

2022 Annual Report to the School Community

School Name: Goonawarra Primary School (5248)



- 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 30 April 2023 at 09:37 PM by Dolores Giordimaina (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 07 May 2023 at 12:42 PM by Stuart Hetherington (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
-

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

Goonawarra Primary School was founded in 1987 to serve the families of Goonawarra and Rolling Meadows Estates. Nestled on four hectares of beautiful grounds, the school boasts three expansive playgrounds and stunning gardens, including a vegetable garden, indigenous garden, natural base play space, and outdoor amenities. Offering education from foundation to year 6, Goonawarra Primary School is the ideal learning environment for young children.

Goonawarra is committed to helping students become responsible citizens by instilling the core values of Generosity, Responsibility, Enthusiasm, Ambition, and Trustworthiness. These G.R.E.A.T. values are celebrated by the school community and are regularly discussed in the classroom, particularly as part of the Positive Start to School Inquiry unit at the start of each year.

Our classrooms are designed with modern amenities such as heating and cooling, interactive whiteboards, and access to laptops and iPads. Our learning spaces are designed to be flexible, engaging, and inviting, promoting a positive atmosphere and fostering a passion for learning. At the 2022 census, we had 382.2 students enrolled, and 9 of these students were identified as Indigenous. As our neighbourhood grows and develops, we anticipate an increase in enrolment.

We are a vibrant and inclusive community that is well-poised for the next stage of our growth. In recent years, the SFOE have seen a shift from low to medium unemployment rates, indicating that more parents are in full-time employment, managerial/self-employed roles, and other positions. Our 2022 staffing profile consists of a Principal Class of two, a Wellbeing Coordinator, a Mental Health Coordinator, a Learning Specialist, two Math Specialists, 28 Teachers and 15 Education Support Staff. At GPS, we are committed to strengthening student achievement across all curriculum areas. Our teachers are actively engaged in Professional Learning Communities, and given the time to collaborate and research best practices. We are on an ongoing journey of improvement, with teams engaging in recurring cycles to diagnose student learning needs, plan high-quality learning tasks, implement effective strategies, and evaluate teacher impact. Our ultimate goal is to ensure that the learning at GPS is engaging, significant, and relevant.

Our learning begins with a clear learning intention, designed to ensure our students understand the skills, knowledge, and understanding they are striving to achieve. We provide ongoing feedback, celebrating and acknowledging each student's progress and guiding them to the next step. We make it our commitment to get to know every child and use evidence-based strategies to help them reach their goals. We create visible learning experiences that challenge and empower our students to think and act.

At Goonawarra, we highly value parental input, and offer numerous opportunities for parents and community members to become involved in the school at various levels. Our diverse community is comprised of individuals from a range of cultural backgrounds, which we recognize and honour. Furthermore, we have a comprehensive and stimulating transition program, starting from kindergarten and continuing throughout their school years. This program focuses on socialization and emotional development, as well as preparing students for their academic future. The sessions also offers students the chance to meet their future teacher and establishes a relationship between them.

At our school, student voice and student agency are highly valued. We provide a range of leadership opportunities for students, such as Junior School Council, House Captains and Vice Captains, School Wide Positive Behaviour leaders and Choir Captains. Our assemblies are viewed as an engaging and interactive experience, which are led and facilitated by our senior students and teachers. All in all, our assemblies are a great source of fun and enjoyment.

The school follows the Victorian Curriculum to ensure that our students have the best learning opportunities possible. Our specialist classes in 2022 include Visual Arts, Performing Arts, PE, and Italian, all of which are designed to help foster growth in our students. We believe that by creating a positive and equitable environment, we can promote positive attitudes and behaviours, and in turn, create more meaningful classroom learning experiences.

Goonawarra Primary School values community as an essential component of our educational philosophy. We hold a significant community event annually to commemorate the learning year, and our end-of-year concert is an occasion for all students to thrive and relish in a positive and inclusive experience. Our school enthusiastically celebrates various events such as Harmony Week, Education Week, Book Week, and others, and we warmly welcome parents and friends to attend. We believe that direct experiences are fundamental to the learning process for primary school-aged children, and we strive to foster interaction and cooperation among peers, teachers, parents, and community members

To further support our students development, we offer a range of inclusive experiences that provide opportunities to participate in activities such as Lego therapy, play therapy, sports and fitness, dance, art therapy, and calming activities that promote social and emotional growth. At GPS, we take pride in providing a safe and inclusive environment where our students are friendly and positive members of our community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Goonawarra Primary School remained committed to implementing Key Improvement Strategies that address the FISO dimensions of Building Practice Excellence, evaluating impact on learning, and promoting inclusion. Our efforts included implementing a comprehensive reading instructional model that ensured the use of evidence-based strategies in every reading session across the school. To foster a sense of collective responsibility, we encouraged every learning community to embrace this approach, which was reflected in the results of our staff survey, with 89% of our teachers endorsing this concept.

Furthermore, we utilised an inquiry improvement cycle to support our teachers in exploring best practices for enhancing student learning outcomes. We also invested in targeted strategies that addressed the learning gaps of students who were 12 months behind or ahead of their expected level in literacy or numeracy, and we developed Individual Education Plans for each student. Despite these efforts, our 2022 F&P BAS data revealed that a significant percentage of students did not meet benchmark levels.

To address this we implemented professional development to ensure consistency in our Professional Learning Communities (PLCs) across the school, and we revised our PLC structure to enhance efficiency, productivity, and purpose. We began the year by focusing on building teacher capacity in all aspects of purposeful reading experiences. At Goonawarra Primary School, we are dedicated to continuously improving our teaching practices to promote student success and inclusivity

Our teachers ensured that they taught, assessed, and reported against all essential learnings. They utilized a communication tracking document that was updated weekly to ensure that concerns around attainment of learning, welfare, or attendance were addressed promptly. Our teachers were proactive in communicating with parents/carers and would call them if there were any concerns.

We believe in transparency and strive to provide parents/carers with a clear understanding of their child's progress and learning growth status in all domains before reports are released. To support our students' learning, our teachers shared their plans to develop Individual Education Plans in 2022 as a proactive measure.

We take pride in our teachers' dedication to open communication and their commitment to providing our students with the support they need to succeed.

Wellbeing

In 2022, GPS welcomed the introduction of the Wellbeing-Mental Health Team, consisting of a Wellbeing Leader, Mental Health Coordinator, Mental Health Officer and School Wide Positive Behaviours Leader. As part of a pilot research project aimed at enhancing the support of student mental health and wellbeing, this new team was an invaluable resource for the school. The Mental Health and Wellbeing Coordinators underwent a comprehensive training program, the MHWC model, which is designed to improve teachers' ability to address mental health concerns and increase their confidence in this area.

As a school with a high proportion of students who have a neurodiverse profile, we identified the need to provide more options for safe play during break times. In 2022, we implemented 10 inclusion experiences during first break, giving students 30 minutes to engage in activities that support their emotional regulation and reduce the impact on their learning in sessions three and four. These experiences will be offered daily, providing valuable support for students who may find break times overwhelming.

We took a comprehensive approach to restorative practices, focusing on relationships and behaviour as the core of our efforts. Our training program explored the psychology and neuroscience of emotion and behaviour motivation, with a particular focus on affect shame and its role in mistake making and fixing and relationship management. We also covered trauma-informed restorative

approaches, understanding the function of behaviour, and using regulation strategies to meet students' needs. We introduced everyday restorative language and dialogue that builds relationships, addresses mistake making and wrongdoing in the context of relationships, and incorporates the language of strengths and values. We emphasised circle work as a foundational approach to developing classroom cohesion and community.

We are pleased to report that our efforts have yielded positive results. In the Attitude to School Survey (AToSS), 81% of students expressed a sense of connectedness to the school, and 91% felt a sense of inclusion. Parents have appreciated the increased communication from the school, with 85% showing a positive endorsement of improved communication in the Parent Opinion Survey. Parent participation and involvement in the school has also increased to 74%.

Engagement

GPS provided an enriching and meaningful learning experience for its students, with a strong focus on fostering resilience, responsibility, and engagement. We utilized various resources, materials, and programs to support teachers and students alike, including differentiated and Individual Education Plans tailored to meet the diverse needs of our students. Our support for students extended beyond the classroom with individual behaviour management plans and regular meetings with parents to ensure we provided a nurturing environment for every child. We prioritized our Student Support Group meetings for children on the Program for Students with a Disability (PSD) and other students at risk.

In 2022, we continued to foster an active and vibrant student leadership program with student-led assemblies, contributions to the school newsletter, and organizing school events and fundraisers. We have dedicated Year 10 leaders and eight student representatives from Years three to six, who play an essential role in enabling student decision-making and ensuring their voices are heard through regular meetings with the leadership team.

Our efforts were reflected in the Attitude to School Student Survey results, which showed that 90% of students felt challenged in their learning, and 91% felt stimulated by their education. However, we noted a decline in students' understanding of Student Voice and Agency, with only 69% of students feeling they had a say in their learning. In contrast, the Parent Opinion Survey indicated higher levels of satisfaction with voice and agency, with 82% of parents believing their children had opportunities for it.

Our commitment to effective teaching and school pride remained strong, with high ratings in the Parent Opinion Survey. Teacher belief in academic emphasis also remained unwavering at 73%, while staff opinion of teacher collaboration increased to 80% in 2022, with 86% of staff believing that the school had a Guaranteed Viable Curriculum to support students.

In 2022, we noted a high incidence of illness among our students, resulting in an absenteeism rate of 18% for 20 or more days. This was consistent with the state average of 44%, with a marked increase in cases of influenza and Covid in the wider community. Despite these challenges, we remained steadfast in our commitment to providing a safe and supportive learning environment for all our students.

Other highlights from the school year

Development of GPS Number Developmental Continuum in (NDC)

Leaders have:

- worked on a Developmental Continuum in Number- Trust the Count, Place Value Additive and Multiplicative thinking.
- Conducted professional development on effective use of Developmental Continuum in Number. This was conducted on Week 2 week 3 PPD Day Monday 22nd August

Teachers have:

- Used High Impact Teaching Strategies to plan lessons and units
- Developed an understanding of curriculum essentials to ensure mastery
- Consistently implemented the agreed assessment schedule
- Experienced success and celebrated the acquisition of knowledge
- Provided student feedback and monitor progress
- Planned, taught and evaluated content at the students point of need
- Confidently and accurately identified student learning needs and use the continuum to support the numeracy planning
- Regularly updated tracking documents, demonstrating number concepts attained

- Consistently implement the agreed assessment schedule
- Developed a consistent understanding of core-curriculum priority areas in number

Students have:

- Developed their capacity to articulate their thinking
- Articulate the learning intention of the lesson
- Articulate the success criteria

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable**Leaders Have:**

- Built their capacity to use trauma-informed learning and the science of wellbeing to support students of Goonawarra Primary School
- Reviewed current whole school approach to Program for Students with Disability
- lead termly surveys (Mental Health Continuum) to determine base line and impact
- Worked in partnership with Murdoch Children Research Institute
- Developed a referral pathway for students of Goonawarra Primary School
- Meet regularly to review data, conduct case studies and develop action plans

Teachers Have:

- Developed their understanding of mental and the Mental Health in Primary School Pilot program through participation in professional learning delivered by the SSS and wellbeing team
- Developed their understanding of Goonawarra Primary School referral pathways
- Consistently implemented the School Wide Positive Behaviour matrix and behaviour flow chart
- Conducted termly surveys (Mental Health Continuum) to determine base line and impact

Students Have:

- Received mental health intervention if required
- Been provided with the opportunity to participate in Inclusive Experiences

Financial performance

Goonawarra Primary School's unwavering commitment to achieving its goals and priorities was reflected in its allocation of necessary resources. The school invested in developing a Number Developmental Continuum and released a Numeracy Specialist from classroom duties to support the implementation of a school-wide approach to numeracy instruction. Additionally, the school employed Education Support staff to assist students with various learning difficulties, thereby ensuring that all students receive the necessary support. The Annual Implementation Plan provided a detailed overview of the resources required to achieve these goals. Despite experiencing a deficit outcome in the financial performance operating statement summary for the year ending 31 December 2022, the school was able to fully fund its wellbeing leader through equity funding. Throughout the year, the school implemented various strategies to support the whole school community in adapting to the changing needs, and communication with families was significantly improved through the regular updates and maintenance of the Compass App. The school also continued to invest in the development of its buildings and grounds to provide a conducive learning environment for students. To ensure transparency and accountability, the School Council received regular financial reports at every School Council meeting, providing insight into the school's financial position.

For more detailed information regarding our school please visit our website at
<https://www.goonawarra.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 378 students were enrolled at this school in 2022, 187 female and 191 male.

3 percent of students had English as an additional language and 3 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).

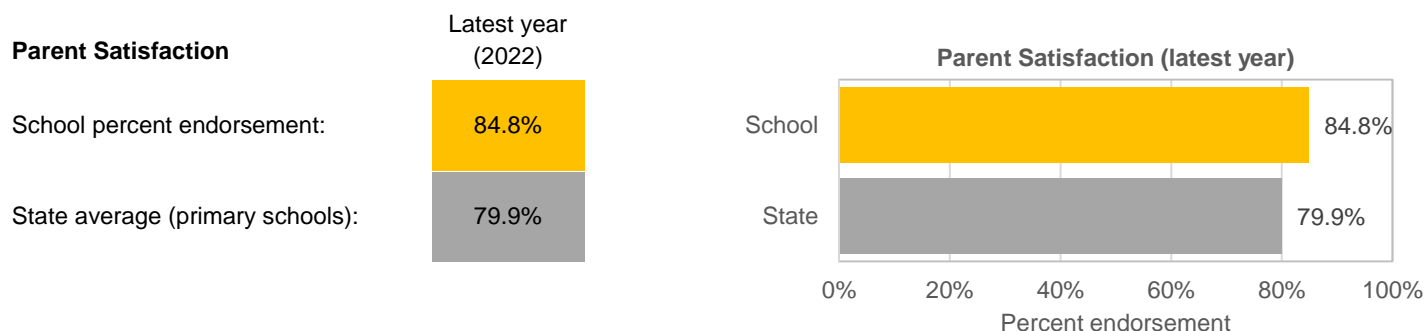
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

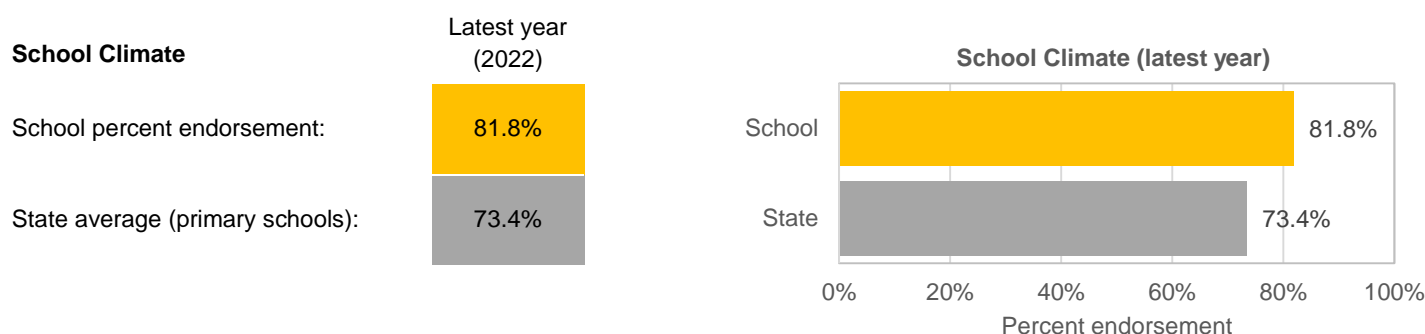


School Staff Survey

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:

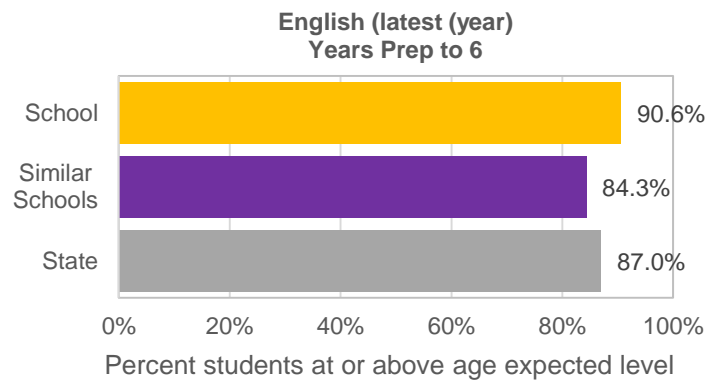
90.6%

Similar Schools average:

84.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

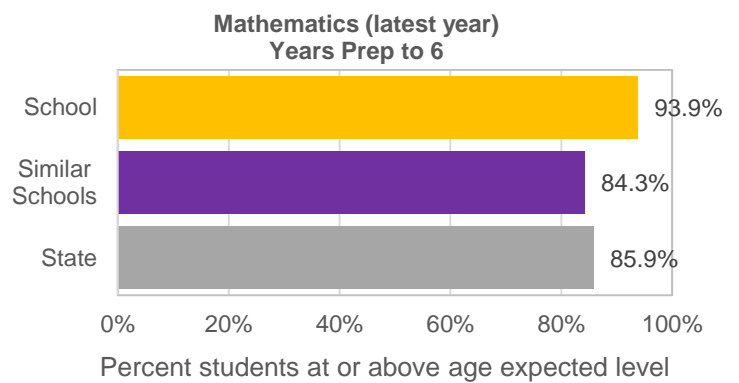
93.9%

Similar Schools average:

84.3%

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.

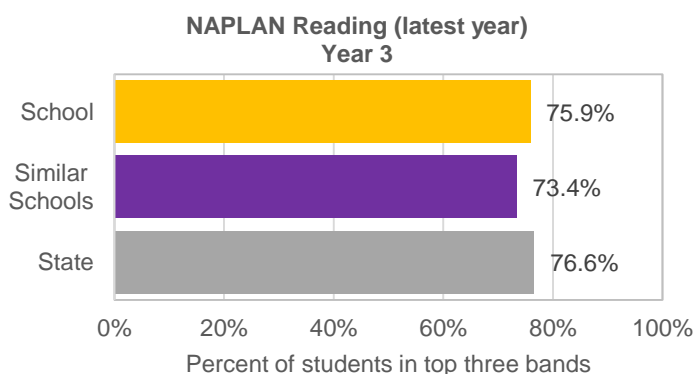
NAPLAN

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.

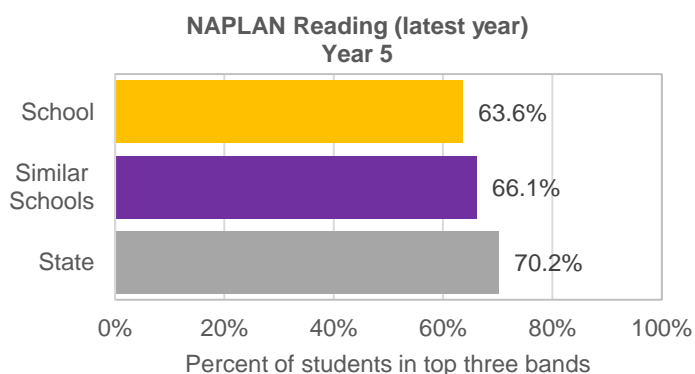
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.9%	80.9%
Similar Schools average:	73.4%	71.9%
State average:	76.6%	76.6%



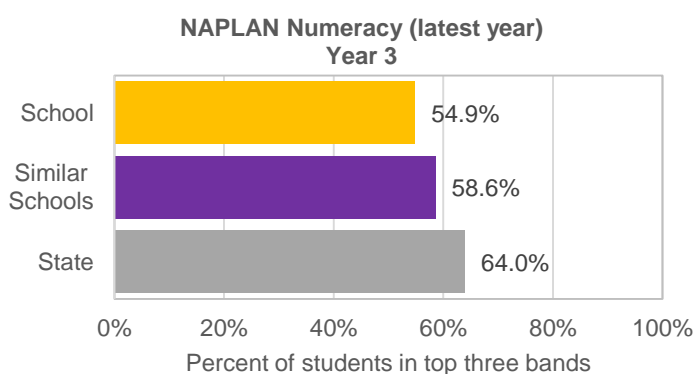
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	66.2%
Similar Schools average:	66.1%	65.1%
State average:	70.2%	69.5%



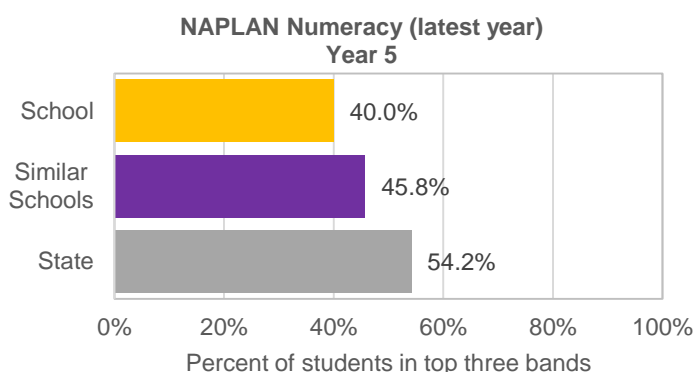
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.9%	66.3%
Similar Schools average:	58.6%	61.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	46.2%
Similar Schools average:	45.8%	50.3%
State average:	54.2%	58.8%



WELLBEING

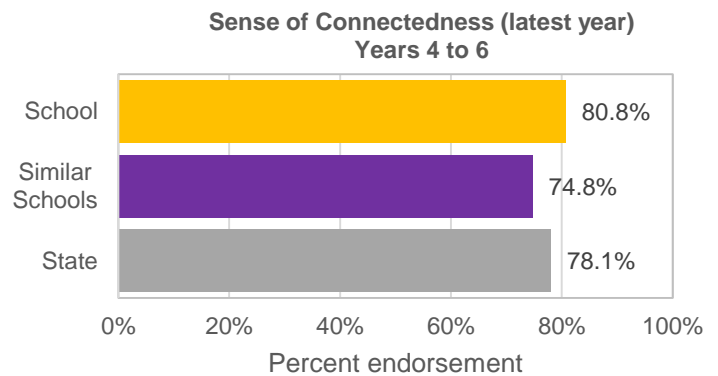
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.8%	83.6%
Similar Schools average:	74.8%	77.3%
State average:	78.1%	79.5%

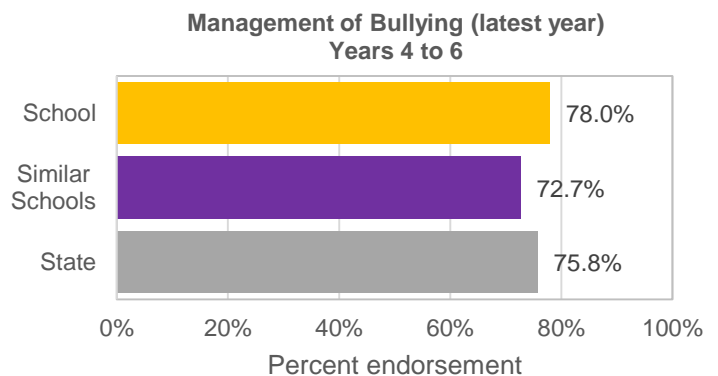


Student Attitudes to School – Management of Bullying

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:	78.0%	80.6%
Similar Schools average:	72.7%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

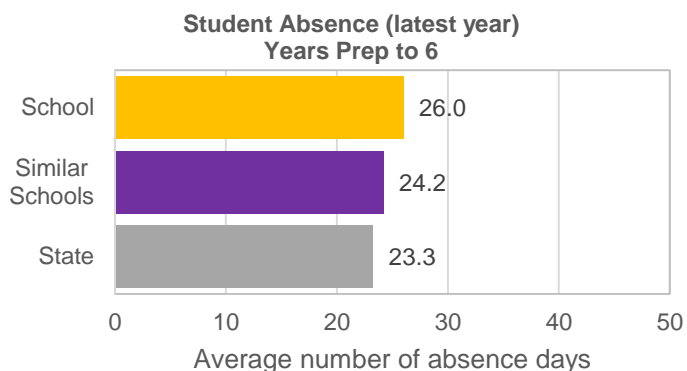
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.0	17.5
Similar Schools average:	24.2	18.1
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):	87%	88%	89%	86%	87%	86%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,013,766
Government Provided DET Grants	\$283,167
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$38,691
Locally Raised Funds	\$247,924
Capital Grants	\$0
Total Operating Revenue	\$4,583,549

Equity ¹	Actual
Equity (Social Disadvantage)	\$147,559
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$147,559

Expenditure	Actual
Student Resource Package ²	\$4,101,807
Adjustments	\$0
Books & Publications	\$3,132
Camps/Excursions/Activities	\$137,447
Communication Costs	\$7,337
Consumables	\$69,769
Miscellaneous Expense ³	\$34,704
Professional Development	\$16,462
Equipment/Maintenance/Hire	\$31,743
Property Services	\$83,909
Salaries & Allowances ⁴	\$96,332
Support Services	\$191,076
Trading & Fundraising	\$42,145
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,085
Total Operating Expenditure	\$4,849,949
Net Operating Surplus/-Deficit	(\$266,400)
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 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	\$115,288
Official Account	\$3,675
Other Accounts	\$0
Total Funds Available	\$118,963

Financial Commitments	Actual
Operating Reserve	\$112,644
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$9,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$129,000
Asset/Equipment Replacement < 12 months	\$82,074
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	\$80,000
Total Financial Commitments	\$412,719

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.