

2021 Annual Report to The School Community



School Name: Parkhill Primary School (5416)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2022 at 07:56 PM by David Wells (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 17 March 2022 at 08:07 PM by Dan Edwards (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

About Our School

School context

Parkhill Primary School is located approximately 15km southeast of Melbourne in the suburb of Ashwood. The school is situated at the top of a hill with ample natural and active play spaces and a commanding view over surrounding areas.

At Parkhill Primary School, we have a strong commitment to providing a supportive and inclusive learning environment. Our motto “United through learning, we nurture success” articulates our commitment to developing in our students a love of learning and to be socially connected and resilient. Our school values, Care, Respect, Honesty, Persistence and Unity not only underpin our strong Social Emotional Learning (SEL) programs but they simply become ‘The Parkhill Way’. These are the attitudes and behaviours that we see in the classroom and playground every day.

We provide a developmental curriculum within a multi-age structure. Literacy and Numeracy programs ensure that essential skills are taught as a foundation for success across all learning areas. The school has a strong collaborative planning approach with teams of teachers planning together to ensure consistency of practice across all classes. In 2021, specialist programs were provided in Visual Arts, Performing Arts, Physical Education and Chinese Mandarin language. In 2021, the Tutor Learning Initiative (TLI) was implemented supporting identified students with targeted intervention in reading and writing.

In 2021 there were 250 students enrolled. Our staffing profile comprised 2 Principal class, 13.2 full-time equivalent (FTE) teachers and 5.84 FTE Education Support staff. Total staff – 19.05 FTE. The Student Family Occupation and Education (SFOE) index is 0.2055 indicating a community with higher socio-economic status advantage than the mean of all Victorian government schools.

During 2021, due to the COVID-19 pandemic response, we pivoted from onsite learning to remote and flexible online learning throughout the year. During remote and flexible online learning the initial asynchronous model that had been implemented in 2020 was gradually adapted to include live teaching and wellbeing sessions through the course of the year. Feedback on work submissions, and live Meets sessions and curated videos optimised the learning opportunities for our students.

Framework for Improving Student Outcomes (FISO)

In 2021, the school continued to work on the strategic plan goal focussing on students achievement and growth in literacy and numeracy within the context of the priority goal ensuring continuity of learning and wellbeing throughout the disruptions of the COVID-19 lockdowns.

Although COVID-19 prompted a shift in focus to remote and flexible online learning programs and further development of teacher skills in online platforms, there remained a focus on high impact teaching strategies. Clear learning intentions and success criteria were set for tasks and teachers gave targeted feedback to support students to reflect on their learning and how well they met the success criteria.

The Tutor Learning Initiative (TLI), was implemented and driven by student learning need, with students ranging from those who already had additional learning needs prior to the period of remote and flexible learning in 2020, to those students who were previously progressing, but whose learning progress was most impacted by remote and flexible learning. The pedagogical teaching practices of differentiation, personalisation and student-centred learning were the foundation for the specific interventions delivered as part of TLI. The TLI program continued throughout the remote learning periods with individual sessions conducted through Google Meets.

The development of data literacy and the use of student outcome data to inform planning and learning programs -

achievement and wellbeing data - will be a focus of professional learning in 2022. Refining and embedding the school assessment schedule and a focus on formative assessment will shape responsive planning targeted to student need. Weekly planning meetings will have a data analysis component to guide discussions about learning interventions for all students. This work will be supported by involvement in the DET Professional Learning Communities initiative.

The Connected Schools priority of the Annual Implementation Plan (AIP) was impacted by the Covid lockdowns. A focus on communication and a number of virtual community events ensured that families remained connected to the school. Some negative community sentiment around the handling of student behaviour issues as well as a perception that the school was not supporting students with specific learning needs resulted in a significant decline in enrolments (24% of 2021 total enrolments). Building community spirit, pride and confidence will be an ongoing priority in 2022.

Achievement

In 2021, the school continued work on its strategic plan goal of achieving high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy and in particular on improving Writing outcomes.

In NAPLAN, 29 percent of students in Year 5 achieved in the top two bands, easily exceeding the school target of 20 percent. This result was higher than the state average (20%) and also higher than the average for schools with similar characteristics and demographics (28%). Similarly, 74% of students achieved at or above benchmark growth compared to the school target of 70%. The number of students achieving below benchmark growth in Writing had also reduced significantly.

NAPLAN Reading results indicate that students are achieving higher than the state average in both Year 3 and Year 5, however below the achievement in similar schools. 63% of students in Year 3 and 47% of students in Year 5 achieved in the top 2 bands.

In NAPLAN Numeracy, the school met its target of 70% of students achieving in the top 2 bands, however results have been declining over the past several NAPLAN assessments from 50% of students in Year 5 achieving in the top 2 bands in 2018 to 32 % in 2021. This figure is below the state average of 33% and well below similar schools average (41%). Conversely, results for Numeracy in Year 3 indicate greater levels of achievement with 56% of students achieving in the top 2 bands compared to 41% for the state average and 52% for similar schools.

There is a significant difference between genders in both the achievement and growth results with 0% of females making above benchmark growth while 22% of males made above benchmark growth. Similarly the difference in students achieving in the top 2 bands indicates males achieving significantly higher than females in both Year 3 and Year 5. These results indicate that the school also needs to engage females in maths and that current approaches do not target the learning of females in maths as effectively as it does males

Teacher Judgement against the Victorian Curriculum at Age expected level in 2021 (Semester 2 results) across the school (Prep-Year 6) showed that in all areas of English students achieved at comparative levels to the state average, however lower than similar schools. In Mathematics, student achievement was lower than both the state average and similar schools. In the strand of Statistics and Probability, in particular, the percentage of students achieving at or above age expected standards was 73% compared to the state average of 85% and the similar schools average of 89%.

The Tutor Learning Initiative (TLI) was implemented in 2021 with students identified for the program from 2020 teacher judgement reading and writing data and ACER PAT assessments. The Multi-structured Sensory Language (MSL) program was implemented to build student decoding strategies and phonological awareness to great effect with all students making learning growth. Due to the success of this approach, all class teachers teaching Foundation, Year 1, Year 2 and Year 3 will be trained in MSL early in 2022.

In 2022, Parkhill PS will work with an educational consultant from Maths Association of Victoria with a focus on targeting intervention to individual need through differentiated learning opportunities informed by consistent and reliable assessment practices.

Participation in the Professional Learning Communities (PLC) initiative in Semester 2, 2022 will further develop our assessment, planning and teaching practices for continued school improvement.

Engagement

Student attendance shows an average attendance rate better than the state average. The school strongly encourages student attendance as this is positively correlated to student outcomes, although it is acknowledged that the global pandemic affected online attendance during periods of remote and flexible learning. The Student Attitudes to School Survey (AToSS), completed annually by Victorian school students in Years 4, 5 and 6, indicates the positive percentage endorsement for attendance is 86 %. In 2022, the school will work in partnership with School Focussed Youth Services (SFYS) to understand the common issues underlying student absence in the school, identifying targeted interventions for students with chronic absences that can support their improved attendance and better support their engagement with the school.

The AToSS shows Student Voice and Learner Agency overall result dropped from 73% positive endorsement to 61% positive endorsement in 2021; this may have been impacted by the remote learning experienced during the year. The AIP Target of equal to or greater than 70% positive response was therefore not achieved. Student voice surveys administered across the school throughout the periods of remote and flexible learning, enabled us to be responsive to feedback from students and parents about the online learning from home program. As a result, live lessons and wellbeing sessions were introduced. Improving student voice and agency will continue to be a focus in 2022.

In 2022, there will be a renewed focus on engaging with the community to build confidence and pride in the school. The introduction of STEAM (Science, Technology, Engineering, Art and Maths) as a specialist program with a dedicated teacher will enhance opportunities for community involvement and provide the school an important point of difference.

Wellbeing

Parkhill Primary School places strong emphasis on student wellbeing and recognises the important role it plays in maximising students' learning experiences. Building relationships and developing a strong sense of community within classes and across the school is a high priority.

During periods of remote and flexible learning, students at risk, deemed vulnerable or with parents considered essential workers, onsite learning was provided. A daily wellbeing check-in with students was facilitated in Google Classroom and students who were identified at risk were followed up by classroom teachers to further support students in need. Students of concern were flagged at daily whole staff meetings and entered into a wellbeing register to support students and families with wellbeing needs throughout 2021 based on the increased needs. A significant wellbeing focus was implemented for all students returning to onsite learning in Term 4.

The 2021 AToSS indicated 86% positive endorsement of the non-experience of bullying category. This is higher than the state average of 82% and slightly higher than similar schools (85%). In the Managing Bullying component, there was 73% positive endorsement with statement "I feel safe at this school" providing 78% positive endorsement. In contrast, the Parent Opinion Survey (POS) showed 60% positive endorsement in the non-experience of bullying and 66% positive endorsement of Managing Bullying, which indicates the school needs to communicate the wellbeing programs more effectively.

In Term 4, Parkhill was able to provide an onsite transition program for pre-school students enabling us the opportunity to form relationships and ensure a comfortable and smooth transition. Information sessions for parents were held online. A strong emphasis was placed on welcoming our new students and parents and developing positive partnerships.

In 2022, we will be implementing the Respectful Relationships program across the school, promoting respect, positive attitudes and behaviours. It will focus on how to build healthy relationships, resilience and confidence.

Parent satisfaction, according to the Parent Opinion survey, indicated concerning results with a positive endorsement of 56% (compared to the state average of 81%). This has translated to a significant decrease in enrolments. The Connected School Working Group, comprising staff and parents, formed to gain an understanding of parent expectations and ideas for improvement. A survey identified a number of areas in which there could be immediate improvements around promotion and marketing. In response, a new informative school website was developed as well as a strategy to promote the school to the wider community and increase enrolments. In 2022, Community forums, working bees, the development of an indigenous community garden, and school council led action projects program aim to build pride and community spirit as well as confidence in the improvement agenda.

Finance performance and position

The financial position of the school at the end of 2021 had been impacted by COVID-19 lockdowns as well as declining enrolments, recording an operating deficit of \$65,493.

In order to support the complex needs of students, both academic and wellbeing, additional ES staff support was allocated to each class in the form of teacher aides. This was partially funded through our equity funding.

Funding for the Chaplaincy program ceased in 2021, however the school covered the cost of the program for an additional 2 terms due to the positive impact on student wellbeing.

The Tutor Learning Initiative (TLI) was implemented and extended beyond the designated funding to allow a greater number of students to access the support. This impacted the staffing budget allocation in the Student Resource Package.

Locally raised funds were significantly less than expected. The school collected 86% of budgeted Parent Payments. The Parents and Friends fundraising capacity was diminished as a result of COVID-19 restrictions and the cancelling of community fundraising events and activities. This and the loss of budgeted revenue from the hire of school facilities to outside organisations impacted the school by as much as \$50,000 of lost revenue.

For more detailed information regarding our school please visit our website at
<https://parkhillps.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 250 students were enrolled at this school in 2021, 101 female and 149 male.

19 percent of students had English as an additional language and 2 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).

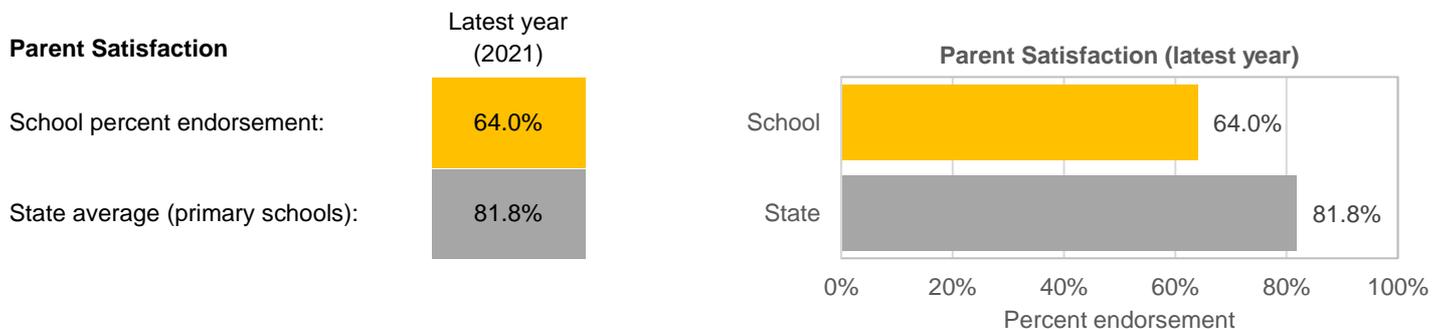
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

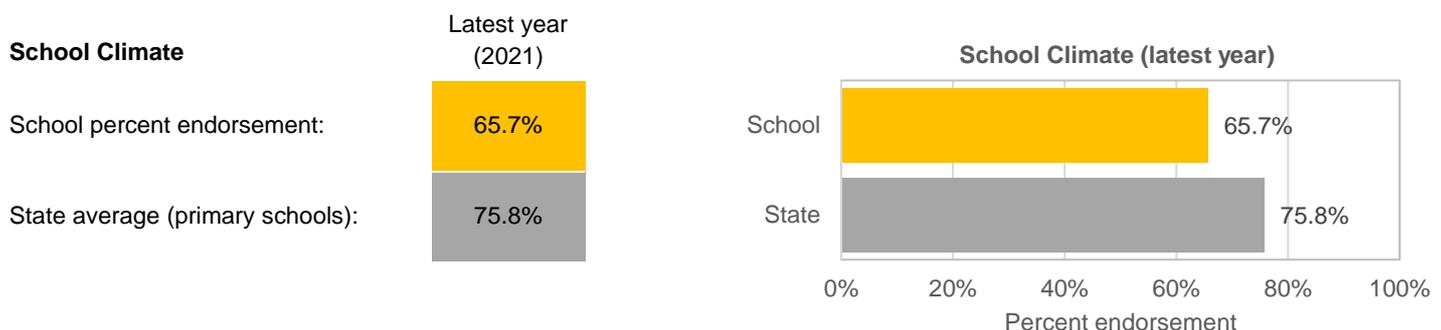


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

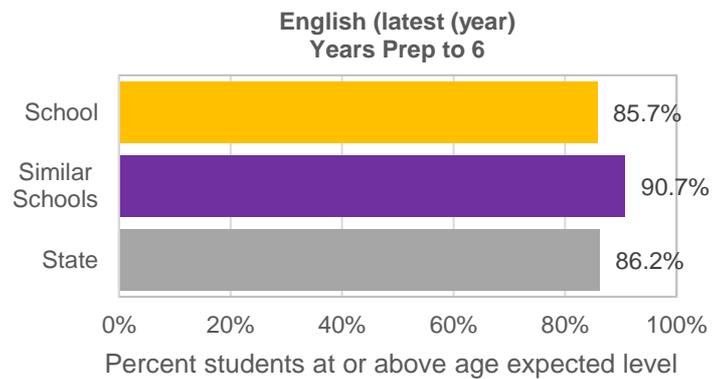
85.7%

Similar Schools average:

90.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

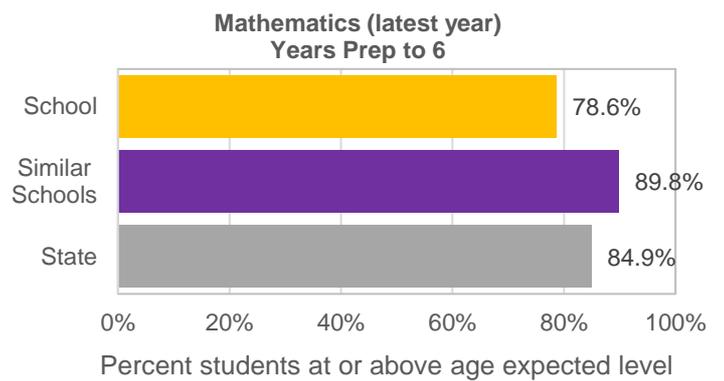
78.6%

Similar Schools average:

89.8%

State average:

84.9%



ACHIEVEMENT (continued)

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

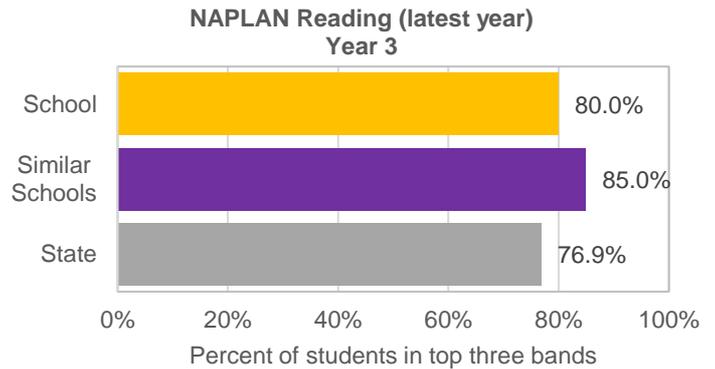
NAPLAN

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

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

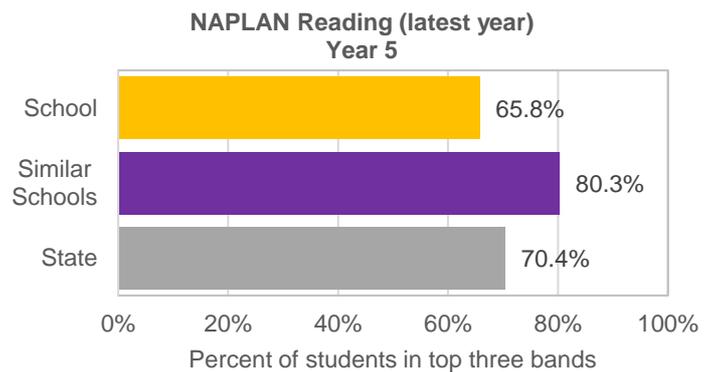
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	82.3%
Similar Schools average:	85.0%	85.5%
State average:	76.9%	76.5%



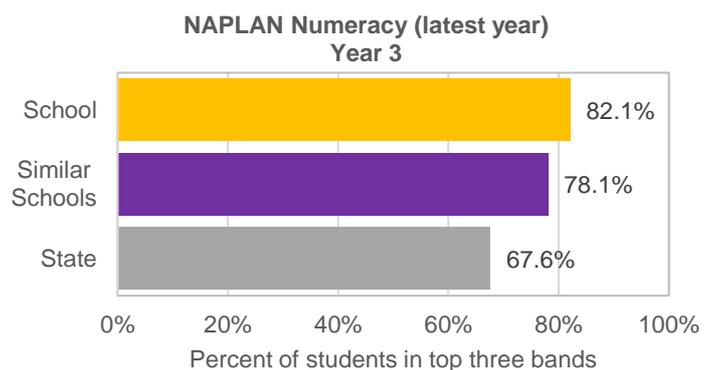
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.8%	73.3%
Similar Schools average:	80.3%	79.2%
State average:	70.4%	67.7%



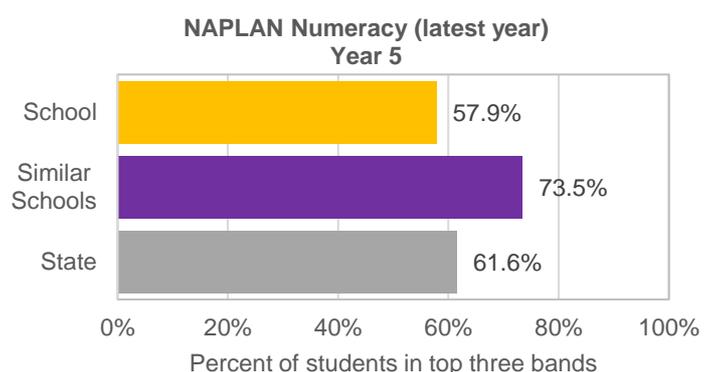
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.1%	77.5%
Similar Schools average:	78.1%	79.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.9%	63.2%
Similar Schools average:	73.5%	72.3%
State average:	61.6%	60.0%



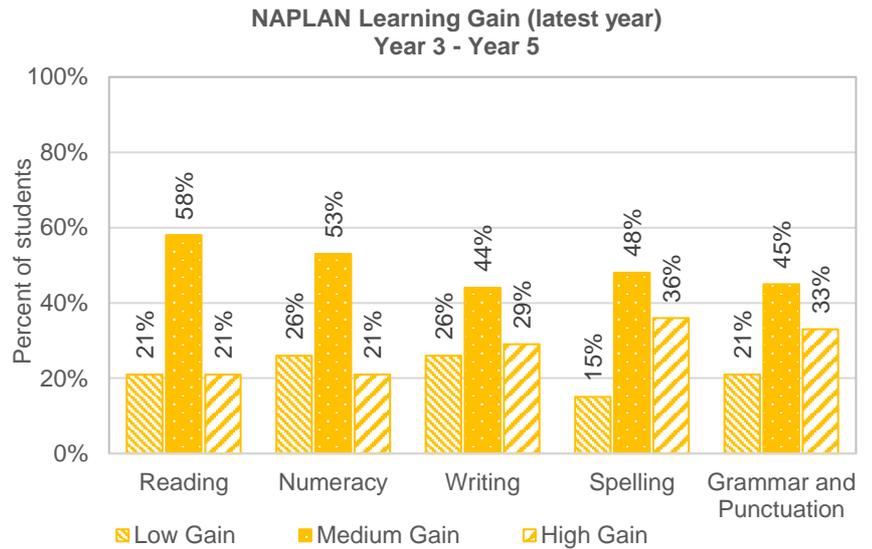
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	58%	21%	27%
Numeracy:	26%	53%	21%	25%
Writing:	26%	44%	29%	28%
Spelling:	15%	48%	36%	27%
Grammar and Punctuation:	21%	45%	33%	26%



ENGAGEMENT

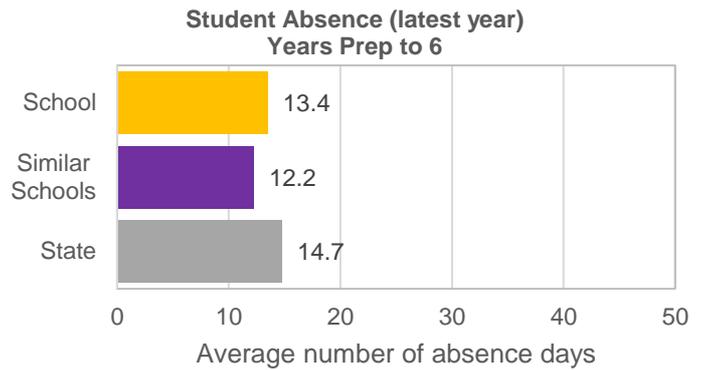
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.4	14.4
Similar Schools average:	12.2	13.1
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	92%	94%	96%	92%	94%	92%

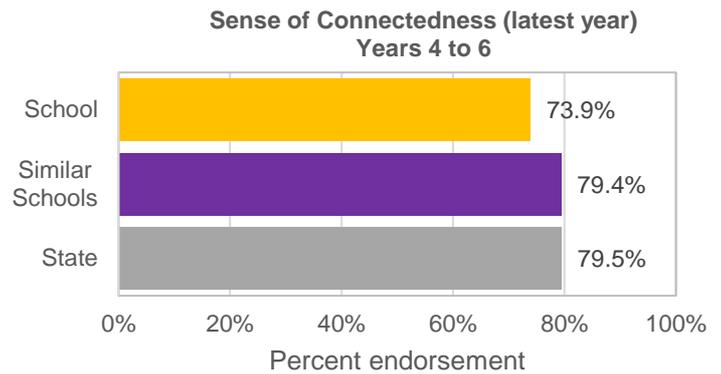
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.9%	73.8%
Similar Schools average:	79.4%	79.2%
State average:	79.5%	80.4%

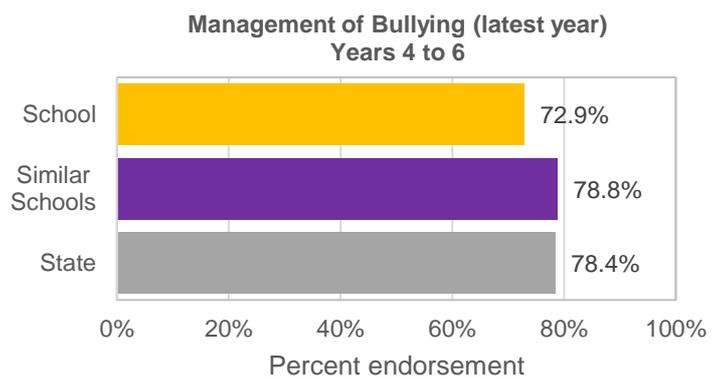


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.9%	73.8%
Similar Schools average:	78.8%	78.8%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,080,987
Government Provided DET Grants	\$256,732
Government Grants Commonwealth	\$6,285
Government Grants State	\$4,200
Revenue Other	\$2,916
Locally Raised Funds	\$181,678
Capital Grants	\$0
Total Operating Revenue	\$2,532,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,394
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,394

Expenditure	Actual
Student Resource Package ²	\$2,168,662
Adjustments	\$0
Books & Publications	\$904
Camps/Excursions/Activities	\$75,152
Communication Costs	\$5,881
Consumables	\$45,609
Miscellaneous Expense ³	\$9,719
Professional Development	\$7,137
Equipment/Maintenance/Hire	\$45,918
Property Services	\$17,431
Salaries & Allowances ⁴	\$31,419
Support Services	\$160,568
Trading & Fundraising	\$7,108
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,784
Total Operating Expenditure	\$2,598,291
Net Operating Surplus/-Deficit	(\$65,493)
Asset Acquisitions	\$8,250

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$404,666
Official Account	\$14,454
Other Accounts	\$8,630
Total Funds Available	\$427,750

Financial Commitments	Actual
Operating Reserve	\$69,812
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$18,982
School Based Programs	\$58,415
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$161,408

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.