

2022 Annual Report to the School Community

School Name: Botanic Ridge Primary School (5224)



- 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 06 April 2023 at 11:55 AM by Lisa Vandembosch (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 19 April 2023 at 10:16 AM by Michael Lansley (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

Botanic Ridge Primary is a new government school in South Eastern Victoria with an early childhood setting which opened Term 1 of 2020. There is provision in the Primary School for children from Foundation to Year Six with facilities for a long-term enrolment of 550 children. An integrated Family and Community Centre that caters for Four-Year-old Kindergarten and Maternal health is also onsite. The Family and Community Centre is operated by the City of Casey, who are the Department of Education and Training's funding partners in the project.

In 2022 a total of 275 children were enrolled in Foundation to Year 6. We had an FTE of 15.9 teaching staff including 1 Principal, 1 Acting Assistant Principal 0.4, 1 Leading teacher 0.6, 13 classroom teaching staff, 0.4 STEM teacher, 0.4 Art teacher, 0.4 Physical education, 0.4 tutor and 3.3 Education support staff.

The Student Family Occupation and Education Index was 0.3378

46.51% of the children were male and 53.49% female. The vast majority of the children's parents were born in Australia 77.56% and 18.72% of children speak another language besides English at home.

The beautifully appointed learning communities are flexible spaces where teachers are able to co-teach.

The facilities have been designed with the following key design principles in mind:

- Designs that place a strong emphasis on flexibility
- Learning spaces that are capable of supporting different learning styles and recognise that children learn in different ways
- Buildings that are architecturally designed, visually stimulating, inviting to the community and readily accessible to all
- Landscaping which reflects the surrounding area through the use of native plants

There is a full-sized gymnasium, purposefully designed music, art and STEM facilities.

School values, philosophy and vision

Botanic Ridge Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect, Responsibility, Safety and Growth.

VISION

Botanic Ridge Primary School's vision is to inspire and empower all children to learn and achieve through building curiosity and collaboration in a challenging and supportive learning environment that inspires growth. To encourage resilience and a positive self-image, with a focus on respecting ourselves, others and our world.

MISSION

Botanic Ridge Primary School's mission is to

Create a positive climate for learning where we will develop independent learners and problem solvers through explicit teaching and self-directed learning.

To lead the development of dynamic relationships through collaboration, high expectations and opportunity for student and community voice and agency in learning. Where we will develop independent learners and problem solvers through explicit instruction and self-directed learning, who design, develop and assess their learning through opportunities encompassing voice, agency and leadership.

To develop a viable and rich curriculum that is informed by the Strategic plan, promotes shared evidence based pedagogical approaches and is bound by rigorous evaluation embedded in a cycle of inquiry. Where there is a focus on teacher precision, quality and consistency of practice, while also fostering differentiation based on student needs.

To create a climate for learning that supports an appreciation of different cultures and supports children to deepen their understanding of, and respect for, differences through respectful curiosity and their friendships with other children. A learning community where we teach our children about our environment, Australia and its past, inclusive of our indigenous people. Our children will learn about the importance of behaviours that demonstrate, respect and understanding of all people who inhabit our land and our planet.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was the first year of our new Strategic Plan following the school review in term 4 2021. The new Strategic plan outlines the following goals and strategies for the next four years.

Goal 1. Optimise the learning growth for every student in literacy and numeracy

Key Improvement strategies: 1.a. Embed responsive and consistent teaching practices that underpin the agreed evidence based instructional model. 1.b. Embed Professional Learning Communities as the essential structure to develop consistent teacher practice in curriculum content delivery and the use of data. 1.c. Investigate, implement and embed student goal setting and feedback mechanisms to enable student voice and agency in learning.

We continued to focus on the implementation of our instructional model during planning and the delivery of curriculum content. All lessons structures adhered to review, teach (I do), practise (we do), apply (you do) and reflect. In 2022 we applied a particular focus to the teach and practise aspects of the model. This was supported by ongoing professional development, peer and leadership observation and feedback. The teachers use of formative assessment during the practise phase was further developed to guarantee responsive teaching at point of need.

Professional Learning communities are at the heart of teacher development at BRPS and were well supported by a partnership with the DET Southern Region PLC coach. This partnership strengthened the inquiry cycle through the introduction of teaching sprints and the use of evidence-based strategies to improve teacher craft.

NAPLAN: Our Year three reading results had an outstanding 94.7% of children in the top three bands, with an 88.2% 4-year average this is above both similar and state school averages. 64.7% of our Year 5 children in reading were in the top three bands falling behind similar and state school averages. The Year 5 reading 4-year average is tracking just above the state school average. In Numeracy 58.8% of Year 3's and 25% of Year 5's were in the top three bands these are both below the similar school and state average. The Year 5's performance was significantly below. There is no NAPLAN learning gain data for Year 5 children as they did not undertake NAPLAN as Year 3's in 2020.

Teacher judgement of student achievement Prep - 6 against the Victorian Curriculum has 91.4% of our children working at or above age expected standards in English. This is above similar and state schools' averages. Teacher judgement of student achievement Prep - 6 against the Victorian Curriculum has 93% of our children working at or above age expected standards in Mathematics. This is also above similar and state schools' averages.

At Botanic Ridge Primary School, we believe in the Simple View of Reading. For students to be proficient readers and to have good reading comprehension they have to have strong language comprehension and strong word recognition (decoding). Word recognition is the ability to read and understand the words on a page, and language comprehension is the ability to make sense of the language we hear and the language we read. We use Sounds Write a highly effective, structured, linguistic phonics framework. Where we systematically and explicitly teach the skills, the conceptual knowledge and code knowledge that are essential for learning to read and spell successfully. We explicitly teach language comprehension through interactive read alouds, reading mini lessons, shared reading, reciprocal reading and literature discussion. We believe this combined approach is successful as shown by our literacy data. Writing experiences are connected to reading and focus on different text types throughout the year. In writing 2022 our Year 3 children out performed the state and similar schools with 79% of children achieving scores in the top two bands.

Fundamental to learning mathematics and working mathematically at BRPS are the four proficiencies of: understanding, fluency, problem solving and reasoning, these proficiencies are applied across the three strands of Mathematics. By integrating the four proficiencies we build capacity and confidence. Our students become more independent in their learning and can apply their learning and knowledge to solve unfamiliar mathematical problems. Mathematics will be an area of increased focus in 2023 with an aim to increase teacher proficiency to differentiate for all children at point of need.

Our commitment to continuous reporting to parents was sustained throughout 2022 via our learning tasks which are published on Compass each term in reading, writing, mathematics, Hour of Power and specialist subjects. These Learning tasks formed the basis of our mid-year and end of year reporting to parents. The use of online learning and communication platforms such as Nessy, Wushka, Mathletics, Seesaw, Compass and Google classroom enhance our ability to differentiate the learning for the children and communicate effectively with families.

The tutor learning initiative was successfully implemented in 2022, students below expected level were identified and given assistance to make accelerated growth in reading. Students funded on the Program for Students with Disabilities were catered for through a personalised learning approach.

Wellbeing

2022 was the first year of our new Strategic Plan follow the school review in term 4 2021. The new Strategic plan outlines the following goals and strategies for the next four years.

Goal 2. Improve the wellbeing of all students

Key improvement strategies: 2.a. Implement and embed evidence-based student wellbeing strategies to ensure a positive climate for learning. 2.b. Establish and implement an action plan for the supportive transition of students into, throughout and exiting the school.

Key improvement strategies in goal two focused on refining our Climate for Learning School Wide Positive Behaviour Schools (SWPBS) Framework that was visible and understood by the school community. The SWPB leader and a small team of teachers

were successful in maintaining Silver level SWPBS certification in 2022. Staff were provided with continual Professional development aligned to SWPBS and given opportunities for input into how it could be further embedded in our school culture. The transition back into full time school during 2022 combined with post covid anxiety highlighted the need for a significant focus on student wellbeing. Positive behaviours were reinforced through the use of Power Up's rewarding children for demonstrating positive SWPBS behaviours and school values. This system continues to be highly successful due to the ease of recording in Compass and immediate visibility to parents. The Hour of Power "Mighty Minds" lessons reinforced emotional literacy through mindfulness, having a positive growth mindset when faced with challenges and zones of regulation. The Respectful relationships component of the Hour of Power also provided emotional literacy opportunities for the children to explore self and social awareness to embed a culture of respect and equality. All classrooms have visual reminders of school expectations, processes and a stepped approach to supporting positive classroom climates.

Professional development and tools relevant to building Student Voice opportunities within the school were provided to staff as a part of our participation in the Quaglia Institute for School Voice & Aspirations.

The Student Attitudes to School Survey item Sense of connectedness across Years 4 to 6 was at 72.7% positive endorsement which was just lower than similar schools and the state average.

The Student Attitudes to School Survey item Management of Bullying across Years 4 – 6 was at 64.5% positive endorsement which is lower than similar schools and the state averages.

A wellbeing school improvement action team will be formed in 2023 to further develop strategies, policies and processes that provide consistent approaches to supporting wellbeing across all areas of the school.

Engagement

The average number of student absence days of 24.9 in 2022 was slightly higher than similar schools and the state average. All year levels except for Year 4 from Prep to Year 6 were above 85% attendance. In 2022 there were still high proportions of Covid-19 cases, flu, gastro and general illness as the children and staff returned to shared spaces, this had an adverse effect on attendance rates. Attendance is monitored daily via COMPASS and proactive supports are put in place when required, such as texts sent in the morning with a follow up to parents if the absence has not been explained. Attendance guidelines have been developed to support staff in identifying and reporting any concerns with families in a timely manner so that a member of the leadership team can follow up with the family concerned.

The school will continue to regularly promote attendance and punctuality as a vital component for school success. This was actioned through reminder newsfeeds via COMPASS, Seesaw and at parent events. Absence learning plans were made available for children on extended holidays or extended illness.

Post Covid-19 lockdowns staff re-established a climate of connection to school through taking a genuine interest in each and every child, ensuring that each child felt known, comfortable and important. A focus on core curriculum was essential but staff found that students required frequent breaks and needed structured opportunities to re-connect again with others at school. Re-building a school community was supported through lunchtime clubs, fortnightly whole school House activities, assemblies, parents attending learning summits and special day celebrations.

We held a Year 3 to 6 camp to Forest Lodge where the children enjoyed three days of activities designed to promote teamwork. The Year 2 children were delighted to have the sleepover at school take place and the Year 1 children enjoyed a dinner and games night. The children also participated in excursions aligned to their inquiry topics including, visiting the zoo, Healesville Sanctuary, Coal Creek and the Cranbourne Royal Botanic Gardens. The senior children loved having the opportunity to reconnect with sporting opportunities including inter-school sport, athletics and cross country.

In our third year of operation 80% of parents who responded to the Parent Opinion Survey indicated that they were very positive about the level of communication from the school. 82% of the parents felt positively about their opportunity to be involved in the life of their child at school.

Financial performance

The number of children attending the school in 2022 rose from 177 to 271 which strengthened our financial position. We continued to work with Schools Financial Division and were able to clear the staffing deficit during 2022 due to targeted fiscal management. We did not receive a cash grant in Term 1 or Term 2, and we repaid the deficit in Term 3.

The CRT budget was our largest area of expenditure as the school experienced Covid, Flu & gastro outbreaks. Parent payments for essential student learning items were collected in term four of 2021 for the 2022 school year with a positive 95% collection rate.

Parents also voluntarily contributed to our outdoor facilities upgrade and ICT/STEM resources funds.

The school successfully applied for and were granted two shade sail grants. These were placed over the play equipment and seating between the learning communities. We also took advantage of sporting schools grants for equipment and program providers. The \$3,525 swimming grant enabled us to reduce the cost of swimming for the children. The 2022 School Resource package included funds to employ a tutor through the Departments tutor learning initiative, this highly successful program and will be continued in 2023.

At the end of 2022 we were able to carry \$70,000 forward into 2023 to commit to school-based programs. The finances at Botanic Ridge Primary School are closely and regularly monitored, Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were informed of the school's financial position by the Business Manager's monthly report and the availability of the Finance reports to facilitate the monitoring of the school's finances. All financial decisions were linked to the Strategic Plan and the AIP, with a focus on support teaching and learning.

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 271 students were enrolled at this school in 2022, 150 female and 121 male.

12 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).

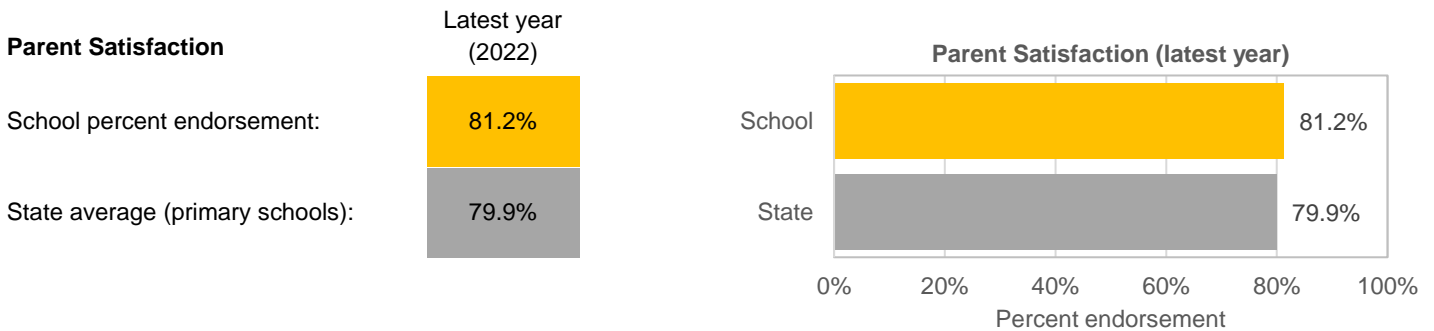
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

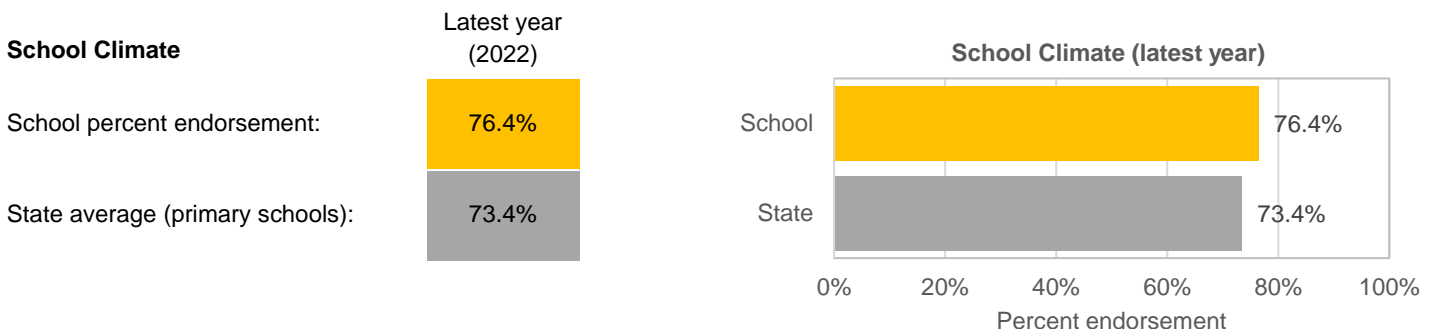


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

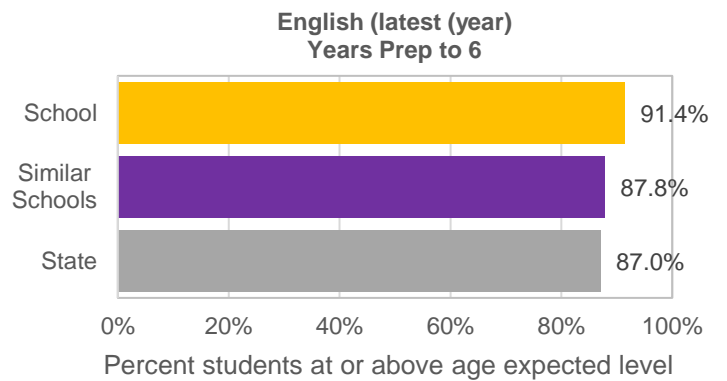
91.4%

Similar Schools average:

87.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

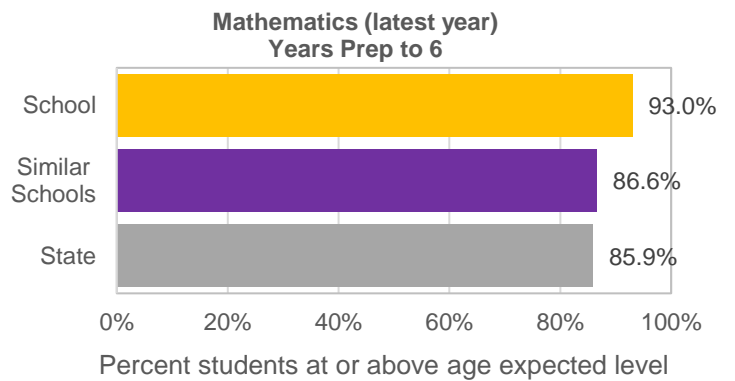
93.0%

Similar Schools average:

86.6%

State average:

85.9%



LEARNING (continued)

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

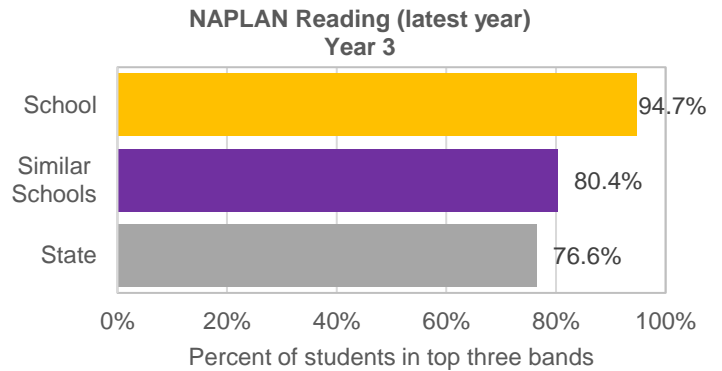
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

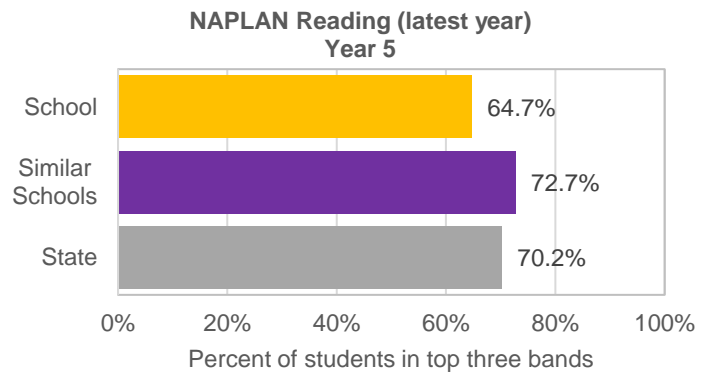
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.7%	88.2%
Similar Schools average:	80.4%	79.4%
State average:	76.6%	76.6%



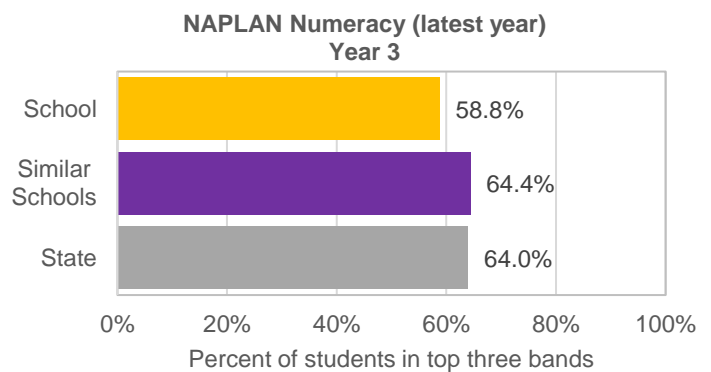
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	70.0%
Similar Schools average:	72.7%	71.8%
State average:	70.2%	69.5%



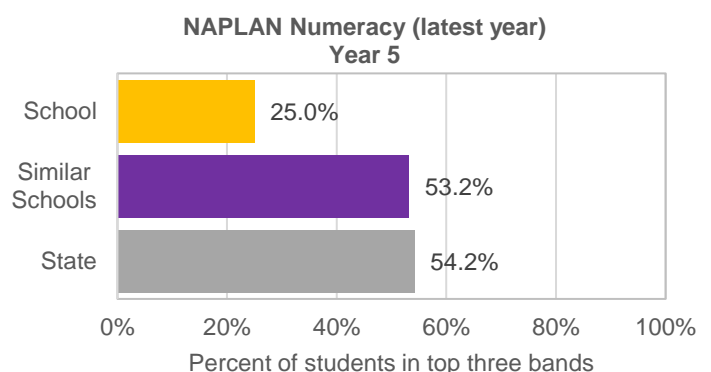
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.8%	65.6%
Similar Schools average:	64.4%	68.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	46.4%
Similar Schools average:	53.2%	57.7%
State average:	54.2%	58.8%



WELLBEING

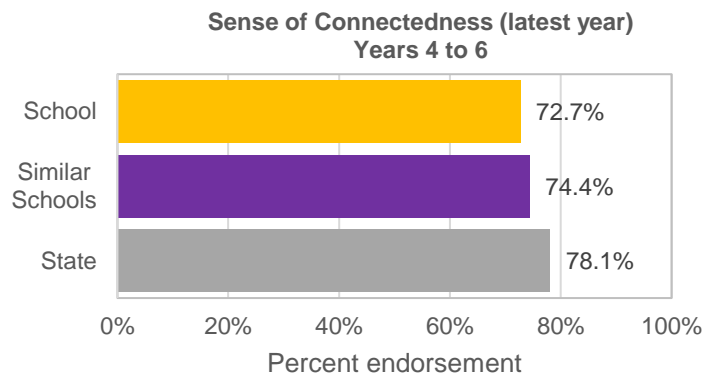
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	72.7%	72.7%
Similar Schools average:	74.4%	77.2%
State average:	78.1%	79.5%

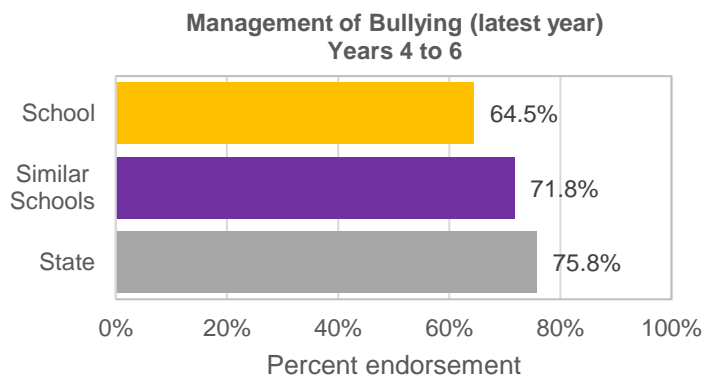


Student Attitudes to School – Management of Bullying

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:	64.5%	66.9%
Similar Schools average:	71.8%	76.5%
State average:	75.8%	78.3%



ENGAGEMENT

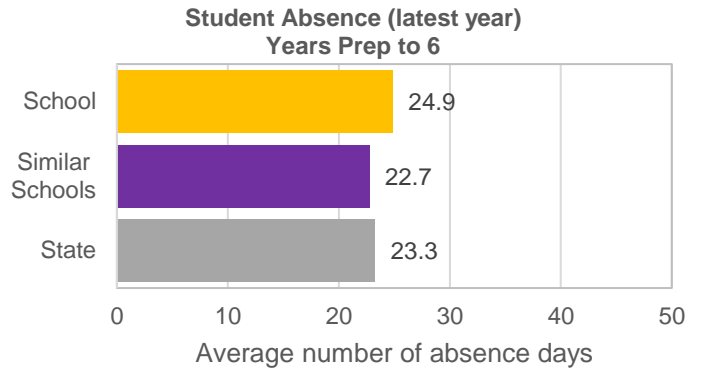
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.9	17.7
Similar Schools average:	22.7	16.7
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	88%	87%	85%	84%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,277,540
Government Provided DET Grants	\$178,234
Government Grants Commonwealth	\$30,711
Government Grants State	\$0
Revenue Other	\$8,460
Locally Raised Funds	\$156,963
Capital Grants	\$0
Total Operating Revenue	\$2,651,907

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,097
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$13,097

Expenditure	Actual
Student Resource Package ²	\$2,078,540
Adjustments	\$0
Books & Publications	\$1,558
Camps/Excursions/Activities	\$80,973
Communication Costs	\$2,540
Consumables	\$57,608
Miscellaneous Expense ³	\$6,239
Professional Development	\$14,922
Equipment/Maintenance/Hire	\$46,132
Property Services	\$50,542
Salaries & Allowances ⁴	\$6,793
Support Services	\$163,184
Trading & Fundraising	\$13,970
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,677
Total Operating Expenditure	\$2,558,680
Net Operating Surplus/-Deficit	\$93,227
Asset Acquisitions	\$41,803

- (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	\$16,604
Official Account	\$17,005
Other Accounts	\$0
Total Funds Available	\$33,610

Financial Commitments	Actual
Operating Reserve	\$33,610
Other Recurrent Expenditure	\$1,646
Provision Accounts	\$0
Funds Received in Advance	\$2,648
School Based Programs	\$3,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,733
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$2,145
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$70,281

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.