

2022 Annual Report to the School Community

School Name: Truganina South Primary School (5498)



- 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 07 April 2023 at 06:41 PM by Linda Danese (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 12 April 2023 at 02:27 PM by David Gibilisco (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

Truganina South Primary School is located on Parkvista Drive Truganina in the City of Wyndham. The school is built as part of a Public Private Partnership agreement. There were 670 students enrolled at the end of 2022 with a projected enrolment for 2023 of 660. 58% of our students had English as an Additional Language (EAL). The surrounding area continues to grow with new development particularly in the Williams Landing area (zoned to our school). Our staffing profile at the end of 2022 consisted of 3.0 Principal Class Officers, 2 Leading Teachers, 2.8 Learning Specialists, the equivalent of 29.6 FTE teachers, 19 x 0.72 and 5 x 0.43 ES classroom staff. Our non-classroom ES consists of 4 FT including 1.0 speech therapist and 2 x 0.8 and 2 x 0.6. The Family Occupation and Education (SFOE) is 0.3251 (low-medium) as compared to 2021 which was 0.3453.

Teachers and students work in Learning Communities as part of two mini schools (each headed by an AP with a guiding coalition made up of LTs and PLC facilitators). In 2022 there was a strong emphasis on embedding the Professional Learning Communities with the PLC driving team leading this work. Teachers adopt a shared responsibility for all students within the Learning Community. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Key components of the teaching programs at Truganina South Primary School are the effective teaching of Literacy and Numeracy skills.

The School provides high quality programs in Visual Arts, Performing Arts, Science, Physical Education and LOTE (Mandarin). The diversity of the school is represented in more than 60 different language groups. We had 6 students identified as needing Koori support. Forty Four (44) students were supported as part of the PSD in 2022. As part of our AIP we had the state wide priority goal of continued focus on student learning - with an increased focus on numeracy and student wellbeing. Our second goal was to ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing).

Progress towards strategic goals, student outcomes and student engagement

Learning

It is worth noting that as evidenced in our English Online Interview (EOI) data for our 2022 Foundation students showed that many are coming to school with English Literacy skills well below that of students in our network and like schools.

- 2022 Reading: our students 16%, network 44%, similar schools 25%.
- 2022 Writing: our students 14%, network 44%, similar schools 30%.
- 2022 Speaking & Listening: our students 20%, network 39%, similar schools 27%.

This data has been a trend over the past 5 years and is heavily influencing the way in which we plan for our students.

Our Year 3 and 5 NAPLAN data provides an indicator of achievement in Literacy in these year levels. Students in the Top 2 Bands of NAPLAN are working above level.

- 2022 Year 3 Reading: our students 47%, network 53%, similar schools 57%.
- 2022 Year 3 Writing our students 39%, network 51%, similar schools 52%.
- 2022 Year 5 Reading our students 34%, network 37%, similar schools 41%.
- 2022 Year 3 Writing our students 17%, network 28%, similar schools 30%.

Whilst we have less students achieving above level in Years 3 & 5, the academic growth which occurs at TSPS from Foundation to Year 3 is significant and should be celebrated.

In 2022 NAPLAN growth data was not available due to Year 3 students in 2020 not completing NAPLAN but previous years the data does indicate significant positive growth.

- Teacher judgements (Progression Points) in the area of English from Foundation to Year 6 showed 78.2% of students working at or above expected level as opposed to 2021 data which was 73.2%.
- Teacher judgements (Progression Points) in the area of Numeracy from Foundation to Year 6 showed 72.6% of students working at or above expected level as opposed to 2021 data which was 64.7%.
- 2022 NAPLAN Data in Reading shows that 68% of Year 3 students compared to 76.6% state average and 59.3% of Year 5 students compared to 70.2% state average are in the Top 3 bands.
- 2022 NAPLAN Data in Numeracy shows that 58.4% of Year 3 students compared to 64% state average and 38.4% of Year 5 students compared to 54.2% state average are in the Top 3 bands.

Because of this Literacy data Reading will remain an ongoing goal as part of our School Strategic Plan (SSP) As part of our SSP our AIP goal for 2022 was to increase our focus from Reading in Semester 1, as reflected in our meeting schedule, to building staff capacity in different teaching practices in Numeracy as reflected in our meeting schedules for Semester 2.

Curriculum Planning and Assessment was identified as a priority in our School Strategic Plan (SSP). The development of a guaranteed and viable curriculum (GVC) was a key improvement strategy that we believe will improve the impact of the teaching and learning program at Truganina South Primary School. A guaranteed and viable curriculum will lead to increased curriculum knowledge for staff and is required to further develop student voice, agency and leadership. In 2022, the Numeracy and Literacy Lead Teams continued work on a guaranteed and viable curriculum by auditing previous planning documents, and reviewing the curriculum. Due to a number of factors including staffing shortages and illness, School Improvement Team (SIT) members were required to be in class as teachers and a lot of the work around the GVC had to pause. First steps of organising sequences of learning in Numeracy were undertaken and through PLC Inquiries teachers have developed a better understanding of mathematical proficiencies.

Through PLC Inquiries in Semester 1 teachers explored reading engagement strategies and our Reading Instructional model continued to be embedded across F-6. Our teachers continued to plan well thought out, differentiated Reading lessons for their students and the Tutor Learning Initiative continued to support our most at risk students in Reading and Numeracy.

Through the PLC initiative teams of teachers worked together to analyse assessment data, and to develop units of work aimed at catering to the learning needs of all students using data to drive and inform all planning. Teams met weekly to reflect on student progress and plan and implement the use of instructional practices aimed at differentiating learning in response to students' needs. The Learning Catch Up Program (LCUP) (funded by DET) supported students who, as a result of Covid interruptions in 2020 and 2021, engaged minimally in remote learning. Students participated in cycles of learning focussing on Reading and Numeracy. Over 100 students were involved in the program for across the year however due to staff shortages and absences this program was often interrupted. The LCUP team met with teams weekly to support in planning. LCUP team shared data and anecdotal notes with classroom teachers. LCUP team met weekly to review and refine practice, individual student progress and participation. LCUP team continued to monitor the progress of students from cycle 1. LCUP team discussed goals with students. Several year 6 students had the opportunity to participate in the High Ability program, delivered online, for a term throughout 2022.

Students on the Program for Students with a Disability (PSD) received learning activities targeted to their particular needs. They were each supported by Education Support personnel and participated in termly Student Support Group (SSG) meetings, outlining their individualised goals and strategies and adjustments being used in the classroom to support their learning. Teachers and the wellbeing team regularly kept in contact with families to provide academic and wellbeing support.

Wellbeing

After what everyone experienced with Covid-19 in 2020 and 2021 as a school we understood how important it was for us to continue our focus on Wellbeing in 2022. We continued our partnership with the Resilience Project and started the year with Professional Learning for all staff, focussing on Emotion Coaching. Our Wellbeing team is made up of a Leading teacher who was supported by the Principal team, a Speech pathologist and an Education Support Officer. Our Wellbeing Hub continued to be a safe haven for students who needed space to support them as they navigate their emotions and challenges. The space itself is well resourced, tactile and sensory in nature. The space can simultaneously cater for a number of small group activities and individual needs. Our Wellbeing leader and Principal Class has continued to be instrumental in ensuring that our Child Safe Standards and Policies reflected the updated guidelines, in line with DET requirements and familiar to staff. Our SWPBS student leadership team unpacked the 11 standards and re-wrote them in child speak and teachers presented these to all students. This team has worked closely with many external services including Be You and has received glowing praise. Our SWPBS initiative has been strengthened as has our work with the Respectful Relationships Initiative.

Survey results from students and parents indicate positive trends, particularly in the areas of Connectivity, Belonging and Safety.

- Sense of Connectedness in Years 4-6: 75.8% compared to state average of 78.1% and similar schools 76.8%.
- Management of Bullying in Years 4-6: 73.6% compared to state average of 75.8% and similar schools 71.8%.

Other work our Wellbeing team was able to complete included:

- A student "fairness" visual developed by the SWPBS Working Party team
- Delivered staff Professional Learning each term including Emotion Coaching, Mandatory Reporting and Restorative Practices.
- Continued to implement Resilience Project
- Risk register continued to be updated regularly and shared in SSS meetings fortnightly
- The Wellbeing Hub was utilised successfully by students and teachers
- FISH philosophy resource pack re-developed
- Staff regularly made contact with families
- Established Child Safe spaces in each community and updated Child Safe Policies and Procedures
- Re-established school values alongside the PLC team.

Engagement

Student engagement continues to be a major area of focus for Truganina South Primary School. To improve engagement, we have taken steps to foster greater connections between teachers and students, develop teacher capacity to provide students with greater voice and agency, and implemented strategies to address poor attendance for particular students such as SSGs. In 2022 school remained open for the entire year however attendance was impacted as families struggled to return their children to school and ongoing isolation requirements. Student absence continues to be a concern for our students, including late arrivals and early leavers. As Covid guidelines relaxed more families took the opportunity to travel overseas for extended periods of time. We continued to promote the importance that all children need to be at school.

2022 Attendance data:

School average number of absence days was 29.2 compared the state average of 23.3 and similar schools 25.5.

In Term 4 we worked with Community Hubs Australia and Mercy Health and established our Paediatric Outreach program which is run each Friday out of our Community Hub. Our Community Hub leader facilitates the appointments whilst our Wellbeing and Principal teams facilitate the referrals, case conferences and ensuring that teachers are aware of outcomes, strategies and further referrals identified in each session. This initiative has been very well received by our community with over 30 families already seeking paediatric support for their children.

We reintroduced publishing parties, face to face parent meetings and our school concert and disco all resulted in families feeling more comfortable to be back in the school grounds as the year went on. We continued to support written communication with visuals and videos.

Other highlights from the school year

Other school based highlights from 2022 included:

- All students participated in Specialist programs: Science, PE, Performing & Visual Arts and Mandarin (LOTE)
- Foundation students celebrating 100 days of school
- Our first school disco
- Year 3-4 and Year 5-6 camps
- 5-6 interschool sporting teams advancing to regional finals
- Year 1-2 excursion to You Yangs
- All staff participated in CUST training
- Whole school concert
- ES staff participated in professional learning at Warringa Park School and Western Autistic School
- Foundation to Year 2 Swimming program
- Year 3-4 excursion to Melbourne Museum
- Publishing Parties
- New school signage promoting our school values, school vision & acknowledgment of country
- New Foundation student and family scavenger hunt around the school to familiarise themselves with the setting

Financial performance

Throughout 2022, Truganina South Primary School managed funds in a fiscally responsible manner ensuring compliance with financial controls and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

The combination of the ongoing effects of the COVID-19 pandemic and the implementation of the new Victorian Government Schools Agreement 2022 (VGSA) provided us with further challenges. However, we continued our financial support for post pandemic re-engagement, wellbeing and respectful relationships as well as school improvements, whilst adhering to the requirements set out by the new VGSA. The 2022 cash/credit surplus of of \$235,632 as at 31st December 2022 was the result of staffing changes and will be carried forward to 2023 to further support the provision of quality programs and capital projects at Truganina South Primary School such as the outdoor learning space.

Our main purchases in 2022 were:

- Personalised external signage
- Installation of shade sails over playgrounds
- Installation of a shade sail over the outdoor learning space
- Resilience Project professional learning for students, families and staff, including journals for every student
- Online educational subscriptions for students
- Curriculum and teacher resources.

It is important to note that the ability to expend funds was again hampered by the ongoing economic and social disruption caused by the COVID-19 pandemic, and again resulted in higher than usual bank balances at the end of the year. All monies have been carried forward to 2023 with several major projects being investigated and or planned.

These include:

- Ø Development of the front of the school, including an inclusive playground
- Ø Development of the outdoor learning space
- Ø Development of our buildings and grounds
- Ø Resilience Project professional learning for students, families and staff, including journals for every student.

In summation, 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.

**For more detailed information regarding our school please visit our website at
www.truganinasouthps.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 670 students were enrolled at this school in 2022, 331 female and 339 male.

56 percent of students had English as an additional language and 1 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).

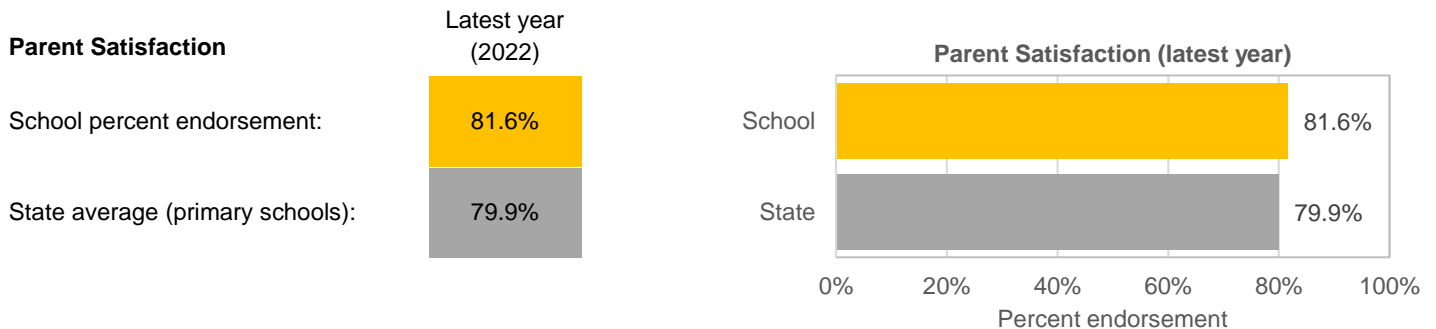
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

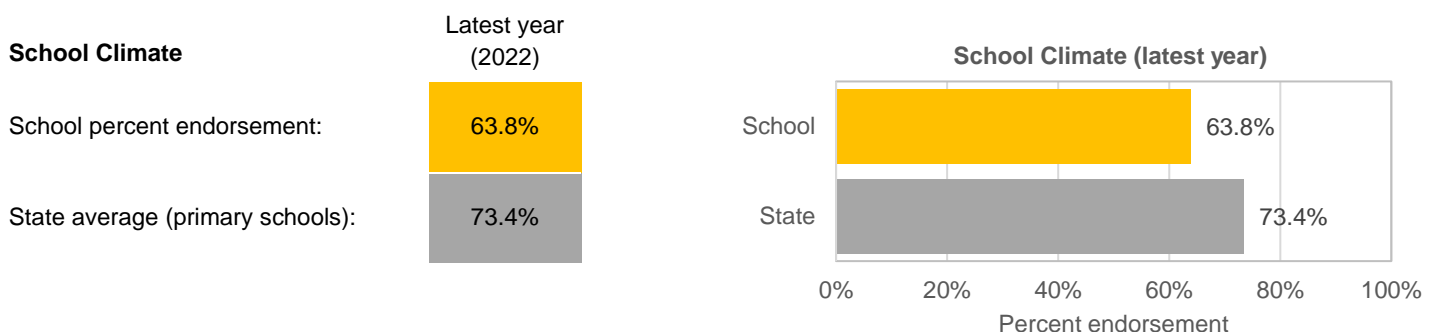


School Staff Survey

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:

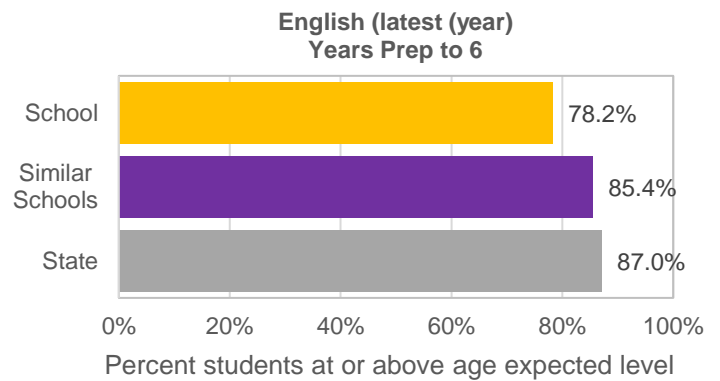
78.2%

Similar Schools average:

85.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

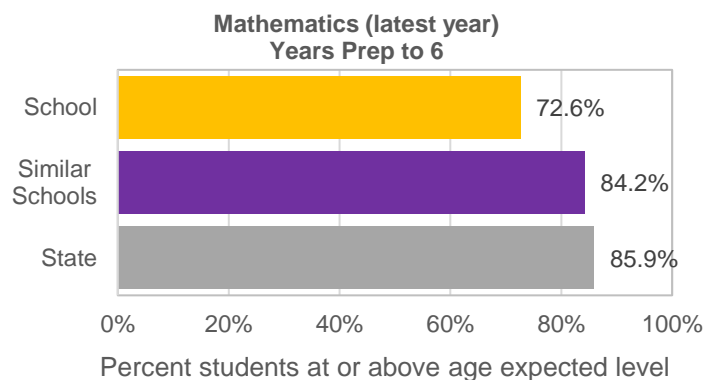
72.6%

Similar Schools average:

84.2%

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.

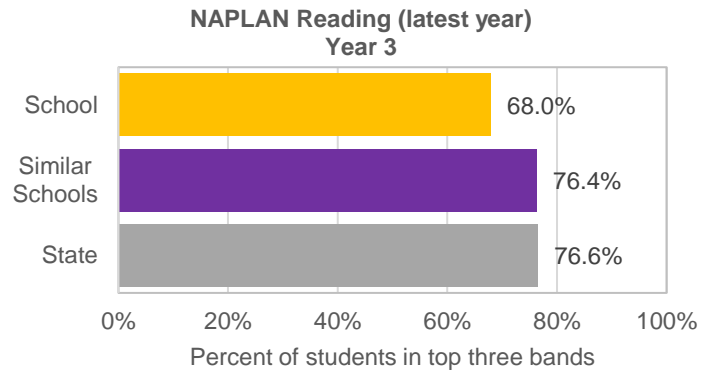
NAPLAN

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.

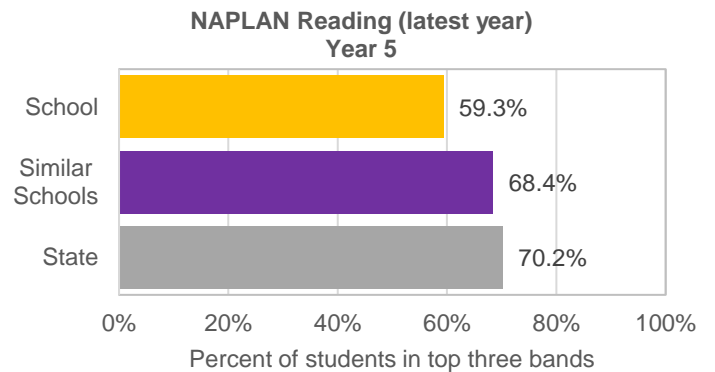
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.0%	66.4%
Similar Schools average:	76.4%	76.2%
State average:	76.6%	76.6%



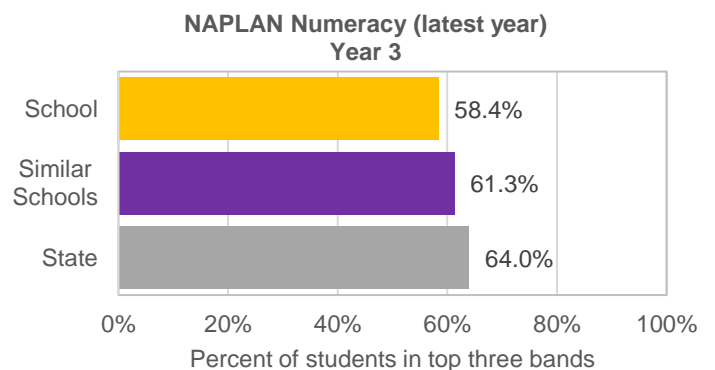
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.3%	58.4%
Similar Schools average:	68.4%	67.4%
State average:	70.2%	69.5%



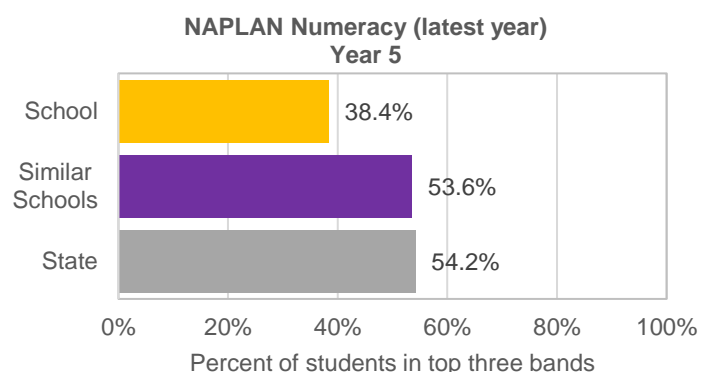
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.4%	54.9%
Similar Schools average:	61.3%	63.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.4%	49.6%
Similar Schools average:	53.6%	57.3%
State average:	54.2%	58.8%



WELLBEING

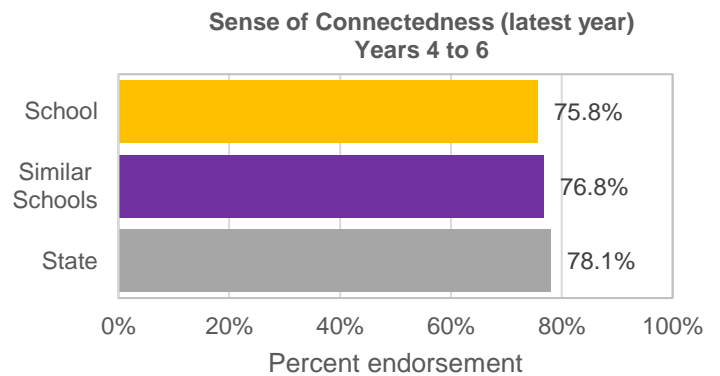
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.8%	75.3%
Similar Schools average:	76.8%	79.2%
State average:	78.1%	79.5%

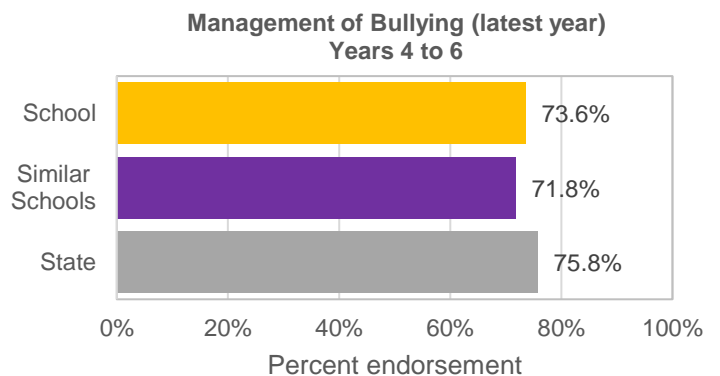


Student Attitudes to School – Management of Bullying

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:	73.6%	69.8%
Similar Schools average:	71.8%	75.3%
State average:	75.8%	78.3%



ENGAGEMENT

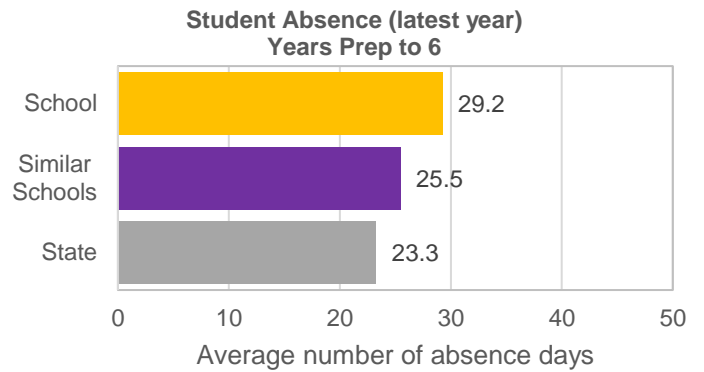
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.2	19.4
Similar Schools average:	25.5	18.6
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):	83%	84%	86%	87%	86%	86%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,683,639
Government Provided DET Grants	\$470,004
Government Grants Commonwealth	\$67,909
Government Grants State	\$20,000
Revenue Other	\$48,728
Locally Raised Funds	\$264,994
Capital Grants	\$0
Total Operating Revenue	\$7,555,274

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,124
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,124

Expenditure	Actual
Student Resource Package ²	\$6,300,116
Adjustments	\$0
Books & Publications	\$13,816
Camps/Excursions/Activities	\$117,239
Communication Costs	\$33,627
Consumables	\$142,359
Miscellaneous Expense ³	\$30,009
Professional Development	\$18,642
Equipment/Maintenance/Hire	\$86,624
Property Services	\$30,973
Salaries & Allowances ⁴	\$111,069
Support Services	\$338,594
Trading & Fundraising	\$18,713
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$180
Utilities	\$77,680
Total Operating Expenditure	\$7,319,642
Net Operating Surplus/-Deficit	\$235,632
Asset Acquisitions	\$67,710

- (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	\$839,211
Official Account	\$75,478
Other Accounts	\$0
Total Funds Available	\$914,689

Financial Commitments	Actual
Operating Reserve	\$165,250
Other Recurrent Expenditure	\$8,166
Provision Accounts	\$0
Funds Received in Advance	\$1,200
School Based Programs	\$563,214
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$298,645
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,036,475

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.