

2021 Annual Report to The School Community



School Name: Avondale Primary School (4812)



- 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 2021 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 25 March 2022 at 11:15 AM by Jill Benham (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 01:25 PM by Isabelle Sawtell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

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

About Our School

School context

Avondale Primary School is located approximately 12 kilometres to the northwest of the Melbourne Central Business District, in the suburb of Avondale Heights. The school was established in 1961. The school's two original buildings include a reception and administration area, classrooms, a library, multipurpose, staff and meeting rooms. A newer building houses an art room, staff offices, a multipurpose and music room, and the school canteen which is operated by the school. In addition to this there is a portable building with two classrooms.

A total of 461 students were enrolled at Avondale Primary School, across 20 grades:

- Foundation x 3
- Foundation/Grade 1 x 1
- Grade 1 x 3
- Grade 2 x 3
- Grade 3/4 x 6 and
- Grade 5/6 x 4 (We were able to create an additional Literacy Grade 5/6 to support high numbers)

In 2021 there were more male than female students (257 males, 204 females). 28 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. We also had 6 International Students enrolled across the school in 2021. The Student Family Occupation index was 0.3555 in 2021, with the SFOE band value being Low - Medium (representing a low-medium level of socio-educational disadvantage)

The staffing profile of Avondale Primary School includes a principal, assistant principal (who is also the student wellbeing coordinator), a leading teacher (who is also a 0.4 Full Time Equivalent (FTE) classroom teacher) and two (1.6 FTE) learning specialists. There are 27 teachers (four of these work part time), eight (FTE) Education Support (ES) staff, a business manager, administration officer, a canteen manager (0.6 FTE), maintenance person (0.6 FTE) and two part-time tutors.

Large grounds comprise student recreation areas, gardens, a basketball court and an oval. There is an adventure playground for junior and senior classes covered by shade sails, a sand pit and student vegetable garden.

A capital works program (upgrade of facilities) began part way through 2021. The new buildings will replace one of the original school buildings (Building A), is due to be completed by Term 1, 2022 and comprises 12 classrooms with adjoining collaborative spaces, outdoor learning areas, a library, meeting and office spaces as well as a new Administration building.

A key strategy in improving learning outcomes for students, is for our staff to actively engage in professional learning to further increase consistency in teaching effectiveness. This is based on the Victorian Curriculum and differentiated learning experiences to meet the needs of all students, The structure of our Professional Learning Communities enable all teaching staff to engage in collaborative curriculum planning, share best researched based practice, develop moderation opportunities and to implement common assessment tasks.

We have an active School Council that meets eight times each year, supported by a number of sub committees as well as a dedicated Fundraising Committee. Most of our meetings were held remotely, with success.

In the 2021 Parent Opinion Survey, general school satisfaction was a little lower than 2020 and below the state average. Through increased communication with families and feedback from school based surveys sent out throughout the year, particularly through COVID-19 and flexible and remote learning, we adapted our approach to increase consistency in communication across the school.

The Staff Opinion Survey, with a focus on School Climate had a similar response to 2020. Some factors that were slightly higher than the state average were academic emphasis and collective responsibility, which have continued to be a focus for 2021.

Framework for Improving Student Outcomes (FISO)

In 2021, Avondale Primary School focused on the Key Improvement Strategies, as outlined in our AIP. These Priorities were:

- Learning catch-up and extension
- Happy, active and healthy kids
- Connected schools

To develop teacher capacity across the school the following professional learning opportunities were planned and delivered, whether on-site or during flexible and remote learning. These included:

- Teaching guided reading in the classroom and in an online learning environment
- The use of online learning platforms to facilitate and support flexible and remote learning
- Unpacking the Reading achievement standard and content descriptions in the Victorian Curriculum to plan quality teaching and learning experiences with embedded formative assessment opportunities
- Implementing and embedding the Fountas & Pinnell benchmarking assessment system. Staff conducted Fountas & Pinnell benchmarking with all students, ensuring comprehension was assessed in a targeted and consistent way (with a consistent script). The data collected was then used to moderate student learning.

Our focus on Student Wellbeing, Voice and Agency saw us:

- Continue to implement the You Can Do It Social and Emotional Learning program from F-6
- Build in whole class wellbeing activities during flexible and remote live calls.
- Encourage students to use technology to create and present work in a variety of ways and integrated the multiple intelligences across the curriculum.
- Reward students' positive behaviour with class rewards systems, house points and student of the week certificates.
- Encourage students to draw on the skills taught in the You Can Do It program, to be confident and persistent when faced with real life challenges.

During Flexible and Remote Learning, parents and carers as partners continued to be a priority and was supported in the following ways:

- Ongoing communication was established and maintained through the weekly Newsletter and Compass, with a focus on student wellbeing and mental health
- Support programs and resources were shared with and highlighted to families through Compass
- At-risk students were identified and families were supported with follow up phone calls. On-site learning was provided to reengage students as Flexible and Remote learning continued.
- Our Wellbeing Coordinator and Leadership Team made contact with vulnerable and at risk students and families to check in.

Achievement

In 2021, the school continued work on its Strategic Plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Throughout 2021 teachers continued to work collaboratively in PLCS to plan, teach and assess quality differentiated teaching and learning programs to meet the needs of our students. During the periods of Flexible and Remote learning our students were involved in whole class and small group instruction for reading, writing and mathematics. This structure for implementation enabled teachers to monitor the learning of students and supervise their engagement, and achievement across the essential learning areas.

The Avondale P.S. School Performance Report, 2021 indicates:

- Teacher judgment of student achievement in English from Foundation to Year Six shows that 89.3% of students are at or above age expected standards, 3.3% of students are above schools with similar characteristics average and 3.1% of students are above the state average.

- Teacher judgment of student achievement in Mathematics from Foundation to Year Six shows that 91.4% of students at or above age expected standards, 6 % of students are above schools with similar characteristics average and 6.5% of students are above the state average.

- Reading NAPLAN results show that we have 91.0% of Year 3 students in the top three bands and 89.8% of Year 5 students in the top three bands. Numeracy NAPLAN results show that we have 75.0% of Year 3 students in the top three bands and 68.8% of Year 5 students in the top three bands.

Students supported through the Program for Students with a Disability all showed progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Research shows that absence from school can impact on student learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2021 may have been influenced by COVID-19. The year 2021 was unique in many ways due to COVID-19. Students and teachers continued the 2020 journey into and out of flexible and remote learning. We were learning at home, from May 31- June 10 and then an extended period from July 16 to October 15, when students returned to onsite learning.

Those students deemed “at risk” for engagement in their learning were identified by the class teachers and parents and referred to the Wellbeing Coordinator and Principal. These students together with children whose parents were “essential workers,” attended school onsite supervised by staff at school.

During the remote learning period, attendance was recorded by the class teachers each morning and afternoon during a “Wellbeing” check in for all students working remotely from home or at school. Teachers devoted this check in time to share interactive and engaging tasks to encourage all students to participate. This was a positive way to promote daily attendance which is indicative in our attendance data from 2021.

The 2021 average number of absence days was 12.3, with a four year average of 12.9. Similar schools average was 13.7 and State average was 14.7,

Our attendance rate was consistent across the school from Foundation to Grade Six ranging between 92 - 95%.

Wellbeing

Wellbeing continued to be a focus as we went in and out of flexible and remote learning. We started the year with the implementation of the Learning to Learn program, where relationships were built between students and teachers and a supportive learning environment was established.

Elements of the School Wide Positive Behaviour Support Program (SWPBS) were explored during on site learning. The ‘You Can Do It!’ program was also continued and adapted for on-site and flexible learning experiences.

Teachers communicated with the Principal and Assistant Principal any concerns around student wellbeing. Students identified as at-risk were then discussed with the SSS team and HAWC and a range of strategies implemented to support these families. Increased communication with families was a highlight during flexible and remote learning, particularly with the consistent use of Compass to share weekly and daily learning with families.

Through the Student Attitudes to School Survey, both sense of connectedness (74.4%) and management of bullying (68.3%) were slightly lower than the state average. We worked throughout 2021 to address these concerns through:

- Wellbeing check-ins were built into our daily schedules across the school, focusing on bringing each grade together in

the afternoon as an opportunity to touch base with all students

- Questionnaires, surveys and learning experiences designed to gauge how students coped with flexible and remote learning as well how they felt about returning to school
- Unpacking the Personal and Social capability to ensure learning focused on the Victorian Curriculum, building resilience and persistence alongside a You Can Do It attitude.
- Designing flexible, open-ended learning experiences to engage whole families in learning, with a focus on wellbeing
- The proactive use of Compass to ensure families had up to date information

Throughout 2021, we continued to build teacher capacity to ensure the best learning and wellbeing outcomes for all students and staff.

Finance performance and position

Avondale Primary School improved its financial position in 2021. The continuation of Flexible and Remote Learning for a large part of the school year, saw a continued reduction in expenditure across all program budgets across the school, including maintenance, curriculum resources and school utilities. Also the need to employ CRTs to replace teachers who may have been unwell and for Professional Practice Days were significantly reduced, adding to the surplus figures.

We had additional fundraising funds carried over from 2020 and this was spent on resources for Classroom Libraries, including multicultural and indigenous resources, which provided a consistent and coordinated approach across the school.

Bridging the Digital Divide enabled us to support families who required devices to access flexible and remote learning, to purchase an additional 10 laptops and with some additional school funds, we were able to purchase a total of 20 new devices.

Avondale Primary School received \$64,227 in Equity funding which allowed for the employment of a school psychologist one day a week and additional resources to support our EAL students.

We ended 2021 with a surplus budget, however, this surplus is built into our 2022 budget, guided by our School Strategic Plan and 2022 Annual Implementation Plan.

For more detailed information regarding our school please visit our website at
<https://www.avondaleps.vic.edu.au/>

Performance Summary

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

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

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 461 students were enrolled at this school in 2021, 204 female and 257 male.

28 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).

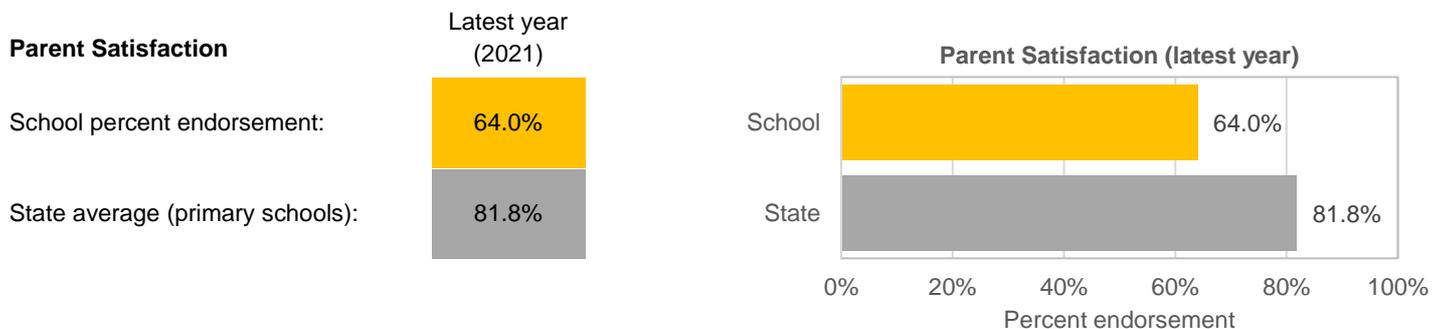
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

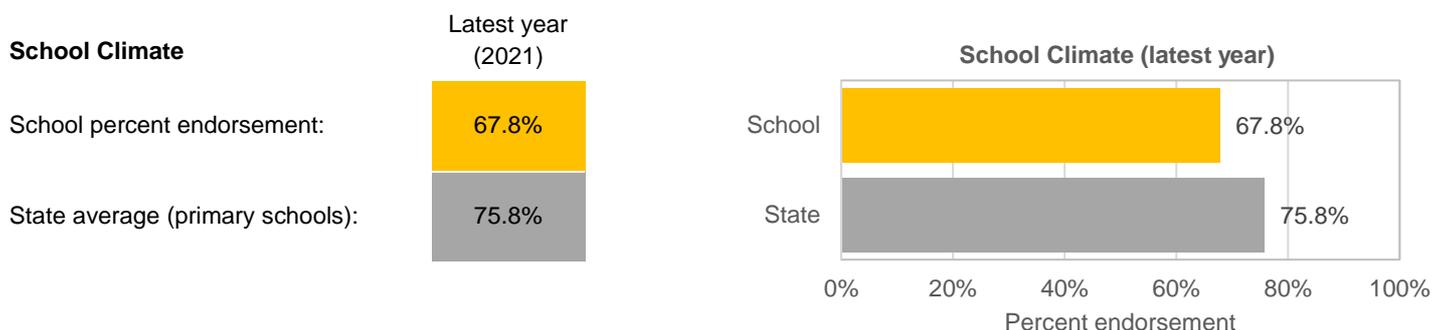


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

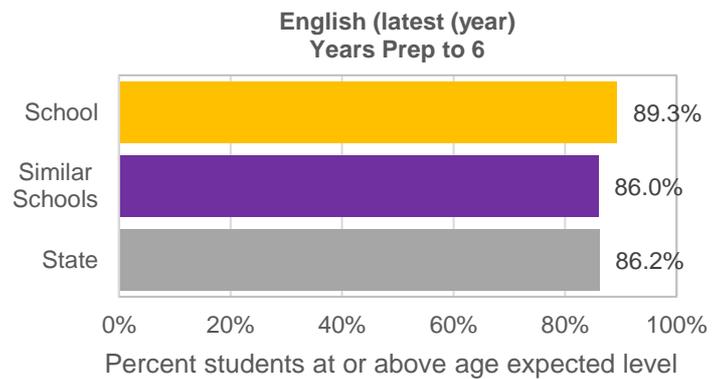
89.3%

Similar Schools average:

86.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

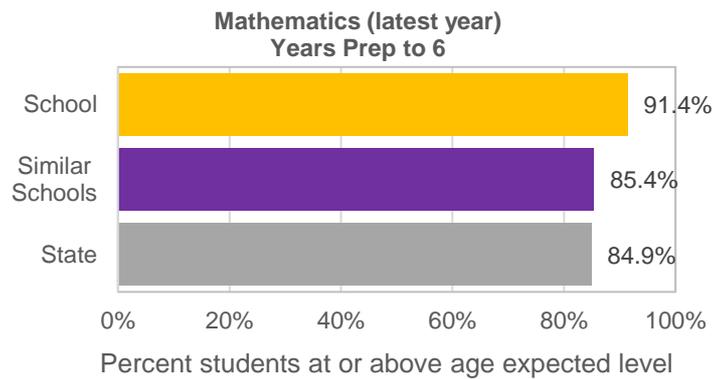
91.4%

Similar Schools average:

85.4%

State average:

84.9%



ACHIEVEMENT (continued)

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

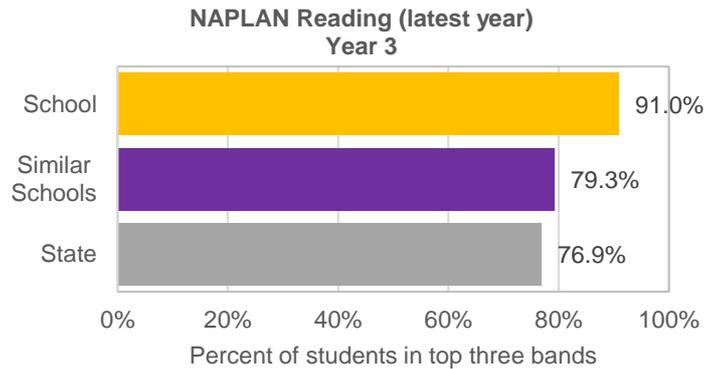
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

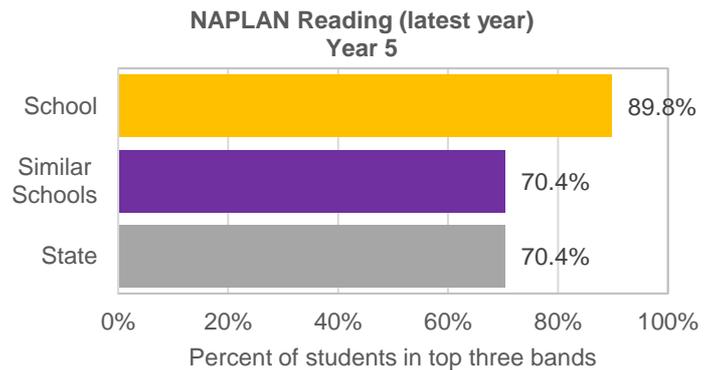
**Reading
Year 3**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 91.0% | 84.7% |
| Similar Schools average: | 79.3% | 77.8% |
| State average: | 76.9% | 76.5% |



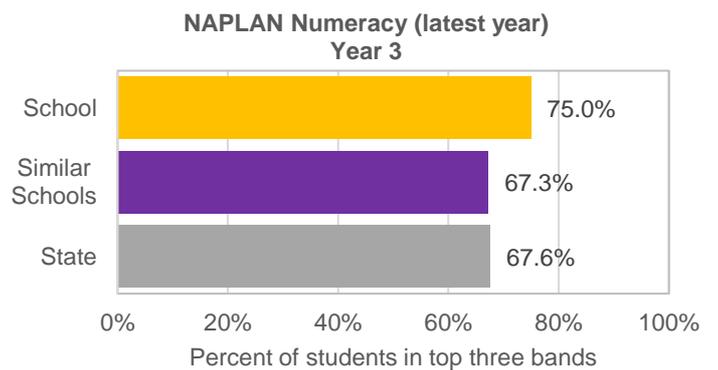
**Reading
Year 5**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 89.8% | 80.3% |
| Similar Schools average: | 70.4% | 67.2% |
| State average: | 70.4% | 67.7% |



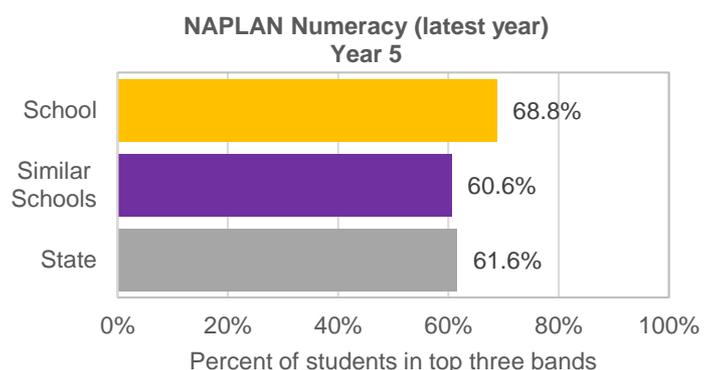
**Numeracy
Year 3**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 75.0% | 76.1% |
| Similar Schools average: | 67.3% | 67.8% |
| State average: | 67.6% | 69.1% |



**Numeracy
Year 5**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 68.8% | 67.3% |
| Similar Schools average: | 60.6% | 59.3% |
| State average: | 61.6% | 60.0% |



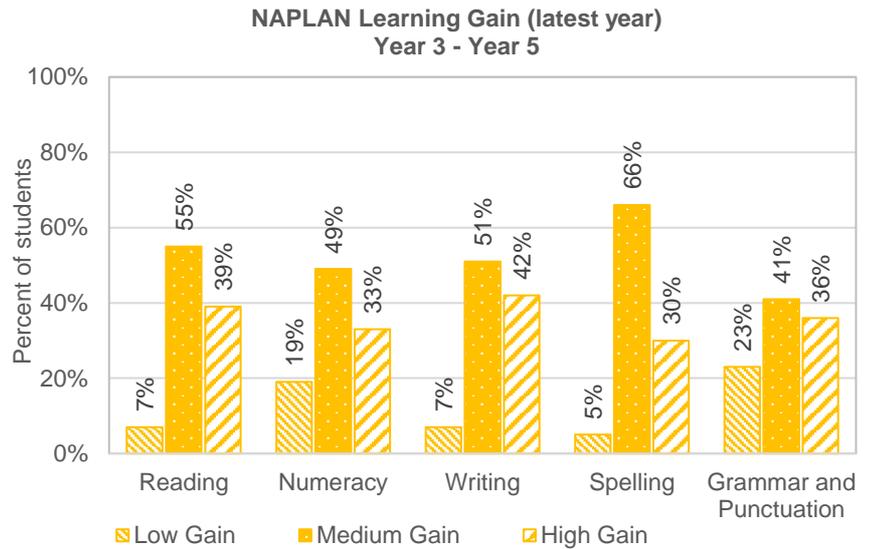
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 7% | 55% | 39% | 24% |
| Numeracy: | 19% | 49% | 33% | 23% |
| Writing: | 7% | 51% | 42% | 25% |
| Spelling: | 5% | 66% | 30% | 24% |
| Grammar and Punctuation: | 23% | 41% | 36% | 25% |



ENGAGEMENT

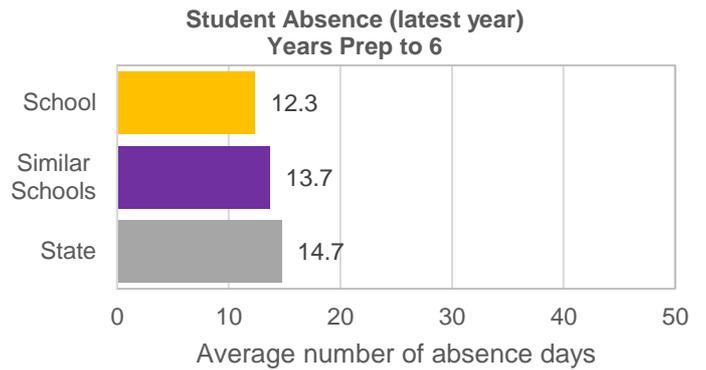
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|----------------------------------------|--------------------|----------------|
| School average number of absence days: | 12.3 | 12.9 |
| Similar Schools average: | 13.7 | 14.4 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 94% | 94% | 95% | 93% | 94% | 92% | 93% |

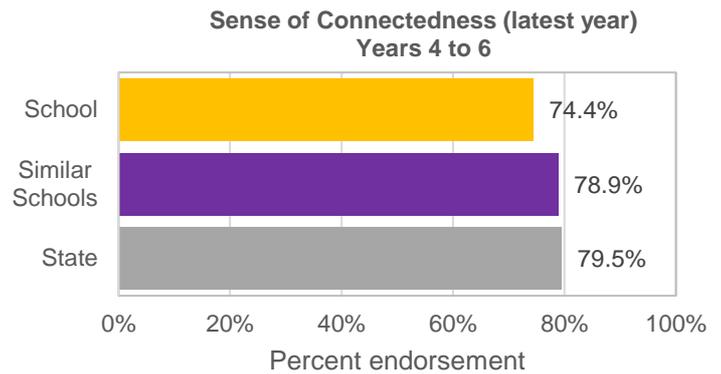
WELLBEING

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).

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|----------------------------------------|-----------------------|-------------------|
| School percent endorsement: | 74.4% | 78.0% |
| Similar Schools average: | 78.9% | 79.7% |
| State average: | 79.5% | 80.4% |

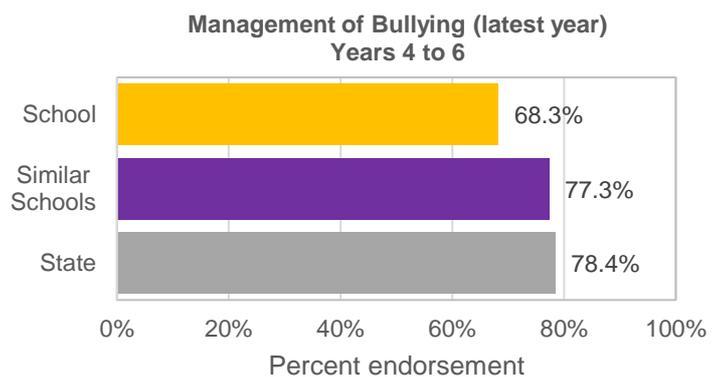


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|----------------------------------------|-----------------------|-------------------|
| School percent endorsement: | 68.3% | 76.5% |
| Similar Schools average: | 77.3% | 78.9% |
| State average: | 78.4% | 79.7% |



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,017,547 |
| Government Provided DET Grants | \$722,800 |
| Government Grants Commonwealth | \$3,400 |
| Government Grants State | \$0 |
| Revenue Other | \$28,978 |
| Locally Raised Funds | \$168,143 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,940,869 |

| Equity ¹ | Actual |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage) | \$64,227 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$64,227 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,785,944 |
| Adjustments | \$0 |
| Books & Publications | \$5,114 |
| Camps/Excursions/Activities | \$8,140 |
| Communication Costs | \$6,213 |
| Consumables | \$89,659 |
| Miscellaneous Expense ³ | \$23,264 |
| Professional Development | \$8,791 |
| Equipment/Maintenance/Hire | \$71,277 |
| Property Services | \$40,536 |
| Salaries & Allowances ⁴ | \$6,887 |
| Support Services | \$173,757 |
| Trading & Fundraising | \$31,970 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$23,725 |
| Total Operating Expenditure | \$4,275,278 |
| Net Operating Surplus/-Deficit | \$665,591 |
| Asset Acquisitions | \$0 |

- (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 24 Feb 2022 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 2021

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$645,148 |
| Official Account | \$15,055 |
| Other Accounts | \$0 |
| Total Funds Available | \$660,204 |

| Financial Commitments | Actual |
|---------------------------------------------|------------------|
| Operating Reserve | \$77,812 |
| Other Recurrent Expenditure | \$1,000 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$90,594 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$568,610 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$738,015 |

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.