

2021 Annual Report to The School Community



School Name: Pakenham Springs Primary School (5507)



- 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 28 March 2022 at 10:55 AM by Kerryn Baillie (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 28 March 2022 at 03:00 PM by Michael Whiting (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

Pakenham Springs Primary School (Pakenham Springs) is located in the South East growth corridor and had 772 students enrolled in 2021. 25% of our students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. In 2021, there were 80 full-time employees at the school which included: four principal class, 49 teachers and 27 education support staff. The school is located on Livingstone Boulevard, adjacent the council reserve and opposite Heritage Springs Shopping Centre.

Under an arrangement with Cardinia Shire Council, a kindergarten and Maternal Health Care Centre are also located on site. The school has OshClub onsite that runs a before and after school care service, which is open to all students at the school.

Pakenham Springs commenced operation at the beginning of the 2008 school year and experienced rapid growth between 2008 and 2015. Since 2015, four new primary schools have been established within seven kilometers of Pakenham Springs that has resulted in a 20% reduction in enrollments – pleasingly, enrollment levels have now stabilised.

The mission of Pakenham Springs is to 'Inspire, Motivate and Educate' all students, to ensure they learn the necessary skills and knowledge required to be productive and respectful members of the local and global community. In addition to the schools comprehensive literacy and numeracy program, Pakenham Springs offers five specialist programs: Physical Education, Visual Art, Media Art, STEM (Year 3-6) and Japanese (Year P-2).

At Pakenham Springs the engagement and wellbeing of our students is paramount and we are fortunate to have a school chaplain to support student wellbeing. In addition to the specialist wellbeing services, Pakenham Springs enforces a strong focus on student welfare through the curriculum in the 'School Wide Positive Behaviour Support' framework (SWPBS) introduced in 2018. In consultation with the community our school values were also redeveloped during the year as we commenced with the School Wide Positive Behaviour Support. Expectations of behaviour are clearly and explicitly taught throughout the school and align with the schools values of 'Respect', 'Responsibility' and 'Resilience' (the 3 R's). To further support this initiative, Pakenham Springs adopted a whole school behaviour management approach. The aim of this approach is to ensure learning is given the highest priority by managing behaviour so that disruptions within the classroom and school environment are minimised.

2021 was impacted severely by the continuation of the COVID 19 pandemic where the students learnt remotely for many months, however our 'Excellence in Teaching and Learning' continued as a primary focus, underpinning the school's ongoing goal to improve student achievements – particularly in the curriculum area of 'reading'. There was a strong focus on extending and consolidating the whole school approach to consistency in teaching and assessment of reading from Prep to Year 6. Professional Learning Teams began developing shared and binding expectations to ensure uniformity of practice and to build a whole school framework to explicitly and consistently teach reading. Professional learning teams met regularly to plan, observe, assess and evaluate lessons, and to share the outcomes. Teams evaluated and documented the impact of approaches and collaboratively planned further improvements.

For consistency, and to build teacher capacity in curriculum planning and documentation, teachers planned in teams the stages of learning and audited units of work against the Victorian Curriculum.

In 2021 Pakenham Springs Primary School continued to focus on building the skills and knowledge of teachers to ensure they created a stimulating and challenging learning program for all students.

Collective accountability for assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them.

Framework for Improving Student Outcomes (FISO)

Pakenham Springs began the year committed to embedding the agreed instructional model across both Literacy and Numeracy with a continued focus on further developing the Readers Workshop model. This was supported with further Key Improvement Strategies to increase the capability of all staff to effectively use data and evidence to inform instruction and evaluate the impact on student outcomes.

Whilst the 2021 Covid 19 pandemic created a huge shift in the delivery of education, Pakenham Springs adapted very quickly and effectively. Teaching and learning was provided using whole school agreed templates to support families with multiple children in the school and ensure consistency in the quality and delivery of teaching and learning programs. Communication of learning was kept consistent and timely by using the school's website and Compass. This acted as a central hub for communicating learning to students and parents/carers, making it accessible for all; an agreed amount of explicit and targeted filmed lessons using high impact strategies and examples for lessons; e-learning resources such as My Numeracy, Sunshine Online and Essential Assessment, were used to support the teaching and learning programs. Teacher Professional Learning Teams continued throughout this time as did teacher professional development provided through regular Webex meetings, professional readings and reflections on best practice, using student learning samples and families feedback.

Our Instructional Model continued to be embedded throughout the year as seen on planners and through the filmed lessons. When teaching remotely, teams were still involved in collecting data, setting Learning Intentions and planning for differentiated teaching and learning experiences and completing post assessments. Additional support was provided by our Well-being Officer to any disengaged families. Families were offered individualised learning programs with adaptations and modifications, as well as phone communication, well-being check-ins with children, and food and essential care packages. Knowing that support in both academic and well-being was available encouraged our school community to stay strong. Students on the Program Support for Disability were offered additional targeted support with Webex meetings with teaching and ES staff members and continued to learn using Individualised Learning Plans.

In Term 4, there was a major focus on assessing where students were in their learning and putting supports into place to help catch students up. 2020 and 2021 was an incredible learning curve for all staff, students and parents. It has allowed for student voice to occur, by providing opportunities for students to self-regulate and to pace their learning, ask for feedback and to engage in online learning communities. Teachers have reported that they made stronger relationships with students and their families during Remote Learning and that these continued to strengthen once back onsite. Many of the new online practices were reflected on and teachers continued with some that improved student engagement (learning intentions shown through PowerPoint, short interactive tune-ins, visualisation whilst reading and increased student choice) improved communication (daily newsfeed communication to families using Compass, the option of SSG meetings being via Webex or onsite and uploading data to compass for parents to see).

Achievement

Students at Pakenham Springs were assessed via Teacher Judgement and NAPLAN during 2021.

In English, 81.3% of students achieved at or above expected standards in English compared to 81.6% of students in similar schools. In Mathematics, 74.6% of students achieved at or above the expected standard compared to 80.8% of students in similar schools.

During remote learning students were provided with learning at their point of need remotely by their class teacher and specialist teachers. Teachers conducted regular Webex meetings and provided many instructional videos and content to support students through the challenge of remote learning. Students were provided with both online and if necessary offline packs to ensure all students had learning available to them. Within each year level, teachers provided more challenging options and simplified options to ensure the curriculum was accessible to all students, some who may have had little or limited adult support.

The School provided onsite learning, in line with the remote learning, to students whose parents are essential workers and vulnerable students. The teachers in these rooms uploaded student work samples or emailed them to their colleagues, an agreement made by staff, to support teachers offsite to continue monitoring student engagement and understanding, track achievement against goals and provide feedback on the students' work. Students working offsite would upload their own learning samples.

Students on the Program for Students with Disabilities (PSD) were monitored closely and supported by both their classroom teacher and their Integration Aide to ensure goals in their Individual Learning Plans were met. Students in the PSD worked from Individual Learning Plans that were uploaded to Compass as per usual and discussed at Student Support Group meetings. Where needed, Individualised learning packs were provided to support the achievement of goals. Essential hands on materials that supported strategies to be learnt were mailed out or picked up. Additional Webex meetings supported the achievement also. Where families struggled with student behaviour at home, connections were made with a 'favourite teacher' to support. For example, one student really connected and enjoyed physical education classes so the teacher from this class met with the student to explain the learning and the expectations, also promising they would check in regularly to see how they were. This approach really demonstrated that there were many adults at school who care. All students on the PSD achieved a score of 5 or 6 on their Individualised Learning Plan goals.

The future plans for 2021, and beyond, will see the continued implementation of successful Literacy and Numeracy teaching and learning approaches, including the introduction of improved mathematics, implementing a focus on the 4 Proficiencies, number talks and rich (high ceiling/low floor) learning tasks. The key improvement strategies for 2021 will be an intensive focus on reading, writing and numeracy catch up and extension. Tutors have been assigned to assist teachers to achieve the goals of this initiative. We are confident that our students will progress with the targeted support planned and the opportunity to learn along, with continued monitoring of growth and evidence based effective teaching and learning practices.

Engagement

At Pakenham Springs, student attendance was higher than other Victorian Government schools for 2021 with the average day absent at 13.7 days compared to the state at 14.7 days. This is also below our four year average of 14.5 days absent. The average 2021 attendance rate for each year level was between 92% and 94%. The school has partnered with parents, with varying degrees of success, to ensure higher attendance rates are achieved. A range of strategies have been used to improve students' attendance levels including articles in the school's newsletter, meetings with parents, use of external agencies and absence learning plans.

Daily monitoring of attendance is reported, and contact was made with families of non-attendees in real time. This has provided the necessary link between parents and external services.

To support student engagement during the transition back to onsite learning, our school continued agreed practices and scheduled wellbeing sessions each Monday morning. These sessions focused on the explicit teachings from The Resilience Project including gratitude and mindfulness. Whilst student's participation in remote learning varied, all efforts and contributions were noted and celebrated. Using established whole school practices and expectations of both teachers and students, Pakenham Springs was able to resettle quickly. With strong and embedded procedures in place, students were calm in knowing what was expected of them and what to expect from teachers. Teacher's met in Professional Learning Teams to determine the most essential learning topics in reading, writing and numeracy that needed to be reviewed and covered more thoroughly. The leadership team ensured they were present and visited all classrooms to welcome students back. Our wellbeing officer also ensured their availability during the first few weeks was directed largely to those that had drawn on wellbeing support during remote learning.

Wellbeing

Wellbeing is always a high priority at Pakenham Springs. School Wide Positive Behaviour is a priority with students being explicitly taught the 3 school values of Respect, Responsibility and Resilience. In 2021 PSPS continued a partnership with The Resilience Project to support this value. This was well timed with the pandemic as staff and student resilience was strengthened with the challenge of remote learning.

70.8% of students reported in the Attitude to School Survey feeling connected to school compared to 75.3% over the past 4-years.

During the remote and flexible learning program our approach to student health and wellbeing was effective. Teachers regularly kept in touch with their students and ensured that students' mental health was addressed in the remote learning content. Consistent monitoring of student attendance and participation were followed up regularly by the teachers and the Principal class. Face-to-face class meetings enabled students to feel connected to their peers and to boost the morale of our staff. Any issues arising from the teacher contact was dealt with and followed up promptly by the Principal class. Overall, the students who seemed to have benefited the most from the remote and flexible environment were students who had family members at home to support them, those with the appropriate technical knowledge and students who were motivated to do well.

Finance performance and position

Pakenham Springs Primary School continues to consolidate its financial position and has utilised strong accounting procedures to ensure that all Department of Education requirements have been met.

The school has continued to operate with a strong surplus over the 2021 school year through the strong budgeting processes and regular monitoring. 2021 saw large budget changes due to the differing needs caused by COVID 19.

The school has been mindful that as we enter our fourteenth year of operation, that adequate provision has been allowed for asset replacement and repairs. The School Council continues to monitor the school's financial position through the Annual Budget process. The school's Finance Committee continues to meet twice a term to closely monitor the school's financial position.

For more detailed information regarding our school please visit our website at <https://pakenhamsprings.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 772 students were enrolled at this school in 2021, 385 female and 387 male.

25 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).

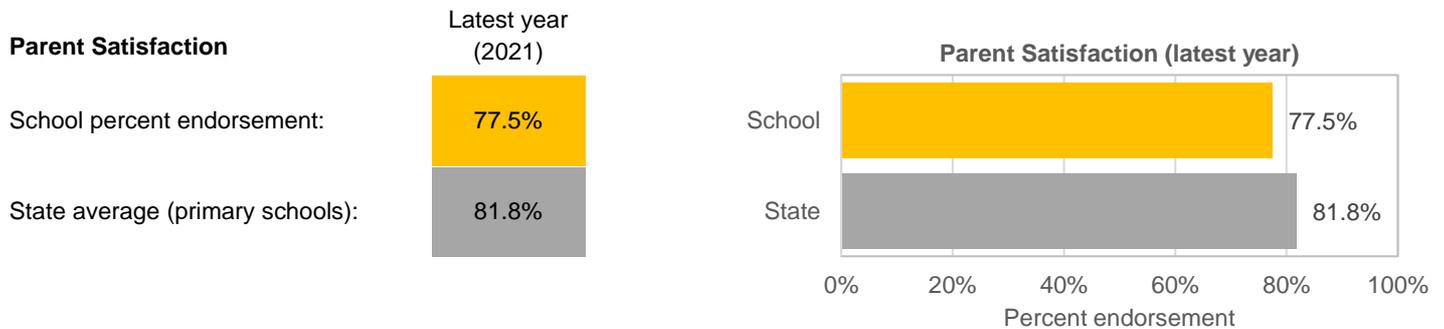
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

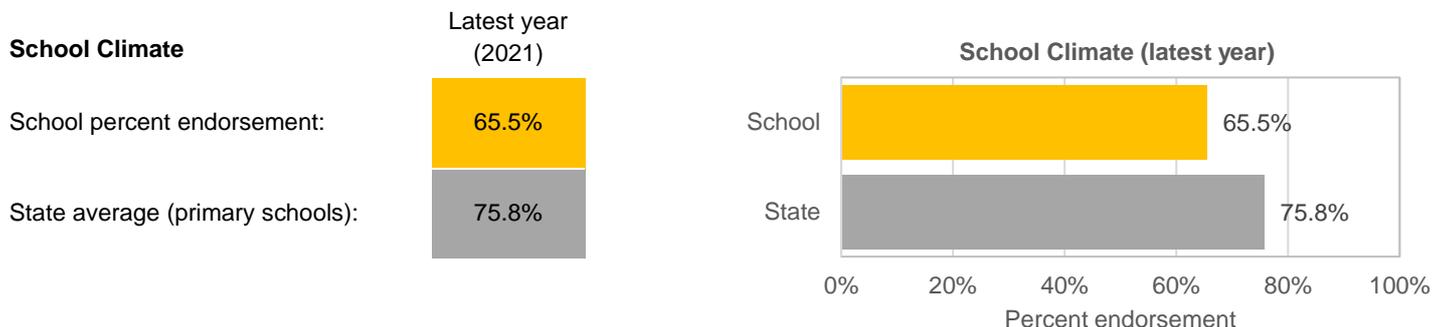


School Staff Survey

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.



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:

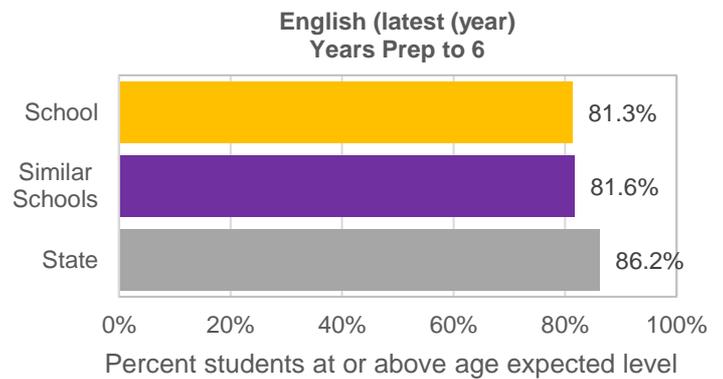
81.3%

Similar Schools average:

81.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

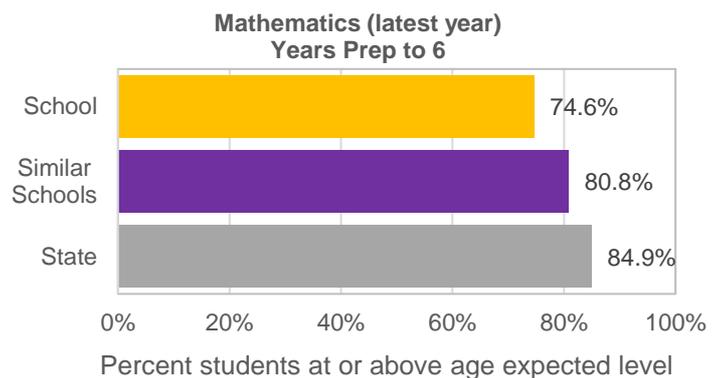
74.6%

Similar Schools average:

80.8%

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.

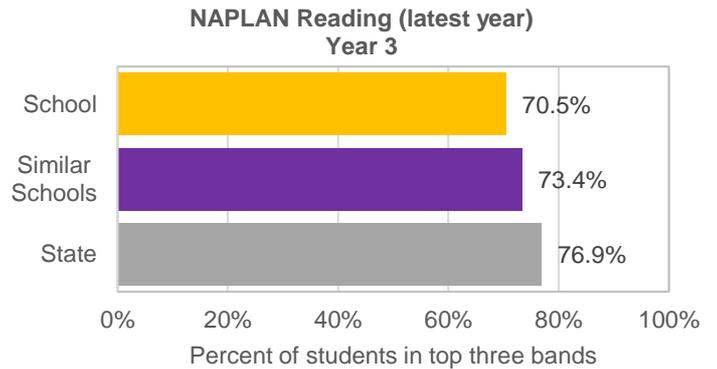
NAPLAN

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.

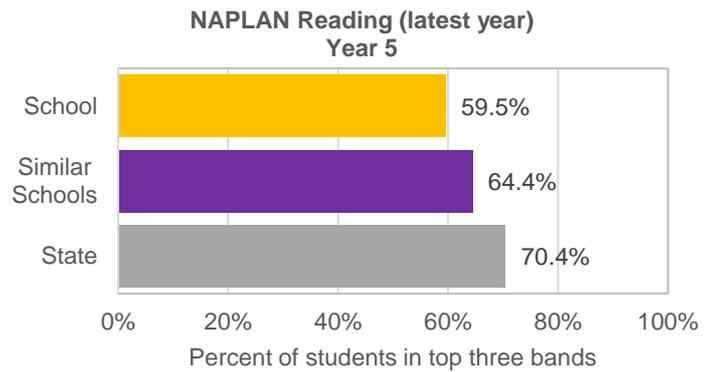
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.5%	69.8%
Similar Schools average:	73.4%	72.4%
State average:	76.9%	76.5%



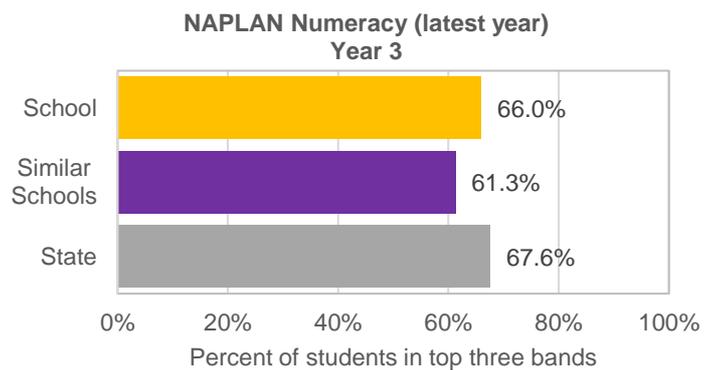
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.5%	59.2%
Similar Schools average:	64.4%	61.7%
State average:	70.4%	67.7%



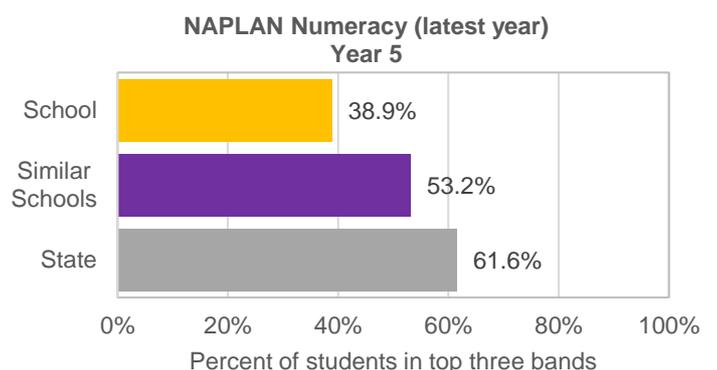
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.0%	58.2%
Similar Schools average:	61.3%	62.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.9%	48.8%
Similar Schools average:	53.2%	52.4%
State average:	61.6%	60.0%



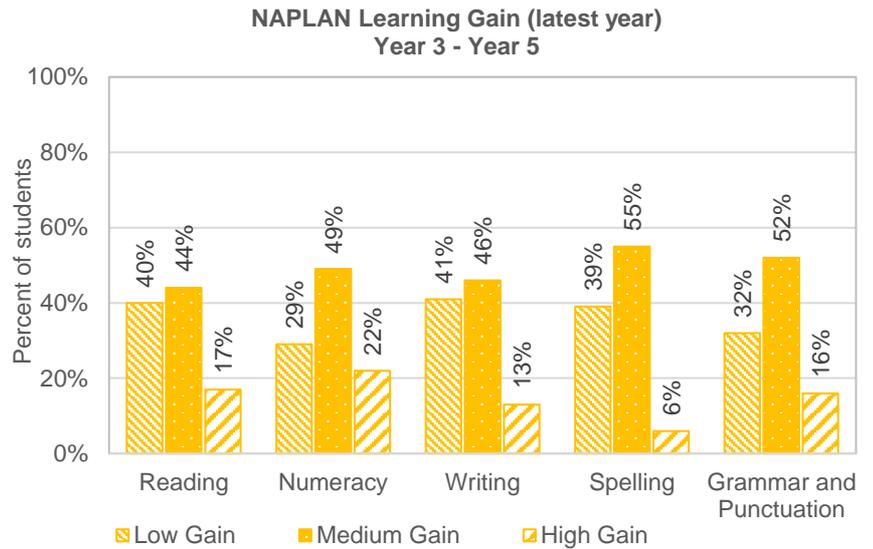
ACHIEVEMENT (continued)

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:	40%	44%	17%	21%
Numeracy:	29%	49%	22%	22%
Writing:	41%	46%	13%	23%
Spelling:	39%	55%	6%	20%
Grammar and Punctuation:	32%	52%	16%	23%



ENGAGEMENT

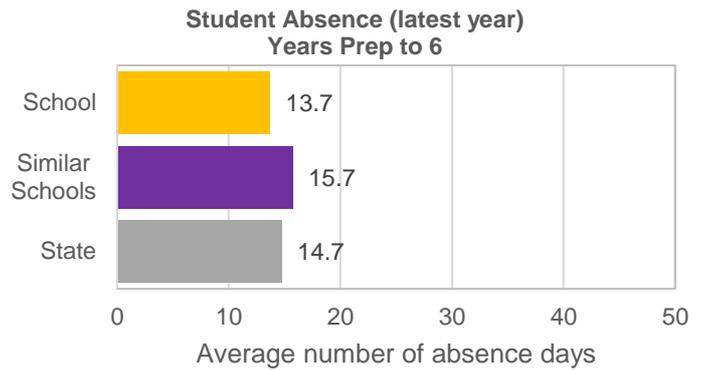
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.7	14.5
Similar Schools average:	15.7	15.7
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):	92%	94%	93%	94%	93%	94%	93%

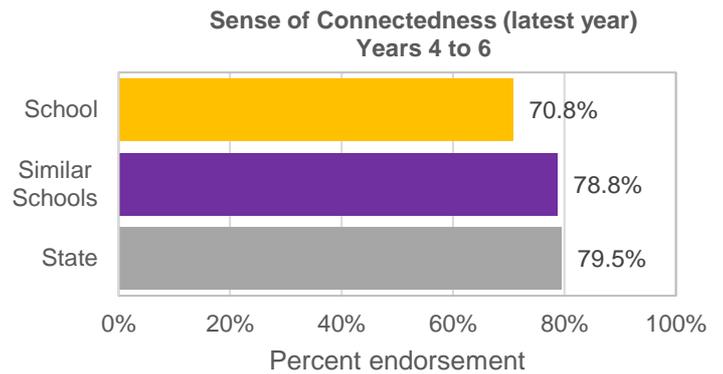
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	70.8%	75.3%
Similar Schools average:	78.8%	79.5%
State average:	79.5%	80.4%

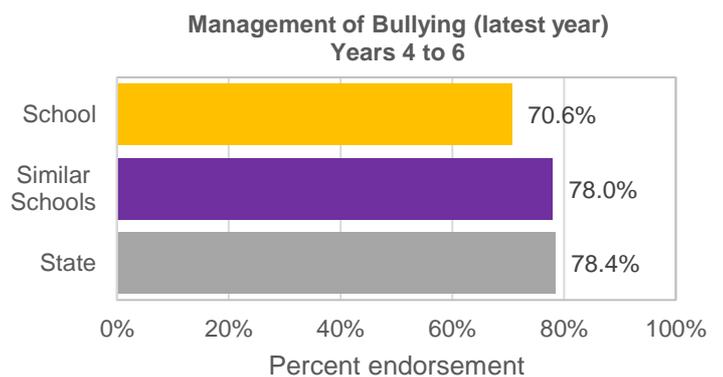


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.6%	73.7%
Similar Schools average:	78.0%	79.0%
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	\$7,320,505
Government Provided DET Grants	\$794,561
Government Grants Commonwealth	\$13,605
Government Grants State	\$10,000
Revenue Other	\$8,597
Locally Raised Funds	\$251,834
Capital Grants	\$0
Total Operating Revenue	\$8,399,103

Equity ¹	Actual
Equity (Social Disadvantage)	\$425,997
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$425,997

Expenditure	Actual
Student Resource Package ²	\$6,532,376
Adjustments	\$0
Books & Publications	\$35,845
Camps/Excursions/Activities	\$58,398
Communication Costs	\$11,245
Consumables	\$230,603
Miscellaneous Expense ³	\$20,701
Professional Development	\$5,590
Equipment/Maintenance/Hire	\$148,993
Property Services	\$116,934
Salaries & Allowances ⁴	\$87,790
Support Services	\$237,727
Trading & Fundraising	\$14,708
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,043
Total Operating Expenditure	\$7,559,952
Net Operating Surplus/-Deficit	\$839,151
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	\$1,018,412
Official Account	\$30,863
Other Accounts	\$0
Total Funds Available	\$1,049,275

Financial Commitments	Actual
Operating Reserve	\$153,084
Other Recurrent Expenditure	\$29,939
Provision Accounts	\$636
Funds Received in Advance	\$110,648
School Based Programs	\$237,137
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,832
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$94,700
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$385,837
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,014,812

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.