

2022 Annual Report to the School Community

School Name: Glenroy Central Primary School (5542)



- 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.

- 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



About Our School

School context

Glenroy Central Primary School is located on the northern edge of the City of Merri-bek (formerly Moreland) in the North West Victoria Region. The school is located in Logan St Glenroy and opened on the current site in April 2012. The school consists of five buildings: an Administration building, Junior and Senior Learning Communities, a Visual Arts facility, a full-sized Gymnasium/ Performing Arts facility and a kindergarten. Our school vision is to provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens. Our school values are curiosity, collaboration, character, citizenship and caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate, and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three-person collaborative team each year. There is a documented and clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.

In 2022, the enrolment was about 270 students. We have 23.9 EFT teaching staff with a mixture of full-time and part time staff. There are also staff in the kindergarten that operate a four-year-old program on a rotational basis and a three-year-old group. We have 8.85 Education Support Staff, also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a library technician, IT support, speech therapist, a Primary Welfare Officer and a school chaplain. We have no Aboriginal or Torres Strait Islander staff. An Out of Hours program is run in conjunction with the nearby catholic school Corpus Christi through Extend Australia and provides both before and after school care on the Corpus Christi school site. The school is in a disadvantaged community with a high number of EAL students and 68% speaking a language other than English at home. We have a multicultural community with 24% of our population being Arabic, 16% Pakistani, 13% Indian and 7% Nepalese. We have about 62% of our families who are on Health Care cards and 73% who have a language background other than English.

Our school works in Learning Communities and is therefore very team-focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There are two Learning Specialists allocated to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams and to provide exemplary practice for observing and coaching purposes. These two Learning Specialists are also members of the Leadership Team of the school - The School Improvement Team. At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student wellbeing. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Toolbox and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity-based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar, Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our spelling program.

The Tutor Learning Initiative was also implemented this year for those students who had fallen behind due to the remote learning program as part of the pandemic restrictions. Our specialist programs consist of Physical Education, Performing Arts, Visual Arts, STEM and our LOTE is Auslan. Each Learning Community has four hours on one day per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together. Auslan sessions are conducted in small groups across a given day for each Learning Community by a hearing-impaired ESS member supported by colleagues. We are certified to take international students who are provided with appropriate year-level programs and EAL support if deemed necessary.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the priorities were set by the Department of Education and were focused on student learning - with an increased focus on numeracy - and student wellbeing. We also included the added goal of improving student achievement in literacy with a particular focus on writing. The focus was to teach and support each student at their point of need and in line with FISO. The year was not interrupted by lockdown, but the pandemic continued to take its toll with absences of both students and staff. We continued the targeted support program in Literacy and Numeracy (Tutoring Program) through funding provided, across years 1 to 6 and tracked the progress of those students identified. We maintained PLC structures that supported teacher collaboration and reflection on teaching practice with a priority on curriculum 'essentials' in reading, writing and number. These were led by the two learning specialists.

Over 2022 we utilised a number of strategies and assessments to ascertain our progress towards the set targets. One of our targets was about the percentage of students achieving above 'expected level' in Number and Algebra against the Victorian Curriculum increasing from an average of 15% in 2021 to at least 20% of each year level cohort in 2022. By the end of Semester 2 this was achieved with 27% in Foundation, 26% in Year 1, 31% in Year 2, 41% in Year 3, 33% in Year 4, 21% in Year 5 and 31% in Year 6 working above the expected level which clearly meets the target. The second numeracy target was to increase the percentage of students in Year 5 NAPLAN achieving top two bands from 29% to 33%. This was not achieved with a dip in maths results for Year 5.

After having a large focus on writing over a number of years, we were very pleased to increase the percentage of students in Years 3 to 6 working above level to 46% in Year 3, 45% in Year 4, 36% in Year 5 and 34% in Year 6 which exceeded our target of at least 22% of students in each year level in Years 3-6 working above level. We also achieved a substantial increase in the Year 5 students working in the top two bands in NAPLAN from 9% in 2021 to 35% in 2022.

Reading results were very pleasing overall, as indicated in the performance report with 85% of Year 3 students achieving in the top three bands. This is well above similar schools at 63.4% and state at 76.6%. We had 60.9% of students in Year 5 achieving in the top three bands, above similar schools at 58.1% but below state at 70.2%.

Wellbeing

In 2022 we strengthened our focus on the social and emotional well-being of our students upon their return to full-time, onsite schooling. We continue to focus on how we can use our values of Curiosity, Caring, Collaboration, Citizenship and Character to ensure our learning environment is respectful, inclusive and embraces the diversity of our community. We extended our personal development programs across the school utilising a combination of programs and resources such as 'We Thinkers' including Social Thinking and Social Detectives as well as Respectful Relationships to support students' persistence and resilience. Student wellbeing outcomes as measured by PAT-SEW and the student Attitude to School Survey (ATTOS) continued to be high. Our school tailors the delivery of these programs to ensure they meet the personal and social/emotional needs of students. Work in the Learning Communities was enhanced by strong welfare processes and a skilled team that can support students and families.

As indicated in the wellbeing section students have a strong connection to school with 92.1% of students positively endorsing their sense of connectedness, well above similar schools at 80.6% and state at 78.1%. Students have also strongly endorsed the management of bullying with a 94% positive endorsement, well above similar schools at 77.8% and state at 75.8%.

The Attitudes to School Survey results for 2022 indicate that the students of Glenroy Central are highly connected to school, motivated and engaged in their learning. Other positive responses indicating a sense of wellbeing: Advocate at school 95%, Respect for Diversity 95%, Sense of Inclusion 95% and Student Voice and Agency 89%. Students' overall Sense of Confidence between 2020 and 2022 was 84% above similar and state scores of 75%. Staff survey results had School Climate at 90.8% positive endorsement above the state average of 73.4%. Students, staff and parents have indicated high levels of satisfaction with the overall management of well-being in the school.

Engagement

Glenroy Central Primary has a number of processes and initiatives in place to support and promote student attendance and we continued to have excellent rates of attendance in 2022 even with increased absences due to the pandemic. This is indicative of a high level of student and family engagement. We focus on ensuring the programs delivered are specific to the needs of students and are engaging and supportive of student growth. The Attendance Committee, comprising both Principal Class Officers, the Primary Welfare Officer and a representative from each Learning Community Team met regularly in 2022 to monitor and follow up lateness and attendance. The number of students with 20 or more days absence at 10% was the lowest in our Network (average 23%) and amongst similar schools (average 34%).

We understand there are a range of reasons that a student's attendance may be low and work to support students and families to minimise absences. The number of unapproved and unexplained absences has continued to drop across every year level due to a rigorous system of follow-up and support. This included daily parent contact to discuss reason for absences. These have all been recorded utilising our student management system XUNO.

The average number of days absent per student remains low, with the average number of days per student in 2022 at 13.9, and a 4-year average of 10.2. This is significantly better than the similar schools' 2022 average of 24.7 and the state average of 23.3 absence days per student. Parent satisfaction with the school is at 94.8% compared with the state average of 79.9%.

All year levels had attendance percentages between 91 and 95%. The Attendance Cup for Year Levels continues to be a big motivator for students with weekly updates given at assembly. Term individual wrist bands are also given out in recognition of students with excellent attendance.

Other highlights from the school year

The year was full of some big highlights. The House Spirit Days run each term by the Student Leaders were a great success and hugely popular with students across the school. These days had a range of themes and activities and built a sense of belonging and excitement with our four house teams. Having these days on the last day of each term was a great way to celebrate the hard work and have some fun.

Free school camps for both the 3/4 and 5/6 Learning Communities proved very popular and close to 80% of students attended. They returned full of excitement and enthusiasm for all of the fantastic activities they had the opportunity to explore and enjoyed the chance to be outside and taking on new challenges and adventures.

Harmony Day in Term 1 was the first opportunity to welcome parents back onsite and we had a huge turnout for the celebration of the amazing array of cultures and backgrounds that make up our school. The school captains led the ceremony including some student performances and a wonderful parade of cultural outfits. Our Artsmania family evening was also a great community highlight and gave the students another opportunity to share with families some of the amazing work achieved in both Performing Arts and Visual Arts. From the Art Gallery set up in the gym, including a 'Glow Room', and performances by the school Auslan choir as well as items from all the Learning Communities it was an action-packed evening. We had a huge response from families who came along to explore the artwork and share some food. The parent group did a great job in the canteen making kebabs and staff helped to serve drinks, decorate biscuits and put on temporary tattoos! After a few difficult years it was a wonderful way to draw our community back together.

Finally, our school review in Term 3 of 2022, gave us the opportunity to reflect on all the achievements of the previous four years. The introduction of Auslan as our LOTE was selected as the number one highlight of the parents and came in number two for students after House Spirit! Auslan has been a great addition to our school and in the second half of the year also successfully introduced it into the kindergarten program. The staff chose the introduction of our new school values as making a significant contribution to the cohesiveness and wellbeing of our school community. We were also very happy that we received an 'excelling' for engagement on the FISO continuum report. We now have very clear goals for the next four years in our new strategic plan.

Financial performance

At the end of 2022 the school is in a solid financial position with a net operating surplus of \$258,573.

Our equity money was used to provide two extra teachers - one in the 1/2 Learning Community and one in the 3/4 Learning Community to keep ratios low in areas of students most affected by the pandemic lockdowns as well as extra time for the two Learning specialists to provide more weekly planning time for collaborative teaching teams and time for coaching and mentoring for all teachers. It was also used to: provide some extra tutoring time; ICT equipment and resources including a new server, 41 notebooks and 17 iPads; reviewing and resourcing the Reading Program and Library resources with input from students regarding reading material to enrich the program and engage students more successfully in daily reading practice; implementing wellbeing programs to create Learning Community environments that promote positive mental health; complementing the time fraction of the school chaplain by matching the money provided by the federal chaplaincy grant; and building current curriculum program resources including Student Voice, Assessment, Inquiry Learning, English and Maths resources and EAL supports.

As part of our safety management plan, we completed all 2022 jobs which included hiring a scissor lift to replace lights in gym and all damaged ceiling tiles in learning communities and administration buildings as well as any other minor repairs up high.

As a result of the kinder project and the heavy downpour our drainage system was tested. We had flooding in our Senior Learning Community involving damage to the carpets. All drainage was jet cleaned and sludge suction vacuumed from the Glenroy Road storm water and mains with over 40,000 litres removed.

We will be carrying over \$88,000 for capital upgrades which include Cricket Nets, screening around oval, a new electronic sign on Glenroy Road and the upgrade of line marking on the tennis court.

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.

This 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').

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 274 students were enrolled at this school in 2022, 135 female and 139 male.

73 percent of students had English as an additional language and NDP 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.

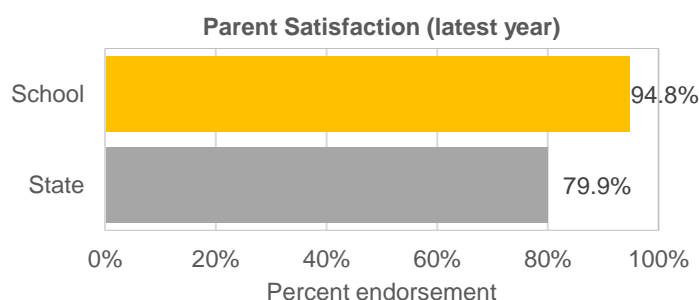
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	94.8%
State average (primary schools):	79.9%



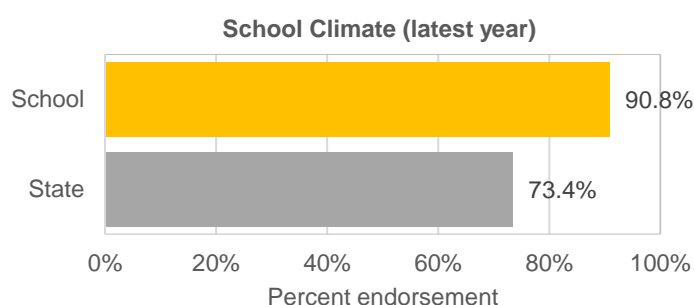
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	90.8%
State average (primary schools):	73.4%



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:

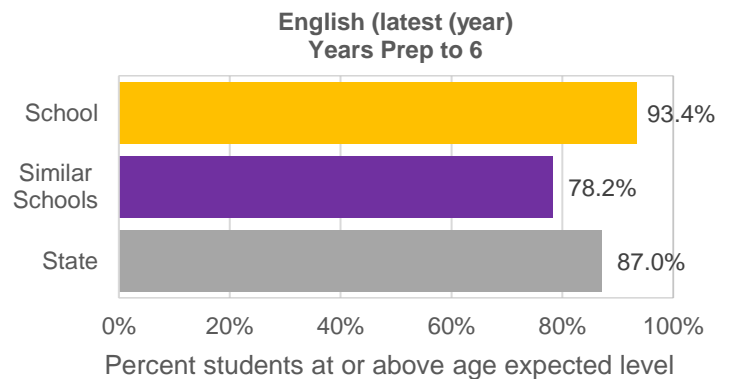
93.4%

Similar Schools average:

78.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

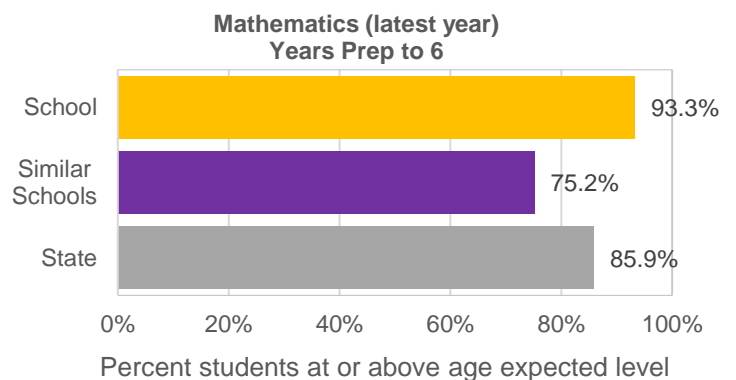
93.3%

Similar Schools average:

75.2%

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.

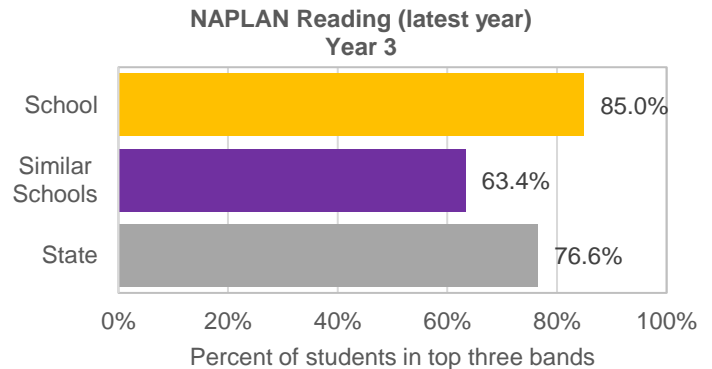
NAPLAN

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.

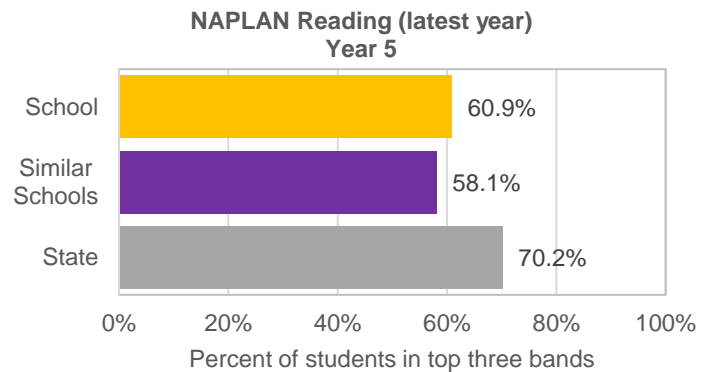
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	78.9%
Similar Schools average:	63.4%	64.4%
State average:	76.6%	76.6%



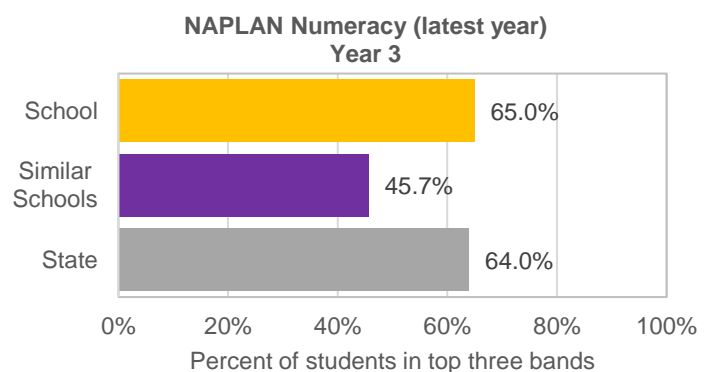
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	70.0%
Similar Schools average:	58.1%	55.6%
State average:	70.2%	69.5%



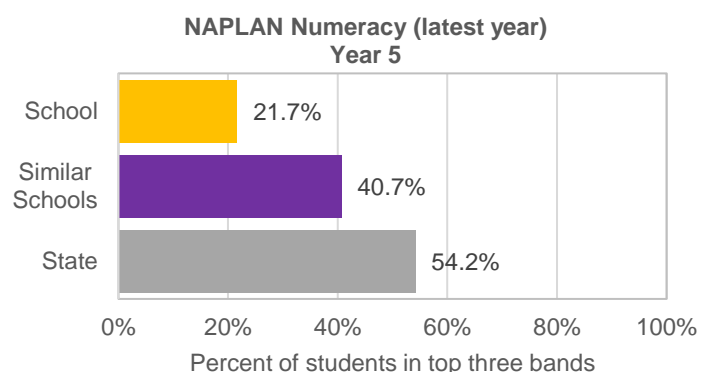
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	68.6%
Similar Schools average:	45.7%	49.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.7%	56.0%
Similar Schools average:	40.7%	43.7%
State average:	54.2%	58.8%



WELLBEING

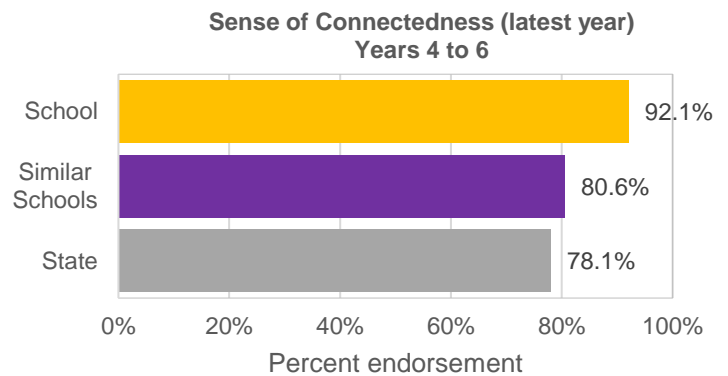
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.1%	91.2%
Similar Schools average:	80.6%	82.0%
State average:	78.1%	79.5%

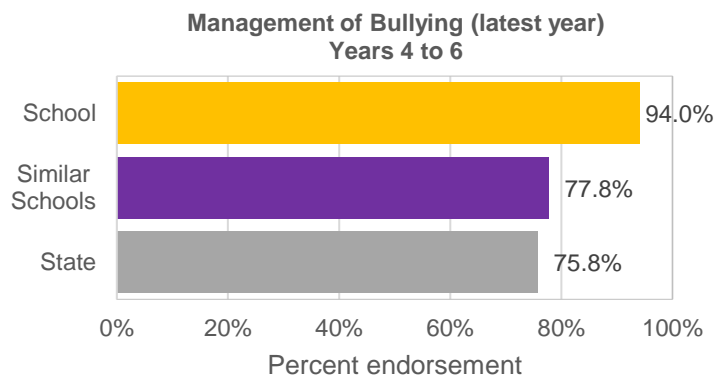


Student Attitudes to School – Management of Bullying

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:	94.0%	91.8%
Similar Schools average:	77.8%	79.8%
State average:	75.8%	78.3%



ENGAGEMENT

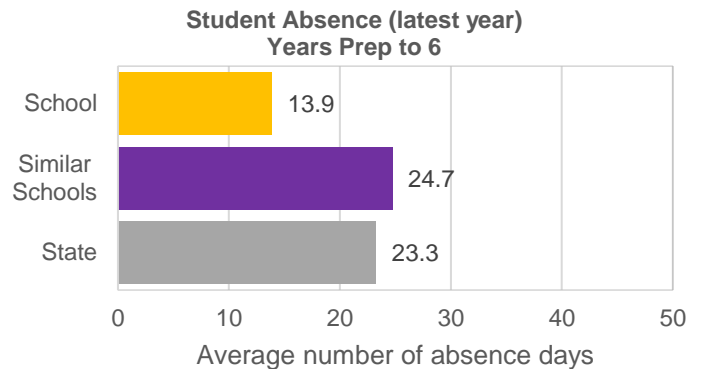
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	13.9	10.2
Similar Schools average:	24.7	19.9
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):	91%	93%	93%	94%	95%	94%	93%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,366,681
Government Provided DET Grants	\$709,845
Government Grants Commonwealth	\$6,500
Government Grants State	\$22,000
Revenue Other	\$30,372
Locally Raised Funds	\$59,291
Capital Grants	\$0
Total Operating Revenue	\$4,194,689

Equity ¹	Actual
Equity (Social Disadvantage)	\$481,934
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$481,934

Expenditure	Actual
Student Resource Package ²	\$3,236,716
Adjustments	\$0
Books & Publications	\$36,852
Camps/Excursions/Activities	\$78,525
Communication Costs	\$7,509
Consumables	\$197,453
Miscellaneous Expense ³	\$25,564
Professional Development	\$7,612
Equipment/Maintenance/Hire	\$13,392
Property Services	\$138,047
Salaries & Allowances ⁴	\$5,394
Support Services	\$148,148
Trading & Fundraising	\$8,267
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,636
Total Operating Expenditure	\$3,936,117
Net Operating Surplus/-Deficit	\$258,573
Asset Acquisitions	\$65,431

- (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	\$152,392
Official Account	\$57,337
Other Accounts	\$0
Total Funds Available	\$209,729

Financial Commitments	Actual
Operating Reserve	\$98,132
Other Recurrent Expenditure	\$180
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,417
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	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$209,729

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.