

2022 Annual Report to the School Community

School Name: Seaford Primary School (3835)



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

Attested on 22 March 2023 at 12:52 PM by Michael Browne (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 March 2023 at 09:49 AM by Travis McNamara (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Seaford Primary School is a school that values community and aims to achieve excellence, nurture individuality, understand and challenge every child. Our School Values are Respect, Responsibility, Resilience and Acceptance.

The school is host to the Special Assistance Unit (Language) which supports students with a diagnosed Language Disorder. The majority of these students come from outside our neighborhood zone but are enrolled as full time students at the school.

Seaford Primary School is the original school in the Seaford area having been established in 1914, sitting between the bay and wetlands. In 2022 Seaford Primary School operated in two sub schools of 4 classes each, comprising one Foundation class one Foundation/Yr 1 class, 2 year 1/2 classes in the Early Learning Centre, and 2 year 3/4 classes, a year 4/5 class and a year 6 class in the Senior Learning Centre. Staff comprised 1 Principal Class, 11.8 teachers and 11.92 equivalent full time Education Support Staff. 2022 enrolment was 174 students - 65 females and 89 males. We had 5 students identified as Koorie. We develop positive self esteem, a desire to learn and an ability to work as part of a team. A strong basis for the development of Literacy and Numeracy is provided with daily attention to emotional, social and physical development. Seaford Primary believes that if there is a consistent, high impact, whole school approach to teaching and learning which acknowledges high expectations of learning growth for all students, then student outcomes will be maximised. Specialist programs include Physical Education, Visual Arts, STEAM and Indonesian. In 2022 we had 12 students funded under the Program for Students with a Disability. In 2022, the school was included in the first roll out of the Disabilities and Inclusion program with funds being allocated to the school to provide tier 2 intervention programs and the opportunity to develop profiles for students considered to be eligible for tier 3 funding. 10 students were identified and profiles were created with all funding applications being successful. The school engages students in their learning with extra curricula activities such as guitar and keyboard lessons; Sporting Schools Programs; concert; breakfast club and lunchtime clubs. Staff were well supported in professional development. Emphasis for 2022 was on embedding the new instructional model in numeracy (Launch Explore, Summarise), and the introduction of Talk4Writing in years F-2. The Leader In Me has continued to underpin our engagement and wellbeing program along with The Zones of Regulation which was reintroduced in 2022 as a result of students returning to school full time post pandemic.

Progress towards strategic goals, student outcomes and student engagement

Learning

Analysing data has continued to be a focus in Professional Learning Community (PLC) meetings with planning focusing on improving student learning outcomes. Each PLC, of which the school has two (teachers working in F-2 and teachers working in 3-6), has at its core an Inquiry Cycle. These cycles of improvement are monitored closely. Literacy and numeracy skills are developed through programs such as CAFE Reading and VOICES and a more structured mathematics block incorporating the Launch Explore Summarise instructional model. In 2022 the Talk4Writing program was introduced into the junior school (F-2). Professional Development was provided to all staff to support the implementation of these programs and incorporated the use of internal expertise, school visits and engagement of external consultants. Teacher judgement results include all of our PSD funded students and our Language Unit students. All PSD and D&I (Program For Students with Disabilities, and Disabilities and Inclusion) students and those deemed at risk showed progress at satisfactory or above in achieving their individual goals based on the final SSG's (Student Support Group Meetings) in term 4. According to teacher judgement, our 2022 results in English and Maths indicate wide variations in student achievement from those at the lower end compared to peers achieving at the higher levels in each year level with the gaps widening as students progress through the primary years. This provides greater demands on teachers to ensure that each child is catered for at their point of need. However, the vast majority of students are rated as "at or above" age expected levels in both English and Mathematics and it is important to note that all students, including those students funded under PSD and D&I as well as those attending the Language Unit are included in our data. Whilst a small number of year 3 and 5 students were withdrawn from NAPLAN in 2022 on the request of parents, in year 3, our students outperformed Similar Schools and Network schools in each of Reading, Writing, Spelling and Numeracy and were at or above State Average in each of these areas. It is clear from the data that we need to continue to focus in the area of Grammar and Punctuation. In year 5, our results were not as high with few students achieving in the top 2 bands. The majority of our children were achieving in the middle two bands which is expected but we have a belief that with additional support in 2023, some of these students would be capable of working at a higher level. To support teachers each classroom teacher was provided a two hour block of planning time whilst classes were at specialist lessons with their teaching partner at the same year level having the same two hour block. This allowed for greater levels of collaboration in planning a differentiated classroom program.

During 2022 it was deemed that staff were too reliant on summative assessment to inform their judgment of student achievement and not enough on formative assessment, so much work was done to assist teachers develop greater levels of understanding and proficiency in using formative assessment as well as student's own self assessment in making their judgments of achievement for the reporting to parent process and for recording teacher judgements on CASES21

The Tutor Learning Initiative has also been of a great benefit to small groups of students and individual students included in the program. With our maths specialists providing tutoring in numeracy, our designated TLI staff member was able to focus on both reading and writing. Our Speech Pathologist, who runs the Language Unit, continues to oversee the Speech Therapy Assistance Program and in 2022 continued to implement a Phonological Awareness Program for students at risk with poor phonemic awareness. Trained Education Support Staff provide this small group or individual tier 2 intervention program. A Literacy Learning Specialist position was created with this staff member being released one day per week to provide support to classroom teachers through modelling, observing, providing feedback, planning and assessment.

Wellbeing

The school continued to provide a range of supports to students throughout 2022 to ensure that their well being continued to be our highest priority. Overall, both the Student Attitudes to School Survey (ATOS) and the Parent Opinion Survey were extremely positive in 2022 which is a great reflection on the work our staff did during the return to school from remote and flexible learning. In the ATOS, Life Skills rated at 78% positive, significantly higher than like schools, network schools and state data. 86% of our students responded positively to the questions related to sense of connectedness. The parent opinion survey recorded a 91% positive response to student connectedness, also much higher than state, network and like schools.

Student Well being at Seaford Primary School is supported through the Leader In Me Program, The Resilience Project, Respectful Relationships and the work of the Primary Welfare Officer working with the more vulnerable students and their families. Outside agencies were often consulted to advise on best support options and strategies that the school could put in place. The Disabilities and Inclusion Program increased opportunities for some students to be monitored more closely in terms of their well being and to put in additional supports as needed. SeeSaw has continued as a means to communicate with parents and students and is well used especially by our new Foundation classes. WebEx meetings continue to be an option for parent teacher meetings, staff meetings for absent staff, professional development sessions, and school council has continued via zoom or webex - all positive results of COVID, but as the year progressed more face to face interaction became possible. We have a belief that strong communication links with parents creates greater connectedness and that when parents are connected to school, their children will be as well. Well being continues to be a strength of Seaford Primary School.

Engagement

2022 was the first year post pandemic where the students were able to attend without lockdowns and remote learning, and this brought its own challenges, particularly with student mental health and redeveloping positive relationships with peers and teachers. Generally, our staff and students demonstrated incredible resilience, used the 7 Habits of Highly Effective People, continued to smile, checked in on their team members regularly and made classroom learning as engaging and fun as possible. Most students settled back to the routines of school extremely well and completed some excellent work. However a small number struggled and this often led to irregular attendance or in a small number of cases non-attendance for lengthy periods of time. In 2022 we had 48% of students who were absent for in excess of 20 days and when compared to pre covid years is much higher than expected. As a result the school has created a Student Attendance Policy which will be fully implemented in 2023 with the expectation that attendance rates will improve dramatically. Those students who continued to demonstrate behaviours that indicated disengagement were constantly followed up via our welfare team and classroom teachers.

The school was determined to reintroduce all of the activities that had to be missed due to the pandemic and we had a full camping program, interschool sports program, swimming program, LEAP program and our annual concert went ahead after missing 2 years. Increased levels of communication with our parents through Compass and Seesaw led to parents also re engaging positively with school life.

Learner Agency continued to be an AIP focus and was monitored with regular student check ins and whole staff discussions around the data. Our students are regularly provided with opportunities to have student voice in decision making and our focus in 2022 for our student Lighthouse Leaders was 'Service to Others'. The school holds the belief that Learner Agency, or Student Voice, is a powerful tool to ensure student engagement.

Other highlights from the school year

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In 2022 the Minor Capital Works program was completed. The school had been provided with \$495,000 worth of funding and this project was managed by the VSBA. The project allowed for a new junior play precinct to be developed incorporating a junior playground undercover play area, artificial turf, out door seating and some additional landscaping. The schools basketball court was resurfaced and two new Basketball/Netball towers were installed and provision made for volleyball.

The school had successfully applied for funding for \$25,000 for each of two campuses and as a result three shade sail areas were created.

Financial performance

In 2022, through its SRP the school operated with a surplus of \$57,889 and this has been confirmed through the Reconciliation process. The surplus has come about largely through the increase in student numbers without the need to create an additional classroom as well as Tier 2 Disabilities and Inclusion Funding (D&I), which has also been spent on additional support programs using existing school resources and staffing. All funding through the year came either through the school's SRP or via local fundraising including voluntary contributions. Voluntary Contributions provided the school with a total of \$10245 and fundraising, \$16102

Tier 3 D&I Funding enabled the employment of additional Education Support Staff and the allocation of a co-ordinator for this program from within existing staffing. All expenditure was within the budgets as allocated by School Council in both the school's administration budget and the school's curriculum budget. The majority of the budgets had unexpended funds at the end of 2022 and these funds were returned to general revenue and will be allocated to 2023 budgets.

Programs which supported the school's Annual Implementation Plan were allocated sufficient funds to fully implement them. The CAFÉ Reading program continued to be embedded in practice and in the early part of the year, funds were allocated to provide consultancy from Lyn Watts in both Café Reading and the introduction of VOICES Writing. Junior staff were released to visit an exemplar school in Talk4Writing and Aylee Davidson from Monash University was engaged to work with staff on the implementation of Launch Explore and Summarise.

The school's equity funding, amounting to \$86,104, funded programs to address inequity and disadvantage. These funds were expended on additional classroom supports, Wellbeing Resources, The Leader In Me, the School Support

Fund, maintenance of the speech therapy assistance program and to enable teacher release to provide opportunities for the analysis of data and the provision of teaching and learning programs at the point of need of each child.

At the end of the year, the school had a combined bank balance of \$142,605. Of this it is planned to maintain \$65,000 in school reserves, \$50,000 to be allocated to additional school programs and resources and \$16,368 to additional maintenance of buildings and grounds which are incorporated into 2023 Budgets.

At the end of the 2022 school year, the school remains in a sound financial position.

As we move into 2023, I would like to express my thanks to our four retiring school councillors - Shannon Clayton who came onto council in 2022 but work commitments have made it difficult for him to continue in this role– Emily Higgins who has been on council for the past two years, Steve Marvin, councillor for four years whose assistance and leadership in successful grant applications has been invaluable to the school and to Travis McNamara, school councillor for the past 6 years and president for 5 of these. Travis has done a wonderful job in leading the council, promoting the school and working tirelessly in ensuring that the school governance complied with both legislative and department requirements, and doing this with a great sense of humour.

I would like also to recognise the contribution of all councillors from the 2022 school council and look forward to your continued support in 2023.

For more detailed information regarding our school please visit our website at
www.seafordps.vic.edu.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 175 students were enrolled at this school in 2022, 71 female and 104 male.

3 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).

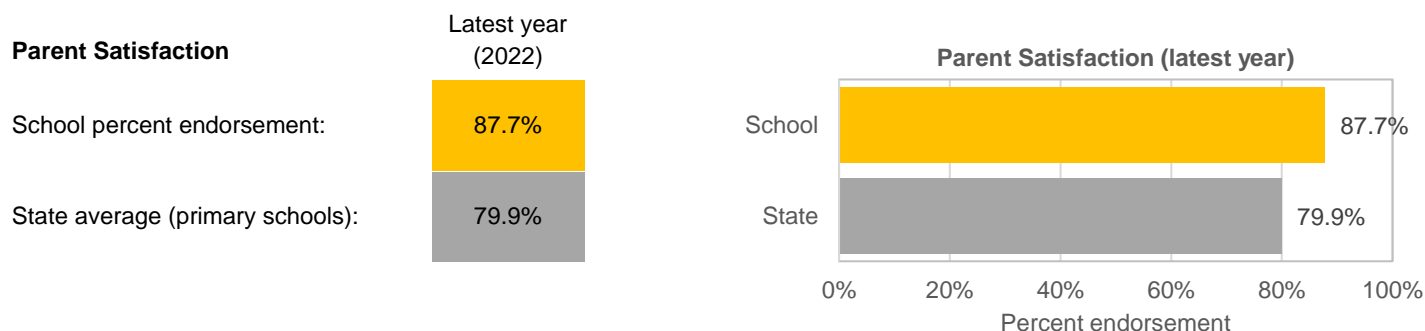
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

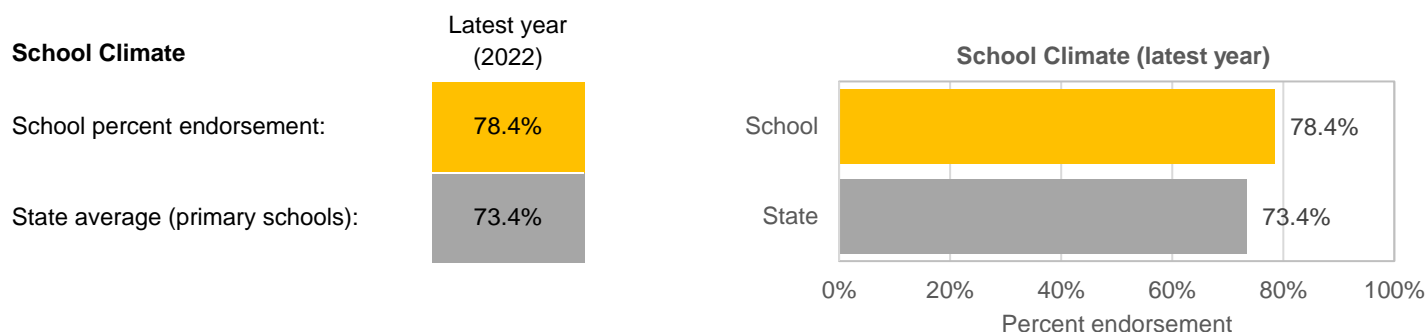


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

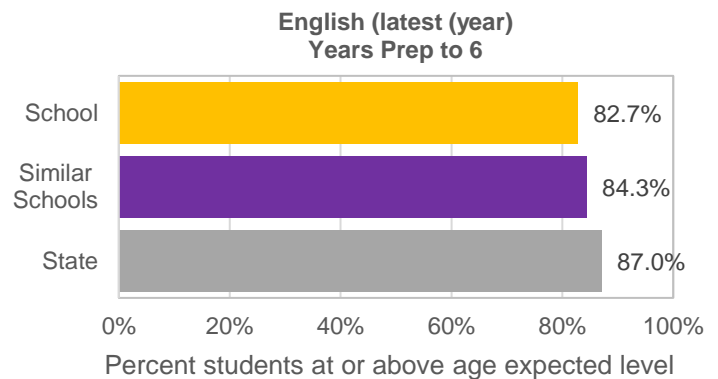
82.7%

Similar Schools average:

84.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

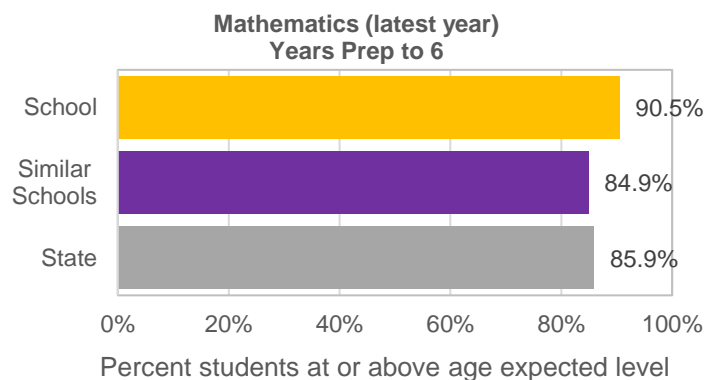
90.5%

Similar Schools average:

84.9%

State average:

85.9%



LEARNING (continued)

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

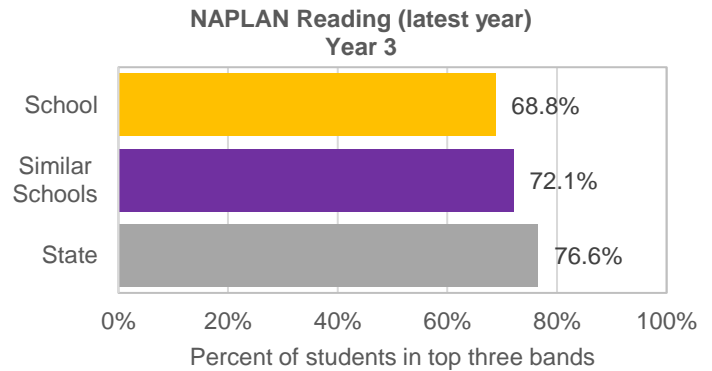
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

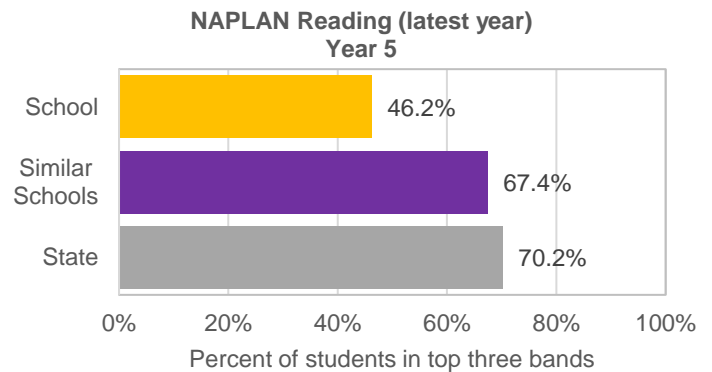
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	66.7%
Similar Schools average:	72.1%	70.8%
State average:	76.6%	76.6%



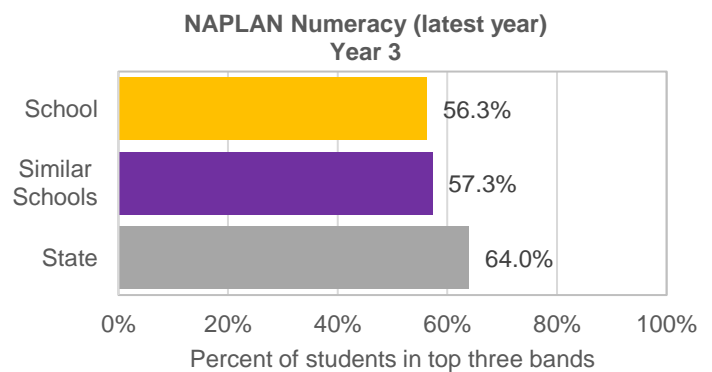
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.2%	55.3%
Similar Schools average:	67.4%	65.7%
State average:	70.2%	69.5%



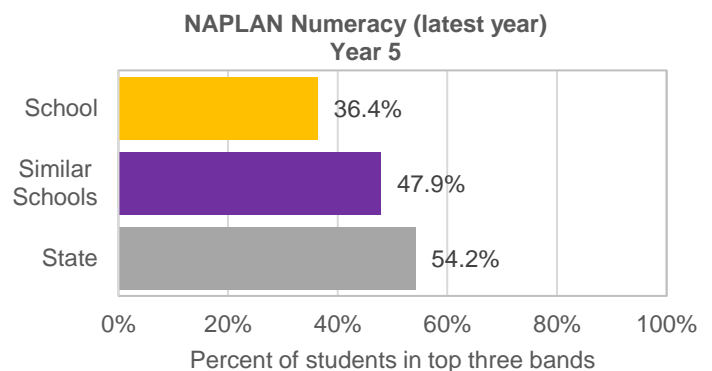
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.3%	70.5%
Similar Schools average:	57.3%	60.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	43.2%
Similar Schools average:	47.9%	51.8%
State average:	54.2%	58.8%



WELLBEING

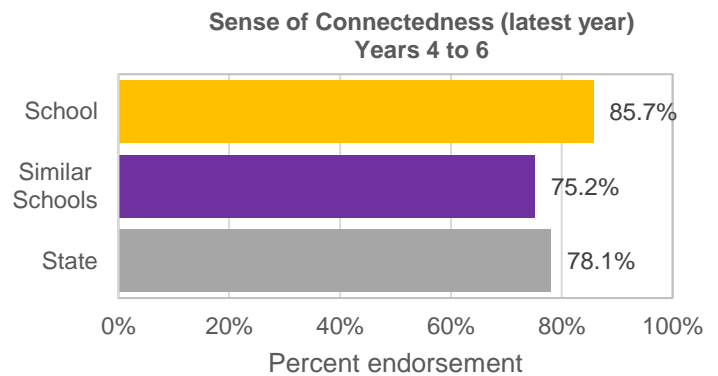
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.7%	86.8%
Similar Schools average:	75.2%	77.5%
State average:	78.1%	79.5%

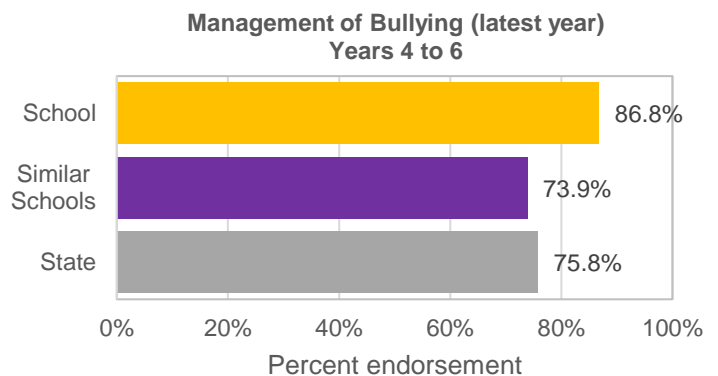


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	86.8%	84.8%
Similar Schools average:	73.9%	77.4%
State average:	75.8%	78.3%



ENGAGEMENT

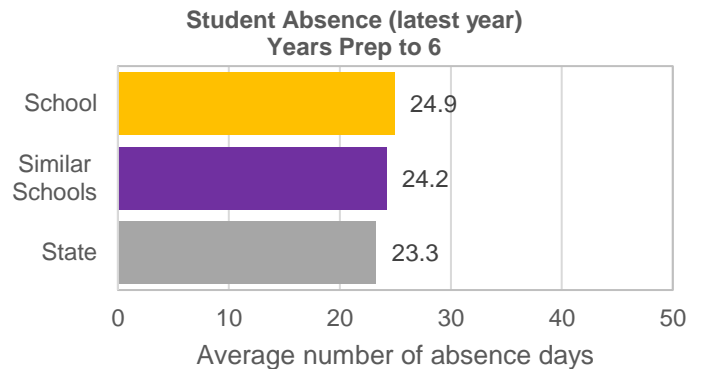
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.9	20.9
Similar Schools average:	24.2	18.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	90%	81%	90%	86%	86%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,469,647
Government Provided DET Grants	\$284,303
Government Grants Commonwealth	\$21,700
Government Grants State	\$37,882
Revenue Other	\$20,615
Locally Raised Funds	\$104,455
Capital Grants	\$0
Total Operating Revenue	\$2,938,602

Equity ¹	Actual
Equity (Social Disadvantage)	\$86,105
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$86,105

Expenditure	Actual
Student Resource Package ²	\$2,418,506
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$73,265
Communication Costs	\$7,201
Consumables	\$60,554
Miscellaneous Expense ³	\$24,707
Professional Development	\$16,225
Equipment/Maintenance/Hire	\$36,982
Property Services	\$131,077
Salaries & Allowances ⁴	\$122,188
Support Services	\$2,960
Trading & Fundraising	\$19,281
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,076
Total Operating Expenditure	\$2,935,021
Net Operating Surplus/-Deficit	\$3,581
Asset Acquisitions	\$27,373

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$139,253
Official Account	\$3,352
Other Accounts	\$0
Total Funds Available	\$142,605

Financial Commitments	Actual
Operating Reserve	\$65,684
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,684
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$131,368

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.