2020 Annual Report to
The School Community

School Name: Springside Primary School (8911)

- 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 23 March 2021 at 11:46 AM by Kate Newitt (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 31 March 2021 at 04:06 PM by Sumit Minocha (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

Springside Primary School is located in the City of Caroline Springs in the western suburbs of Melbourne approximately 34 kilometres from the Melbourne Central Business District. The school was originally founded in 2009 as a campus of Caroline Springs College before establishing itself as Springside P-9 College in 2012. In 2017 a further transition occurred with the opening of a local secondary college. In 2020, the school opened as the newly named Springside Primary School.

The school facilities consist of four main buildings with central open spaces and include portable structures. These house classrooms, a science room, visual and performing arts centre, library and food technology centre. The grounds include a Stephanie Alexander Garden Kitchen Garden, two separate adventure playgrounds, two basketball and netball courts and an oval.
Enrolments were stable through 2020 with between 790 and 800 students.

The Student Family Occupation [SFO] category was 0.5432 and the Student Family Occupation Education [SFOE] index was 0.4121 in 2019–20.
The staffing profile of Springside Primary School includes a principal and two assistant principals, 41.04 full time equivalent [FTE] teachers, 14.74 FTE Education Support [ES] staff, 4.0 FTE office administration staff and a qualified school nurse.

The school provides an approved curriculum framework differentiated to meet student needs with specialist subjects in performing arts, health and physical education, visual arts, Indonesian, food technology and information and communications technology [ICT]. The school provides an accredited Out of School Hours Care Program.

2020 was also the first year of our school being a Primary School. This presented with challenges from a financial perspective for the school. Throughout 2020 there has been a significant amount of planning to establish structures and staffing moving forward as a Primary School.

The 2020 school year presented us with some great challenges with the interruption of school closure and Remote and Flexible Learning. As a school, we quickly adapted to a Remote and Flexible Learning environment to maintain momentum with teaching and learning, with a strong emphasis on student Wellbeing during such challenging times.

Our school was also scheduled to have complete our School Review in 2020 and develop our next Strategic Plan, but due to the COVID disruption, this was held over until 2021.

Throughout 2020 we maintained the goals outlined in our 2017-2020 School Strategic Plan (SSP). Our 2020 Annual Implementation Plan demonstrated a clear alignment with the DET's Framework for Improving Student Outcomes (FISO), with the following key strategies being a continued focus:
•	Develop the college as a Professional Learning Community.
•	Develop and utilise a consistent and focused use of evidence to plan for differentiated learning.
•	Develop a learning environment and culture that actively engages and involves all students.
•	Increase and promote student-driven learning in the classroom, and develop more active opportunities for student voice.
•	Provide our families with accurate and ongoing evidence of our students' learning progress.
•	Provide and sustain a safe, inclusive and inspiring learning environment
•	Enhance the college's approach to building student resilience, voice, agency and leadership

Our Professional Learning had a strong focus on High Impact Teaching Strategies: (Explicit Teaching, Multiple Exposures, Worked Examples).
During remote learning, we utilised the opportunity for staff to share Explicit teaching videos. Staff have had opportunities to seek feedback and reflecting on their own practice

Due to disruption in student learning and students falling behind or not tracking to make 12 months growth, in semester 2 we introduced Learning Enhancement to identify students and provide targeted teaching based on their needs. This will further develop and expand in 2021 based on the Tutoring Learning Initiative funds the school receives.

The rollout of the Science of Reading was a focus in 2020. The Prep team have made positive progress with the introduction of Systematic Synthetic Phonics. This will continue to be consolidated in 2021 and beyond with a continuance of the use of SSP in Year 1.

School Wide Positive Behaviours has continued to be a priority in 2020. During the remote learning period, a matrix for students, parents and staff was developed to create a common language with all stakeholders in the school. Our acknowledgement system also maintained momentum whilst remote as well as onsite

During 2020 we introduced our school community to Zones of Regulation. Staff engaged in professional learning, videos were created to students and families and this was essential for families during such a disruptive time. In 2021 we will continue to focus on our two whole school initiatives SWPBS and the implementation of Zones of Regulations. These align with the DET priority/goal of Happy, active and healthy kids.

Due to the disruption of COVID our school community did not participate in the Attitude to School Survey and NAPLAN did not occur in 2020 therefore we are unable to reflect on school targets set.

Framework for Improving Student Outcomes (FISO)

In 2020, Springside Primary School chose the following actions in order to deepen consistency of practice:

Develop and implement a peer observation model to support the consistent implementation of the College pedagogical model
Develop a Professional Learning Plan based on identified needs within the PLCs
Develop a process to support teachers to use purposeful student feedback to inform their teaching and learning

Springside Primary School has selected the KIS: Develop the college as a Professional Learning Community - for the second year in a row. However, some of the associated actions and professional development plans were modified to suit remote learning.

The circumstances of the year have had significant impacts on the KIS and actions that we set out to achieve. We have recognised currently that our structures are not giving us the consistencies across the school hence the need for a change in the structures for 2021. The last two years we have had PLC leaders for each year level who were still in the process of learning to establish and run effective PLCs. They have done a great job with the knowledge and resources they have. Collaboratively, staff have identified we are at an 'emerging' level on the PLC Maturity Matrix. There has been greater priority in having leadership presence in PLCs whilst remote and onsite to see how the FISO Improvement Cycle is being used across the school.

Springside Primary School has selected the KIS: Increase and promote engagement in learning in the classroom, through implementation and development of positive and proactive learning programs.

Throughout the second semester our Professional Learning Schedule has been developed to have sequence and be narrowed rather than trying to cover too much content. The HITS that have been focused on are (Explicit Teaching, Multiple Exposures, Worked Examples).

* PL schedule has been developed to have sequence in the delivery of HITS PL (Scheduled revisiting of HITS has added consistency)
* During remote learning we have utilised the opportunity for staff to share 'explicit teaching' videos. Staff have had opportunities to seek feedback and reflecting on their own practice
* Staff have engaged positively in the professional learning and have had an opportunity to provide feedback to leaders (see survey results below)

* The Prep team have gained positive progress with the introduction of Systematic Synthetic Phonics – students are reading with increased confidence – Assessment (LLARS) is showing growth
* Staff have engaged in Number Talks professional learning
* All staff have had a direct link in their PDP with the AIP goals in 2021

Our plans for Peer observations have not been as successful this year as planned due to COVID. Although staff have had opportunities to observe practice by viewing pre-recorded lessons during the remote learning periods.

Springside Primary has selected the KIS Consistent implementation of providing and sustaining a safe, inclusive and inspiring learning environment. Springside began implementing SWPBS in 2018 and throughout 2019 we achieved great progress, which will set a great foundation for 2020. Staff have engaged in developing a school-wide matrix and a consistent school-wide acknowledgment system. The school was awarded a Tier 2 Fidelity Certificate in recognition of the progress made in SWPBS. In 2020, we will be working solidly on having a consistent approach and implementing the behaviour continuum that was developed collaboratively with the wider school community.

Achievement

Throughout 2020 students engaged well during remote and flexible learning. As a school we established solid online platforms to maintain connection with our students. Students were online with their teacher daily and teaching and learning was explicitly taught through staff creating videos of content being taught.
Staff engaged students in targeted focus groups to ensure the needs of students were being met.

Semester 2 we planned and rolled out a Learning Enhancement initiative to target individual students in small groups who we identified as not making expected growth during remote learning. This has now carried over in to 2021 aligned to the Tutoring Funding Initiative.

Our staff during remote learning utilised online resources and assessments to identify student understanding and learning obtained.
Throughout term 4 staff and the leadership team spent a significant amount of time identifying students who have fallen behind and focused intensively on Literacy and Numeracy. This also incorporated specialist teachers

Students on the PSD program maintained daily contact with their teacher and we also had a process that ES would check in with students on the PSD program twice a day. ES staff would also check in daily with students who are not on the program but needed additional support.

Our Springside PS Data tracker is developed so we are able to use a range of data to identify students who have fallen behind or not making expected growth.

Engagement

Springside Primary School has selected the KIS Increase and promote engagement in learning in the classroom, through implementation and development of positive and proactive learning programs.

In 2020, Springside Primary School chose the following Actions in order to deepen consistency and teacher build capacity of practice in the area of classroom engagement:

Whole-school professional learning/observations around key HITS areas: Differentiated Learning, Goal Setting, Feedback, Structuring Lessons, Multiple Exposures.
Consolidation of high impact data analysis strategies within PLCs - EOLs including data boards, student voice, informal and formal data sets
Raising the profile of PDP process, supporting teachers to create a clear line of sight to between AIP, PDP and professional learning goals.
Building teacher capacity in evidence-based practices, including Systematic Synthetic Phonics, Zones of Regulation, 4 Proficiencies, STEAM and PLCs.

Throughout the second semester our Professional Learning Schedule was developed to have sequence and be narrowed rather than trying to cover too much content. The HITS that have been focused on are (Explicit Teaching, Multiple Exposures, Worked Examples).

* PL schedule was developed to have sequence in the delivery of HITS PL (Scheduled revisiting of HITS has added consistency)
* During remote learning we utilised the opportunity for staff to share Explicit teaching videos. Staff have had opportunities to seek feedback and reflecting on their own practice
* Staff engaged positively in the professional learning and have had an opportunity to provide feedback to leaders (see survey results below)
* The Prep and Year 1 team have gained positive progress with the introduction of Systematic Synthetic Phonics – kids are actually reading words – Assessment (LLARS) is showing growth
* Staff have engaged in Number Talks professional learning
* All staff had a direct link in their PDP with the AIP goals for 2020

Our plans for Peer observations have not been as successful in 2020 as planned due to COVID. Although staff have had opportunities to observe practice by viewing prerecorded lessons during the remote learning periods.

In 2020, Springside Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school had clear processes each day for roll marking to be taken and parents were requested to notify the school if they were unable to engage in learning for the day. For students who met the criteria attended onsite learning. Regular contact and home visits were conducted with families for students who were not engaging in home learning. The school worked closely with our Student Support Services team The college works closely with the re-engagement officer to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

Wellbeing

Professional learning was centered around Zones of Regulation in 2020 to continue to develop our community as safe, inclusive and inspiring. Respectful relationships incorporated into Social and Emotional Learning across the school as we continue our role as a partner school.

The second half of the year has continued to have its challenges with gaining momentum and consistencies of KIS for this goal. We have maintained a very strong focus on the Wellbeing of our students through remote learning and transitioning back to school.

Our two main areas of focus for 2020 have been around the continued implementation of SWPBS and the Introduction of a whole school approach to Zones of Regulation. Even through the disruptions of the year we have managed to accomplish some gains with these two initiatives.

SWPBS:
* Behaviour Matrix adapted whilst remote and then readopted when returning back to onsite learning
* Behaviours being explicitly taught in classrooms across the school frequently
* The acknowledgement system has gained momentum across the school whilst remote as well as onsite.
* During the remote learning period a matrix for students, parents and staff was developed to create common language with all stakeholders in the school
* The acknowledgement system is inconsistent. Chronicle data and the logging of Success Slips shows the inconsistencies across cohorts and individual staff
* Minimal Professional Learning provided due to COVID of the introduction of the Continuum of behaviour response
* Behaviours shared in assembly on a weekly basis

Zones of Regulation:
* Staff have positively engaged in PL throughout the year
* Shift in the common language used across the school to assist students in self-regulating
* Students beginning to consistently use language of the Zones

* It has been identified that in some year levels students are demonstrating stronger emotional literacy
* Wellbeing team coming to planning to support staff in teaching content

Financial performance and position

All funds received from the Department, or raised by the school, have been committed to support the academic outcomes of students and other operational needs of the school aligned to Department policies, School Council approves the intent/purposes for which funding was provided or raised.

Throughout 2020, Principal Class have made significant progress in working on the SRP to reduce the deficit of the school. We carried over to 2021 a Surplus of $124000. Changes to school programs, staffing and leadership structures needed to be modified to reduce the deficit in 2020. Transiting from a P-9 school to a primary school meant that funds were no longer allocated and decisions needed to be made accordingly. The funding that has gone towards the restructure of the Leadership team will support student learning growth and outcomes.

For more detailed information regarding our school please visit our website at
springside.ps@education.vic.gov.au

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 790 students were enrolled at this school in 2020, 399 female and 391 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
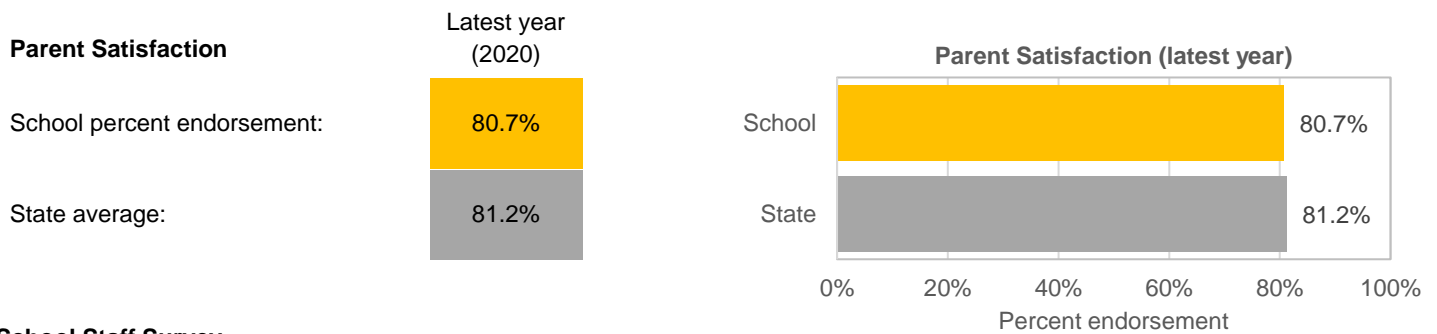
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
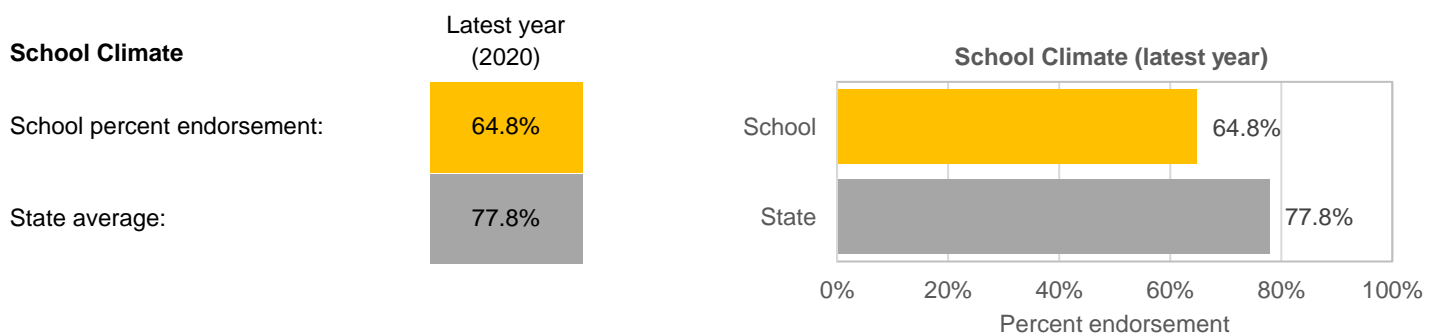
Parent Satisfaction	Latest year (2020)
School percent endorsement:	80.7%
State average:	81.2%

Parent Satisfaction (latest year)

School	80.7%
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	64.8%
State average:	77.8%

School Climate (latest year)

School	64.8%
State	77.8%

Percent endorsement

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)

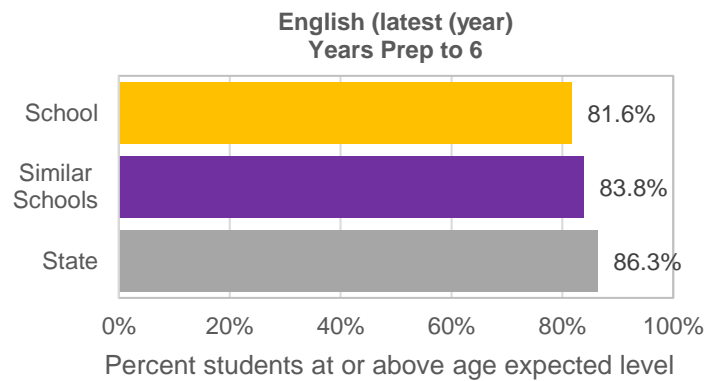School percent of students at or above age expected standards: | 81.6%

Similar Schools average: | 83.8%

State average: | 86.3%

English (latest (year)
Years Prep to 6

School	81.6%
Similar Schools	83.8%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: | 83.7%

Similar Schools average: | 82.8%

State average: | 85.2%

Mathematics (latest year)
Years Prep to 6

School	83.7%
Similar Schools	82.8%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
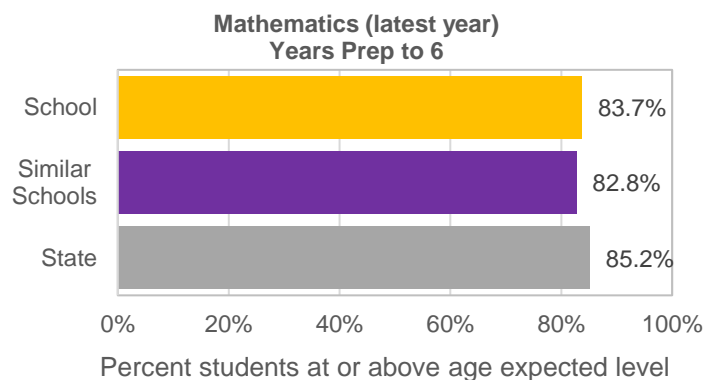
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

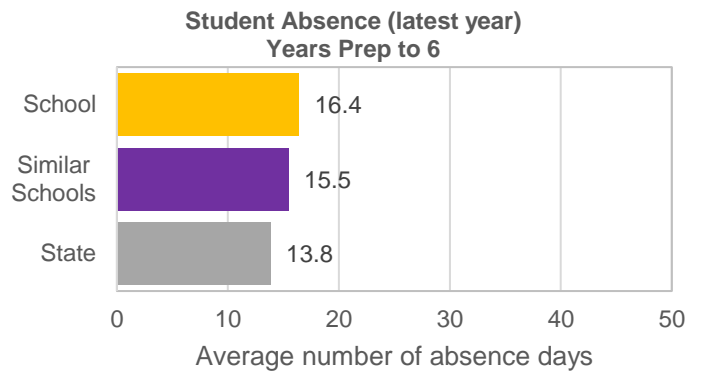NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	16.4	15.9
Similar Schools average:	15.5	16.5
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	16.4
Similar Schools	15.5
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	90%	90%	93%	92%	91%	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).

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	84.9%
Similar Schools average:	NDP	79.3%
State average:	79.2%	81.0%
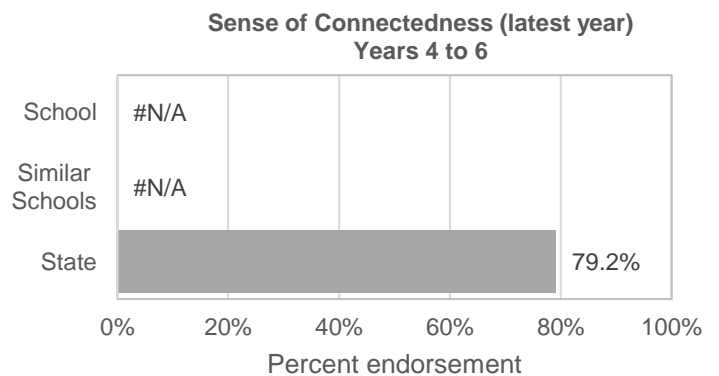
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	#N/A
Similar Schools	#N/A
State	79.2%

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.

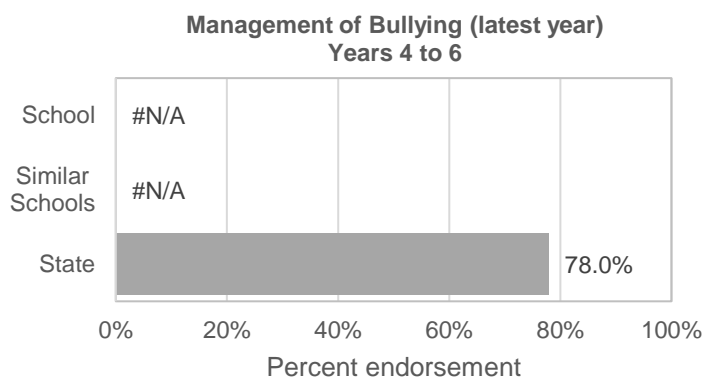| **Management of Bullying Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.7%
Similar Schools average:	NDP	78.6%
State average:	78.0%	80.4%

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.

Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	#N/A
Similar Schools	#N/A
State	78.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$7,145,684
Government Provided DET Grants	$1,721,880
Government Grants Commonwealth	$6,097
Government Grants State	$8,082
Revenue Other	$39,457
Locally Raised Funds	$198,472
Capital Grants	NDA
Total Operating Revenue	**$9,119,672**

Equity [1]	Actual
Equity (Social Disadvantage)	$257,348
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$257,348**

Expenditure	Actual
Student Resource Package [2]	$7,009,764
Adjustments	NDA
Books & Publications	$3,833
Camps/Excursions/Activities	$13,782
Communication Costs	$21,154
Consumables	$107,797
Miscellaneous Expense [3]	$132,822
Professional Development	$10,963
Equipment/Maintenance/Hire	$75,255
Property Services	$193,640
Salaries & Allowances [4]	$1,062,685
Support Services	$93,219
Trading & Fundraising	$20,792
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$71,598
Total Operating Expenditure	**$8,817,305**
Net Operating Surplus/-Deficit	**$302,367**
Asset Acquisitions	**$6,490**

(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 02 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$1,631,779
Official Account	$99,836
Other Accounts	NDA
Total Funds Available	**$1,731,616**

Financial Commitments	Actual
Operating Reserve	$275,963
Other Recurrent Expenditure	NDA
Provision Accounts	$106,524
Funds Received in Advance	NDA
School Based Programs	$8,343
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$650,247
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$43,184
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,084,222**

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.