

2022 Annual Report to the School Community

School Name: Pascoe Vale North Primary School (4731)



- 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 02 May 2023 at 07:33 PM by Deborah Crane (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 09 May 2023 at 08:02 AM by Peter Van Buuren (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
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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

Our philosophy is underpinned by the belief that all students can learn.

Pascoe Vale North Primary School has a school population that represents a diverse range of socio-economic, cultural and language backgrounds. This diversity provides a learning environment for students and staff, which reflects the wider community of the City of Merri-bek.

In 2022, the school population was approximately 421 students and the SFOE went from .3643 in 2021 to .3551 in 2022. The Student Family Occupation and Education index (SFOE) is now moving from the category of low- to low-medium.

The school had 19% of students (59) of an English as an Additional Language background, 3% of students (12), who are Aboriginal or Torres Strait Islander. There were currently 18 students funded under the Program for Students with a Disability.

Pascoe Vale North Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. We work collaboratively with students and parents/carers and prioritise communication. The school provides many opportunities for feedback via channels such as surveys, online/face to face meetings, information sessions and simply by being open to feedback at any time.

The Parent Opinion Survey showed that 81% of the parents were satisfied with the overall school climate. This is compared to the state-wide average of 84%.

We acknowledge that each child possesses unique characteristics and we encourage each one to aspire to excellence by using appropriate stimuli to meet their wide diversity of needs. Students are challenged with explicit teaching and tailored programs to ensure they become confident, independent and self-motivated learners with high self-esteem and resilience. A diverse range of learning and teaching programs support students to develop a range of skills and strategies that enable them to be critical and creative thinkers. We see everyone happy to be at school and learning, proud of what we achieve together, and caring for and respecting all members of our diverse community.

78% of our students in years 4-6, felt connected to their school and this % was exactly the same when compared to the state-wide percentages.

At Pascoe Vale North Primary School, our values are part of our everyday behaviours and attitudes which are 'lived' by all staff, students and families and they underpin our actions and provide direction in our decision-making. We promote this through our House Teams and the use of tokens for acknowledging our school values. Our School Values are: Excellence in Learning, A Safe, Caring Environment, Community, Responsibility and Respect

The workforce at Pascoe Vale North Primary consists of 29 teaching staff which includes a Principal, Assistant Principal and a Leading Teacher for Student Engagement and Wellbeing outside the classroom fulltime. The school also employed a Learning Specialist for teaching and learning, to be released for two days a week to further assist whole school improvement.

There are 12 Education Support staff, 10 of whom assist students who are funded under the program for Students with a Disability and 2 administration staff. We have one staff member of an Aboriginal background.

Our school staff responses in the area of School Climate in the School Staff Survey was 64%, which dropped from 72% in 2021. The state-wide percentage was 73% shown against the state-wide average for Primary schools.

The school operates 19 classrooms: Prep, Grade 1 and Grade 2 as an individual grade level and composite classes in years 3/4 and 5/6. The school continually strives to provide a balanced education through a range of specialist subjects taught by specialist teachers.

In 2022, the school offered Physical Education, Visual Arts, Music and Italian to all students in Prep to 6. All specialist programs were well equipped with resources.

Our school environment is safe and caring, and we have multiple, shared playground spaces. There are two play equipment areas; a large sandpit, bat tennis courts, a basketball court and a large oval for recreation. School Council fundraising further assisted the JSC to provide a Sports Garage of activities that is opened at lunchtimes, and supervised by student leaders, for students to borrow to further support their engagement.

We believe we are a kind and caring school with a focus on wellbeing at the core; which supports all aspects of student growth; academic, social and emotional.

Progress towards strategic goals, student outcomes and student engagement

Learning

Pascoe Vale North Primary delivered on our Key Improvement Strategy to strengthen reading practices across the school, by implementing and monitoring a consistent instructional teaching model with an emphasis on explicit teaching, collaborative and independent practice. The leadership team embarked on Classroom Learning Walks to take pulse of teacher practice and student engagement in learning. Teachers self-reflected on their own practice to identify High Impact Teaching Strategies that would strengthen their practice and improve student outcomes. Professional Learning was centred around curriculum planning, whole class reading instruction and the small group practice: guided reading. This included both professional learning presentations, peer coaching and mentoring. Team Leaders have also engaged in professional learning to strengthen their ability to lead and facilitate student learning inquiries. Reading Unit plans were developed referencing the Victorian Curriculum and a variety of rich mentor text. The implementation of classroom libraries has provided students with access to quality texts for independent reading. The learning engagement survey has seen an improvement in students understanding their learning goals for the sessions.

Our school teacher judgement data for English Prep to Year 6 saw us fall slightly below similar schools by 5.2% with 81.9% of students at or above age expected standards. Our Year 3 NAPLAN data for Reading identified 73.3% of students performing in the top three bands with an increase of 3% when compared to the 4 year average, although below similar schools by 6.5%. Students in Year 5 performed above state and similar school in NAPLAN with 73.1% of students in the top three bands and a 12% improvement on the 4 year average.

The Leadership team took a deep dive into our students' mathematics outcomes and engagement in learning, surveying students, parents and teachers. Data analysis led the team to reviewing the maths scope and sequence, prioritising maths Unit planning documents. Leaders engaged in professional learning with other schools in our network to identify best practice and improvement strategies.

Our teacher judgement data for Mathematics saw us fall slightly below similar schools also by 3.4% with 83.1% of students at or above age expected standards. Year 3 NAPLAN data saw our students perform below other students in similar schools with PVN having 50% of students in the top three bands, compared to similar schools with a 65.3% average. Our Year 5 NAPLAN data identified our school being above state and similar schools by 2.3% with 54.9% of PVN students in the top three bands.

We are pleased with our Year 5 NAPLAN results, in particular Reading which has been our 2022 focus. The impact of interrupted schooling during Lockdowns has continued to impact our younger students. The school has established evidenced based Reading practices across the school and provided students with the resources to engage in sustained reading linked to explicit teaching practices. We have prioritised and set goals to improve teacher knowledge, skills and practice in mathematics in 2023 with further professional learning on the 'Big Ideas' in mathematics and evaluating our current instructional model with evidenced based approaches.

Wellbeing

The Student Attitudes to School - Sense of Connectedness data identified 77.7% of PVN students as having a positive response with the similar school average being identical. We have placed an emphasis on Positive Education and connecting with our students. Leaders engaged in learning walks observing classroom environments and surveyed students to collect data about their connectedness to their teacher and peers. We re-designed our 'Ready to Learn' program to engage our students in their new classrooms, getting to know them as learners and individuals and building strong connections. There has been an improved level of consistency across year levels in regard to teacher's shared approach to the 2 dedicated wellbeing sessions per week. This includes lessons centred around Respectful Relationships, cyber safety lessons and identified priority focuses. The Wellbeing team identified the core values of Gratitude, Empathy and Mindfulness as being fundamental to student positive mental health and wellbeing and signed up for 'The Resilience Project' for 2023. Teachers worked collaboratively to develop a Wellbeing Scope and Sequence, incorporating the key elements of the Resilience Project, Respectful Relations and Cyber Safety.

The student at Attitudes to School - Management of Bullying data identified 78.6% of PVN students as having a positive response compared to only 75.6% for similar schools. 77.7% of PVN students reported a strong sense of connectedness which was consistent with similar schools in the state. We partnered with our DET Psychologist to present professional learning to staff with a focus on Positive Education, understanding student behaviours and encouraging students to self-regulate with the 'Zones of Regulation'. Teachers now have a deeper understanding on how to assist students to label their emotions/feelings and help them identify a de-escalation strategy that may assist them in re-engaging with the learning. Education Support staff also participated in professional learning, providing them with a bank of strategies. A consistent approach to documenting Behaviour Support Plans was implemented with identified strategies to support both teachers and students.

Both data sets have shown both the state, school and similar schools all having a dip in the data highlighting the affects Covid 19 State-wide lockdowns have had on students across the state.

Engagement

At Pascoe Vale North there is an expectation that a high level of attendance is maintained by all students and absences are monitored by classroom teachers and our Wellbeing Leading teacher. Our parents can use the COMPASS portal to record absences or notify the school by phone, although our data has highlighted the need for further investigation into our processes to ensure student absences are routinely followed up and recorded. The school engaged with Department Leaders to seek assistance to re-engage students who did not return to school after the pandemic. Communication was key to ensuring our families knew we were taking all precautionary measures to reduce the risk of Covid-19 spread; this included mask wearing, classroom doors being open, testing kits made available, and air-purifiers strategically placed around the school. We ensured our induction process incorporated Covid-19 safety measures.

In 2022, our Prep to Year 6 student absence data average was 24.7% days, 1.6% higher than similar schools. The attendance rate by year level shows all year levels having similar data sets with no given year level being significantly higher. State and similar school data also significantly increased in 2022. The mandatory testing and 7-day isolation rules of Covid-19 continued to impact student attendance.

Students in the Junior School Council and other senior school volunteers continued to enjoy an even greater sense of autonomy and opportunity to develop their leadership skills through fund raising activities, student/teacher sporting tournaments, lunch time sports hiring kiosks, busking days, development of a student website and co-ordinating and presenting assembly items. Students were given a voice in selecting texts to purchase for classroom libraries. Learning walks provided feedback to staff on student engagement, voice and agency in learning. Emphasis was placed on providing students with voice in choosing their own reading material and agency in reflecting on their learning growth with the co-construction of success criteria. Data collected by staff, parents and students on their engagement in maths lessons highlighted the need for us to seek further professional learning about evidence-based teaching practices.

Our families were welcomed onsite and also participated in many great events. The School Council also formed a 'Parent Group' to engage and connect families. This group would informally meet and get to know other families in the school. Our parent volunteer program was back up and running with many new families supporting our students in the classroom. Building a partnership with our families is important to us as we strive to strengthen our connections.

Other highlights from the school year

Pascoe Vale North Primary School highlights for 2022 included many special events and activities which we felt necessary, after the two years of dealing with the pandemic restrictions to engage our community back into our school life.

We continued our camping program in 2022 by holding a Prep Breakfast at School, Year 1 Dinner and a Year 2 Sleepover. Later in the year we had our adventure camps for Years 3/4 & Years 5/6 for three days and two nights. Over the year students also attended various excursions to further engage them in their Discovery Learning Programs such as Ceres, Animal Farm, Melbourne Museum, Werribee Zoo, and there were a number of incursions including Hands on Science, fire truck visit and a cyber safety information session.

Our whole school events included Athletics Carnivals, House Teams Colour Days and Book Week. The school had a mini art show whereby all classes designed a canvas which went up for auction. A Whole School Concert was performed for families at an after school event, at end the year. The school also participated in an interschool sporting program for the Year 5/6's and we were successful in winning some summer and winter sports finals.

The school is in partnership with Theircare who provides our Out of Hours School Care program. This partnership has been highly successful and the number of students have dramatically increased over the past year. The school was successful in obtaining a small grant of \$40,000 which saw the implementation of classroom libraries and new improved and vibrant concrete playground art for students to engage in at playtimes. We also won a \$4,000 community grant which will be used to develop a designated space for a garden program.

Financial performance

Pascoe Vale North Primary School is in a satisfactory financial position. The School Council and Finance Sub-Committee, is responsible in its delivery of an appropriate Annual Budget with targeting expenditure for identified school priorities. These priorities are highlighted in the school's Strategic Plan 2021-2025, 2022 Annual Implementation Plan and Annual Program Budgets. Expenditure is carried out with the schools priorities at the forefront to maximise student learning outcomes and to further develop the physical environment of the school. In 2022, much of the monies have been prioritised for professional development for teachers to collaborate together on their curriculum knowledge and practices.

The school's surplus in 2022 of \$98,705 has been targeted towards the provision of enabling the school to provide an additional staff member to oversee the Program for Students with Disabilities in 2023. The Tutoring Initiative from the Department of Education has a targeted budget that has seen the employment of two part time teachers to oversee the initiative and student catch up program. All other budgets will cater for our initiatives within the 2022 Annual Implementation Plan, and also provide further ongoing maintenance within the school and to further resource our Specialist Programs.

An over expenditure in our 2022 budget was in the casual replacement teacher budget, which was caused by the effect of staff having Covid-19 and minor or major illnesses.

The school was awarded a 'School Fund' Grant via the Labor Government of \$40,000 in 2022, which was targeted towards playground concrete art and the resourcing of classroom libraries.

For more detailed information regarding our school please visit our website at
<http://www.pvnps.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 427 students were enrolled at this school in 2022, 208 female and 219 male.

19 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).

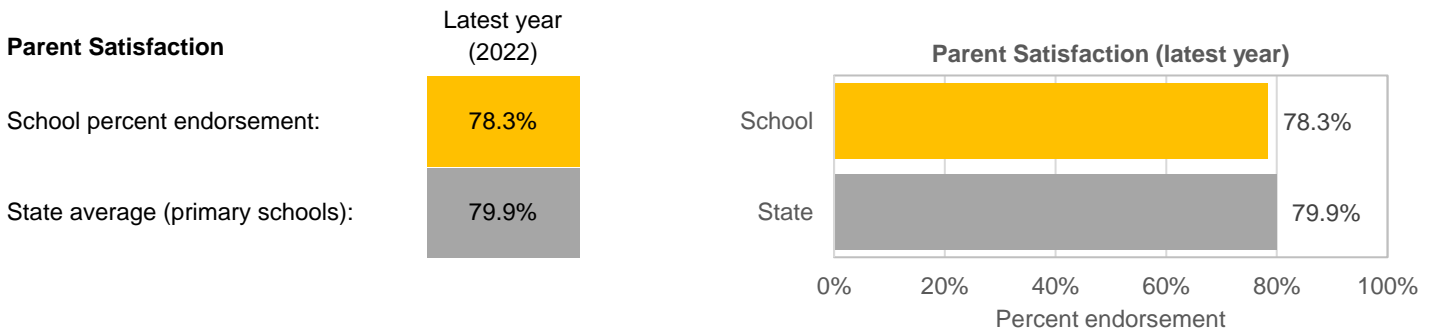
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

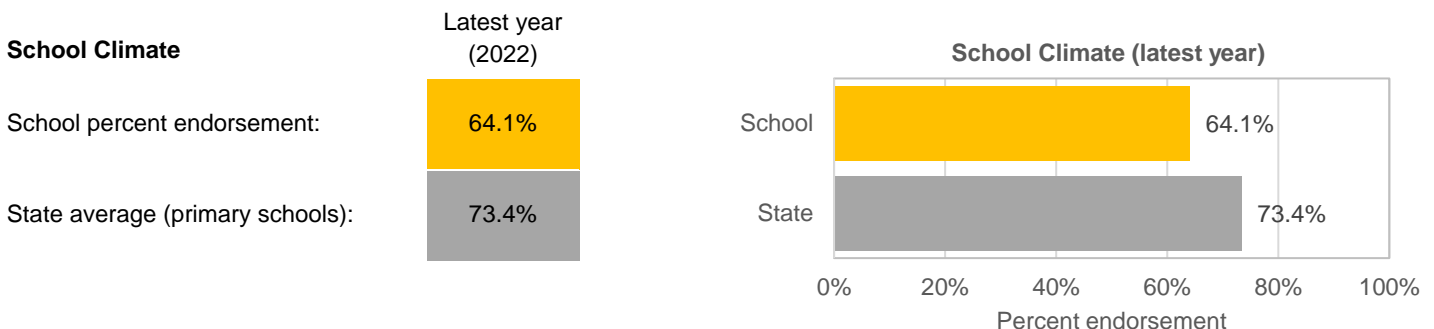


School Staff Survey

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:

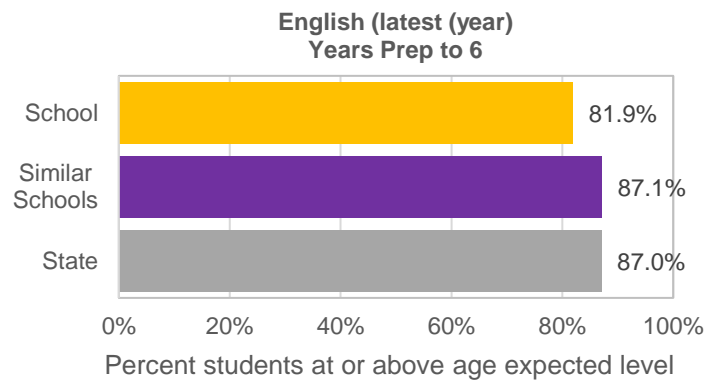
81.9%

Similar Schools average:

87.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

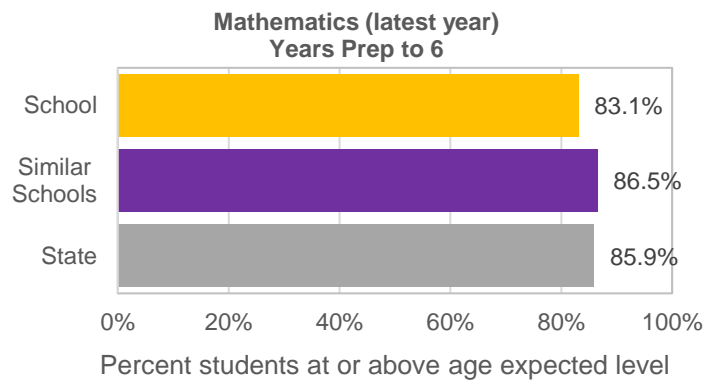
83.1%

Similar Schools average:

86.5%

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.

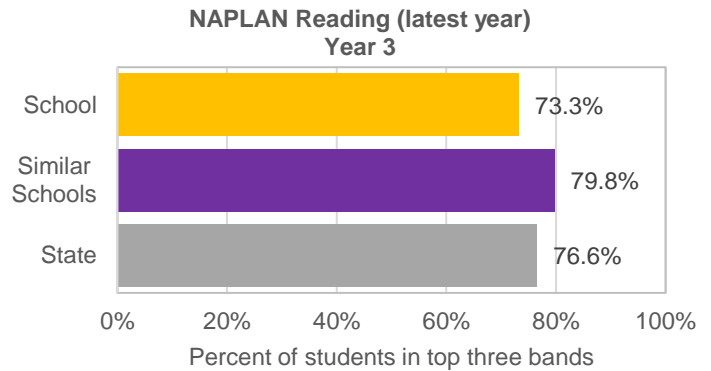
NAPLAN

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.

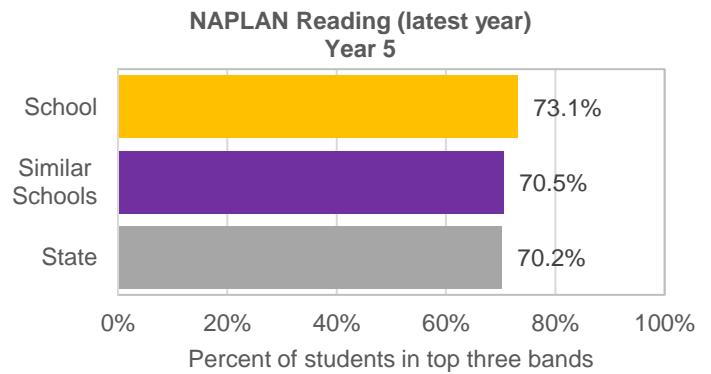
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	70.3%
Similar Schools average:	79.8%	79.0%
State average:	76.6%	76.6%



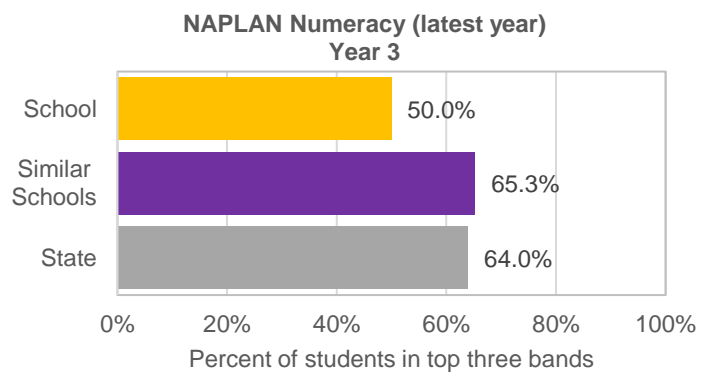
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	61.1%
Similar Schools average:	70.5%	70.4%
State average:	70.2%	69.5%



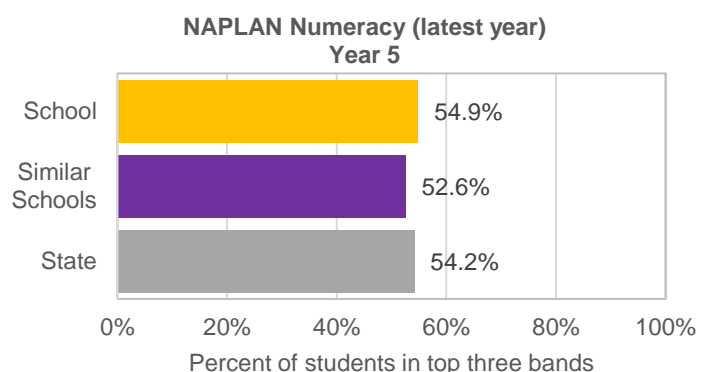
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	54.3%
Similar Schools average:	65.3%	66.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.9%	50.6%
Similar Schools average:	52.6%	58.4%
State average:	54.2%	58.8%



WELLBEING

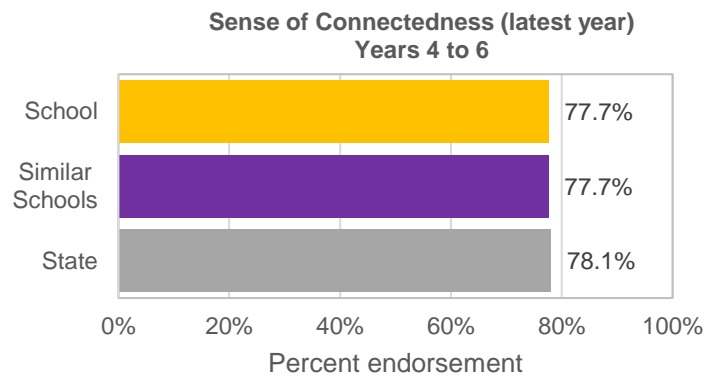
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.7%	82.1%
Similar Schools average:	77.7%	79.4%
State average:	78.1%	79.5%

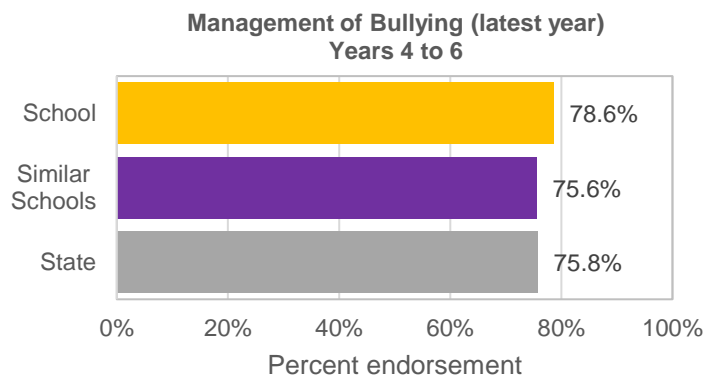


Student Attitudes to School – Management of Bullying

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:	78.6%	82.7%
Similar Schools average:	75.6%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

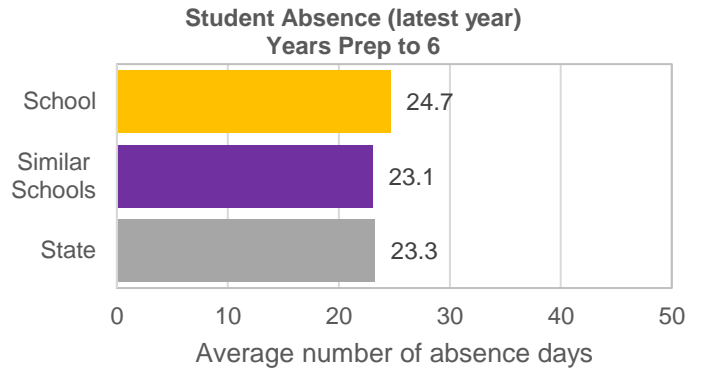
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.7	16.9
Similar Schools average:	23.1	16.6
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%	86%	90%	87%	86%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,973,513
Government Provided DET Grants	\$487,525
Government Grants Commonwealth	\$22,481
Government Grants State	\$0
Revenue Other	\$10,814
Locally Raised Funds	\$212,056
Capital Grants	\$0
Total Operating Revenue	\$4,706,389

Equity ¹	Actual
Equity (Social Disadvantage)	\$80,567
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$80,567

Expenditure	Actual
Student Resource Package ²	\$3,850,328
Adjustments	\$0
Books & Publications	\$18,992
Camps/Excursions/Activities	\$109,345
Communication Costs	\$4,740
Consumables	\$73,372
Miscellaneous Expense ³	\$21,428
Professional Development	\$9,435
Equipment/Maintenance/Hire	\$37,615
Property Services	\$72,095
Salaries & Allowances ⁴	\$324,396
Support Services	\$22,690
Trading & Fundraising	\$32,118
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,130
Total Operating Expenditure	\$4,607,684
Net Operating Surplus/-Deficit	\$98,705
Asset Acquisitions	\$21,770

- (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	\$256,316
Official Account	\$24,385
Other Accounts	\$0
Total Funds Available	\$280,701

Financial Commitments	Actual
Operating Reserve	\$117,986
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$44,300
School Based Programs	\$32,878
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$55,538
Total Financial Commitments	\$280,701

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.