

2022 Annual Report to the School Community

School Name: Ashley Park Primary School (5569)



- 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 of the previous calendar year 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 April 2023 at 10:37 AM by Keren Barro (Principal)

- This 2022 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 27 April 2023 at 08:21 AM by Clinton Fullgrabe (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Ashley Park Primary School is located at 105 Orchard Road, in a well-established pocket of Doreen. The surrounding area includes the Plenty Gorge, local parklands and an abundance of walking and cycling tracks that are utilised by many of our students to get to and from school. 2022, was our fourth year of operation and saw us welcome another 87 Foundation students to our school. This along with new local families in other year levels saw our enrolments grow to 343 students by the end of the year. With the likelihood of lockdowns and remote learning now firmly in the past we focused on building the stamina of our students and staff as we worked, on site all year, the first full year since opening in 2019.

2022 began with the inclusion of a new school value, Be ambitious. It articulates the focus we place on learning and on students reaching their full potential. Be ambitious now sits between Be kind, Be responsible and Be all we can be. These values enable our vision which is to be all we can be. A collaborative school community formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all students. Our mission is to provide a comprehensive education that empowers our students to contribute to their world and shape their desired future. By working collaboratively as a school community, we focus on our students developing the understandings, skills, capabilities and dispositions that will enable them to be the best that they can be. Of our 343 enrolments, there were 170 males and 173 females, 21% had English as an additional language and 5% identified as Aboriginal or Torres Strait Islander. We operated four learning communities, consisting of a Foundation Community of 87 students that worked in five groups of 17/18 with five community teachers. The Junior Community of 83 Year 1 students worked in four groups of 19/20 with four community teachers. The Middle Community of 69 Year 2s and 32 Year 3s worked in five groups of 20/21 with five community teachers. In addition, the Learning Specialist for teaching and learning taught a reading, maths and writing group in the Middle community, throughout the year, to reduce the group sizes for these core learning areas. The Senior Community of 32 Year 4s, 22 Year 5s and 18 Year 6 students worked in four groups of 18 students with four community teachers. The group sizes across the school were small and well under the funded ratio to provide the most effective access to learning for our students, given the impact that COVID had had on their education in the previous two years.

Our staffing profile increased with a total of 39 members of staff, consisting of two principal class officers, one learning specialist, eighteen community teachers, five specialist teachers, two tutors and two teachers who provided graduate/mentor release. We also had three full time and six part time Education Support (ES) staff who supported admin, First Aid, learning, maintenance and grounds. Our specialist team was made up of three full time, one 0.8 and one 0.2 specialist teacher who were responsible for the Physical Education, S.T.E.A.M., Spanish/Performing Arts, Creative Arts and the Middle Library program. The tutors worked in the Junior, Middle and Senior community providing small group targeted support to identified students throughout the year. We were again part of the Transforming the Early Years of the Teaching Career pilot program that supported six graduate teachers in either their first or second year of teaching with mentors and funded release time to enable them to effectively manage the work required. Graduate/Mentor release was provided over four days by two part time teachers however staff shortages saw the personnel employed to do this, redeployed to the Senior Community for Term 4. This meant that our regular CRT pool was utilised to fill their roles making replacement of teachers when ill, increasingly challenging as the year progressed.

Progress towards strategic goals, student outcomes and student engagement

Learning

With the introduction of our fourth school value, Be ambitious, the appointment of our first Learning Specialist and the substantive appointment of our new Assistant Principal, our resources were aligned to clearly focus on improving student learning. We prioritised small group sizes and provided four hours of non-face to face teaching time to enable our teachers to work collaboratively in their teaching team to plan a targeted and differentiated learning program for their community of learners. Our Professional Learning Community (PLC) schedule ensured all communities came together weekly for professional learning, assessment and moderation, data analysis and grouping of students. Our leaders undertook the PLC initiative this year which sharpened our focus and built leadership capacity across our school.

Through team accountability and responsibility, shared planning, common practices and the use of a strong instructional model our teaching and learning programs targeted student needs. The implementation and use of clear Scope and Sequence documents, the Literacy and Numeracy Learning Progressions and improved pre and post assessment tasks played a key role in supporting our teachers. We improved the use of Learning Tasks to provide continuous reporting information to our families, embedding these into our semester reports to support better understanding of teacher judgements against the Victorian Curriculum statewide standards.

Our extensive teacher moderation of assessment tasks is demonstrated in the judgements made against the Victorian Curriculum Standards that saw our teacher judgements for both English and Mathematics above that of similar schools and the state average, for students at or above the age expected level. These results are averaged across Prep to Year 6 which may account for the difference there is when specific cohorts are the focus of achievement as measured by NAPLAN

Our NAPLAN results for Year 3 are stronger than those for Year 5 which can be explained by the fact that many of the students in Year 3 have done all of their primary schooling at our school, commencing Foundation with us in 2019. Even those that did not commence with us in 2019 have transferred in during the early years of their schooling enabling their development to be closely monitored and achievement improved. Therefore, we are able to attribute their performance to our teaching and learning programs. This differs for our 22 Year 5 students all of whom began their primary schooling in other schools, with only seven students commencing with us at the beginning of 2019 when they were in Year 2. The rest have joined our school since then, so it is difficult to measure the effectiveness of our programs on their achievement. This group also did not undertake NAPLAN in 2020 due to lockdown so we are not able to utilise growth data as a measure of our impact which is unfortunate as this would have provided information that could be directly related to our school and the programs we provided.

This is not to say that the information provided to us from NAPLAN was not utilised by our teaching teams to drive improvement. Individual and cohort results were analysed and teaching programs adapted to ensure that we addressed the identified needs of these students. We remain focussed on learning improvement and can see that across the years since opening, our achievement on the whole has improved with a higher level of attainment for the cohorts undertaking NAPLAN each year.

Wellbeing

Our Attitudes to School Survey data in the area of Sense of Connectedness indicates that our students in Year 4-6 feel positive about our school, their wellbeing and their learning. Our results were again above the average for similar schools and the state in 2022 and are attributable to the focus we place on wellbeing across our school. We continued as a partner school in the Resilience, Rights and Respectful Relationships Community of Practice and implemented this curriculum across our school. Our staff undertook the first two days of training in the Berry Street Education Model which is trauma informed practice and has seen many new strategies such as a Morning Circle, Positive Primers and Brain Breaks implemented as part of our regular daily routines.

The Zones of Regulation continue to be a focus of our work as we build the emotional literacy of our students. De-escalation plans and ready to learn scales also support this work and all staff ensure that the goals and strategies that are recorded in students' Individual Education Plans are utilised on a daily basis to support the social, emotional, wellbeing and academic needs of students across the school. These practices are reflected in the positive responses from our Year 4-6 students as gathered through the Attitudes to School Survey, with us again being above the average for similar schools and the state in the area of Management of Bullying.

As a school we implement in all learning communities, two wellbeing sessions per week that enable the delivery of the RRRR curriculum and the Berry Street Education Model. We also draw from the approaches and strategies in School Wide Positive Behaviour Support and utilise anecdotal information to identify patterns of behaviour or incidents, that are then addressed as part of the learning program, assisting students to better manage these when outside in the yard. Our approach is proactive and restorative as we understand that all children are learning how to navigate social situations. Their ability to do so, with growing confidence, resilience and expertise, makes a significant contribution to their wellbeing.

Engagement

The Parent Opinion survey for 2022 indicates our parents are satisfied with 81.2% of those who completed the survey positively endorsing our school which is above the state average for primary schools. Positive School Climate in our Staff Opinion survey was also positively endorsed by 79.0% of staff who responded which again was above the state average of primary schools. As mentioned previously in relation to wellbeing, our students in the Attitudes to School survey positively endorsed our school on the two measures resulting in us being above similar schools and above state. With such strong performance data from the key stakeholders in our school community we draw the conclusion that our attendance data must be attributed to reasons other than engagement. Attendance however continues to be of concern as it is again our weakest measure and has been each year since we opened in 2019. It was an area of focus in 2022 however it was difficult to improve as COVID and illness were still very prevalent in our community and across the state. Families wishing to adhere to requirements to isolate and to keep children at home when ill or symptomatic was a challenge, as it was what should occur for the benefit of others, yet impacted on attendance. It is to be noted however that from Prep - Year 5 our attendance rate for formal school dates was between 87% and 89% and it was that of Year 6 that was much less at 79%.

While we continued to monitor absenteeism across our school we worked more closely with identified families in Year 6. We contacted families offering support in all instances to improve the attendance of their child. We experienced varying degrees of

success and acknowledge that our student absence is on average 2 - 3 days greater per student per year than similar schools or the state. This will be an area of continued focus for our school and given the significant absence across the state (average of four to four and half weeks of the school year per student) we are confident that a statewide strategy will be developed to address this, which will provide additional support to our school moving forward.

Other highlights from the school year

We held some notable school events this year. Being able to take our Senior students away on camp for only the second overnight camp since our opening year was one. The three day camp to Phillip Island was a fantastic opportunity for the students to experience outdoor, adventure activities and have time away from home. We also provided a swimming and water safety program across the school with Lifesaving Victoria running a session to educate our Foundation students and our Senior students learning through games and activities at a local aquatic centre. The Junior and Middle community participated in an intensive swimming program accessing lessons each day for a week at a local leisure centre.

Our whole school community came together for our second Colour Fun Run which proved to be a great community building activity and a worthwhile fundraising event. Many families came along and helped manage the event while many others enjoyed the spectacle. In November the Youth Resource Officer from Mill Park Police organised a whole school Blue Light Disco for our students. Through ticket sales our school was able to make a substantial donation to the Epping and Mill Park Blue Light Disco to help them provide such events to the local community, given that COVID had stopped these in 2020 and 2021. Being able to support such causes is something that we at Ashley Park Primary School always try to do, as we educate our students to contribute to and give back to the community in which they live.

In October our school hosted its first Smoking Ceremony where all of our Aboriginal and Torres Strait Islander students participated along with the rest of our school community. Our school houses were also launched, which involved another special day of celebration. Our four houses are named after animals native to the local area using the Woi Wurrung language and are linked to a colour, an earth element and one of our school values.

Gurmmil - snake - green - land - Be kind.

Marram - kangaroo - white - wind - Be ambitious.

Waa - raven - black - fire - Be responsible.

Gawarn - echidna - yellow- water - Be all we can be.

Our House Heroes and our Senior Aboriginal and Torres Strait Islander students played a key part in this special day. All of our students and staff came dressed in their house colour and participated in multi age groupings, in four different learning spaces in the school. Everyone spent the day learning more about their house and what it represents. A feature was a special whole school assembly where our Senior student leaders explained the story beyond each animal sharing this with our whole school community. Our school grounds also gained a lasting artefact that was designed and painted by our Middle Community and Aboriginal and Torres Strait Islander students and their families. The concrete steps of our amphitheatre that face the Performing Arts space now feature the story of the Plenty Gorge and the animals our houses represent, providing a culturally safe space for our Koorie students, while connecting to the land and culture of our First Nations People. These events strengthened our Aboriginal and Torres Strait Islander student population who are now proudly known as the The Ganbu Mob - Ganbu, meaning one in Woi Wurrung.

Financial performance

Our school ended 2022 in a sound financial position. We utilised our equity funding to support smaller group sizes and lower student to teacher ratio to maximise learning for all. It was also utilised to fund four hours of non-face to face sessions for each teacher to enable collaborative planning for differentiated teaching. Our voluntary curriculum contributions, camp payments and excursions also contributed to our locally raised funds. Our school facilities were hired throughout the year by the Out of School Hours Care provider for use in the before, after and school holiday program they offered. A local basketball club hired our school stadium every Monday to Thursday evening and Basketball Victoria hired the facility on Saturdays for training sessions for their State teams. Ashley Eats hired the canteen facility to provide lunch orders and counter sales to our students on a Tuesday and Friday. The entire Ironbark Sports and Arts Centre was hired for the State Election and our School Events team capitalised on this opportunity to provide a sausage sizzle, the takings of which contributed to our fundraising efforts for the year.

A shade sail that was received through the outdoor learning space initiative was funded and installed providing additional shade in our expansive grounds. Whilst this assisted us to manage learning and eating outdoors and improved ventilation, illness still occurred and many staff members were unfortunately unable to attend work on many occasions across the year. This required the

employment of Casual Relief Teachers and casual Education Support staff which saw salaries and allowances become one of the largest expenditure items across the year.

The Building Fund listed as school based programs finished with \$21,068. This is set aside for the installation of air conditioning in the Silver Gum Centre (admin and office) building that we hope to contribute more to so it will be completed by the end of next year.

For more detailed information regarding our school please visit our website at

<https://www.ashleyparkps.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 2.0 (FISO 2.0).

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 350 students were enrolled at this school in 2022, 176 female and 174 male.

21 percent of students had English as an additional language and 5 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).

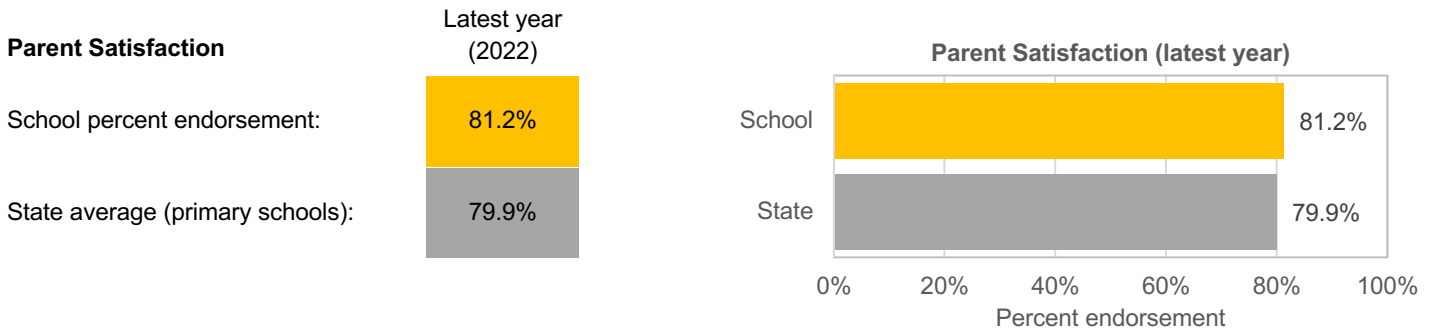
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

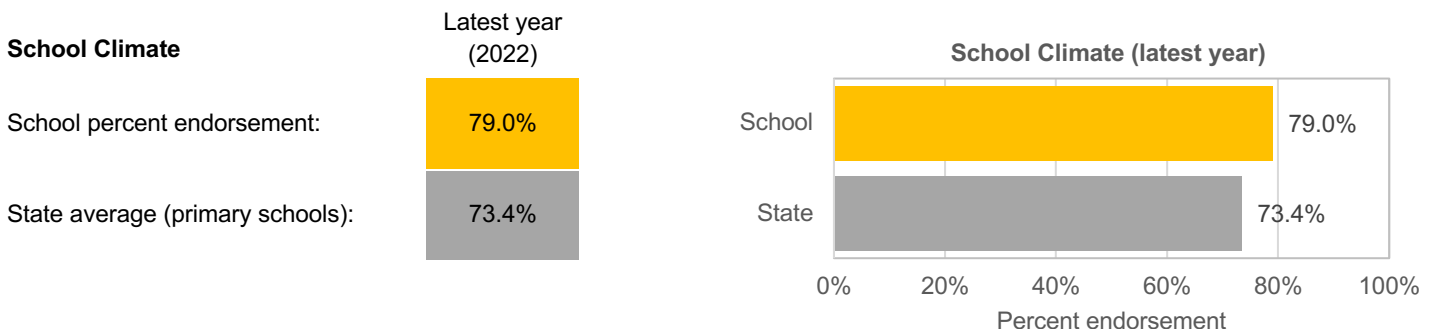


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

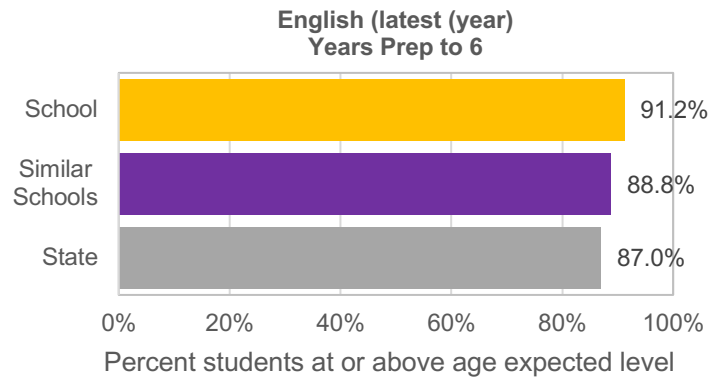
91.2%

Similar Schools average:

88.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

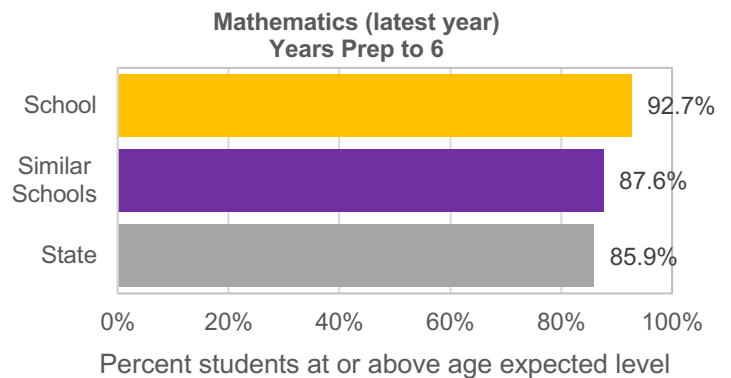
92.7%

Similar Schools average:

87.6%

State average:

85.9%



LEARNING (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.

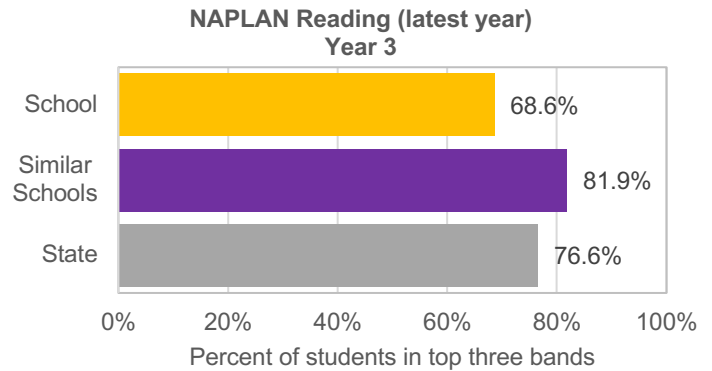
NAPLAN

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 2019, 2021 and 2022 data.

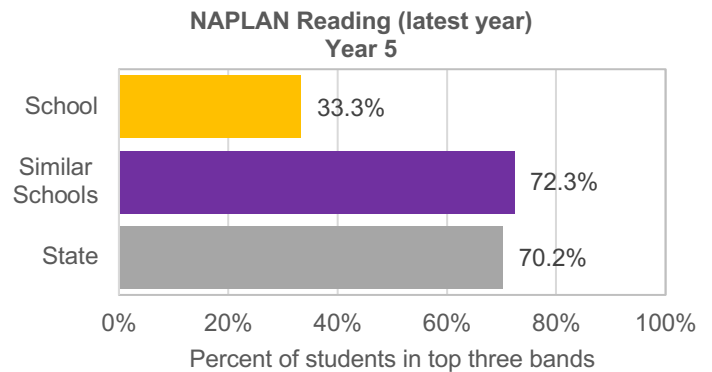
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.6%	58.0%
Similar Schools average:	81.9%	80.0%
State average:	76.6%	76.6%



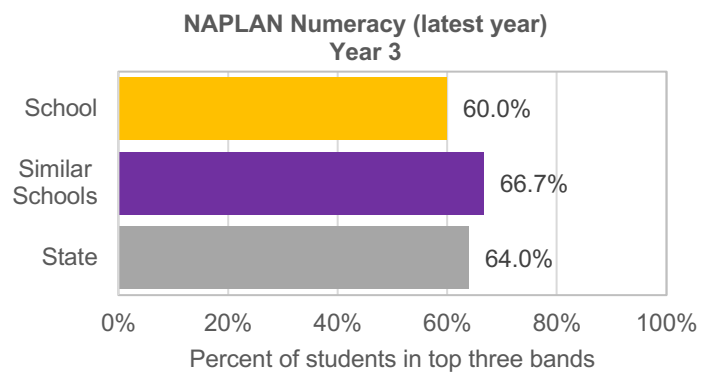
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	38.3%
Similar Schools average:	72.3%	71.6%
State average:	70.2%	69.5%



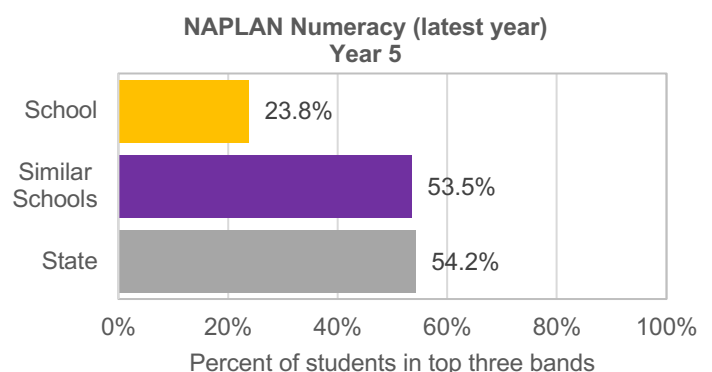
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	48.1%
Similar Schools average:	66.7%	68.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.8%	30.4%
Similar Schools average:	53.5%	60.0%
State average:	54.2%	58.8%



WELLBEING

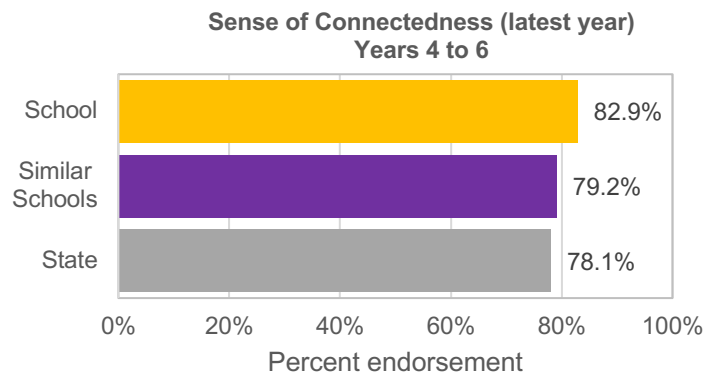
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	82.9%	88.8%
Similar Schools average:	79.2%	80.6%
State average:	78.1%	79.5%

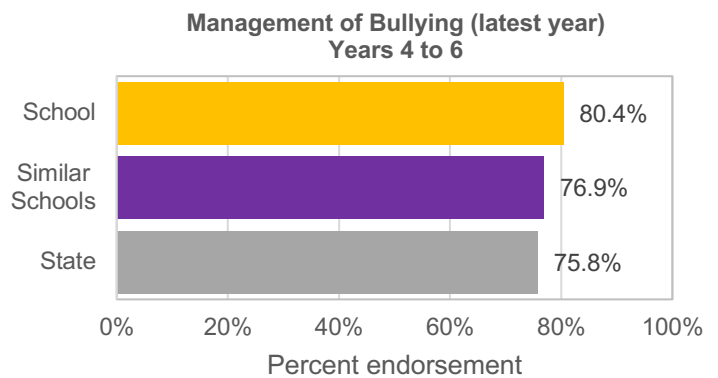


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	80.4%	85.2%
Similar Schools average:	76.9%	79.7%
State average:	75.8%	78.3%



ENGAGEMENT

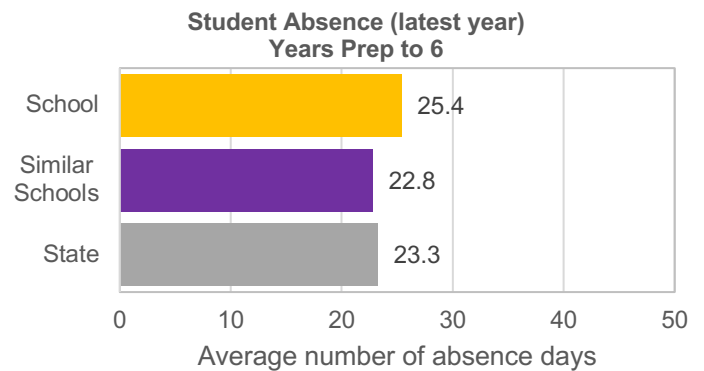
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.4	20.1
Similar Schools average:	22.8	16.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	87%	87%	89%	89%	79%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,308,463
Government Provided DET Grants	\$370,997
Government Grants Commonwealth	\$21,248
Government Grants State	\$0
Revenue Other	\$4,848
Locally Raised Funds	\$199,614
Capital Grants	\$0
Total Operating Revenue	\$3,905,169

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,200
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,200

Expenditure	Actual
Student Resource Package ²	\$3,253,058
Adjustments	\$0
Books & Publications	\$45
Camps/Excursions/Activities	\$64,139
Communication Costs	\$4,300
Consumables	\$67,931
Miscellaneous Expense ³	\$28,046
Professional Development	\$11,562
Equipment/Maintenance/Hire	\$65,889
Property Services	\$49,875
Salaries & Allowances ⁴	\$161,084
Support Services	\$63,780
Trading & Fundraising	\$19,019
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$62,899
Total Operating Expenditure	\$3,851,628
Net Operating Surplus/-Deficit	\$53,542
Asset Acquisitions	\$58,550

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$68,612
Official Account	\$15,784
Other Accounts	\$21,068
Total Funds Available	\$105,463

Financial Commitments	Actual
Operating Reserve	\$94,833
Other Recurrent Expenditure	\$665
Provision Accounts	\$0
Funds Received in Advance	\$9,467
School Based Programs	\$21,068
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$126,033

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.