

2020 Annual Report to The School Community



School Name: Sunbury West Primary School (5006)



- 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 31 March 2021 at 09:48 AM by Inga Wilson (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.

To be attested by 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

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. Since its opening in 1971, the school has provided quality education to the children of Sunbury. In 2021, the school will be proud to celebrate its 50th anniversary. Moving forward, the school has just received a \$10.497 million grant for capital works for a major refurbishment of the school.

The school's vision states, 'In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards his or her maximum potential as a confident individual and responsible member of society.'

The school's motto is, 'Together We Learn. Together We Grow'.

Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages mix cooperatively. The school encourages staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices that reflect current education state initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

Sunbury West will has a current enrolment of 192 students from Foundation to Year 6. 45.83% of students are male and 54.17% are female. 0.52% of students are non-English speaking, 4.17% are deemed as at risk and 3.13% have a disability. The school's socio-economic band value is at 'Medium'. In 2020 our staffing consisted of 2 Principal Class officers, 10.6 EFT teachers and 2.8 ES Staff. The school operated 10 classrooms, with all classes being organized into composite groupings. The school is spread across three buildings with large amounts of classroom space and flexible learning areas.

Our teaching teams work closely together to plan for continuity of practice within teams and across the school. Our classrooms are well resourced and the school boasts great facilities such as a gym, library, ICT lab and Out of School Hours Care setting. We have expansive play areas which include play equipment for P – 2 and 3 – 6 children as well as a fitness circuit. With a focus on the environment, we have worked towards the establishment of an orchard and a friendship garden. Each team also has its own garden bed where students tend to a range of herbs and seasonal veggies.

Teaching and learning programs are tailored to meet the distinct learning needs of all students with a strong emphasis on Literacy and Numeracy. We use an inquiry approach to our integrated curriculum, promoting voice and agency as students help to shape the curriculum and experiences relative to their stage of learning.

Our skilled teaching teams are committed to lifelong learning and the school places great importance on ongoing professional learning at every stage of their careers.

Our core curriculum is further complemented by programs in the areas of Visual Arts, Performing Arts, Physical Education, STEM and Japanese. The school also promotes 21st Century learning through its Digital Literacy Program in Years 5/6 and access to laptops, iPads and smart TVs in all areas of the school.

Our school has continued to offer a large number of opportunities designed to assist children in developing connectedness with each other and also build resilience and self-esteem. Examples of these are: Junior School Council, House / Vice Captains, Pupil of the Week, Buddies and Peer Support programs, House Mates program, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions complement our core curriculum programs. Each of these offer our children a chance to participate at a level of confidence and interest and provides them with a sense of accomplishment and achievement over a period of time. Parents as partners in education are also highly valued with many parents supporting classroom programs and school activities.

Student wellbeing is of paramount importance and the school adopts Schoolwide Positive Behaviours in its approach to Student Engagement, Wellbeing and Behaviour Management. In 2020 Sunbury West became a Respectful Relationships partner school. Our practices are well documented to ensure understanding and clarity in relation to expectations. Our newly adopted school values are defined by our commitment 'To Strive. To Respect. To Belong' and underpin our daily interactions and practices at our school.

Framework for Improving Student Outcomes (FISO)

In 2020, Sunbury West commenced its work with the DSSI Teaching Partners with a focus on Reading. Initial meetings with teams focused on comprehensive unit planning to build a guaranteed and viable curriculum. Other areas of focus also included the workshop model with emphasis on independent reading and conferencing. Two school based curriculum days allowed for whole school opportunities for reflection and future planning.

Work with the Teaching Partners also involved building the capacity of middle level leaders. A real shift was evident after the leaders had the opportunity to participate in the Learning Circles professional learning modules. Unfortunately this occurred in Term 3 rather than in March when first planned. This hindered the initial momentum of the program. Staff did however engage in ongoing meetings for the purpose differentiated professional learning during the remote learning period. This included building understandings around the workshop model, specifically in relation to independent reading, conferencing and the Readers' Notebook.

Unfortunately the Teaching Partners were unable to attend on-site. This meant that formal observations and modelling of lessons as planned were unable to occur.

As a result of the work undertaken this year, teams have re-developed their term planning documentation. Staff are also demonstrating a better understanding of the workshop model. Learning walks and peer observations will be a focus for professional learning in 2021.

At the commencement of the school year, staff updated the P - 6 data walls for Literacy and Numeracy. They spent a curriculum day focusing on data and evidence from a variety of sources to determine directions for possible PLC inquiries. Exploration of the Panorama dashboard and subsequent discussion pertaining to identified students was shaping the targeted interventions necessary for PLC inquiry. Unfortunately, due to COVID, regular PLC inquiries were unable to take place in the manner intended. Staff did however continue to track and monitor student progress at the cohort level and made adjustments to their planning based on evidence collected.

All staff engaged in professional learning involving observation of link school PLC meetings. This allowed for reflection of current practice and processes moving forward for our school.

The school has increased its data collection in relation to the Pivot Survey. This opportunity was offered via the regional PLC initiative. The 3 - 6 team undertook the survey on three occasions throughout the year and the P - 2 team completed two surveys. This was particularly useful to monitor engagement throughout the various stages of on-site vs remote learning periods. It will also play an integral role in determining future needs both at the academic and social capabilities level.

The professional learning activities planned for around Voice and Agency did not occur although teachers were mindful of how they could enhance this element of their practice through both on-site and remote learning periods this year.

Achievement

Sunbury West Primary School commenced its transition to remote and flexible learning by prioritising curriculum planning and development for Term 2. The school was fortunate as the day prior to students commencing their extended school break, teaching teams were already scheduled to be released for a half day each to work with the DSSI Teaching Partners to plan Reading units of work. During the days that followed, teams worked collaboratively, firstly on-site and then remotely to plan for teaching and learning programs in Literacy, Numeracy and Inquiry learning. Teaching teams also planned for their weekly enrichment programs in Visual / Performing Arts, STEM, Performing Arts and Positive Places. Teams ensured cross curriculum links where possible to integrate student learning and provide flexible and differentiated options for task completion. Teams followed the recommended time allotment guidelines published by the DET. Teams identified that Google Classroom would be the platform for learning across the school as this was current practice in the Year 5 /6 area.

Google Classroom was the main platform for the delivery of teaching and learning programs, supported by video conferencing, daily messaging, video lessons and communication processes for providing feedback. Students worked well, participating in reading group sessions, help sessions, social activities and sharing of learning with teachers and peers.

Teams found that students who engaged regularly thrived in the remote learning environment. With greater flexibility,

many slower workers did extremely well as they could complete tasks at their own pace. Lower ability students also benefited from greater one to one interaction.

Some students reported that they enjoyed learning at home because they enjoyed working with their parents. Students also stated that they enjoyed working with the technology.

Other students reported that they missed the daily interaction with their peers and teachers – they missed having their teacher – ‘on hand’.

Stronger home / school partnerships were formed. Parents became more aware of their children’s strengths, weaknesses, expectations and what their children were learning about. An increased level of parent engagement was observed during this time.

Parents were generally very supportive and provided the school with positive feedback about the remote learning programs and delivery. Where parents experienced difficulty, teachers and leadership staff provided individual support and assistance.

Teams have made stronger connections between curriculum links and planning. This has impacted on future planning with teams more mindful of comprehensive planning documents to direct weekly planning.

Teams have reflected upon planning and have identified that they need to revise future fortnightly planning documents. The focus will be on comprehensive unit planners to minimise the amount of time spent on fortnightly planning documentation.

Teachers are also sharing workload in relation to planning to a greater degree.

Teacher judgements in Literacy and Numeracy were as follows:

In Reading 77% of students achieved at or above expected level. This was lower than the state and similar schools but on par with network schools.

In Writing, 75% of students achieved at or above expected level. Again, this was slightly lower than the state, but on par with similar schools and higher than network schools.

The overall average for students in Years P - 6 achieving at or above expected level in English was 80.4%. This is slightly lower than the state and similar schools.

In Number and Algebra, 84% of students achieved at or above expected level. This was on par with the state and similar schools and higher than network schools.

The overall average for students in Years P - 6 achieving at or above expected level in Mathematics was 84%. This is on par with the state average and slightly higher than similar schools.

Engagement

Generally, the school's attendance data was positive. Apart from a couple of students who are habitually absent, the school's main concern was in relation to late arrivals. Teachers and leadership monitored these closely and worked with families to support them where possible.

During remote learning, protocols for monitoring attendance and engagement were established and reviewed at weekly staff meetings. Teachers used strategies such as ‘good morning posts’, engagement trackers and individual conferencing to connect with students at risk of disengagement. Teachers liaised with parents, offering support and strategies to assist them with the home learning tasks. Ongoing concerns regarding engagement were referred to leadership for follow up.

Teachers endeavoured to interact with students as much as possible via Google Classroom streams and emails as well as video conferencing. Weekly schedules were posted via Compass on a Sunday evening so that families could prepare for the week ahead.

Attendance data was slightly lower than previous years, ranging between 86% and 92% in the various year levels. Foundation, Year 1, Year 3 and Year 6 were at or above 90% attendance.

Wellbeing

In 2020, the school continued its commitment to SWPB with key staff attending professional learning activities. They have completed all three years of training and have prepared an action plan for 2021.

The behaviour matrix was reviewed and explicitly taught during Term One across P - 6 via the Personal and Social Capabilities inquiry unit, 'It's Up To Me'.

The school also explored ways in which it could continue to promote SWPB and positive mind sets in students, particularly during the remote learning period. Teams incorporated lessons and activities that focused on wellbeing and incentives for displaying our school values such as Positives stickers and postcards with goals towards achieving whole school rewards. This was an ongoing agenda item during regular staff meetings.

The school also became a partner school in the Respectful Relationships initiative. Key staff attended the relevant regional professional learning.

As a partner school in Respectful Relationships an audit was undertaken and an action plan has been devised.

The Engagement and Wellbeing Coordinator also commenced a review and update of the 'It's Up To Me' Resources for all teams.

As well as video conferencing for the purpose of structured reading groups, etc during remote learning teams and individual teachers ran wellbeing meetings such as boys / girls chats, optional Q & A sessions, puzzle and drawing activities. It was important for teachers to provide opportunities to interact with students to reduce anxiety and reinforce the supports available. Many children thrived in the remote learning environment, but there were also a number of children who found it very difficult and dis-engaged from learning. Teachers regularly checked in with students and parents, offering supports and strategies to optimise connection between the home and school.

Teachers endeavoured to interact with students as much as possible via Google Classroom streams and emails as well as video conferencing. Weekly schedules were posted via Compass on a Sunday evening so that families could prepare for the week ahead.

Upon returning to school in Term 4 2020, engagement and wellbeing were the main focus. The children were seemingly happy to return to school but in many instances, they found it difficult to interact with one another.

In 2020, the school introduced an enrichment program, Positive Places as a catalyst for the work undertaken as part of the Respectful Relationships initiative.

During remote learning the P- 2 team used social stories to support students who were feeling anxious and allowed for opportunities for students to reflect and identify feelings in relation to remote learning. As engagement and learning stamina decreased by the end of the week, teachers initiated "Fun Friday" activities and cosmic yoga.

Students in the upper school discussed coping strategies and created vlogs about 'a day in the life of remote learning'.

As students transitioned back to school, social stories were used across the school to ensure student understanding about protocols and on-site changes. Students in years 3 – 6 also had input into the development of the social stories, answering their questions and allowing for voice.

Attitudes to School Surveys were conducted last year for students in Years 4 - 6.

The following data was included in the School Performance Report.

The school percentage endorsement by students in the area of Sense of Connectedness was 64% with a four year average of 70.5%. This was below similar schools and state averages.

The school percentage endorsement by students in the area of Management of Bullying was 63.3% with a four year average of 70.7%. This was below similar schools and state averages.

Financial performance and position

Careful planning and budgeting procedures for the school are reviewed annually. The school aims to expend or commit all funds received from the Department or raised by the school 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. The Co-vid Pandemic experienced in 2020 had a significant impact on the school's financial position. Whilst the school was able to reduce the day to day expenses such as the hiring of CRTs and property services/utilities, revenue collected was lower than in previous years.

However, the annual result shows the school is in a sound financial position with a surplus of \$118,950. In 2021 the school will continue to offer Specialist programs (eg Art/PE/Performing Arts) taught by the classroom teacher. The surplus funds will be used to provide staffing to allow for teaching teams to be released from face to face duty for the purpose of planning and Profession Learning Communities' inquiry.

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 213 students were enrolled at this school in 2020, 120 female and 93 male.

5 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) which takes into account parents' occupations and education.

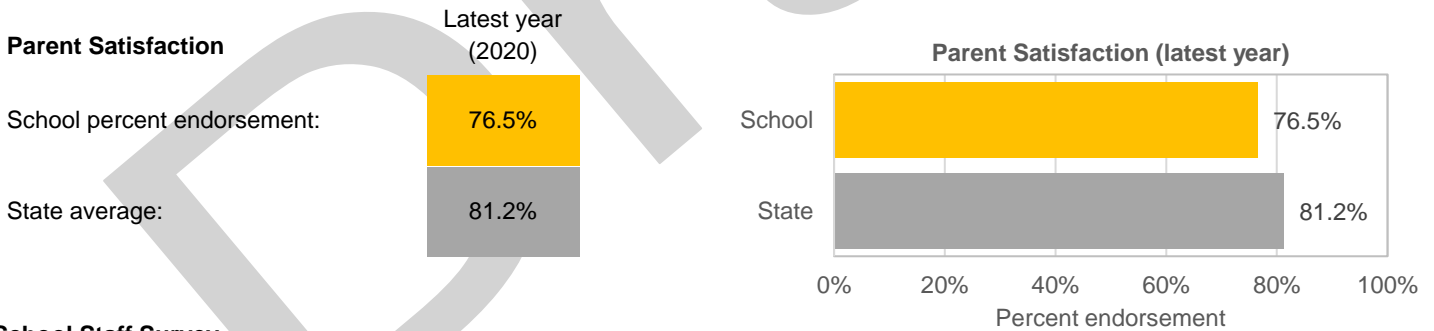
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

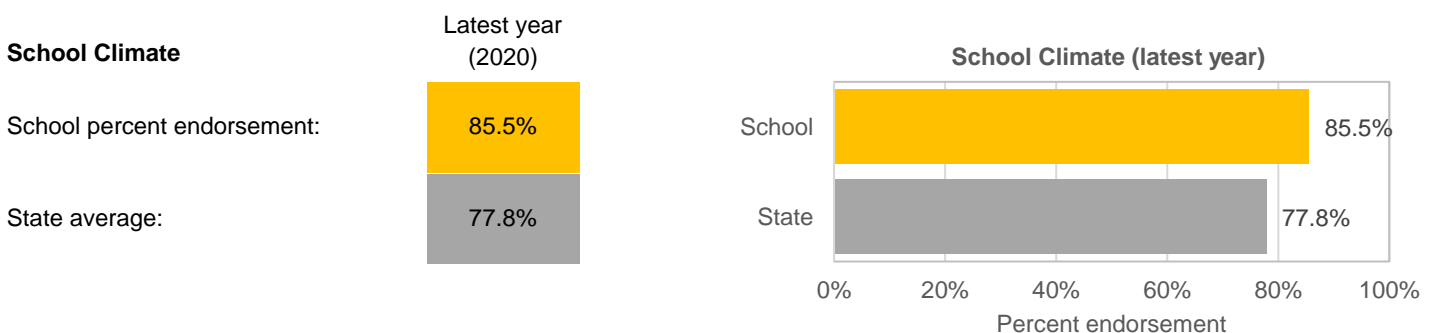


School Staff Survey

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:

80.4%

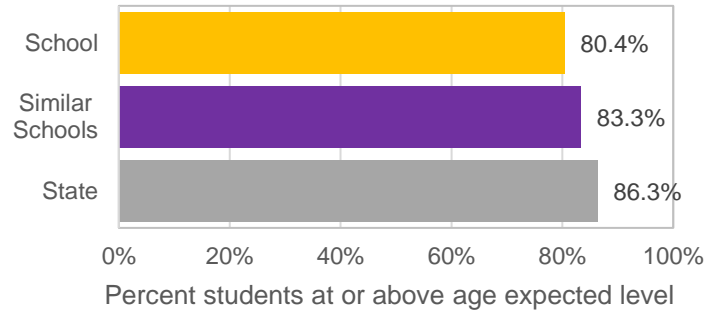
Similar Schools average:

83.3%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

84.0%

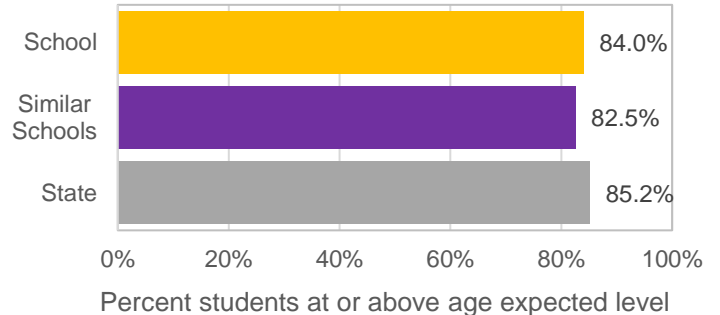
Similar Schools average:

82.5%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

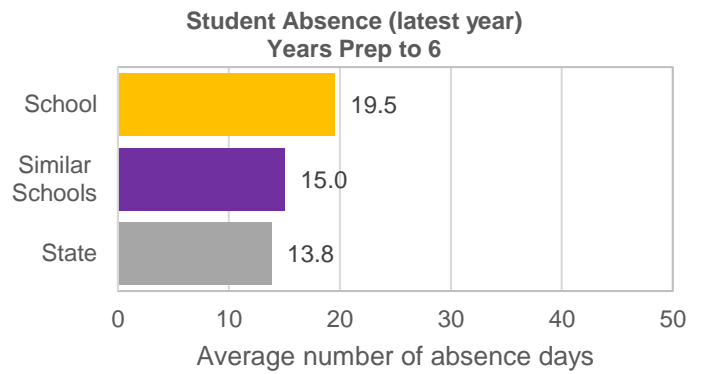
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	15.0
Similar Schools average:	15.0	15.4
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):	92%	91%	86%	92%	88%	88%	90%

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.

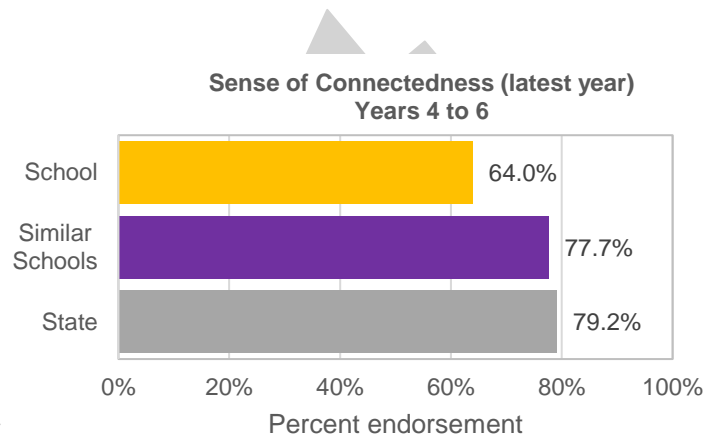
Student Attitudes to School – Sense of Connectedness

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:	64.0%	70.5%
Similar Schools average:	77.7%	79.4%
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.

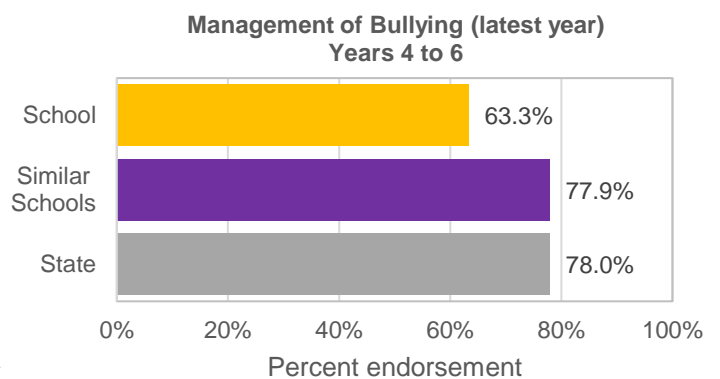
Student Attitudes to School – Management of Bullying

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:	63.3%	70.7%
Similar Schools average:	77.9%	79.8%
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	\$1,806,526
Government Provided DET Grants	\$266,917
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$26,194
Locally Raised Funds	\$76,849
Capital Grants	NDA
Total Operating Revenue	\$2,176,487

Equity ¹	Actual
Equity (Social Disadvantage)	\$79,207
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$79,207

Expenditure	Actual
Student Resource Package ²	\$1,743,865
Adjustments	NDA
Books & Publications	\$5,095
Camps/Excursions/Activities	\$5,800
Communication Costs	\$4,516
Consumables	\$39,254
Miscellaneous Expense ³	\$5,813
Professional Development	\$2,931
Equipment/Maintenance/Hire	\$31,970
Property Services	\$67,620
Salaries & Allowances ⁴	\$106,708
Support Services	\$5,805
Trading & Fundraising	\$15,200
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,958
Total Operating Expenditure	\$2,057,536
Net Operating Surplus/-Deficit	\$118,950
Asset Acquisitions	NDA

- (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	\$262,831
Official Account	\$2,498
Other Accounts	\$6,459
Total Funds Available	\$271,788

Financial Commitments	Actual
Operating Reserve	\$41,702
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$38,508
School Based Programs	\$136,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$31,459
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$247,669

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.