

2021 Annual Report to The School Community



School Name: Kingston Heath Primary School (5101)



- 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 May 2022 at 11:28 AM by Karen Roberts (Principal)

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

Attested on 17 May 2022 at 03:33 PM by Paul Khazaal (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

Kingston Heath School is a co-educational primary school located in Cheltenham, Victoria, 25 kilometres south-east of Melbourne CBD. The school offers the International Baccalaureate Primary Years Programme.

One of the Key Improvement Strategies of the 2020-2023 School Strategic Plan is to 'Articulate and embed a whole-school vision and values informed by insights of teachers, students, parents/ carers, and the wider community.' It is intended that this will be a key piece of work, to ensure that the entire Kingston Heath Primary School community co-creates a bold vision statement that both reflects our strengths and provides a platform for future growth and innovation. There was a total of 257 students enrolled at KHPS in 2021: 129 female and 128 male. There were 24 percent of students who had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

The overall school's socio-economic profile is based on the school's Student Family Occupation and EducE) and is Low 0.2649. (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.)

The staffing profile was made up of (EFT) 1 principal, 1 assistant principal, 11 grade teachers. Specialist teachers included: Visual Arts/Music; PE and LOTE/Italian. Education Support teachers facilitate learning programs including our Kitchen Garden program, PSD and Disability and Inclusion. The Tutor Learning initiative was also facilitated. Our office staff included a Business Manager (full time) and 2 x ES - an Office Manager and Reception.

The school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. We are further supported by our parents through their enthusiastic participation on School Council, and as classroom helpers.

2021 was the second year of our Strategic Plan and we continued to build our culture of collaborative practices across the school. Our whole school approach to discipline through learned responsibility progressed as teachers learned together and commenced the work to understand student behaviour. Additionally, collaborative structures were introduced to ensure all students had the opportunity to learn and participate. Remote and flexible learning impacted on this but we were still able to focus our teaching, learning and wellbeing.

The successful engagement of students in their learning is of vital importance and to assist us in this endeavour we also expanded our commitment to ICT, through the purchasing of extensive robotics equipment. We look forward to seeing this investment come to fruition in 2022.

Framework for Improving Student Outcomes (FISO)

Throughout 2021, the school's Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum Planning and Assessment, Health and Wellbeing and Building communities.

Significant Activities and Milestones undertaken included:

- Kagan facilitated 2 days of training in Win Win Discipline developing the capacity of staff to understand the positions and the philosophy and develop the Big 3 rules at Kingston Heath PS (Golden Rule, Be Safe and Win Win)
- Through a School Improvement Partnership (SIP), a team engaged with EdPartnerships in the 'Inspiring Maths Leadership' Program, then led staff Professional Learning at Kingston Heath to build teacher capacity and embed contemporary maths approaches at all levels..
- Staff engaged in a plethora of Professional related to the National Consistent Collection of Data (NCCD) and the new Disability and Inclusion Profiles. Additionally, there was considerable learning investment to appreciate and understand learning diversities.
- Smiling Mind Champions were identified and trained; and Leadership also participated in training to lead the Mental Health and well being of the school.
- Open Day for parents to observe Cooperative Learning Structures in the classrooms
- VHAP Highly Able Program was implemented
- Highly able Year 5 students participated in Monash Science School, Little Scientist Program

- Year 3/4 camp and Year 5/6 camp
- Italian Day
- Life Ed Van
- Year 5/6 Elephant Ed (Sex Education aligned to the Respectful Relationships DET program)
- Book Week
- Student Led Conferences
- NAIDOC Week, ANZAC Day, Remembrance Day, Sorry Day
- Tutoring Learning Initiative (TLI) Years 1- 6

To support implementation of these initiatives our leadership structure was 1 x Principal, 1 x Assistant Principal, 0.4 PYP Coordinator F-2, 0.4 PYP Coordinator 3-6, and 0.5 Equity and Excellence leader.

During Remote and Flexible Learning, we adapted the learning and teaching; our main focus became the wellbeing and support of our students and families. Once this was addressed we were able to develop a model of teaching to help students learn.

- As staff planned for remote learning, students were able to access 'Daily' learning tasks via google drive
- Professional learning on Google drive and face to face was undertaken by all staff- initially to create a collaborative space for sharing ideas - and then to keep each other connected. regular staff meetings and Professional Development were held.

We adapted our teaching and learning. This included a daily 'check in' exercises followed by an explanation of the tasks and the expectation for completing these. Small group check ins with the chance for students to share their thoughts and work were offered and this

gave staff a chance to provide feedback, tips and suggestions for students

- Specialist staff and Support and extension staff kept in constant contact with teachers throughout our remote learning to ensure that students were not overawed
- We aimed to communicate extensively with our families (as information became available from DET) via COMPASS.
- Communication pathways established in 2020 continued so that parents knew how to contact teachers or have queries answered
- The focus for our Teaching and Learning was on WELLBEING and CONNECTION with students and families

Some positive results were evident in student, staff and parent surveys showing some evidence of impact that we will continue to build upon:

Staff Opinion Survey

Climate - Academic Emphasis increased to 78% from 72% in 2020

Teaching and Learning - Evaluation

-Skills to measure impact increased to 77% from 71% in 2020

-Use evidence to inform teaching practice increased to 85% from 79% in 2020

-Use student feedback to inform practice increased to 69% from 64% in 2020

Teaching and Learning - Implementation

-Believe student engagement is key to learning increased to 92% from 79% in 2020

-Promote student ownership of learning goals increased to 77% from 71% in 2020

Teaching and Learning - Planning

-Plan differentiated learning activities increased to 85% from 79% in 2020

-Understand curriculum increased to 92% from 79% in 2020

-Use data for curriculum planning increased to 85% from 71% in 2020

Achievement

In 2021, students experienced learning from home throughout the year due to the COVID-19 pandemic. Tailored responses to student learning needs were at the core of our teaching and learning approach throughout 2021. Students continued to learn and grow in both literacy and numeracy but with variable growth across the student body.

At the end of 2021 Teacher Judgements showed the following:

Writing - 16% of students made more than 12 months growth and 61% of students made the expected 12 months growth.

Reading and Viewing -12% of students made more than 12 months growth and 65% of students made the expected 12 months growth.

Number and Algebra - 16% of students made more than 12 months growth and 66% of students made the expected 12 months growth.

English Years Prep - 6: School percent of students at or above age expected standards: 92% compared to 90 % similar schools and 86.2% state average

Mathematics Years Prep - 6: School percent of students at or above age expected standards: 90.8% compared to 89.3% similar schools and 84.9% state average

NAPLAN results for 2021

Students in Year 3 performed above the state average In Writing, Spelling, Grammar and Punctuation and Numeracy
Students in Year 5 performed above the state average in Writing, Spelling and Grammar and Punctuation.

We will continue our focus in Mathematics in 2022 and revisit our approach to Reading. The appointment of a Disability and Inclusion Leader, along with the employment of additional Educational support teachers will help to address this through the continuation of the TLI and the introduction of Disability and Inclusion funding.

Engagement

Kingston Heath Primary School students and families maintained high levels of engagement and connection to their school throughout 2021. This was a strong feature of the school's collaborative partnership approach to learning and wellbeing for all during the pandemic.

The school facilitated students maintaining connections with the school and their peers during the pandemic through:

- Google Classroom – students were engaged in home learning through the use of Google Classroom where teachers presented engaging lessons embedding video instructions to complement written instructions
- Google Meets – students had the opportunity to engage in small or whole class meets to focus on learning and continuing to promote student connection
- Padlets.- students had the opportunity to share ideas, reflect on learning and engage with other students
- Staff engaged in active outreach with families, initiating throughout lock-down periods regular telephone and email contact to monitor wellbeing and learning and to offer support where possible.
- Regular case conference meetings during lock-down periods saw all staff collaborating to provide timely and responsive assistance to learning and wellbeing issues as they arose.

The school also maintained connections to families in the school community through channels including the school's Facebook page and Compass.

Attitudes To School Survey

Emotional and relational engagement - community connections 79% compared to state 71%, similar schools 73% and network 76%

Parent Opinion Survey

Student development - Student Voice and Agency increased to 78% from 74% in 2021, and compared to similar schools 77% and network 75%

Other factors that contributed to the engagement of our students:

Kagan Cooperative learning professional learning with a plan for implementing the strategies into the classroom (using our equity funding) supported students active participation in their learning

Strategies to address student non-attendance included students' attendance being closely monitored through CASES21. Any student who staff noticed was not engaging with remote learning were contacted after 2 days. For students and families who struggled with the remote learning, we asked that they make contact with us so that we could adapt and modify the work and keep the students engaged as much as possible.

Wellbeing

Wellbeing was an important priority in 2021, due to the COVID-19 pandemic. Kingston Heath Primary School followed the DET Guidelines as applicable throughout the various stages of the pandemic to ensure the physical wellbeing of students, staff and families.

The school used a Case Management approach to identify vulnerable students and further support was provided tailored to need, such as onsite supervision, regular phone calls to parents, referrals to SSSO and Cairnmillar Psych. We hosted three provisional psychologists.

Staff met regularly in teams and as a whole staff throughout the year with the wellbeing of students and staff a priority. As a responsive organisation the school continued to evolve to meet the wellbeing needs of the community such as Welcome Back videos, weekly staff wellbeing activities (online when applicable), dress ups, quizzes, games, check-in circles, check-out circles, mindfulness activities, and opportunities to undertake passion projects.

Students at risk were supported by an extensive network of DET and external agencies that addressed specific needs. We continued our partnership with Cairnmillar and accessed the services of 3 provisional Psychology students to support our student wellbeing.

Additionally, the Principal Team engaged with the Smiling Minds initiative; Smiling Minds presented to our school council and we appointed 2 x Wellbeing Champions who will continue this work in 2022.

Our Attitudes To School Survey results indicated:

Individual and social wellbeing - resilience 10% compared to similar schools 8%, network 9% and state 8%

Teacher student relations - Teacher concern 76% compared to similar schools 73%, network 74% and state 75%

Finance performance and position

There was an overall surplus of approx. \$133,202 (SRP Credit). This was partly due to lower than expected costs for casual replacement teachers (CRTs) and some monies not expended due to remote learning.

Our CASH budget DOES NOT reflect the interrogation of the non used component of Parent Payments received throughout 2020 and 2021.

Funds received from the Department 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. This includes amounts of equity funding and student excellence funding that have been tagged to the 2022 budget.

The Disability and Inclusion Funding allowed us to appoint a Disability Inclusion Leader (ES 1-2) and plan for additional ES to support the Tier 2 students in the learning spaces.

Hiring of facilities includes money from Their care our OSHC provider. A 5 year contract to provide Before and After School/Holiday Care was signed off with Their care . This process included tendering and reviewing submissions from 6 interested parties. The fees we receive from Their care for the duration of the contract are on a sliding scale and dependent upon the number of students accessing their service each term.

For more detailed information regarding our school please visit our website at
<https://khps.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 257 students were enrolled at this school in 2021, 129 female and 128 male.

24 percent of students had English as an additional language and 0 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).

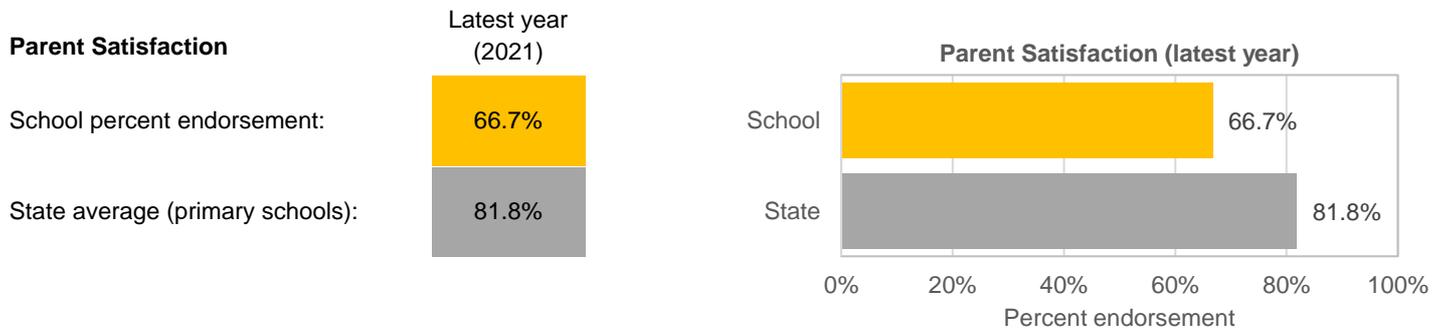
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

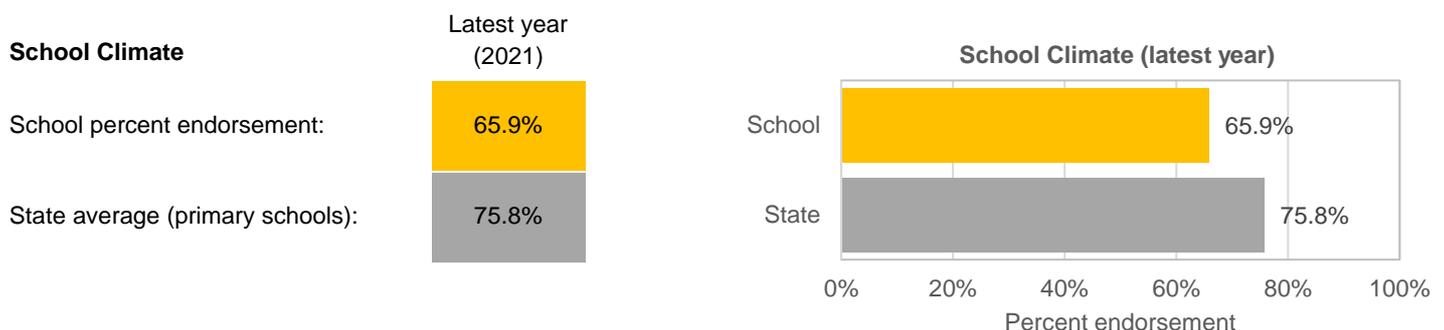


School Staff Survey

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:

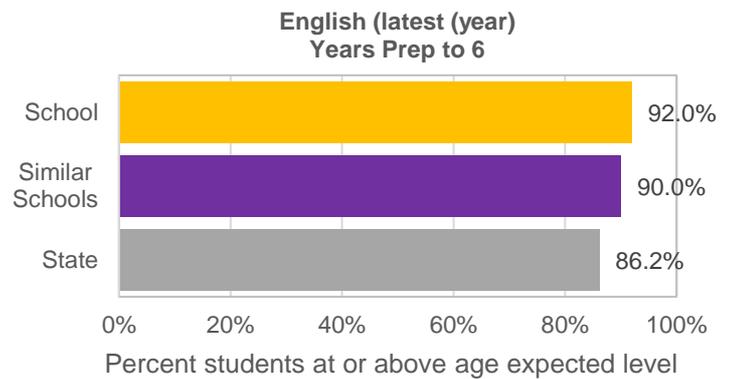
92.0%

Similar Schools average:

90.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

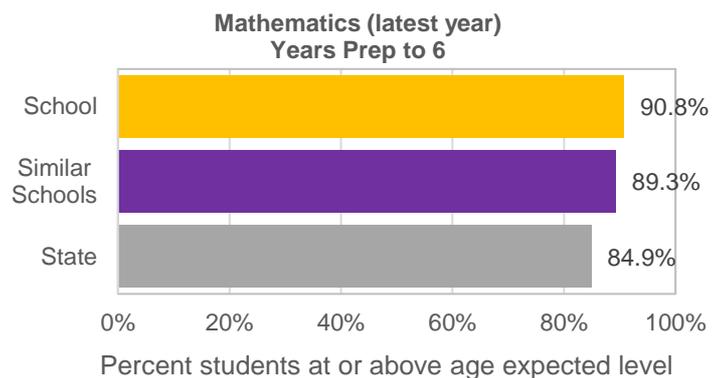
90.8%

Similar Schools average:

89.3%

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.

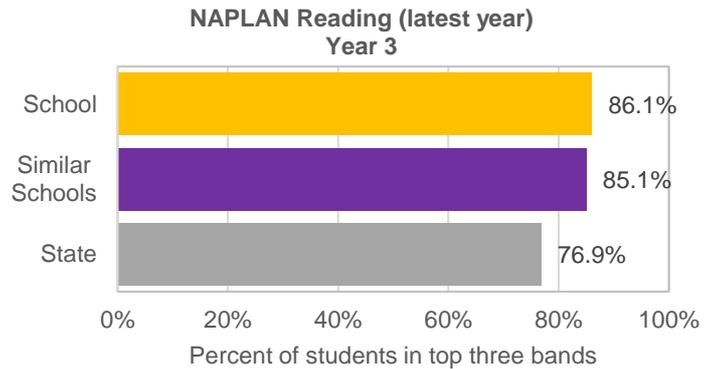
NAPLAN

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.

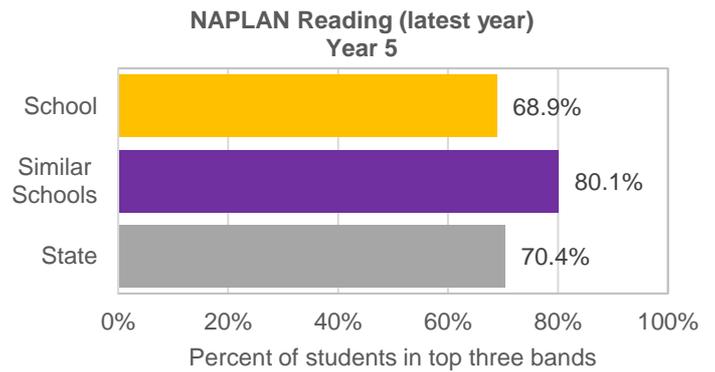
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.1%	84.9%
Similar Schools average:	85.1%	84.9%
State average:	76.9%	76.5%



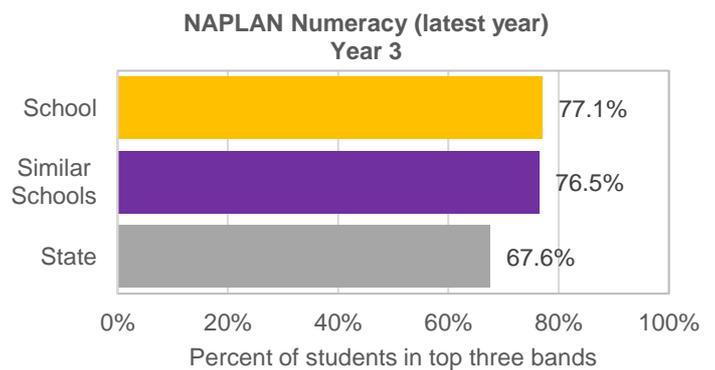
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.9%	69.6%
Similar Schools average:	80.1%	77.5%
State average:	70.4%	67.7%



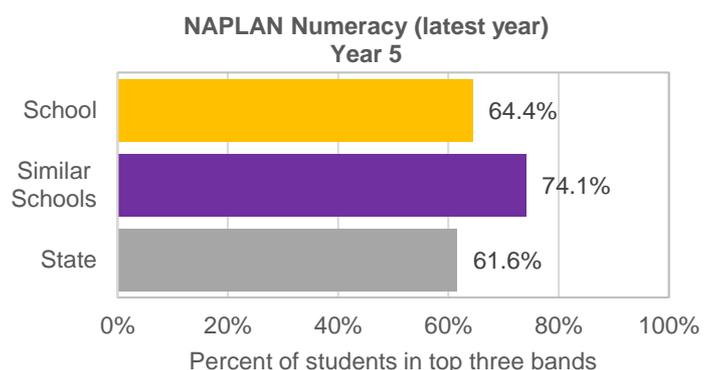
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.1%	73.7%
Similar Schools average:	76.5%	78.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.4%	68.4%
Similar Schools average:	74.1%	71.1%
State average:	61.6%	60.0%



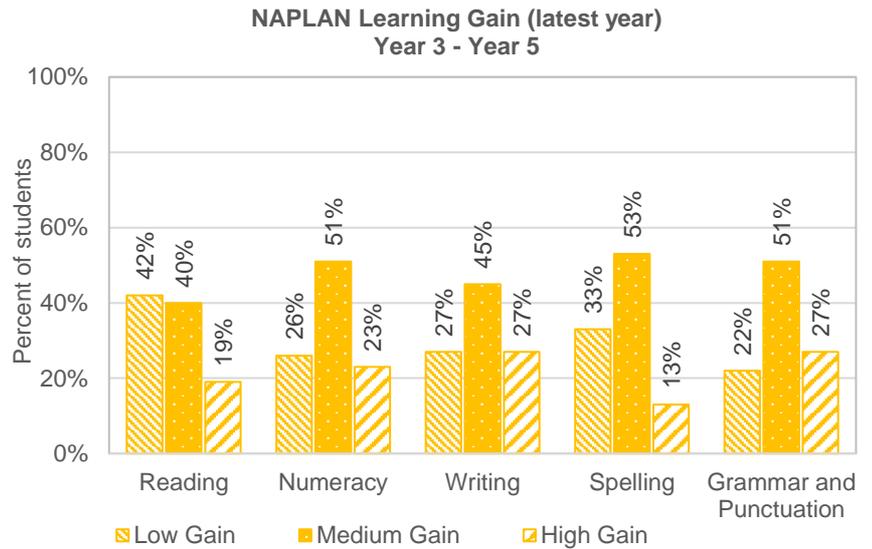
ACHIEVEMENT (continued)

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:	42%	40%	19%	27%
Numeracy:	26%	51%	23%	27%
Writing:	27%	45%	27%	29%
Spelling:	33%	53%	13%	26%
Grammar and Punctuation:	22%	51%	27%	29%



ENGAGEMENT

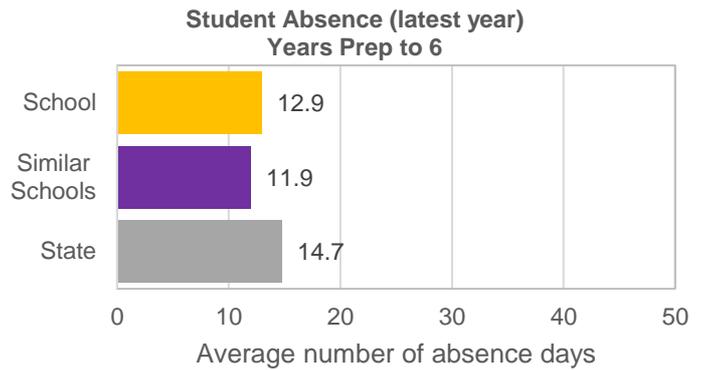
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.9	13.4
Similar Schools average:	11.9	13.2
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):	93%	93%	96%	92%	95%	93%	92%

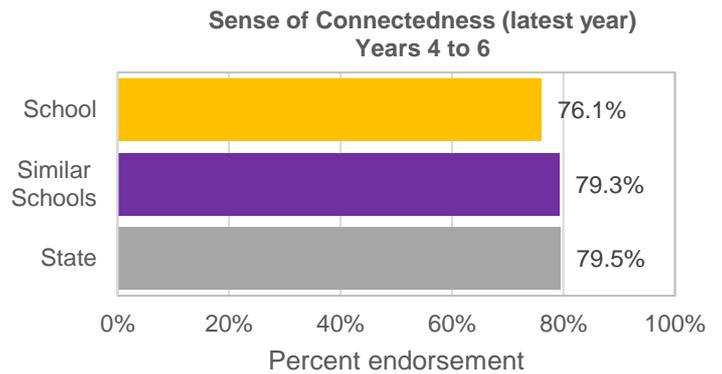
WELLBEING

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:	76.1%	77.2%
Similar Schools average:	79.3%	80.2%
State average:	79.5%	80.4%

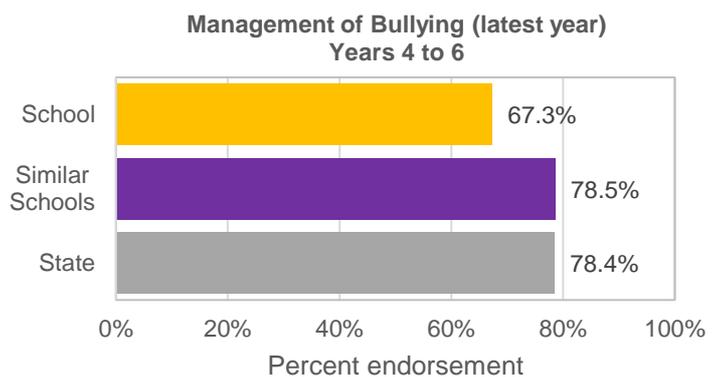


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	67.3%	73.7%
Similar Schools average:	78.5%	79.5%
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	\$2,169,273
Government Provided DET Grants	\$214,018
Government Grants Commonwealth	\$9,675
Government Grants State	\$0
Revenue Other	\$49,330
Locally Raised Funds	\$158,446
Capital Grants	\$0
Total Operating Revenue	\$2,600,743

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,344
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,344

Expenditure	Actual
Student Resource Package ²	\$2,035,181
Adjustments	\$0
Books & Publications	\$1,758
Camps/Excursions/Activities	\$71,073
Communication Costs	\$2,786
Consumables	\$72,200
Miscellaneous Expense ³	\$29,902
Professional Development	\$8,104
Equipment/Maintenance/Hire	\$41,618
Property Services	\$28,897
Salaries & Allowances ⁴	\$19,878
Support Services	\$61,421
Trading & Fundraising	\$3,345
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,118
Total Operating Expenditure	\$2,392,279
Net Operating Surplus/-Deficit	\$208,463
Asset Acquisitions	\$0

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$296,016
Official Account	\$55,328
Other Accounts	\$14,371
Total Funds Available	\$365,716

Financial Commitments	Actual
Operating Reserve	\$56,254
Other Recurrent Expenditure	\$7,869
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$43,227
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	\$68,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$185,350

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.