

2021 Annual Report to The School Community



School Name: Camberwell South Primary School (4170)



- 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 08 April 2022 at 11:55 AM by Natasha Cummins (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 27 April 2022 at 12:01 PM by Amanda Read (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

Camberwell South Primary School is located in the Eastern Metropolitan Melbourne suburb of Glen Iris in the City of Boroondara, 12km east of the Melbourne CBD. Established in 1925, the school has achieved its own unique identity in the local and wider community. In 2021, there were 431 students enrolled, living in the suburbs of Glen Iris and neighbouring Camberwell. The enrolment trend shows a slow decrease since 2015 when student numbers peaked at 508.

The school services a high socio-economic community, and in doing so, attracts a high expectation for student learning performance. We also have a consistent number of student enrolments with a background other than English with 41 in 2021.

The school is situated on a relatively large site and includes three playground areas, three basketball courts, three artificial turf areas and a large bitumen area known as Oak Tree Alley. Our central meeting point, Clark Square was newly renovated and re-turfed in 2019. The grounds and facilities are neat, well maintained and provide a variety of spaces for both active and passive play.

Our school consists of one heritage listed building, and permanent classroom structures that provide spaces for all aspects of the school's operations. The Barry Humphries Hall allows for a range of extracurricular activities and an additional space for Before and After School Care Programs. The heritage listed Charles Goode Building provides school office spaces for administration and leadership, and a newly renovated Resource Centre including the Library and STEM room. The Dorothy Laver Building comprises 14 classrooms with breakout spaces, withdrawal rooms and the Art room. As part of the Building Education Revolution the school was provided with 7 classrooms, a large communal breakout space, a Theatre, small kitchen and disability amenities.

The current Acting Principal has been in the role since the beginning of Term 2, 2021. She is supported by one Assistant Principal, two Learning Specialists (Literacy and Assessment & Reporting), a Numeracy Leader, a High Ability Practice Leader and a Wellbeing Leader who comprise the School Improvement Team. Additionally, there is a team of 29 Teaching Staff, one Business Manager, one Administrative Assistant, one Community Liaison Lead, a First Aid Nurse, three Integration Aides, and one Library Assistant.

All classroom teachers work in Professional Learning Communities with 100 minutes of common planning time. This time is used to analyse student data and collaboratively plan to students' point of need. PLCs are allocated four planning days throughout the year to prepare for the term to come. We provide a differentiated curriculum based on the Victorian Curriculum ensuring adequate coverage throughout the school year with a major focus on literacy and numeracy. Common assessment tasks and benchmarking tools are used from Prep-Year 6 to ensure consistency and the ability to track whole school data and growth. Additional Curriculum areas are covered through Challenge Based Learning and Inquiry Units each term with accompanying excursions, incursions and camps.

The school wellbeing program is grounded in our value statement "At CSPPS we value community members who strive to be learners and leaders". Our eight attributes of Learners and Leaders are: Respect, Pride, Empathy, Gratitude, Open-mindedness, Curiosity, Resilience and Innovation. These attributes are explored through Circle Time activities, and embedded through the use of The Resilience Project and Respectful Relationships Curriculum.

We are committed to the provision of high quality education including a variety of specialised programs which run each term from Prep-Year 6. These include: Art, Music, French, PE and STEM-Media Arts as well as weekly Library classes run by classroom teachers and supported by a library assistant. The school has also engaged an external provider Born to Soar to engage and extend our gifted and talented students from Prep - Year 6. A passionate group of parents have worked alongside staff to create a Chicken and Garden Project, which engages students in gardening, cooking and care of animals.

Framework for Improving Student Outcomes (FISO)

To improve teachers' understanding and use of the PLC Inquiry Cycle to monitor progress of all learners in reading, writing and numeracy.

We continued to use the PLC Inquiry Cycle throughout Remote Learning. Teachers collected work samples during the online lessons, analysed the samples and then shared these with team members. We also monitored the progress of reading and conducted running record assessments virtually, using video conferencing. Teachers continued to follow the whole school ongoing reporting schedule whilst remote teaching, providing regular feedback to parents via online learning tasks. From this we were able to link back to the Victorian Curriculum and set targets for the next stage of learning. Teachers were given PLC planning time in the timetable to meet remotely and plan units of work.

The Tutor Learning Initiative program continued to run with the shift to remote learning, with TLI groups being held via video conferencing. Formative and summative assessments conducted with students on the TLI program highlighted that all students showed a minimum of 6months growth over the year, even with lockdowns.

To build teacher capacity to teach writing effectively following a whole school instructional model and assessment process that best caters for individual student needs.

During the first semester, staff engaged in professional learning via external consultants Danny Hyndman (Writing) and David Vinegrad (Wellbeing - Circle Time Activities and Restorative Practices) alongside ongoing internal professional development opportunities.

Danny Hyndman built teacher capacity in writing through working with the Literacy Learning specialist and individual teachers when teaching writing lessons, ensuring that the instructional model was followed, 6+1 traits were utilised and strategies such as mentor texts and gradual release of responsibility were utilised.

To develop teacher knowledge of the Respectful Relationships Curriculum and use this to build a stronger understanding of diversity, safety and sense of inclusion across the school.

In order to support the wellbeing of our school community, staff continued to access resources provided by our Respectful Relationships Community of Practice. In 2021, Camberwell South Primary School successfully applied to be a Lead Respectful Relationships School and led professional development sessions for their network schools. Staff engaged in professional learning that was lead by the Wellbeing Leader, to develop their understanding of the RR curriculum and ability to use it in their classrooms. Termly Wellbeing scope and sequences were explored.

To develop a parent-school partnership that has student learning and wellbeing at the centre of all decision making. School Council and the wider school community were consulted with and engaged in the development of the Remote Learning structure and process. Feedback was sought from the Parent Class Representatives on how they felt the program was moving. The school was able to maintain a strong sense of community during the Remote Learning period through the use of online assemblies, social media and regular communication from the Principal. To continue to forge strong positive connections remotely teachers ran Wellbeing Wednesday activities and CSPS Cooks on Fridays. Regular opportunities to strengthen home-school partnerships were run remotely including Parent/Teacher Meet and Greets, Year level information sessions, Parent Teacher Interviews, Student Discos and the CSPS Trivia Night. Held onsite, were a number of community events including: the Welcome Picnic, Year 6 Graduation, The Walkathon, and Assembly.

Achievement

The 2021 school year continued to provided a unique set of challenges, including periods of Remote Learning and strict COVID regulations when onsite.

94% of students recorded scores of 'at' or 'above' the expected level in Writing from Prep - Year 6 and 97% of students recorded scores of 'at' or 'above' for Reading. This trend continued in Mathematics with 97% of students performing 'at' or 'above' the expected level. These results can be attributed to the strong participation across the community in the Remote Learning program.

There were a number of challenges associated with Remote Learning during 2021, and the unpredictable changes from week to week. To give the students the best chance of continuing their strong progress we implemented the

following:

- We had a very successful implementation of the classroom Instructional Model in an online environment
- We included live specialists lessons weekly for all students, these had previously been pre-recorded
- We continued to have high expectations and provided feedback and support to students who weren't able to complete daily tasks
- Teachers were allocated time to meet in their PLC teams to analyse student learning data and plan according to that data collected
- Teachers were able to provide feedback on student work and set goals for future learning
- Teachers continued our ongoing assessment and reporting timelines to communicate student progress to families
- Our Tutor Learning Program continued to run remotely
- We continued to monitor the work of students on Individual Learning Plans (ILPs) and held termly student support group meetings
- We implemented Wellbeing Wednesday activities to promote positive social connections within student cohorts
- We embedded authentic learning opportunities during Friday's CSPA Cooks activities.

Engagement

Our student attendance rating was above those of similar schools. 96% of our students had less than 9.5 days of absenteeism during 2021. This demonstrates the high level of student engagement at CSPA and the value placed on education within our community.

Remote Learning 2.0

- We continued to run our successful 3 x 1 hour live lessons daily during Remote Learning. During 2021, we added live 30 minute specialist classes in the afternoon, live rehearsals for our whole school production, live reading support for Prep students and 1 hour of live Tutoring for those students in the TLI program.
- To further engage students in school life we ran pre-recorded Assemblies every week and a live school Disco.
- We introduced 'Wellbeing Wednesday's' to facilitate social connection with peers from other classes.
- We introduced 'CSPA Cooks Friday' where the whole school cooked the same recipe at the end of the week, allowing students to undertake authentic, real-world learning in their homes

Return to Onsite Learning - Term 4

- To support our community to return to onsite learning, the Principal emailed families regularly and outlined processes for school pick-up and drop-off as well as hosting a WebEx meeting for parents to ask questions relating to Return to School.
- Staggered drop-off and pick-up procedures were implemented as per COVID protocols, with staff placed on the school gates each morning and afternoon to support students to safely return to class as families were not permitted onsite.
- We ran a number of incursions and camps for Year 4, and Year 5 & 6 students.
- We adjusted our Year 6 Graduation and held it outside with families able to attend.

Wellbeing

During Remote Learning students completed the Attitudes to School Survey. Our students rated us higher than Similar, Network and State schools for every outcome indicator.

Our data demonstrated a Sense of Connectedness to school of 82%. This is 4% higher than similar schools.

During both rounds of Remote Learning, CSPA continued to run our Social and Emotional Learning program, utilising the Resilience Project Student Journal, the Respectful Relationships curriculum and our CSPA Learner and Leader Attributes scope and sequence.

We continued the 'CSPS Wellbeing Check-In' daily so that teachers could easily identify students who needed extra support. Teachers followed up with a phone call to families where needed, and at times, engaged further support via the Assistant Principal and Principal.

The Principal Team provided ongoing support to the community through email, phone and video conferencing throughout the pandemic.

The Principal worked closely with our Health & Wellbeing Key Contact (HWKC) to track student wellbeing and to ensure appropriate supports were in place for our students and their families. Our school psychologist from OnPsych continued to offer online sessions.

The Assistant Principal supported students, teachers and families through facilitating online Individual Education Plan and Student Support Group meetings.

School Council prepared a video to thank teachers for their amazing work during Remote Learning which gave teachers a much needed wellbeing boost.

Student connections both within and outside their class were fostered through:

- implementing Wellbeing Wednesday activities to promote positive social connections within student cohorts. This also allowed teachers to team-teach classes, assisting in their own wellbeing as they were able to work more closely with their colleagues
- embedding authentic learning opportunities during Friday's CSPS Cooks activities

Return to Onsite Learning - Term 4

- Students continued the Wellbeing Check-In daily, so that teachers could identify students requiring extra support. All classes focused on activities that promoted social development both inside the classroom and in the playground.
- Staff continued to run our Social and Emotional Learning program, utilising the Resilience Project Student Journal, the Respectful Relationships curriculum and our CSPS Learner and Leader Attributes scope and sequence.

Finance performance and position

The school continued to maintain a healthy cash and credit surplus during the 2021 school year.

We took advantage of Remote Learning and painted the Charles Goode Building. We also upgraded the student toilets, built a fence around the Chicken Garden, installed shade sails over the Senior Playground and installed Learner and Leader decals in all buildings.

The school began financially planning for the redevelopment of both the Junior and Senior Playgrounds and a new school fence.

School Council revised their agreement with Team Kids so that they could continue to coordinate the before and after care and holiday programs. We also signed a new one year agreement with Saba's Canteen to provide service to the school in 2020/21.

The school finished the year in a strong financial position, allowing School Council to continue planning the redevelopment of the Junior and Senior play areas.

For more detailed information regarding our school please visit our website at
<https://www.cambsth.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.

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 448 students were enrolled at this school in 2021, 214 female and 234 male.

14 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).

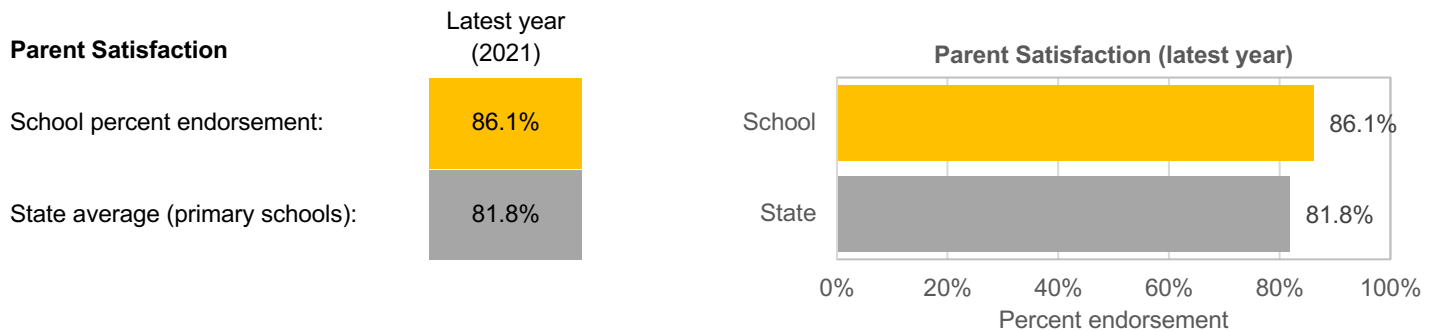
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

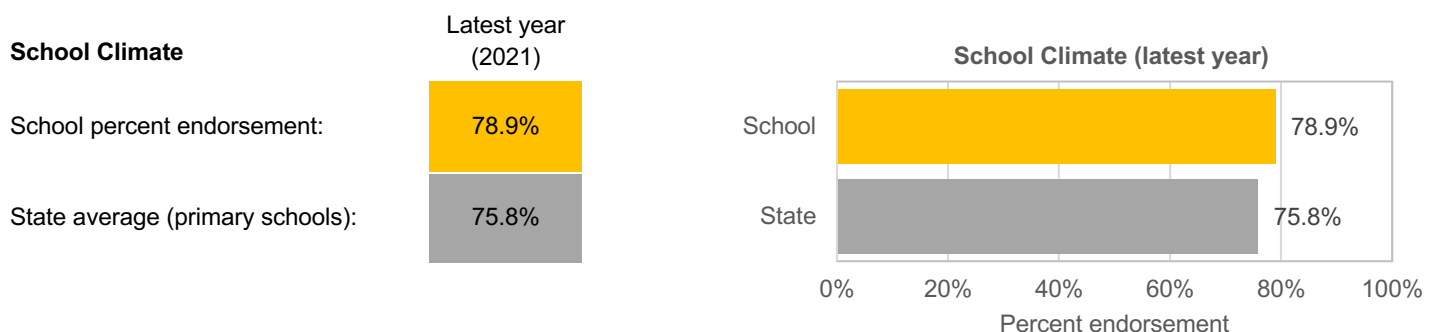


School Staff Survey

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:

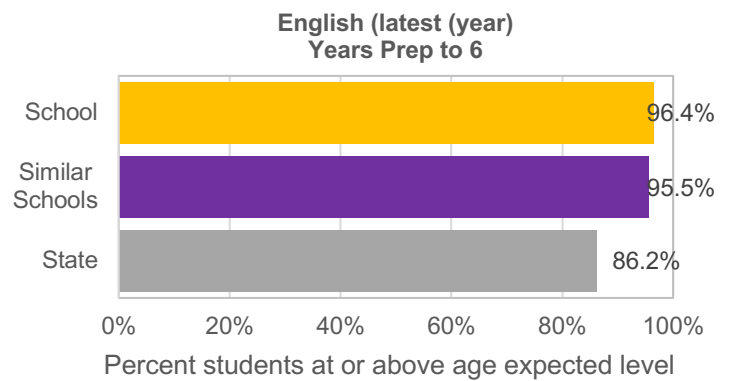
96.4%

Similar Schools average:

95.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

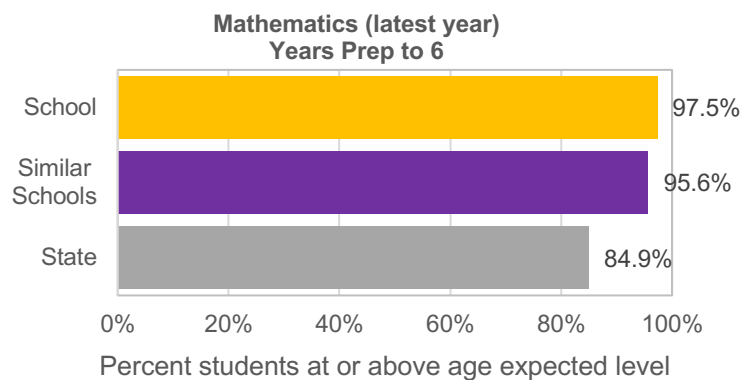
97.5%

Similar Schools average:

95.6%

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.

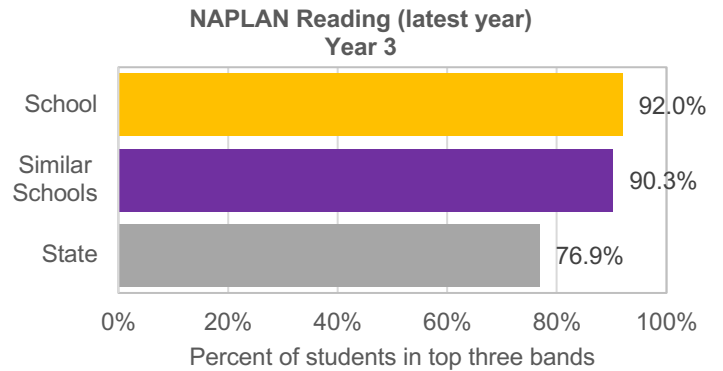
NAPLAN

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.

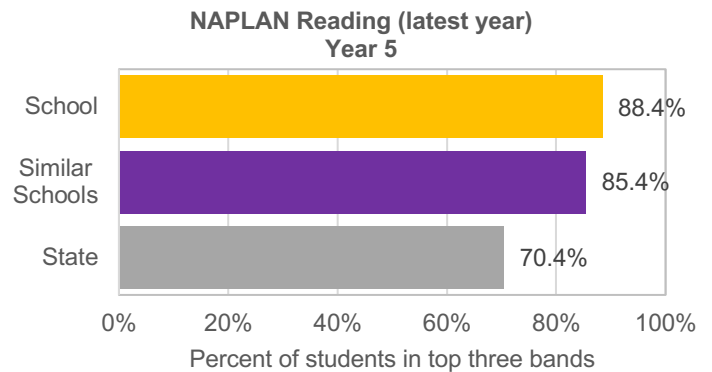
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.0%	93.4%
Similar Schools average:	90.3%	89.6%
State average:	76.9%	76.5%



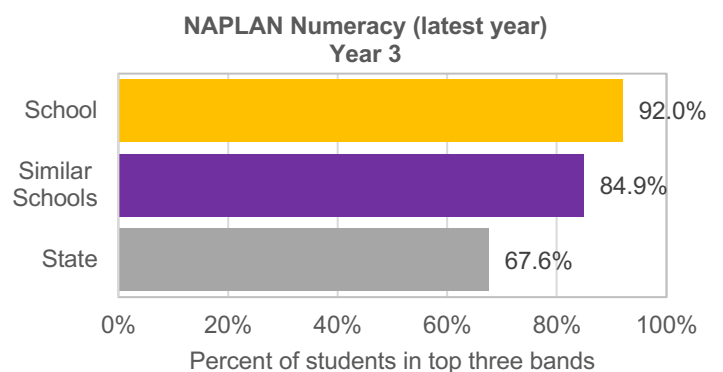
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.4%	81.5%
Similar Schools average:	85.4%	84.0%
State average:	70.4%	67.7%



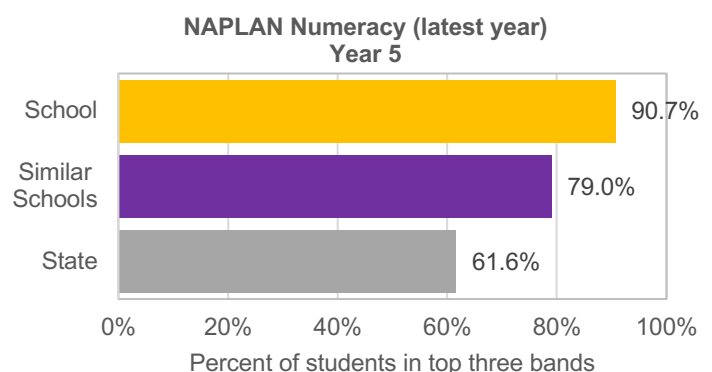
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.0%	92.0%
Similar Schools average:	84.9%	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:	90.7%	81.0%
Similar Schools average:	79.0%	78.2%
State average:	61.6%	60.0%



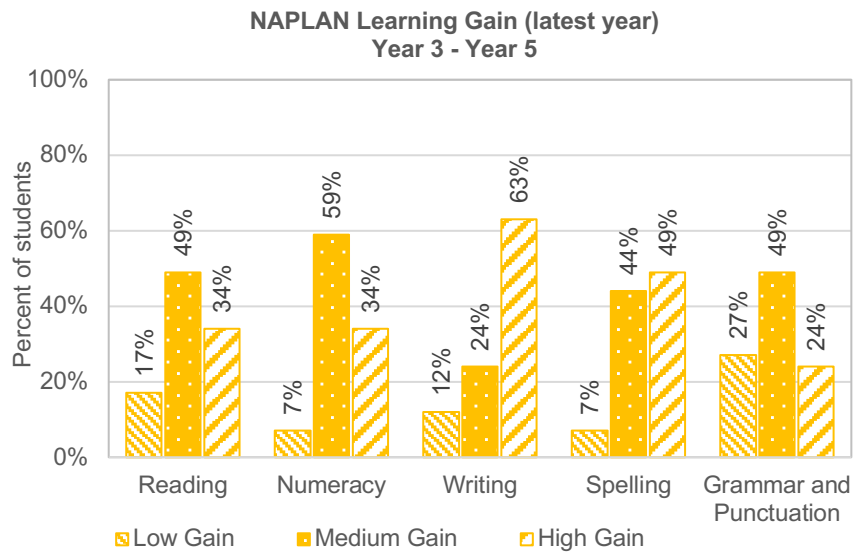
ACHIEVEMENT (continued)

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:	17%	49%	34%	28%
Numeracy:	7%	59%	34%	28%
Writing:	12%	24%	63%	31%
Spelling:	7%	44%	49%	29%
Grammar and Punctuation:	27%	49%	24%	27%



ENGAGEMENT

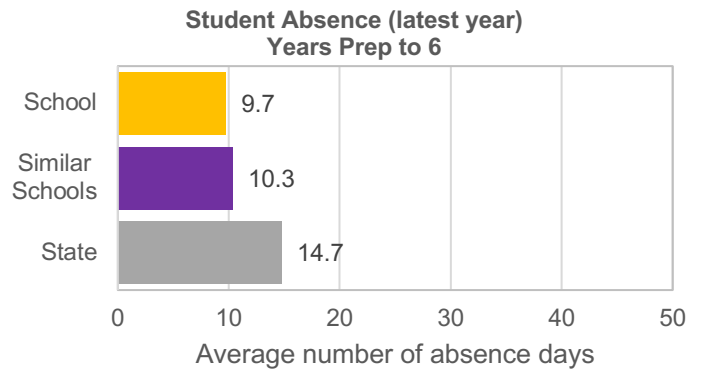
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.7	11.0
Similar Schools average:	10.3	11.8
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):	95%	95%	94%	95%	96%	93%	96%

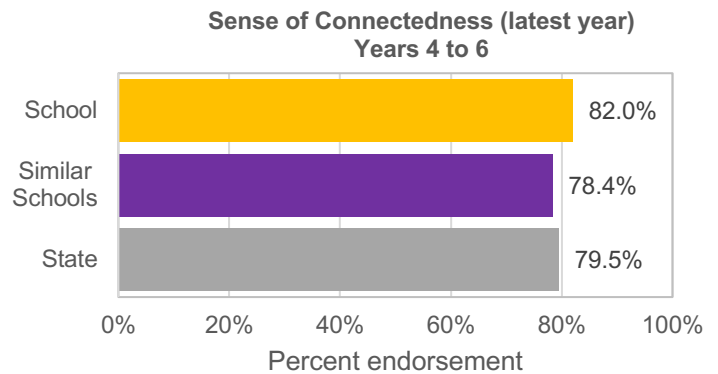
WELLBEING

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:	82.0%	84.4%
Similar Schools average:	78.4%	79.4%
State average:	79.5%	80.4%

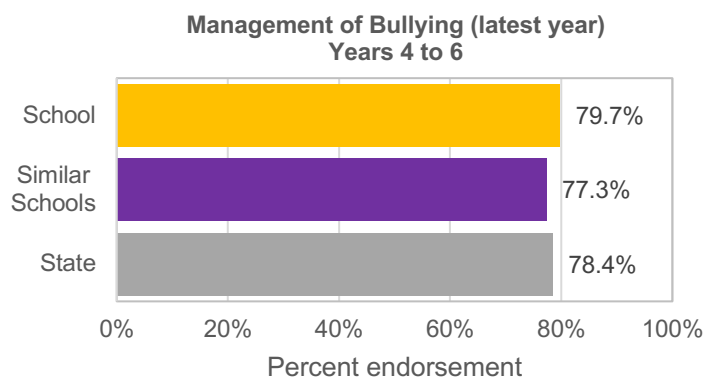


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.7%	83.0%
Similar Schools average:	77.3%	78.2%
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	\$3,748,288
Government Provided DET Grants	\$407,824
Government Grants Commonwealth	\$27,987
Government Grants State	\$0
Revenue Other	\$5,825
Locally Raised Funds	\$777,670
Capital Grants	\$0
Total Operating Revenue	\$4,967,595

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	\$3,653,092
Adjustments	\$0
Books & Publications	\$11,151
Camps/Excursions/Activities	\$163,568
Communication Costs	\$19,012
Consumables	\$121,900
Miscellaneous Expense ³	\$27,438
Professional Development	\$25,945
Equipment/Maintenance/Hire	\$116,297
Property Services	\$166,196
Salaries & Allowances ⁴	\$249,405
Support Services	\$23,668
Trading & Fundraising	\$86,389
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,915
Total Operating Expenditure	\$4,703,978
Net Operating Surplus/-Deficit	\$263,617
Asset Acquisitions	\$18,585

- (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	\$379,302
Official Account	\$196,583
Other Accounts	\$61,661
Total Funds Available	\$637,545

Financial Commitments	Actual
Operating Reserve	\$149,874
Other Recurrent Expenditure	\$3,156
Provision Accounts	\$0
Funds Received in Advance	\$5,073
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$140,000
Maintenance - Buildings/Grounds < 12 months	\$113,565
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$571,669

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.