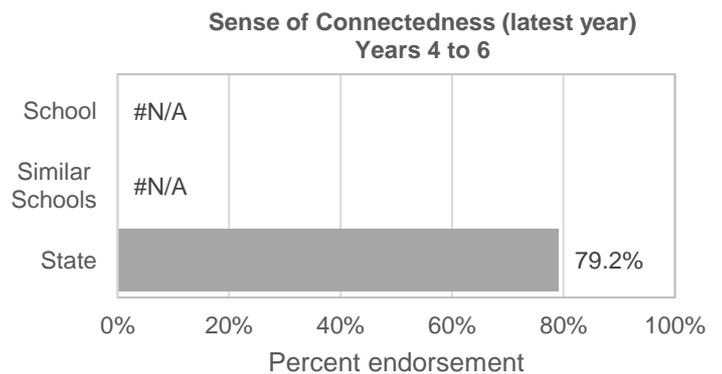
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.6%
Similar Schools average:	NDP	79.3%
State average:	79.2%	81.0%



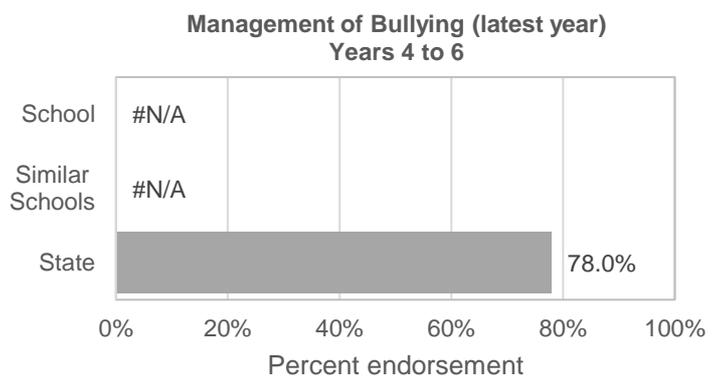
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	84.1%
Similar Schools average:	NDP	79.5%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,399,918
Government Provided DET Grants	\$615,875
Government Grants Commonwealth	\$240,229
Government Grants State	\$650
Revenue Other	\$8,707
Locally Raised Funds	\$184,229
Capital Grants	NDA
Total Operating Revenue	\$4,449,608

Equity ¹	Actual
Equity (Social Disadvantage)	\$97,704
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$97,704

Expenditure	Actual
Student Resource Package ²	\$3,301,768
Adjustments	NDA
Books & Publications	\$7,728
Camps/Excursions/Activities	\$20,333
Communication Costs	\$10,127
Consumables	\$91,917
Miscellaneous Expense ³	\$12,869
Professional Development	\$12,220
Equipment/Maintenance/Hire	\$73,413
Property Services	\$125,272
Salaries & Allowances ⁴	\$195,962
Support Services	\$61,960
Trading & Fundraising	\$2,866
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$28,090
Total Operating Expenditure	\$3,944,526
Net Operating Surplus/-Deficit	\$505,082
Asset Acquisitions	\$115,730

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,252,164
Official Account	\$54,251
Other Accounts	NDA
Total Funds Available	\$1,306,415

Financial Commitments	Actual
Operating Reserve	\$99,565
Other Recurrent Expenditure	\$19,642
Provision Accounts	NDA
Funds Received in Advance	\$14,055
School Based Programs	\$175,483
Beneficiary/Memorial Accounts	\$6,829
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$254,799
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$109,383
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$42,240
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$721,997

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.