

2021 Annual Report to The School Community



School Name: Glen Iris Primary School (1148)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2022 at 08:26 PM by Deborah McDermott (Principal)

- This 2021 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 05 April 2022 at 08:34 PM by Philip Connell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Glen Iris Primary School strives to provide a relevant, engaging and differentiated teaching and learning program in a supportive environment that fosters deep thinking, creativity, collaboration and independence. Our aim is to nurture and develop individuals to become resilient and adaptable and will acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a sustainable global society.

Our school values are Gratitude, Resilience, Honesty, Respect and Empathy. As a community we understand that we are responsible for ensuring that we try our best and have a positive impact on the learning of others, that a safe learning environment is provided for everyone and that we treat others fairly and with respect. The global pandemic was a challenge for many families.

Students who were deemed 'at risk' or parents who were essential worker's were invited to attend school, as if it was a normal school day. These students were supported by teachers and teachers aides and attended all Webex classes. In 2021, 23.5 equivalent full time teaching staff, 2 Educational Support Staff and 2 principal class supported 405 students, 180 female and 225 male. With 40 students speaking a language other than English and 3 Indigenous student, school's SFOE band value is deemed Low, we endeavour to honour diversity and a shared sense of belonging and respect; supported through Cultural Diversity studies, the flying of the Aboriginal and Torres Strait Island Flags and the Acknowledgement to Country. Additional learning opportunities exist through the school's specialist programs, Visual and Performing Arts, French and Physical and Sport Education. A range of additional and extra-curricular opportunities including STEAM, Maths Olympiad, private instrumental lessons, musical productions, swimming, camping programs, sporting clinics, and lunch-time clubs such as choir, dance, coding, and chess club also enhance student learning programs.

The School Council and its sub committees ensure that parents' views are regularly represented and expressed through an organised, cohesive and focused body. School policies are developed through the vehicle of the Council ensuring that they represent both the spirit and the culture of the school and its community. Located in Melbourne's eastern suburbs, approximately 10 kilometres from the city centre, Glen Iris Primary School is situated next Ferndale Park and Glen Iris Park and part of the City of Boroondara.

Framework for Improving Student Outcomes (FISO)

Throughout 2021, GIPS adopted the DET priority goals of 'Learning, Catch up and Extension', 'Happy, Active and Healthy Kids', and 'Connected Schools', as a direct result of the interrupted 2020 school year due to COVID - 19. In relation to Curriculum Planning and Assessment, there was a strong focus on targeted student support in Literacy and Numeracy, as well as looking at our data literacy framework which provides guidance on planning, assessment and the delivery of the curriculum.

In Term 1 we held a school review. The school review is designed to celebrate the past performances and prepare future goals. These goals will inform our teaching over the next four years. Those goals included:

- redefine teacher teams as Professional Learning Communities with a focus on building teacher capacity in data and assessment literacy and continue to develop a consistent approach to implementing the Glen Iris PS instructional model in literacy and numeracy to ensure teaching and learning at students' point of need,
- develop a whole school approach to the teaching of mathematics.
 - embed the whole school approach to the teaching of reading comprehension strategies and refine the teaching of Writing.
- develop and implement a common language, understanding and practice of student voice and agency within the school community.
- develop a whole school approach to student goal setting and feedback to enable the students to be inquiring, self-reflecting and resilient learners.
- recognize the need to continue to develop the social and emotional wellbeing of all students.

During Term 2, staff worked alongside Mathematician Michael Minas, to improve the way we teach maths. Our Numeracy specialist then worked weekly with each team to embed the new practices, provide resources and ensuring

a consistent approach to the teaching of Mathematics was in place across the school. During Remote and Flexible learning, our Numeracy specialist worked with groups of students across all grades to further support them with mathematical concepts.

During 2021, GIPS formed a 'Community Of Practice' partnership with Camberwell and Hartwell, working together to build teacher capacity and practice excellence in assessment in order to improve differentiation and student engagement. We engaged in Professional Development with Dylan Williams on embedding Formative Assessment. However progress was limited as a result of the impact of Covid-19 and whilst the schools continued to share improvements and work informally, we were unable to complete our shared curriculum day which was to drive the majority of our work in 2021.

To further build the capacity of students in Literacy, our Literacy Specialist worked with all staff to incorporate High Impact Teaching Strategies (HITS), in particular, Learning Intentions and Success Criteria into every lesson. Professional Development occurred during team planning time and at staff meetings. During Remote and Flexible learning, our Literacy specialist worked with groups of students across all grades to further support them with Literacy. In Term 3 we collaborated with the Professional Learning Communities (PLC) Regional Manager to develop leadership capacity in PLC to build effective teaching teams to maximise student learning. Unfortunately, the organised training was unable to go ahead due to COVID restrictions in term 3 and 4. The training for the PLC leaders will commence in Term 1, 2022

To continue to foster a positive climate for learning, which supports the continued development of our students' social and emotional wellbeing we:

- Strengthened and adapted the school-wide approach to digital learning and policies regarding digital access and devices. We ensured that all our families had access to a device during remote learning.
- Build staff capability to integrate digital learning into their classroom practice.
- The use of Seesaw and Edmodo as a digital portfolio platform where students can share work with their parents
- Used digital channels of communication to provide regular updates on weekly student learning programs (Seesaw/Webex)
- Created opportunities for more regular meetings using digital technologies between parents/carers and teachers (Webex)

In 2021, despite there being many interruptions to the year, GIPS continued to address these goals. Our Attitudes to School Data would indicate that our students are engaged and motivated to learn. It also shows that our students feel safe and have strong connections to the school and their peers.

Achievement

Glen Iris Primary School continues to be recognised as a high performing school as evidenced by the Victorian Curriculum and NAPLAN results. An investment in teacher Professional Learning, the focus on the Education Department's Framework for Improving Student Outcomes (FISO) model and the continued development of PLCs has had a positive impact on student outcomes.

The 2021, NAPLAN data indicates that the school is performing well above the State median. Our NAPLAN data in Year 3 and Year 5 shows our students, in Reading and Numeracy, (our 2021 school goals), compare favourably against similar schools. Our 2021 NAPLAN Reading data shows 80% of Year 3 students (77% for similar schools) and our 75% of Year 5 students, (63% for similar schools) were in the top two bands.

In 2021, 73% of Year 3 students were in the top two bands in Numeracy, compared with 68% for similar schools. In 2021, 54% of Year 5 students were in the top two bands in Numeracy, compared with 33% in similar schools.

Monitoring and responding to student's mental health and wellbeing was a particular focus during Remote and flexible learning. Connectedness can be defined as a sense of belonging to a community, a feeling that you matter, that your contributions are valued and others care about you. 84% of our students from Grade 4 to Grade 6 have a sense of connectedness to GIPS, well above the state average and similar school average.

Strengthening and embedding the connection with parents/carers developed during Remote and Flexible learning was important. 80% of our parents/carers felt engaged in our school community, according to the Parent opinion survey,

Engagement

Our stimulating learning programs cater for the individual needs of all students. Our average number of absence days, 6% shows we are above Similar School comparisons, that being 10%. 89% of students from Grade 4 - Grade 6 felt the program was differentiated to cater for their needs, as opposed to 83% in similar schools. The classroom and specialist teachers provide a wide range of teaching and learning opportunities. Teachers encourage students to become responsible for their learning, providing regular feedback and opportunities for independent decision-making. Student Voice and Agency was a focus for our staff in 2021.

We offered a variety of curriculum challenges, inspiration programs, support programs, extension programs and optional extra-curricular activities for students. These included our Prep to Year 6 camping program, a variety of House Sports carnivals, Tournament of the Minds, Maths Olympiad, Inspire program, Maths extensions and support, reading intervention, PMP, Kidshope, Buddy programs and Kinder buddies. Music tuition was provided by external tutors in guitar, piano, drums and singing. Students were also able to access out of school hour lessons in tennis, soccer, coding, Taekwondo and dance. This extensive array of enrichment and extra curricula programs ensure all students are exposed to a range of learning activities and environments.

Parent education sessions including Year Level Information, Cyber Safety, Restorative Practice, Camps, Classroom Helpers, Reading at Home support and the Resilience Project were well attended in 2021 and continue to strengthen relationships between school and home.

Wellbeing

At Glen Iris Primary School, we endeavour to provide a supportive and engaging learning environment for our students. The Students Attitudes to School data shows that a high percentage of our students responded positively on Sense of Connectedness and Management of Bullying. We take an active approach to student wellbeing and management with a range of programs on offer that target student self-esteem and resilience: The Resilience Program; Respectful Relationships; Buddy Program; Life Education and Anti Bullying practices build lasting friendships and harmonious peer relationships.

In Term 1, all students participated in "Launch", our program to induct students into their new classes. Students worked with their teacher and classmates to learn more about what helps us be successful learners.

In 2021, connections to local pre-schools was strengthened through information sessions run by a staff member about how to prepare your child for primary school and Story-Time afternoons were conducted in Term 2.

Our Prep Transition program, "Take Off", continued to be highly successful for our students and positively received by parents. It prepares our youngest students for their first term of schooling. Our Prep program embraces play based learning providing hands-on creative learning through play experiences for the children allowing them to use their imagination, build on prior learning, solve problems and develop interpersonal attributes, independence and responsibility in a warm and familiar environment.

The Prep/Year 6 Buddy program also contributes to developing the social confidence of both the Prep and Year 6 students. The Student Action Leadership Program (SALT) for students in Year 5 & 6 highlights Glen Iris Primary School leadership, personal responsibility and student choice leading to students becoming confident and adaptable to meet new challenges.

Results from the Student Attitudes to Schooling survey indicate high levels of student safety and connectedness to school, peers and teachers. We continue to develop student wellbeing through the 'The Resilience Project' incorporating the eight topics of Social and Emotional Learning of the Resilience, Rights and Respectful Relationships (RRRR). This whole school approach will continue to help students learn to focus on gratitude, mindfulness, empathy, problem solving, stress management and emotional literacy.

Finance performance and position

Glen Iris Primary School's commitment to financial controls, planning and management has enabled the school to operate and end the 2021 school year in a sound financial position. This has enabled the school to meet the current

and future needs of all students providing an enriching, nurturing environment, which promotes personal growth and academic achievement. In 2021, our students benefited from various support programs offered at Glen Iris Primary School which included, Covid 19 student welfare programs, well-being programs, reading intervention, Literacy and Numeracy tutoring & support, speech therapy and occupational therapy. In line with the School Strategic Plan, the school has developed a 5-year financial plan to achieve its goals. A successful sporting program was only enriched with 3 successful Sporting Schools grants received totaling \$ 10,200. This enabled the school to offer an enriched sporting program offering Tennis, Gymnastics and Hockey coaching as well as the purchase of sporting equipment. The GIPS community, with an active Parents' Association and supported by the staff & students, in unprecedented and difficult times due to Covid 19, saw a successful fundraising & community inclusive program raise over \$ 5,000 in 2021. Parents also continued their support via their voluntary contributions to the Building Fund \$ 28,000 and the ICT/Library Fund \$ 48,000. Effective financial planning & management has allowed the school in 2021 to upgrade iPads and the purchase a further 3 Promethean Panels to replace older existing IWBs in classrooms. Continual improvement and maintenance of the school buildings, facilities and grounds including the completion of the exterior painting of the school, conversion of school lighting to LED lights, the upgrade of the school's camera & security surveillance system, upgrade of school's PA system and additional school signage also occurred in 2021 ensuring a safe and comfortable environment for our students, staff and parents. We thank the whole GIPS community for their continued support in 2021 and look forward to a successful 2022.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 405 students were enrolled at this school in 2021, 180 female and 225 male.

10 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).

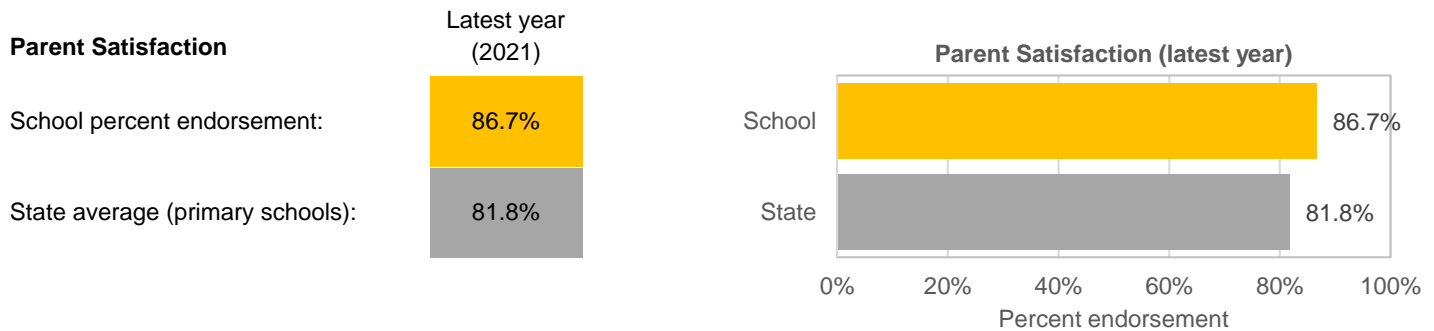
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

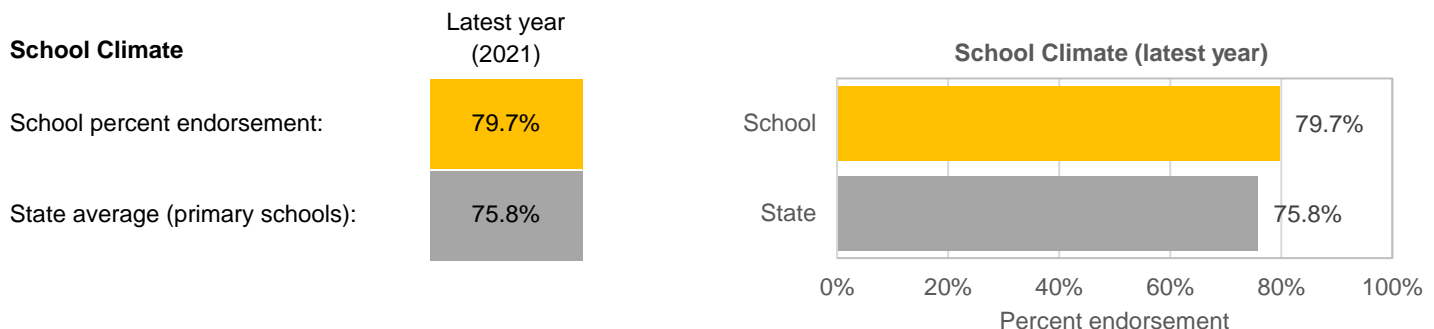


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

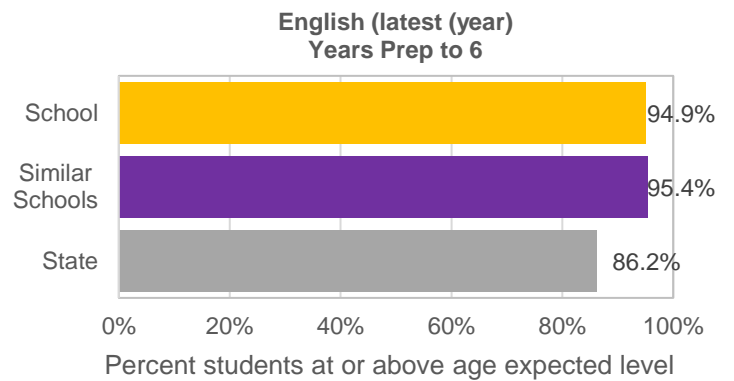
94.9%

Similar Schools average:

95.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

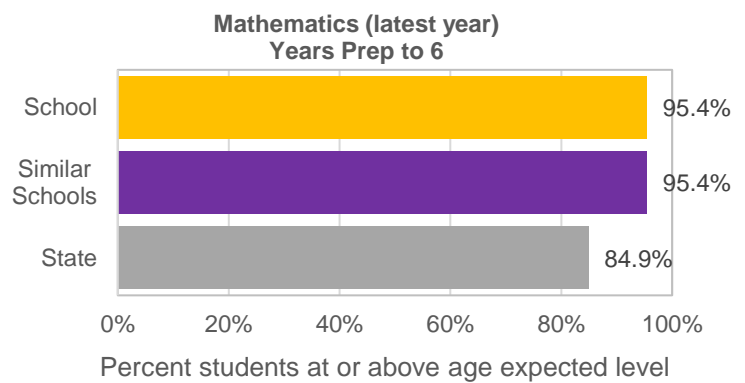
95.4%

Similar Schools average:

95.4%

State average:

84.9%



ACHIEVEMENT (continued)

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

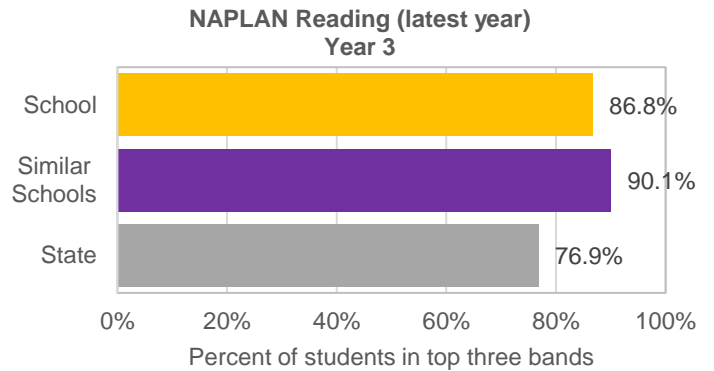
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

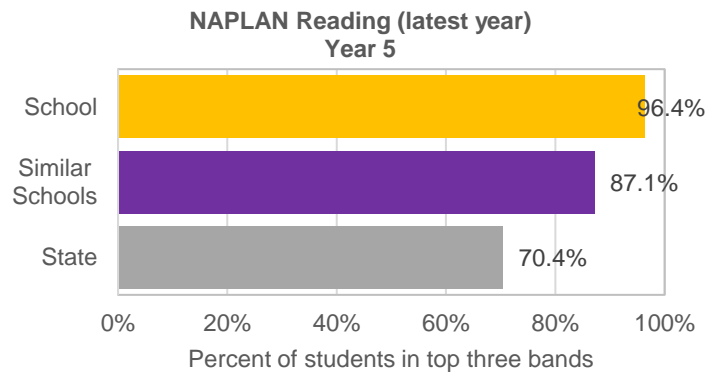
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.8%	91.0%
Similar Schools average:	90.1%	89.8%
State average:	76.9%	76.5%



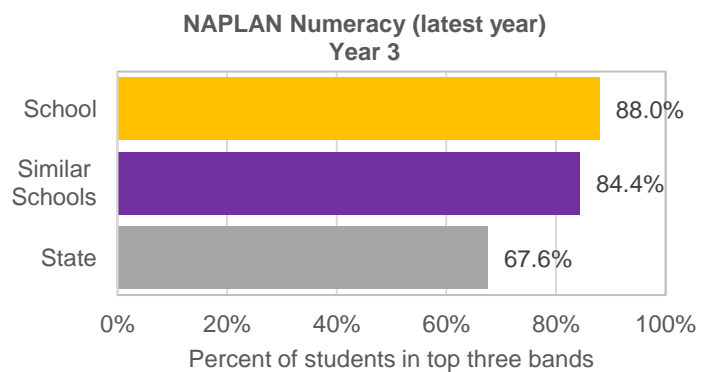
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	96.4%	87.9%
Similar Schools average:	87.1%	84.8%
State average:	70.4%	67.7%



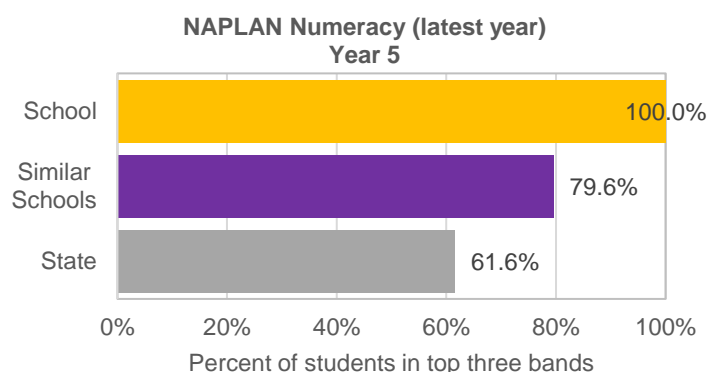
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.0%	89.9%
Similar Schools average:	84.4%	85.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	88.5%
Similar Schools average:	79.6%	78.8%
State average:	61.6%	60.0%



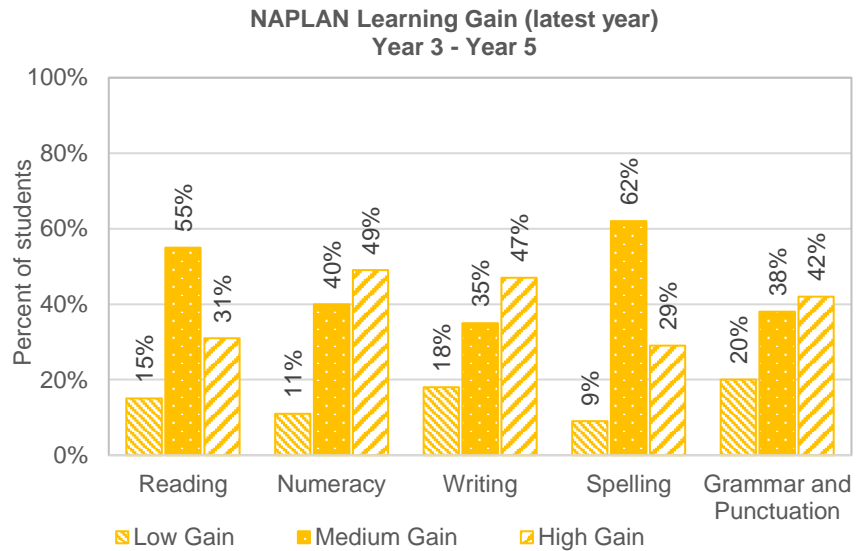
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	15%	55%	31%	29%
Numeracy:	11%	40%	49%	29%
Writing:	18%	35%	47%	30%
Spelling:	9%	62%	29%	28%
Grammar and Punctuation:	20%	38%	42%	27%



ENGAGEMENT

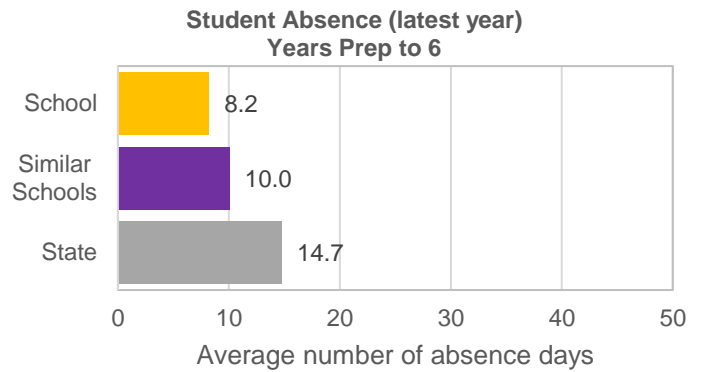
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.2	9.8
Similar Schools average:	10.0	11.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	96%	97%	95%	97%	96%	95%

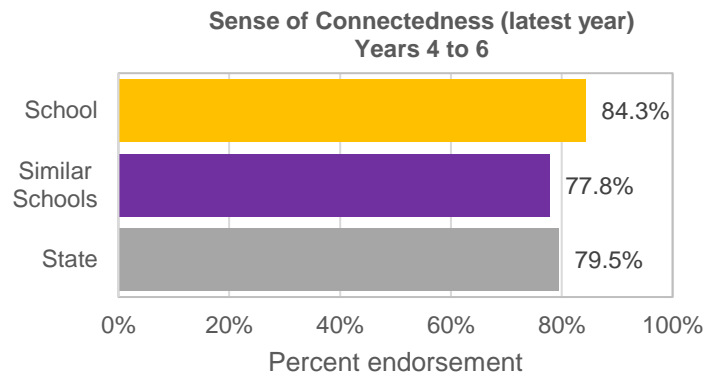
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.3%	81.7%
Similar Schools average:	77.8%	79.3%
State average:	79.5%	80.4%

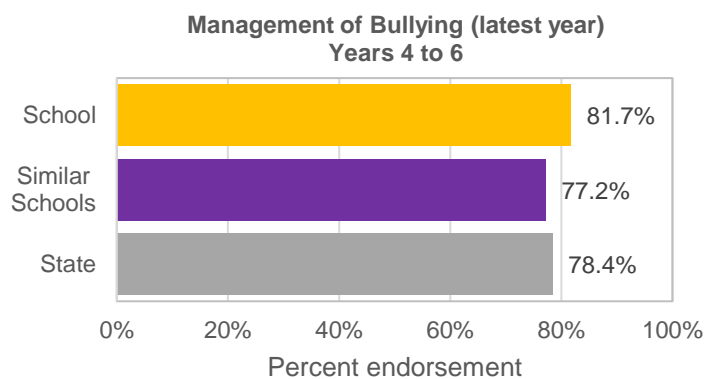


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.7%	82.9%
Similar Schools average:	77.2%	78.9%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,218,945
Government Provided DET Grants	\$218,314
Government Grants Commonwealth	\$0
Government Grants State	\$16,135
Revenue Other	\$13,964
Locally Raised Funds	\$351,916
Capital Grants	\$0
Total Operating Revenue	\$3,819,273

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,298,331
Adjustments	\$0
Books & Publications	\$2,421
Camps/Excursions/Activities	\$106,307
Communication Costs	\$6,449
Consumables	\$71,635
Miscellaneous Expense ³	\$34,685
Professional Development	\$11,528
Equipment/Maintenance/Hire	\$38,319
Property Services	\$80,826
Salaries & Allowances ⁴	\$62,801
Support Services	\$77,833
Trading & Fundraising	\$26,681
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,465
Total Operating Expenditure	\$3,844,282
Net Operating Surplus/-Deficit	(\$25,008)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$321,321
Official Account	\$92,327
Other Accounts	\$85,726
Total Funds Available	\$499,374

Financial Commitments	Actual
Operating Reserve	\$82,568
Other Recurrent Expenditure	\$6,292
Provision Accounts	\$0
Funds Received in Advance	\$64,426
School Based Programs	\$86,742
Beneficiary/Memorial Accounts	\$184,275
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	\$157,640
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$581,942

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.