

2020 Annual Report to The School Community



School Name: Hillsmeade Primary School (5482)



- 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 25 April 2021 at 04:18 PM by Jodie Bray (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 28 April 2021 at 09:21 PM by Megan Shields (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

Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. Our motto, 'Growing and Learning Together' is supported by our mission 'to provide a caring, safe, supportive learning environment for children to grow'.

Our school vision states that 'at Hillsmeade Primary School, we aim to continually grow and learn together by supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and cultures and becoming global citizens prepared for the needs and expectations of our ever changing society.' This vision reflects the opportunities and experiences offered at our school and was reflective of our approach to Remote and Flexible Learning throughout 2020.

All 863 children are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their full potential. At Hillsmeade our I RESPECT school values are modelled, encouraged and celebrated. We value integrity, responsibility, enthusiasm, success, persistence, encouragement, courage and team work. We also promote and encourage independence, active participation and leadership within our school and the local community. At Hillsmeade Primary School we have 33% of student with a language background other than English and 1% ATSI (Aboriginal and Torres Strait Islander Students). Students are provided additional enrichment opportunities including: student leadership, incursions, excursions, cross country, access to special extra-curricular events and inter school sports.

Our Early Learning Centre caters for 3 and 4 year old kindergarten children and long day care and has the current independent assessment rating of 'exceeding'. Our Out of School Hours Care program provides further community support for our families and the school has a joint use agreement with the City of Casey for the use of the neighbouring sports grounds. Parent participation on school council, as volunteers and in support of community events is a vital part of school life.

Parent Opinion Survey percent endorsement for 2020 was 81.3%.

This school has 3 Principal class officers, 57 Teaching staff and 25 Education Support staff. Staffing of the ELC is included in this figure.

Framework for Improving Student Outcomes (FISO)

In 2020 Hillsmeade Primary School focused on FISO initiatives in the areas of Excellence in Teaching and Learning: Building Practice Excellence, Positive Climate for Learning: Empowering Students and Building School Pride and Professional Leadership: Strategic Resource Management. In the area of Building Practice Excellence our focus continued to be through the curriculum lense of Writing, with a focus on enhancing staff capacity to assess and moderate student work and analyse data to inform teaching and learning. This collaborative work included: developing and implementing a coaching and mentoring model led by our Learning Specialists to support consistency in the use of our Hillsmeade Instructional model, implementing a school-wide moderation schedule which included moderation in reading, writing and mathematics. This initiative was assessed as Embedding using the FISO continua.

In the area of Positive Climate for Learning: Empowering Students and Building School Pride the school introduced a new timetable, introducing a ten minute home group time each day. We also continued the work around introducing student led conferences in Semester 2. However given the impacts of COVID-19 this action was not able to be completed, however, the professional learning and processes needed have been strengthened for implementation in Semester 2 2021. The impacts of the introduction of a structured home group time across the school has been beneficial. Year levels and classes have innovated in the use of this time to better support student contentedness and collaboration. We also noticed a reduction of impacted teaching time in the area of Reading instruction with this timetable change. Throughout 2020 our staff engaged in professional learning around the benefits and approaches to

using Student Led Conferences. This initiative was assessed as Evolving using the FISO continua.

In the area of Professional Leadership: Strategic Resource Management we implemented an organisational design review of the school through collaboration with our Education Improvement Leader, as well as regular feedback, collaboration and consultation. This included collaboration with Network schools in sharing their organisational design and roles. This collaborative work supported a strengthened role clarity through improved role statements, role expectations and organisational design handbook for Hillsmeade Primary School. This initiative was assessed as Embedding using the FISO continua.

In 2021 the school will continue to focus on DET priority areas around: Curriculum Planning and Assessment: Learning, Catch-up and Extension Priority, Health and Wellbeing: Happy, Active and Healthy Kids Priority and Parents and Carers as Partners: Connected Schools Priority given the impacts of COVID-19 in 2020.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in Years Prep - 6 continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected for some students given the impacts of COVID-19. The school achieved 92.2% of Year Prep - Year 6 students working at or above the expected level in English. This is above both the Similar schools average of 83% and the State average of 86.3%. The school also achieved above state and above similar schools in Mathematics teacher judgment of student achievement with 91.1% of students in Prep - 6 working at or above the expected level when assessed against the Victorian Curriculum.

In 2020 Hillsmeade Primary School continued to prioritise learning growth for all through our on site teaching and learning program and our approach to Remote and Flexible Learning. Hillsmeade Primary School's overall socio-economic profile and the overall proportion of students with English as a second language, our student outcomes from English and Mathematics as reported against the Victorian Curriculum are above similar schools. There has been a continued focus on differentiated curriculum planning and instruction, assessment for data informed practice and through collaborative learner conferences in order to set learning goals across curriculum areas. These approaches continued throughout Remote and Flexible Learning in 2020. Even though working mainly remotely, staff still worked as part of collaborative teams to strategically collect evidence of student learning and engagement to plan purposefully for teaching and learning.

NAPLAN was not conducted in 2020 due to COVID-19.

The school's Annual Implementation Plan for 2020 continued to include significant professional learning, coaching, observations and feedback, particularly in the area of Writing. We continued to strengthen our induction processes, ensuring all new staff to Hillsmeade we supported with a mentor. Additionally, using our 2020 equity funding we prioritised reading intervention of our Prep - Year 2 students at risk in the area of Reading. We also supported our high achieving Year 6 students with an Intervention in Excellence program.

Our Professional Learning Teams continued to work collaboratively, with the guidance of a PLT Leader and support from our Assistant Principal Teaching and Learning to collectively focus on student data to inform practice in support of student learning growth. PLTs provide opportunities for staff to:

- collect and share evidence / data of student learning and engagement and discuss next steps in learning / development, and the high impact instructional strategies that will lead to learning growth.
- analyse and improve practice through collective accountability, commitment to professional learning and reflective practice.
- reflect on teacher effectiveness on the basis of student outcomes, learning growth and data targets.
- collectively focus on student learning at a cohort level.
- engage in ongoing conversations and deep analysis of student learning.
- engage in professional learning using the Spiral of Inquiry.

In 2020 a comprehensive Assessment and Data Tracking Schedule was used to provide teachers with the tools to consistently assess students to support data informed decision making. Assessments such as: running records, Fountas and Pinnell reading assessments, writing moderation, pre and post assessments, learning tasks and student conferences in the areas of reading, writing, mathematics and science. The tracking and monitoring of student data continues to be a focus with tracking documents and data summaries being used across all year levels. Our reading intervention program supported our at risk readers and has shown significant trend data improvement gains in reading outcomes for all students involved.

Our Learning Specialists have continued to support staff in developing their capacity using the High Impact Teaching Strategies (HITS). Our Learning Specialists have supported through modelling, coaching, mentoring, leading professional learning and through their participation as members of the School Improvement Team.

In 2020 teachers were supported with the provision of 4 hours non-face-to-face contact time. Measuring student growth across all year levels continues to be common practice and is shared regularly with our School Improvement Team.

Hillsmeade Primary School continues to ensure that the timetable includes explicit instruction and meets the Victorian Curriculum Assessment Authority (VCAA) recommended time for reading, writing and mathematics. We continue to explicitly teach Science and Mandarin. In 2020 students accessed other specialist programs in: Music, Performing Arts, PE, Media Arts, Digi Tech and PMP.

The impacts of COVID-19 throughout 2020 also provided some shifts and celebrations to our work with the community. Some of the celebrations throughout 2020 included:

- * virtual assembly
- * community shared Hillsmeade Happenings
- * virtual events: footy day, Christmas Concert, Graduation
- * increased staff confidence in using Office 365, WebEx and COMPASS Learning Task feature
- * increased student confidence in using Office 365 an WebEx

During remote learning staff were able to utilise online resources and software for content-delivery and assessment and consequently developed new ways of differentiating for students. This work will continue to be a focus in 2021.

Engagement

Student engagement continued to be a focus for our school in 2020. At the beginning of the year there was a focus in setting expectation and promoting our school mission, vision and values throughout the school. We also had a continued focus on empowering our Student Leaders to support school events, activities and school improvement initiatives. We continued our school-wide commitment to Be You (previously KidsMatter). We continued our work as part of the Resilience, Rights and Respectful Relationships Curriculum in alignment with Bounce back, the Victorian Capabilities Curriculum and our school I RESPECT values. In this priority area of Empowering Students and Building School Pride we:

- introduced a daily 10 minute home group time to support student contentedness and collaboration.
- continued weekly Hillsmeade Happenings episodes, put together by the students and shared weekly with our school community.
- continued fortnightly assemblies. These continued virtually throughout Term 2 - Term 4 and included strong student leadership and agency.
- utilised our I RESPECT awards through assembly to promote positive behaviours in alignment with our school value.
- continued to personalise learning, through differentiation and student goal setting to challenge their point of need.
- continued to provide a specialist program throughout remote and flexible learning.
- continued one to one learner conferences throughout remote and flexible learning.
- introduced WebEx parent teacher interview conferences.
- continued our Attendance Action Team. Continually monitoring student attendance and engagement throughout remote and flexible learning, as well as during our transition back to onsite.
- introduced success partners. This was a part of monitoring students in need of support during remote and flexible learning, and continued to be a focus in Term 4 with a return to onsite instruction. This will be continued throughout 2021.

To support student engagement during the transition back to onsite learning, our school developed a re-connect program which supported a positive transition back into the setting. This included activities around social engagement, reviewing routines and expectations, reflection and goal setting, collaborating around the positives from remote and flexible learning and planning for missed events and activities.

Wellbeing

Hillsmeade Primary School values education as a partnership between children, staff, parents and the broader community. In 2020 it became even more important to work collaboratively and in positive partnership as we navigated the impacts of COVID-19. Our positive and proactive communication with families supported our work in 2020. We continued our commitment during remote and flexible learning to be: reasonable, purposeful, consistent and sustainable. We consulted with families around our work in sharing learning tasks, daily learning schedules and our approach through learner conferences. We utilised our school website more positively to support students and families with instructional videos and learning support material. Our use of COMPASS improved with the introduction of student log ins, which supported students in accessing their daily learning and assessment task, as well as opportunities for teacher - student feedback.

In 2020 we continued our commitment to social and emotional learning with our Leading Teacher providing daily instructional videos to support students and families. We also supported our families with access to weekly newsletter articles and resources, as well as a Parent Workshop that was conducted virtually. Our Assistant Principal Welfare and Wellbeing and our Leading Teacher Social and Emotional Learning supported children and families in partnering with external agencies and supports as needed. We also engaged in a formal partnership with Food bank as part of the breakfast club initiative. Due to the restrictions throughout COVID-19 the school utilised these resources in the form of food hampers that were delivered weekly and fortnightly to families in need.

Throughout remote and flexible learning we closely monitored various data sets in relation to student attendance, engagement and achievement. This data was used to support targeted intervention for students as needed.

As we transitioned back to onsite learning we had a focus on wellbeing to ensure that all students were supported throughout this transition. Our success partners continued to support their allocated students, we had extra staff in the Prep and Year 1 classes to support these cohorts with their transition.

Health and wellbeing supports such as learner conferences, instructional videos, WebEx homegroup, WebEx daily question time, success partner calls, intervention WebEx calls, the learning portal on the school website and the weekly connection of Hillsmeade Happenings and fortnightly assemblies were effective supports for our students.

Financial performance and position

In 2020 the school continued to run in deficit (\$939,073). We were financially sounds in 2020 ensuring that we had adequate funds to fully repay the 2019 reconciled deficit of (\$357,323). Every year will see a deficit in our SRP as the school continues to employ our Early Learning Centre (ELC) staff through the credit component of the SRP. Sound financial practices including regular Finance Committee meetings, developing and monitoring budgets and ensuring profit and loss statements for the ELC, Out of School Hours Care and the Canteen have been utilised. The ELC and Out of School Hours Care are still fully self-funded.

Leadership for continued improvement was provided through 2 Assistant Principals (Teaching and Learning and Welfare / Wellbeing / ICT and Grounds), 1 ELC Director, 1 Leading Teacher Social and Emotional Learning, 3 Learning Specialists (Mathematics, STEAM, Writing). Additionally, a small special payment was made to our Professional Learning Team leaders who work as middle leaders, leading their learning teams and monitoring student achievement targets.

Ongoing and regular maintenance, including, painting, carpeting, grounds work, landscaping and repairs occurred in 2020.

The school continued to utilise the school website and weekly newsletter to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Hillsmeade.

PSDMS funding continued to be regularly reviewed and monitored and aligned to the Integration Aide timetable to ensure resources were allocated where required.

In 2020 Equity Funding supported staffing of our intervention program for at risk readers in Year 1 and Year 2.

For more detailed information regarding our school please visit our website at
<https://www.hillsmeade.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 863 students were enrolled at this school in 2020, 410 female and 453 male.

33 percent of students had English as an additional language and 1 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.

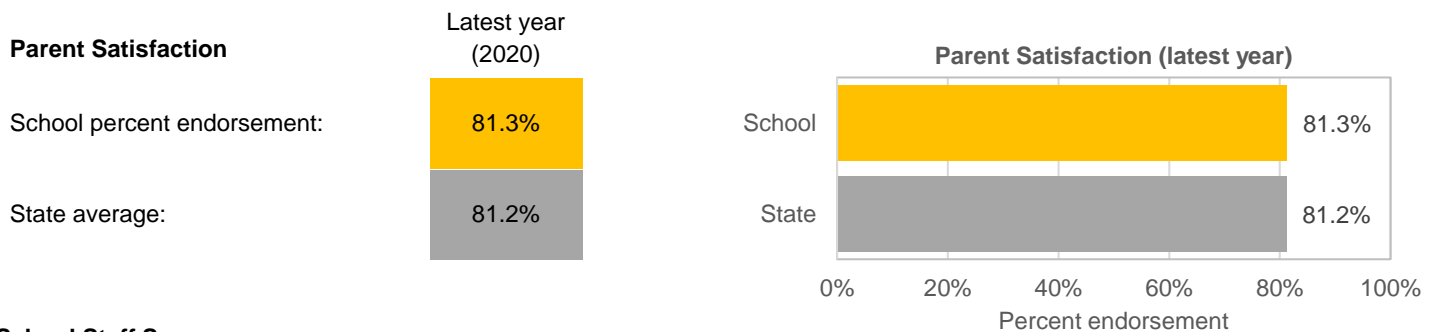
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

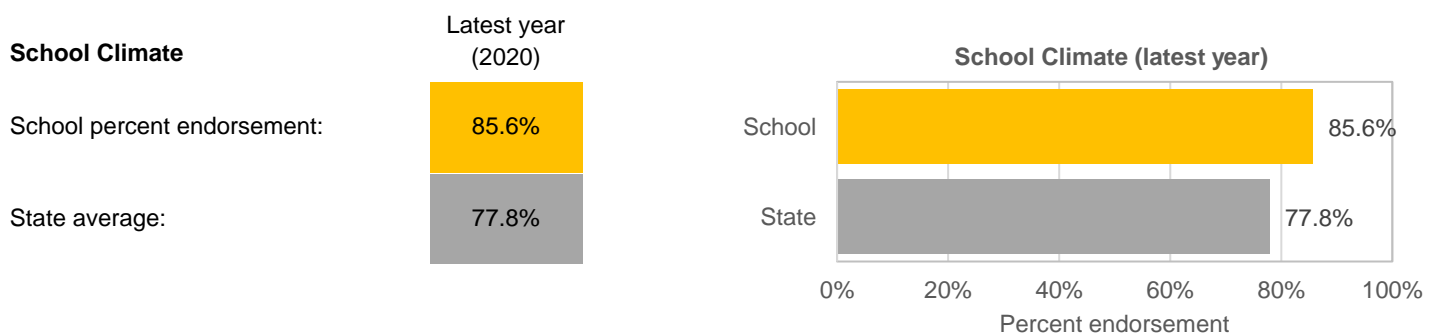


School Staff Survey

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:

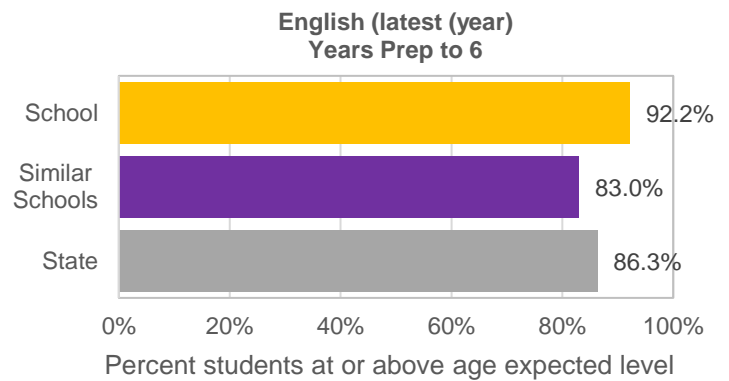
92.2%

Similar Schools average:

83.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

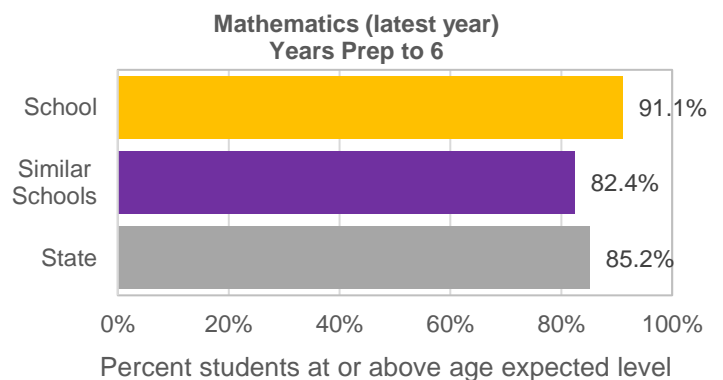
91.1%

Similar Schools average:

82.4%

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

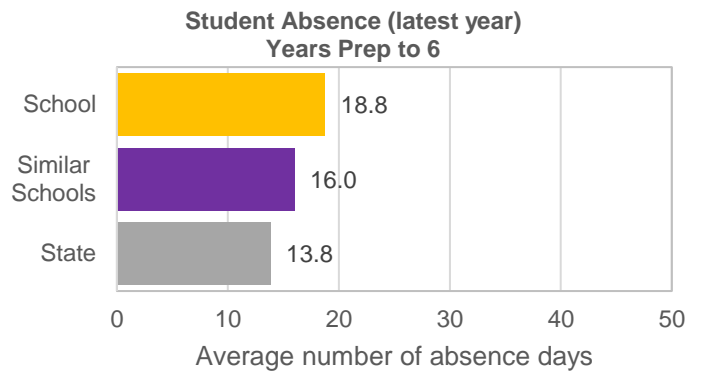
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.8	15.8
Similar Schools average:	16.0	16.6
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):	90%	90%	92%	90%	90%	91%	90%

WELLBEING

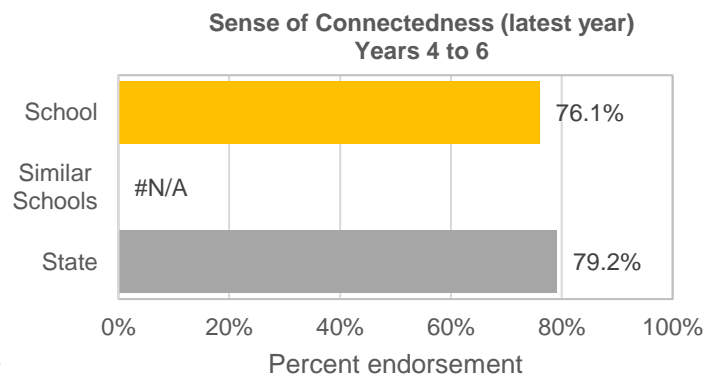
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	76.1%	81.1%
Similar Schools average:	NDP	79.2%
State average:	79.2%	81.0%



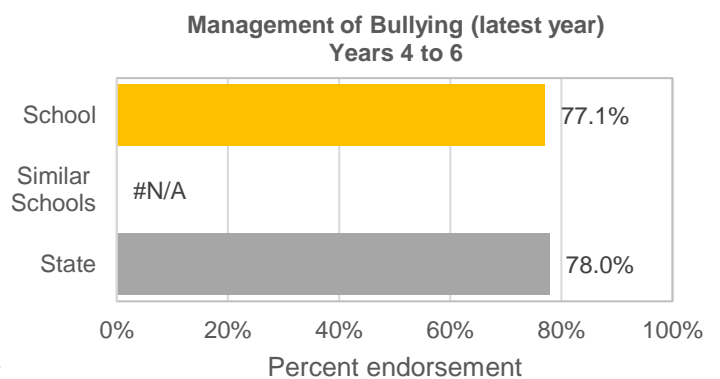
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.1%	82.8%
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	\$6,532,784
Government Provided DET Grants	\$1,302,246
Government Grants Commonwealth	\$678,958
Government Grants State	\$13,385
Revenue Other	\$41,800
Locally Raised Funds	\$430,710
Capital Grants	NDA
Total Operating Revenue	\$8,999,882

Equity ¹	Actual
Equity (Social Disadvantage)	\$361,144
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$361,144

Expenditure	Actual
Student Resource Package ²	\$7,471,857
Adjustments	NDA
Books & Publications	\$190
Camps/Excursions/Activities	\$28,392
Communication Costs	\$17,080
Consumables	\$204,027
Miscellaneous Expense ³	\$60,425
Professional Development	\$37,682
Equipment/Maintenance/Hire	\$230,403
Property Services	\$491,098
Salaries & Allowances ⁴	\$715,093
Support Services	\$172,433
Trading & Fundraising	\$40,417
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$274
Utilities	\$76,463
Total Operating Expenditure	\$9,545,834
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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	\$1,202,231
Official Account	\$198,196
Other Accounts	NDA
Total Funds Available	\$1,400,426

Financial Commitments	Actual
Operating Reserve	\$277,942
Other Recurrent Expenditure	\$35,480
Provision Accounts	\$6,386
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$520,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$251,000
Maintenance - Buildings/Grounds < 12 months	\$275,950
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,366,757

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.