

2020 Annual Report to The School Community



School Name: Cranbourne South Primary School (4755)



- 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 2020 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 01 April 2021 at 04:50 PM by Monique Corcoran (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 April 2021 at 02:35 PM by Jodi PRICE (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Cranbourne South Primary School's (CSPS) mission is to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. Our vision is to provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The four values of Positivity, Persistence, Pride and Passion are the cornerstone of CSPS.

CSPS opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. CSPS projected enrolment for 2021 is 330.

In 2021, CSPS is undergoing a significant Capital Works project (\$5.9 million) which will provide a purpose built, new facility (on Browns Road) including specialist STEM and Arts spaces, kitchen, wellbeing, administration, first aid, new toilet amenities, upgrade of the staff carpark and notable landscaping across the school. These works will be completed by mid 2022.

The dedicated staff of CSPS comprises of 2 Principal Class, 2 Learning Specialists, 20 teaching staff, 11 Education Support Staff, 1 Business Manager, 2 Office staff, 1 part time First Aid/OHS/Emergency Management leader and 1 Welfare Officer (0.6).

At CSPS, we pride ourselves on distributive leadership; represented by a strong commitment by the School Improvement Team (SIT). Teams are based on a Professional Learning model, where data and point of need teaching, learning and wellbeing are the key focus.

The school structure is predominantly a singular class model, consisting of 15 classes, divided into Junior (Foundation – Year 2), Middle (Year 3 & 4) and Senior School (Year 5 & 6). CSPS focuses on teaching the stage of development, not the age of the child, through use of explicit data sources to identify point of need instruction.

Support approaches and programs focus on literacy and numeracy development from the perspectives of early intervention, extension and growth.

The specialist programs are a highlight of motivation and engagement. The three key specialist programs open the doors to further critical thinking and discovery for students within The Arts, Health/Physical Education and Environmental Science (new 2021 program).

Extra curriculum opportunities are varied, including camps, excursions and in-school activities, swimming and water safety programs, lunchtime clubs, Perceptual Motor Program, intra/interschool sports, school concert, music and instrumentation (through uLearn music) and school/community Empowerment Projects.

CSPS predominately utilises the Google platform for communication and collaboration, with additional Apple technology availability. The Digi Tech program is overseen by classroom teachers; expanded through the introduction of commercial panels/screens in all learning spaces.

The Student Wellbeing program is extensive in the daily implementation of strategies and programs that support student mental wellness and welfare. CSPS continues to implement the SWPBS (School Wide Positive Behaviour Support) framework, in aspiration of full accreditation by 2022.

Student voice, agency and leadership continues to develop strongly, evidenced with the Year 6 leadership program, School Community Captains (SSC), SET (Sustainability & Environment Team), JSC (Junior School Council) and isea icare dolphin ambassadors.

CSPS prides itself on community engagement and connection, highlighted by the Parents and Friends Association who are crucial in fundraising and bonding the community together.

On site, Camp Australia provides a before/after school care program. In addition, a local bus is available for students who access the Aussie Kinders before/after school care program.

Framework for Improving Student Outcomes (FISO)

2020 (COVID 19) was a unique year in relation to teaching and learning. The platform of which educational experiences were delivered took upon a different lens. CSPS ensured that families were continually consulted, through surveys and 'pulse check' mechanisms, to ensure the whole child and their individual circumstances were understood and valued.

With this in mind, CSPS developed the Remote Learning program with a gradual release of learning which ensured that students and families were supported with online lessons that included explicit instructions, to a blended approach of both virtual and live lessons.

Remote and Flexible Learning provided value time for:

- * staff professional development
- * development of an agreed understanding and consistent Instructional Model
- * strengthened implementation of the Gradual Release of Responsibility when planning and implementing online lessons
- * teachers to focus on the Engage component of the e5 pedagogical model with students within lessons
- * targeted feedback on recorded lessons in Professional Learning Teams (PLT)

CSPS delivery on the AIP priority goals of writing and whole school spelling was varied due to some of the constraints of Remote Learning.

The growth of the Synthetic Phonics (spelling) program within the Junior School was significant. A notable highlight was the provision of explicit coaching between the Learning Support leader and staff. Recorded lessons for students were presented daily and reviewed by staff at Professional Learning Team (PLT) meetings.

The Whole School approach to Mathematics remained a strong focus for 2020, evidenced by:

- * Professional Development and coaching provided by a Mathematics Consultant - Michael Minas (<https://www.lovemaths.me>).
- * Professional Practice Days were maximised on where 60% of teachers in Term 3 focused on mathematics
- * increasing teacher understandings through webinars and online presentations
- * implementation of Maths Quest tasks (open ended inquiry) to build mathematical curiosity and use of more rigorous vocabulary

Our commitment to the Frameworks for Improving School Outcomes (FISO) remained focused throughout 2020 with particular attention to:

- * strengthening the PLT use of assessment and data to inform planning
- * reviewing and evaluating the CSPS assessment schedule to ensure that data collected was current, relevant and consistent across the school
- * a strong line of sight to the school's goals and targets

Achievement

During Remote Learning, staff were able to utilise online resources and platforms to deliver differentiated programs for students. The presentation of these programs progressed throughout Remote Learning to a mixture of prerecorded and live learning sessions. Seesaw and GoogleMeets were the two technological platforms selected by CSPS due to the natural connection to mechanisms already in place in the school.

CSPS continued to set high expectations per student achievement and growth. By building teacher capacity, student academic progress was evident through the commitment to the following:

- * training and renewed commitment to the Professional Learning Communities DET initiative
- * using new assessment programs and strategies to target student learning needs, such as Essential Assessments and Top Ten Resources one on one assessments
- * focusing on the development of teacher data literacy through targeted professional development
- * developing a Mathematics Scope and Sequence and assessment 'pacing guide' for Foundation - Year 6

All students in the Program for Students with a Disability (PSD), Out of Home Care, Koorie and areas of 'vulnerability' showed progress at satisfactory levels as demonstrated in their agreed upon Individual Educational Plans.

In 2021, the CSPS student Achievement Action Plan will focus on Learning, catchup and extension in the areas of: Reading

- * 75% of students working below in Foundation to Year 1 will demonstrate 12 months or more learning growth through the implementation of Synthetic Phonics and targeted small group sessions
- * 50% of students identified in Year 2-5 as not achieving 12 months growth in 2021 will obtain 18 months growth through targeted differentiated teaching and small group intervention

Writing

- * 50% students deemed at working above in Writing, regardless of starting point, will demonstrate 12 months or more of learning growth in Writing through the implementation of VCOP program and targeted genre coverage

Mathematics

- * 50% students deemed at working above in Number and Algebra will demonstrate 12 months or more learning growth, through the analysis of data and differentiation of open problem solving

Engagement

During Remote Learning, CSPS prided itself on engaging and reengaging students and parents for a multitude of levels. This was evidenced by:

- * modifying learning tasks to address student individual needs
- * regular phone calls to parents regarding support and guidance
- * timetabled GoogleMeets with whole class, small groups and individuals to raise connection and enjoyment eg. morning greetings, online show and tell, virtual morning teas and Fun Friday activities
- * Art and Physical Education 'care packages' for families
- * staff entertainment videos and guessing competitions eg. bear project
- * delivery of congratulatory gifts relating to engagement eg. ANZAC day biscuits, colouring sets and footballs
- * implementation of a whole school rewards system for positive acknowledgments

Onsite Learning took upon a strong engagement focus, including:

- * modified attendance plans for students to address their individual needs
- * implementation of cooperative learning activities
- * regular on site access to CSPS social welfare personnel

When returning to onsite learning, CSPS implemented reengagement strategies such as:

- * welcome back gifts for students, parents and community
- * 'fun return to school' experiences eg. welcome back bubble blowing
- * timetable alteration of three breaks of 30 minutes
- * gradual reintroduction to the school program with shorter lessons

In 2021, the CSPS student Engagement Action Plan will focus on:

- * accessing school student data to plan and implement targeted teaching eg. development of a whole school Social and Emotional Learning (SEL) yearly planner
- * embedding a whole school consistent approach to student positive acknowledgements
- * reengaging students in the Specialists programs

- * strengthening stronger relationships with the school community through community events
- * developing a greater understanding of cultural diversity in our local community

Wellbeing

During Remote Learning, CSPA prided itself on a strong and consistent focus on student, staff and family wellbeing. CSPA ensured that the most important element during the unprecedented times of COVID was wellbeing. This was evidenced through:

- * regular videos by the Principal to the students and the community
- * access by all key stakeholders to the CSPA Social Worker to address areas of concern and offer support and advice
- * implementation of gratitude journals
- * regular meetings with the Student Wellbeing team to form Action Plans in offering support to students and parents
- * implementation of a phone conversation guide for staff to use when conversing with parents regarding student welfare and academics
- * student tracking to ensure all students, including those more vulnerable, were understood and supported
- * iNewsletter articles and Compass posts including articles, strategies and tips for parents during COVID
- * 'Wellbeing Wednesday' activities for a release of academic focus and increase of engagement and wellbeing activities
- * building relationships with the students through Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) lessons

When returning to onsite learning, CSPA focused on resetting the climate activities with all stakeholders including teaching strategies and SWPBS lessons focusing on the importance of wellbeing.

In 2021, the CSPA student Wellbeing Action Plan will focus on:

- * more regular data gathering from students and staff through surveys to address areas of need
- * increased teacher capacity in implementation of the SWPBS essential elements
- * leading professional development with a specific focus on Major and Minor Behaviours
- * implementation of the Respectful Relationships program with fidelity

Financial performance and position

Cranbourne South Primary School has continued to allocate resources in line with the Strategic Plan and AIP to enable the achievement of the schools goals and priorities.

A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Proper accounts and records are kept and internal controls monitored. Financial commitments are met within expected timelines and the school operated as planned within its budget.

During 2020, CSPA took part in a School Council Financial Assurance (SCFG) audit where minor elements of improvement were identified.

The Finance Sub Committee and School Council continued to meet during Remote Learning (online) to ensure a firm hold on the financial position, including monthly reports and the distribution of the Finance reports to facilitate the monitoring of the school's finances.

School Funds and Equity Funding has provided the school with some options in regard to staffing and resources to enhance student learning and meeting AIP priorities. Funds were directed in the following ways:

- * Literacy Support leader in the area of early intervention in reading, spelling and phonics
- * Professional Learning to support FISO priorities, with a particular focus on Mathematics (see Achievement)
- * Reallocation of school funds relating to 'onsite' to 'online' learning eg. photocopying budget redirected to subscription to Seesaw Schools

Targeted DET initiatives

- * Primary Welfare program consisted on 3 days a week social worker to support student mental health and wellbeing

- * Due to COVID, the Swimming in Schools finance line item was rolled over to 2021
- * Provision was provided for Respectful Relationships Professional Development to support the Wellbeing program
- * The Equipment Boost Grant of \$16K to support students with disabilities focused on the provision of furniture, fittings and additional services.
- * Koorie Literacy and Numeracy Program implementation ie. tutoring, took part for some students virtually in Term 3, and then onsite in Term 4.
- * The Primary Welfare program was supported by the National School Chaplaincy program (NSCP); focusing on supporting the emotional wellbeing of students through the provision of care services and strategies. Unfortunately CSPS was not successful in this invaluable funding continuing in 2021.
- * Finances relating to the Student Excellence Program were rolled over to 2021 and will contribute to the Student Excellence 2021 Action Plan.

Note: CSPS was fortunate to receive financial support from the Sporting Schools (SS) Grants. In strong consultation with SS, CSPS purchased sporting equipment to support the return of students from Remote Learning.

Buildings and Grounds

- * Buildings and Ground maintenance and facilities upgrades were financially supported with the inclusion of the DET Maintenance Blitz
- * Stage 1 of carpet and painting in alignment with the DET Conditions Assessment Report (CAR)
- * Installation of blinds in all windows significantly affected by sunlight factors, to further classroom temperature control
- * Upgrade of CSPA running track and playground soft fall to ensure safety of all users (inside and outside of school hours)
- * CSPA received a \$25793 Bushfire At Risk grant. CSPA focused on arborist works, indigenous garden components and vegetation
- * CSPA received a \$3880 shade sail grant, for implementation in 2021
- * Due to COVID the installation of a nature playground (sponsored by Cranbourne Rotary) was postponed. Such will be a focus in early 2021.
- * Capital Works planning progressed in 2020, with inevitable delays due to COVID. Demolition and construction will commence Term 1, 2021.

Fundraising from the CSPA Parent and Friends Association (PFA) slowed down during 2020, with a resurgence planned in 2021.

For more detailed information regarding our school please visit our website at
<http://cranbournesouth.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 339 students were enrolled at this school in 2020, 173 female and 166 male.

4 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

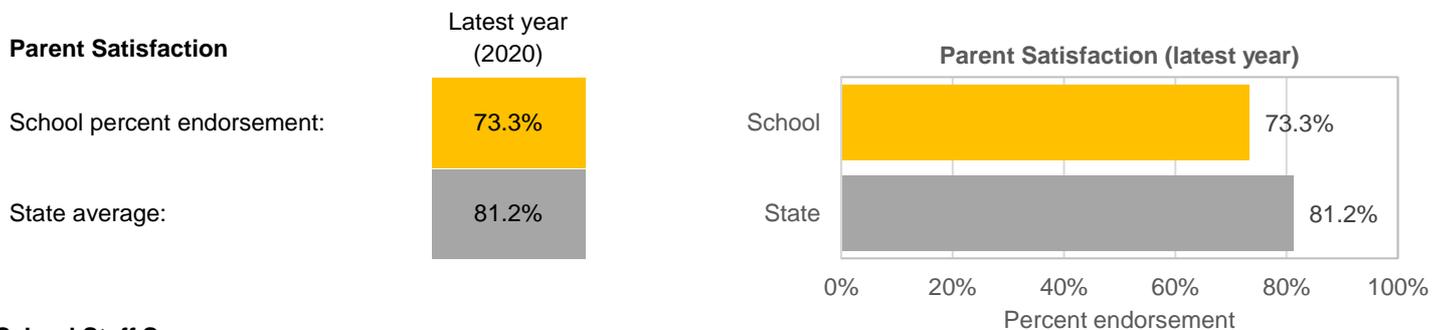
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

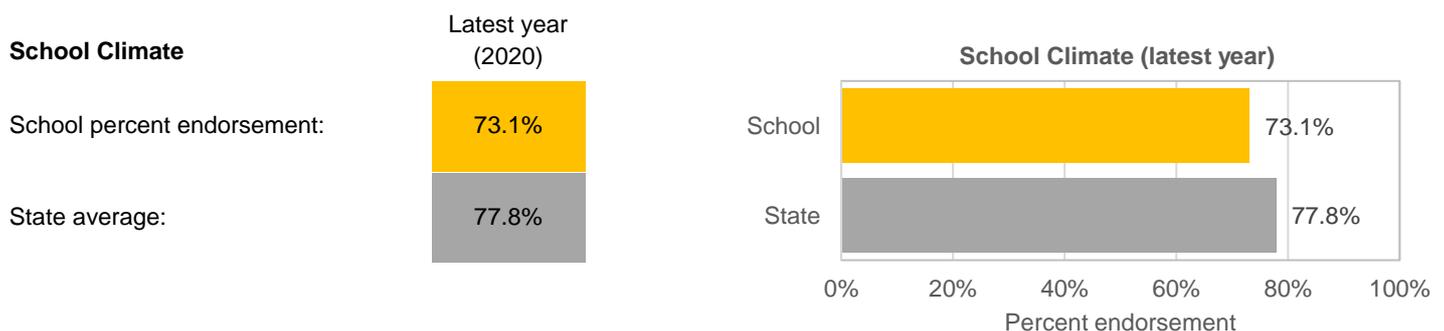


School Staff Survey

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

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

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



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
(2020)

School percent of students at or above age expected standards:

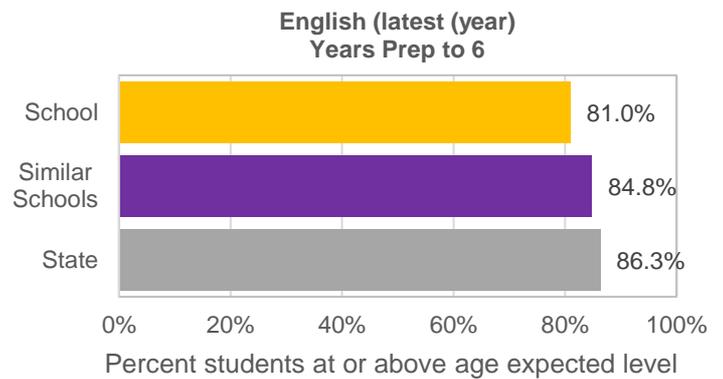
81.0%

Similar Schools average:

84.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

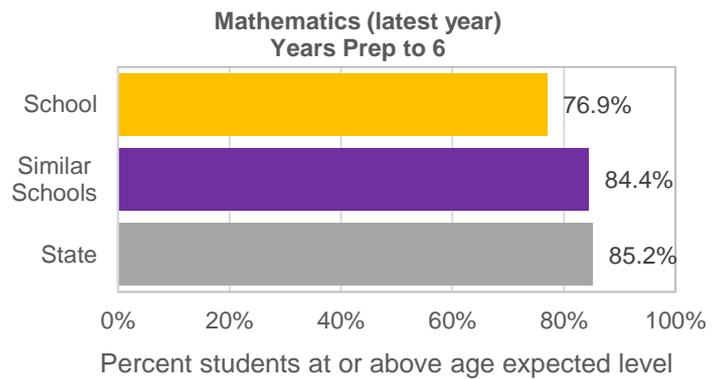
76.9%

Similar Schools average:

84.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

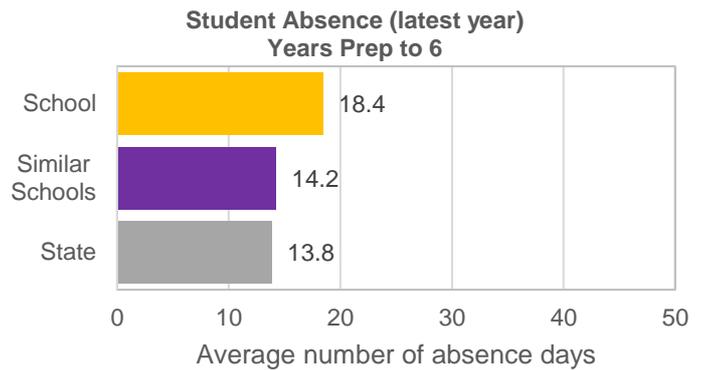
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.4	17.3
Similar Schools average:	14.2	15.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	89%	91%	88%	91%	88%

WELLBEING

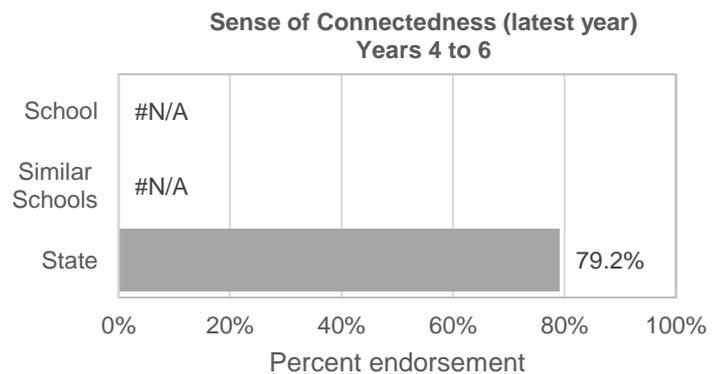
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.3%
Similar Schools average:	NDP	77.9%
State average:	79.2%	81.0%



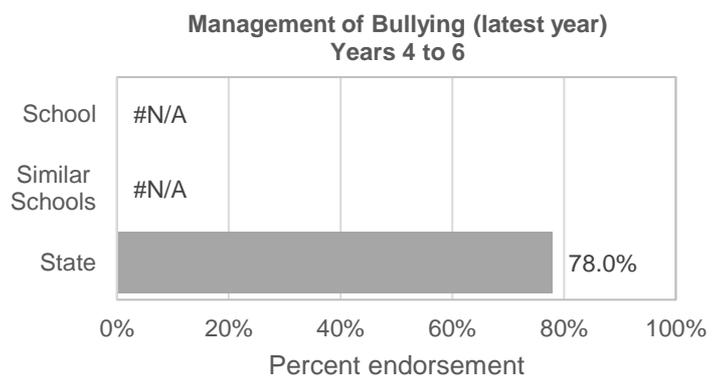
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.0%
Similar Schools average:	NDP	78.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,142,350
Government Provided DET Grants	\$408,838
Government Grants Commonwealth	\$11,926
Government Grants State	NDA
Revenue Other	\$2,921
Locally Raised Funds	\$102,924
Capital Grants	NDA
Total Operating Revenue	\$3,668,959

Equity ¹	Actual
Equity (Social Disadvantage)	\$73,934
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$73,934

Expenditure	Actual
Student Resource Package ²	\$3,230,612
Adjustments	NDA
Books & Publications	\$3,901
Camps/Excursions/Activities	\$3,014
Communication Costs	\$6,717
Consumables	\$64,572
Miscellaneous Expense ³	\$11,588
Professional Development	\$15,911
Equipment/Maintenance/Hire	\$50,865
Property Services	\$79,211
Salaries & Allowances ⁴	\$2,276
Support Services	\$98,175
Trading & Fundraising	\$24,339
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$28
Utilities	\$27,711
Total Operating Expenditure	\$3,618,921
Net Operating Surplus/-Deficit	\$50,038
Asset Acquisitions	\$59,989

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$198,106
Official Account	\$6,102
Other Accounts	NDA
Total Funds Available	\$204,209

Financial Commitments	Actual
Operating Reserve	\$54,933
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$57,684
School Based Programs	\$55,836
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$17,459
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$18,300
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$204,212

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.