

2020 Annual Report to The School Community



School Name: Brunswick South West Primary School (4304)



- 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 01 April 2021 at 12:47 PM by Emma Fuller (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 21 April 2021 at 06:00 PM by Ann Jorgensen (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

Brunswick South-West Primary School is very much a community school. We place a strong emphasis on creating relationships with students, families and our community, and provide a learning environment which is inclusive, safe and enables students to find their passions and become the best versions of themselves. Our learning environments enable us to provide authentic and meaningful learning experiences for all learners. The School Values of Learning, Fairness, Respect, Courage and Communication are currently being reviewed with our staff, students and families, to ensure we are providing values which are in line with our community's principles, ethics and morals. We are also in the process of building a new school vision to ensure we are all aspiring to a desired outcome with a common understanding and purpose.

The school population of 432.6 students (December 2020) is drawn from a range of diverse backgrounds. The overall SFOE (Student Family Occupation and Education measure) is low (0.109). There were 71 students who were EAL (English as an Additional Language). The main languages spoken other than English were Vietnamese (10 students) and Mandarin (9 students). We had 3 students who were Koorie, 5 International students, and 7 students who were receiving PSD funding (Program for Students with Disabilities).

The school was composed of 20 classes, 5 specialist classes (Chinese, Art, PE, Performing Arts and Library), the gardening program, and an intervention program. Altogether the staff consisted of 29 teachers, including a learning specialist, 4 part time Education Support Staff, a Business Manager (with a new Business Manager employed in term 4), 2 part time office administrative staff, two assistant principals (as one was on leave in first term), and the Acting Principal became the substantive principal at the start of Term 3. Altogether we had 90% FTE staff.

In 2019 we received \$4.1 million to upgrade the school. The school received upgrades to power and upgrades to ensure access for all, including ramps and a lift in the original 1927 three-story building. The 1970s grey brick building received new carpets, removal of cladding, installation of glass windows to ensure visibility in the break-out spaces, and glass sliding doors to encourage team teaching across rooms. We also have designated specialist rooms and a purpose-built Library which is a hub for all classes in both Literacy and Critical and Creative Learning; two double portable classrooms housing 5/6 students and a large hall/gym with a performance stage. The end of the year we saw the commencement of the building works on the original red-brick building. Whilst the works were going ahead there was lots of movement across the school. As we entered Remote Learning, due to the COVID-19 pandemic, it was made easier for the works to be completed without students and staff on site.

The generous grounds of our school allow for regular contact with nature. A large vegetable garden with an orchard and chickens, along with a natural grass oval, basketball court, artificial turf court and passive play areas provide multiple choices for all kinds of activity and engagement. The new multi-aged playground was opened on the first day of the school year in 2020. The grounds have been worked on to address the 'no dig policy' across the site, due to asbestos. Subsequently, the fundraising monies have contributed to the building of planter boxes around the kitchen garden area. Later in the year we received \$150,000 Emergency Maintenance Funding to replace the retaining wall between the basketball court and the oval. In Term 4 we applied for a grant to replace the asphalt areas of the basketball court and the area outside the 5/6 portables. We received \$299,000 for this, and the works will start in 2021.

Strong Literacy and Numeracy programs, combined with Specialist subjects in Physical Education, Art, Chinese and Library offer high quality units of learning that aim to meet all learners at their point of need and support them in further growth. Technology is integrated into learning through the school's 1:1 NetBook program, where students have individual devices from grades three to six.

Students are encouraged to value others, embrace diversity, share their ideas in supportive environments and demonstrate the courage to challenge themselves in all areas of their learning. They are encouraged to be thoughtful of others and the world around them and many undertake extra curricular activities that are evidence of a rich and varied worldview.

Professional Learning Communities are in place to track student growth and learning needs through a collaborative teaching approach. The PLC model dovetails with the school's Annual Implementation Plan and School Strategic Plan, where the current focus is on improving high growth results in Literacy (Writing) and Numeracy.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was the selected FISO Improvement Priority. Building Practice Excellence and Curriculum Planning and Assessment, and building school pride were the particular foci as outlined in the 2020 AIP.

In 2020, writing was a large focus for our staff professional learning. We conducted two whole-staff inquiry improvement cycles into sentence structure and ideas. Through these cycles, staff developed writing continua that could be used in 2020. Through staff professional learning sessions we began looking at an instructional model, introducing staff to the Workshop Model with a focus on a gradual release of responsibility. Staff were introduced to the the 6+1 traits of writing as a way to build consistency of language across the school. The use of mentor texts to teach the writing traits was a focus.

As a result of this work, the gains in high student growth in writing were high and we reduced our low student growth significantly. In 2020, we wanted to continue to build on that work by building consistency in our writing instructional model. We identified spelling as a big area for growth across the school so this will be a key focus moving forward.

In 2020, Brunswick South West chose the following actions in order to deepen consistency of practice:

- Develop and implement a peer coaching model to support consistent implementation of a writers workshop instructional model
- Conduct PLC-led inquiry improvement cycles into spelling. Through these inquiry cycles, we aimed to build a BSWPS school spelling scope and sequence.

In 2019, teachers explored the High Impact Strategy of Structuring Lessons and Goal Setting across all curriculum areas. It was challenging for our Learning Specialists to get into classrooms to do modelling and observations as they had a full-time teaching load. In 2020 the decision had been made to release our Learning Specialist for one day a week to allow us to develop a peer coaching model where the Learning Specialist would model lessons and conduct Professional Learning to support staff in consistent and effective use of the HITS of Structuring Lessons and Goal Setting. The Learning Specialist's classroom was open for teachers to observe best practice. Despite the pandemic, our learning specialist was able to engage staff in professional learning and coaching across the school. The focus was on structuring Learning Intentions and Success Criteria with consistency across the school. This work was started, and has been taken up well across the school. We will continue to build on this in 2021.

BSWPS entered into the PMSS (Primary Maths Science Specialist) course from 2019-2020 over two years. We engaged in this work to support our AIP goal with regard to the Maths goal. Kathy Palmer, a maths consultant, was engaged to work with the Maths Specialist team, and was due to continue this work in 2020. However, due to the pandemic this proved impractical, and we decided to use the knowledge of the PMSS leaders, and engage staff through modeling online lessons, and supporting their development through online professional learning.

Currently the school does not have a living vision. The values are unknown by community, students and some teachers. A breakdown in connections with community in 2019 saw a rapid drop in positive responses to our Attitudes to School Survey, Staff Survey and Staff Opinion Survey. Due to this, Goal 3 was added into our School Strategic Plan. 2020 was intended to be about rebuilding community so we can reignite connections across our community.

The high-level actions we planned to undertake in 2020 were:

- Develop a shared vision with all stakeholders
- Based on our school vision, build our BSWPS Values, with a focus on how we can use our school values to build

community connections.

- Continue to implement the SWPBS (School Wide Positive Behaviour Supports) and Respectful Relationships with staff and students.

Due to the pandemic, this work was not completed. However, in some ways the community has been rebuilt. Staff continued to develop relationships with families, despite being in a virtual environment. We hosted events online including a grade 1/2 sleepover, camp weeks, and a daily story time, which parents and family members were invited to. The Principal and Assistant Principal also acknowledged student's birthdays, and rang children to sing 'Happy Birthday' and pass on our birthday greetings. The AP also created a BSWPS (Best School-wide Pandemic Scrapbook) offering opportunities for families to show-case their lock-down remote learning activities. The school also explored new technological platforms, including 'Seesaw' which enabled parents and families to maintain connections despite not being 'physically' connected.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. However, due to the pandemic and remote learning, the focus shifted to emotional well-being for families, students and staff.

Some students in Years Prep through to 6 did not demonstrate the growth we would normally expect across the school, according to teacher judgement. Once the students returned to school in Term 4 we became aware of the need to focus on building social skills, and positive interactions. Students were unable to focus for long periods, became tired easily, and did not have the stamina we had seen in previous years. Our focus shifted to emotional and social well-being.

During remote learning we asked families and staff to complete two surveys. The results from the survey indicated that 89.5% of parents in 3-6, and 84.2% were satisfied or highly satisfied with the support the school was offering.

A range of additional literacy and numeracy support was offered to families whose students were struggling. This was offered as a small group, or as a one-on-one opportunity for the student to work online with an Education Support Staff member, or a specialist teacher. There were also opportunities for children to connect from a well-being perspective with staff members, too. This way we were able to gauge how they were traveling emotionally and academically, and subsequently we were able to put things in place for them upon their return.

Students supported through the Program for Students with a Disability were provided access to an Education Support Staff member, and Individual Learning Plans were still created for these students.

Engagement

The average attendance rates of all students at BSW in 2019 and over four years (2015-2019) are similar to other like schools after accounting for background characteristics. The major reasons for non-attendance are illness and extended family holidays interstate and overseas. The school actively addresses non-attendance and late arrivals.

Student Voice and Leadership opportunities promote student engagement. Years 5/6 assume responsibility for areas of school operations, such as school leadership groups, assembly, Active Travel, performing arts, the environment and lunchtime library activities. Students from F-6 take on leadership roles within the school such as School Representative Council, Twilight Fete, involvement in the working bees and showing initiatives to raise funds for non profit organisations such as the Indigenous Literacy Foundation.

Despite being in Remote Learning for most of 2020, it was pleasing to see that Parent and Community Engagement has increased from 59% positive in 2019 to 78% positive in 2020. This brings us close to state average. Parents were also happy with the communication from the school (89% positive) which shows that despite the pandemic, they were pleased with the way in which and how often communications were received. According to the staff survey results, staff were 90% positive in response to parent community involvement, despite the year we had.

We did not complete the Attitudes to School survey in 2020 due to the language used throughout. Instead we created our own survey to gauge how the students were feeling, and held some online forums about their return to school. The students couldn't wait to return to school, and were looking forward to engaging with the community in COVID safe ways in the future. These events are beginning to be planned from Term 2 onward.

Wellbeing

The school Engagement and Wellbeing Team continued training with the Department of Education in School Wide Positive Behaviour Support (SWPBS). This was implemented at BSW as a whole school framework for staff to provide a consistent approach to improved behaviour across the school. Staff continued to receive training and further implement and embed the framework and the BSW SWPBS Matrix, which was introduced in 2018.

The E&W team commenced training in 2019 to implement the Respectful Relationships initiative at BSW and begun implementing whole staff training. A weekly whole school focus on Social Emotional Learning based on the Department's Respectful Relationships curriculum including 1 hour per week of explicit teaching and learning was taught and shared with the community through school newsletter, weekly (online) assemblies, and throughout remote learning as a major focus.

Strong relationships were nurtured through the Buddy Program, the Student Representative Council and Student Leadership groups. In addition to this, an extensive range of high interest programs and activities including Performing Arts classes, the Art Challenge, sport clinics, Circle Time and programs with the Waratah Special Development School Satellite Unit provided opportunities to compliment the educational programs at our school.

The results from the Parent Opinion Survey 2021 indicate that the safety element has improved as positive responses have gone from 71% in 2019 to 85% in 2020.

Student voice is activated through membership of the Student Representative Council, Senior Leadership roles, celebrations of achievements at assemblies, student-led conferences and dedicated weekly sessions in Social and Emotional Learning (SEL). The school also promotes sustainability and environmental awareness with its gardening program, as well as lunchtime clubs, Chess Club, after-school programs for instrumental music, circus skills and drama. (Although for 2020 most of these were not accessible).

Student wellbeing is a focus for 2021 and beyond as we move away from the remote learning environment.

Financial performance and position

The school entered 2020 with a deficit of \$290,000 in their SRP (Student Resource Package). However, we did maintain a cash surplus in our High Yield Account. This deficit was due to the fact that we had more teachers than we required in 2020. Subsequently, in 2021 we have slightly larger classes across the school, particularly in the 5/6 area. We also had a number of teachers returning from Family Leave in 2021, and therefore, some staff were not able to maintain their employment at BSW into 2021. The staff employed in 2020 were experienced staff, which also contributed to our deficit in the SRP. We will need a plan of action to get ourselves out of the deficit over the next few years.

The Net Operating Surplus will be utilised to support the successful implementation of key elements in the school's AIP for 2021, including the purchasing of sports equipment to ensure physical development of our students having a year in lock-down.

We have been fortunate to receive Emergency Maintenance Funding to repair the retaining wall, grants for the butterfly garden, and for the resurfacing of our basketball courts. The Grants and Fundraising sub-committee have been very successful with the grant applications to date.

The Finance Sub-Committee of School Council monitored the income and expenditure throughout the year.

Funds raised by the school community were allocated to the play spaces around the school which will come to fruition in 2021. The school used their building fund money to purchase air conditioners for the red-brick building, the lack of which had been a significant concern in the community. The school has also used some of the library fund money on new furniture.

Our comprehensive curriculum, with meaningful and engaging activities, costs money to implement. This leading curriculum would not be possible without successful parent fundraising and the high percentage of payments for books, excursions, sport and art programs, camps and the 1:1 netbook program. Therefore, we are pleased with the level of financial support by parents for our school's programs.

We are looking forward to entering our review year.

For more detailed information regarding our school please visit our website at <https://brunswicksw-ps.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 441 students were enrolled at this school in 2020, 215 female and 226 male.

21 percent of students had English as an additional language and NDP 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.

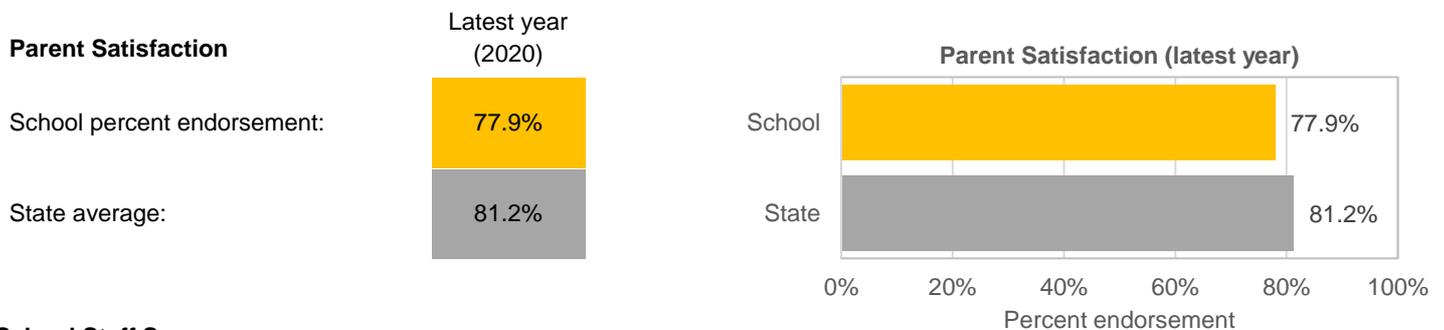
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

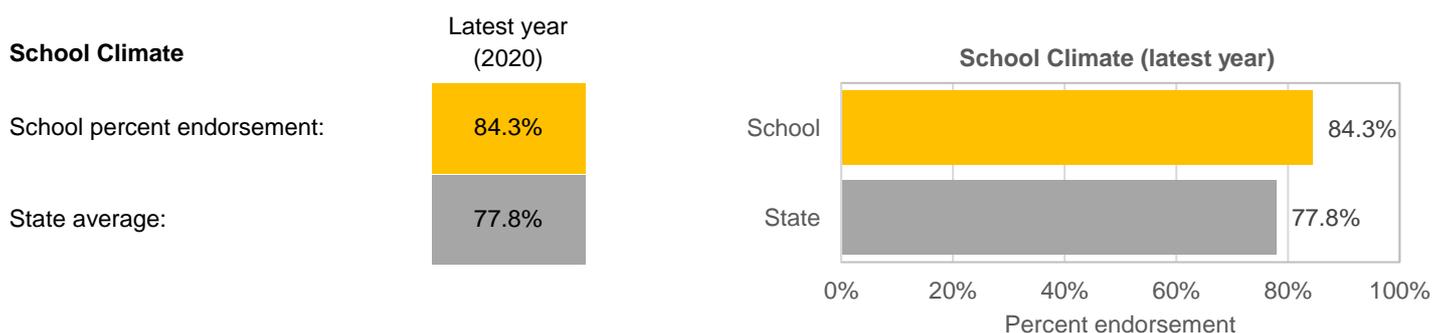


School Staff Survey

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:

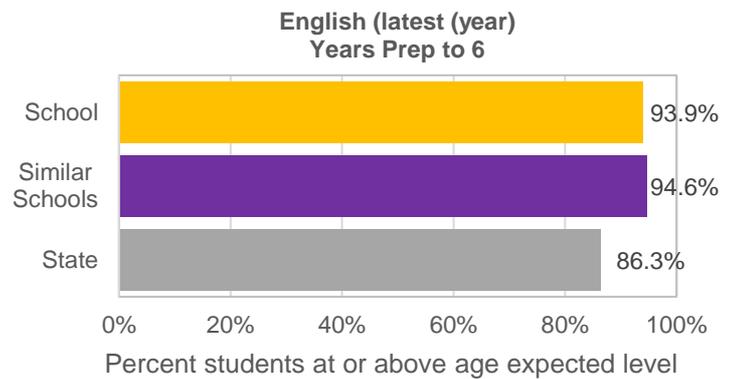
93.9%

Similar Schools average:

94.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

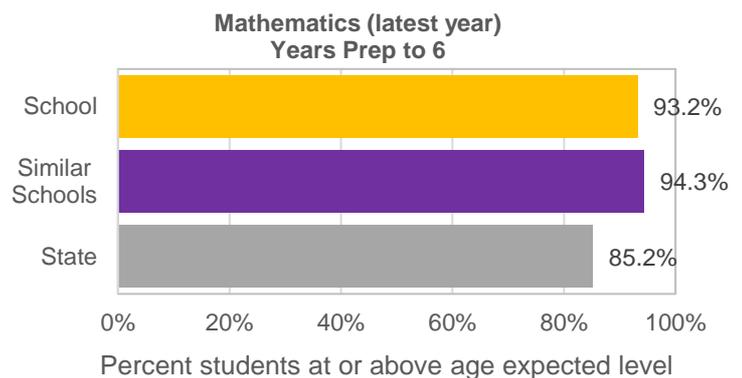
93.2%

Similar Schools average:

94.3%

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

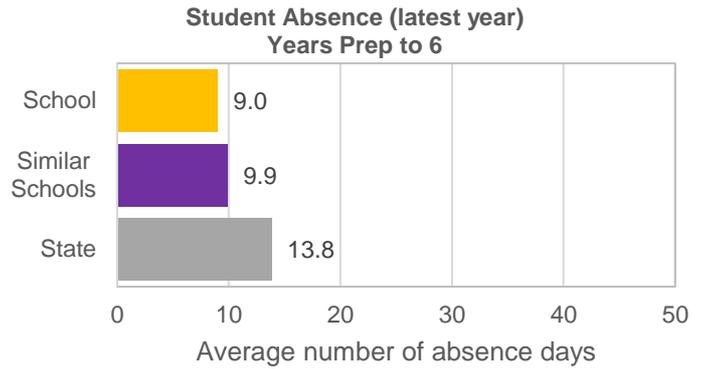
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.0	12.8
Similar Schools average:	9.9	12.6
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):	96%	95%	95%	96%	95%	96%	96%

WELLBEING

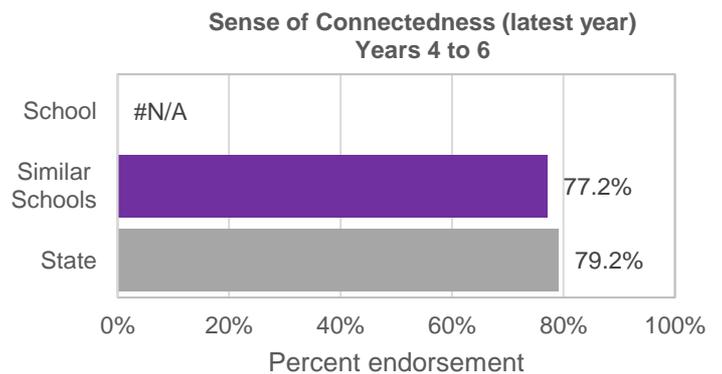
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	78.0%
Similar Schools average:	77.2%	81.2%
State average:	79.2%	81.0%



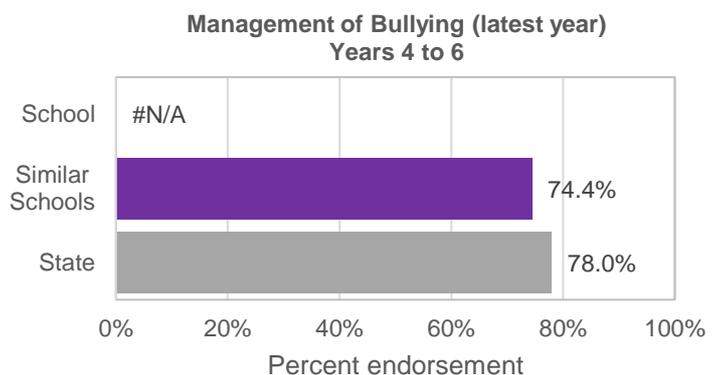
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	74.6%
Similar Schools average:	74.4%	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	\$3,538,206
Government Provided DET Grants	\$536,992
Government Grants Commonwealth	\$8,123
Government Grants State	NDA
Revenue Other	\$24,831
Locally Raised Funds	\$350,056
Capital Grants	NDA
Total Operating Revenue	\$4,458,208

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,794
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,794

Expenditure	Actual
Student Resource Package ²	\$3,565,698
Adjustments	NDA
Books & Publications	\$1,376
Camps/Excursions/Activities	\$18,485
Communication Costs	\$10,464
Consumables	\$61,251
Miscellaneous Expense ³	\$149,664
Professional Development	\$3,149
Equipment/Maintenance/Hire	\$61,416
Property Services	\$69,675
Salaries & Allowances ⁴	\$92,466
Support Services	\$83,177
Trading & Fundraising	\$35,199
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$33,114
Total Operating Expenditure	\$4,185,134
Net Operating Surplus/-Deficit	\$273,074
Asset Acquisitions	\$97,490

- (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	\$426,785
Official Account	\$50,429
Other Accounts	\$18,682
Total Funds Available	\$495,896

Financial Commitments	Actual
Operating Reserve	\$93,545
Other Recurrent Expenditure	\$8,543
Provision Accounts	NDA
Funds Received in Advance	\$85,793
School Based Programs	\$88,009
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$8,681
Capital - Buildings/Grounds < 12 months	\$47,893
Maintenance - Buildings/Grounds < 12 months	\$42,389
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$374,853

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.