

2022 Annual Report to the School Community

School Name: Glenroy West Primary School (4809)



- 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 30 March 2023 at 10:05 PM by Pamela Streete (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 18 April 2023 at 04:13 PM by Gayle O'Sullivan (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

Glenroy West Primary School was built in 1958 and is located in Glenroy 16km north of metro CBD. There are large maintained grounds that provide for active and positive play, adventure playgrounds, kindergarten and native gardens. Glenroy West Primary School received \$18.12 million to upgrade and modernise the school, including new facilities for an additional 200 students to meet enrolment growth for the 2023 school year.

Glenroy West Primary School is a kindergarten to year 6 school and has a history of excellence in education. This school is very well regarded by the local community and has always had a reputation as an excellent Victorian Government school due to high expectations for both teaching, learning and behaviour. The school has a proven record of achieving high standards of education. In 2022, the school had a total enrolment of 327. 65 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Glenroy West Primary School is an authorised IB (International Baccalaureate) World School for the Primary Years Programme (PYP).

The student population is diverse with twenty nine languages represented at the school and 65 per cent of students coming from a home where English is not the main language. Our EAL (English as an Additional Language) student population has increased and there are 82% of students with a language background other than English. The school has a SFO index of 0.5749. The school has two kindergartens on site which is called York Street Kindergarten operational from 2014 under the banner of the Northern Schools Early Years Cluster. The York Street Kindergarten has an excellent educational program for both three- and four-year-old. There is a strong link between the school and kindergarten to ensure a seamless transition in the Early Years.

The curriculum provides explicit teaching and learning in literacy and numeracy based on the Victorian Curriculum. The school provides an inquiry-based authentic approach to teaching and learning, where literacy and numeracy are embedded. As part of the PYP program a learner profile with a set of attributes and ideals that aim to inspire, motivate and focus learning in the 21st century is promoted. Specialist programs include STEAM, physical education, STEM and digital technology and LOTE (Indonesian). EAL is provided for students who meet the criteria and tutoring support for these students who require intervention. The school offers Homework Club as an extracurricular subject and the High Ability Program is also offered for students requiring extension.

Our staff is highly trained, dedicated and professional in upholding high academic, social and personal standards. They constantly strive to ensure that students access The Primary Years Programme (PYP-IBO) curriculum that is both personalised and rigorous. As an accredited IB World School, all teaching staff receive professional training to ensure the programme is delivered consistently at a high level across the school.

The school implements the Kath Murdoch model of inquiry linked to the PYP from Foundation to Year 6. We adopt a forward-thinking approach to curriculum development and delivery so that all students will be engaged in a curriculum that prepares them for their future. We emphasise personalised learning, goal setting for all students, EAL program, literacy and numeracy intervention at the school for those students who require the foundations for language acquisition and further individualised learning from Prep to Year 6. We also provide support for overseas students through the International Student Program.

In 2022 the staff comprised the Principal Class Team, 26 Teaching Staff, and 15 Support Staff. There were no staff identifying as being from an Aboriginal and Torres Strait Islander background.

The school has an ongoing focus on developing the open teaching spaces by linking pedagogy to practice. All classrooms have interactive whiteboards installed, a one-to-one iPad program from Grades 3-6 with a strong focus on teaching and learning. The focus is on state of art learning with the use of flexible learning spaces, high quality teacher practice and collaborative relationships with local schools and the wider system. The school looks to an exciting future as we will work together to continuously improve the quality of

teaching and learning and to achieve high standards of education for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

For 2022 Glenroy West Primary School was identified as one of the top three performing primary schools in the Melbourne Northwest Region for NAPLAN performance (National Assessment Program in Literacy and Numeracy). The Year 3 NAPLAN results in Reading show the percentage of students in the top two bands was 92.3% (similar schools were 68.0% and the state average was 76.6%). Reading results (88.2%) were also well above similar schools and the state average for the four-year average (similar schools were 67.6% and the state average was 76.6%). The Year 3 results in Numeracy showed 76.9% of students in the top two bands (similar schools were 50.7% and the state average was 64.0%). For the four-year average, results in Numeracy (75.0%) were also well above similar schools (52.5 %) and the state average (66.6%). The Year 5 NAPLAN results in Reading showed the percentage of students in the top two bands was 81.5% (similar schools were 61.0% and the state average was 70.2%). For the four-year average, results in Reading (74.1%) were also well above similar schools (60.2 %) and the state average (69.5%). The Year 5 results in Numeracy showed 63.0% of students in the top two bands (similar schools were 42.8% and the state average was 54.2%). For the four-year average, results in Numeracy (70.0%) were also well above similar schools (46.8 %) and the state average (58.8%).

In 2022 achievement for teacher judgement against Victorian Curriculum in English Prep-Year 6 percentage of students at or above expected level was 90.3 % (similar schools were 78.9% and the state average was 87.0%). Achievement for teacher judgement against Victorian Curriculum in Mathematics Prep-Year 6 percentage of students at or above expected level was 89.3% (similar schools were 77.9% and the state average was 85.9%)

The school provides intensive EAL support for an increasing number of newly arrived students from overseas as well as support for all students on the Program for Students with a Disability. All PSD students are identified and individual plans are designed to support their learning. All of these students have shown solid progress towards achieving individual learning goals. In 2022 the school also provided tutoring support for students who required extra support as a result of remote learning.

We provide consistent high-quality teaching practice that extends capabilities and grows each individual child. We have an ongoing focus on effective instructional practice, high expectations of all learners, and the provision of a stimulating and secure learning environment. A comprehensive and rigorous curriculum program is implemented and continuously evaluated by the Principal and staff. As an accredited school for the Primary Years Program of the International Baccalaureate, the school provides an inquiry model which contextualizes learning whilst building the knowledge, skills, and attributes of individual students and staff as learners. We strive to ensure high levels of literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM) which are taught explicitly through the inquiry process.

We focus on teaching teams working collaboratively and taking collective responsibility to ensure best quality practice and high expectations for all students and staff in the school. Our goal is to provide consistent high quality teaching practice that extends capabilities and grows each individual child. Our teams develop a range of teaching and learning strategies specific to the needs of each student in Mathematics and English. Professional Learning Communities support collaborative and data driven approaches to differentiated and individualised learning for all students. The focus of this strategy is on the implementation of effective instructional practice with explicit teaching, learning intentions, success criteria and individual student goal setting now routine and visible in every classroom. Teachers challenge and support one another to build and refine their practice to achieve greater consistency in teacher practice across the school. Teachers have opportunities to observe skilled colleagues, trial and review new strategies and receive feedback and focused coaching to support improvements in their practice. At each level, there are flexible groupings and children developing their independence and their understanding of their learning. Our differentiated and personalised approaches mean that students are taught at their point of need ensuring appropriate learning growth for all students including more capable students. A wide range of assessment approaches is utilised including pre and post-testing of students and moderation of teacher judgements. Key data sets are analysed to address the learning needs and identify gaps.

Wellbeing

At Glenroy West Primary School our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approach. We focus on providing all children with a safe and positive learning environment that encourages and enables students to be socially competent, resilient and self-motivated. We emphasise interpersonal development, self-regulation and personal learning.

The school is currently implementing a multi-tiered approach to student wellbeing through the School Wide Positive Behaviour Support Program. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community. Our wellbeing programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families.

Teachers and students collaborate with other professionals to develop IEPs, putting in place recommended strategies, and modifying curriculum and/or teaching and learning approaches to support positive mindsets and behaviours

We have a proactive and preventative emphasis on anti-bullying and cyber safety. The curriculum includes explicit instruction relating to bullying prevention, conflict resolution and pro-social behaviours. Students' input is central to these processes. A Student Code of Conduct is fully implemented with restorative practices used across the school. Staff professional learning has a focus on consistent behaviour management approaches. As a result, staff and students have a common understanding of high expectations and processes which has resulted in the commonality of language and consistency in classroom and yard behaviour management processes. We have an ongoing emphasis on accessible student leadership and peer support opportunities.

An analysis of the 2022 Student Attitudes to School data shows that our students have high levels of connectedness to the school and feel very safe in the school environment. Percent Endorsement results for Sense of Connectedness of 74.6% (similar schools 80.5% and state average 79.5%). Percent Endorsement results for Management of Bullying were 73.5% (similar schools 77.4% and state average 78.3%).

A commitment to the value of diversity is reinforced through school programs and activities and the school has actively developed and implemented Child Safety policies and practices. The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. We continually seek to identify potential community partners, including a broad range of health and well-being agencies.

Our staff have completed the Respectful Relationships training and this program has been implemented in all classrooms.

Engagement

Glenroy West Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported the transition of students as they move through the school. Teachers work actively with students to encourage independent learning through skills development, resilience and a growth mindset being taught explicitly within the curriculum. We provide a stimulating learning environment for all students by increasing opportunities for higher levels of participation, connectedness, cognitive engagement, challenge and independence. Our students are highly motivated to learn and are confident in our curriculum and what it provides them.

Teachers plan and identify opportunities for students to actively engage in designing learning that is challenging, inquiry based and discipline rich. Teachers have developed learning environments that engage students in purposeful and meaningful learning, and that provide social interactions that reinforce students' self-efficacy, abilities and potential. Teachers provide regular feedback to students regarding their learning. There is a focus on the development of student voice and agency. Through the PYP Inquiry Framework, students are taught metacognitive skills which enable active input into their learning. Teachers work with students to identify the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills, individual learning plans, reflective journals and goal setting.

The school provides a comprehensive Kindergarten to Foundation Transition Program that ensures that children and families beginning school are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder kindergartens and kinder groups also visit the school. The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organization and time management.

School attendance continues to be a whole-school focus and is supported by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and being prepared for learning and has supported individual students' reengagement during the return to onsite learning. In 2022, the school maintained good attendance

levels (86%) with absence rates severely impacted by student illness. The school closely monitors attendance and works with the community to establish shared expectations for both attendance and punctuality. The Compass system has supported daily communication with families through SMS and phone calls, as well as clear, follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums.

Glenroy West Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open-door policy. The 2022 Parent Opinion Survey indicated high levels of satisfaction with the school (87.2%) with a state average of 79.9%.

Financial performance

Glenroy West Primary School utilised funds received from grants and locally raised funds responsibly throughout 2022 with the objective of improving student learning and strengthening educational outcomes. Whilst discretionary locally-raised income such as curriculum contributions, extra-curricular activities, trading operations and hire of facilities were strong performers, capital grants for the new buildings were received late in the year. Overseas fee-paying students and interest were also key contributors for increased revenue.

The school was able to carry forward an increased reserve to fund building work commitments and unforeseen contingencies. New furniture, technological requirements, plant and equipment costs have been committed for 2023. Other than standard operating costs, support services in the form of literacy and numeracy consultants, speech pathology, casual-relief teachers and student technology equipment accounted as major expenditure for the 2022 year.

School based programs represent over 16% of 2023 financial commitments to support the goals and targets set forth in the school's Strategic and Annual Implementation plans.

For more detailed information regarding our school please visit our website at
<https://www.glenroywestps.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 329 students were enrolled at this school in 2022, 158 female and 171 male.

57 percent of students had English as an additional language and 2 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).

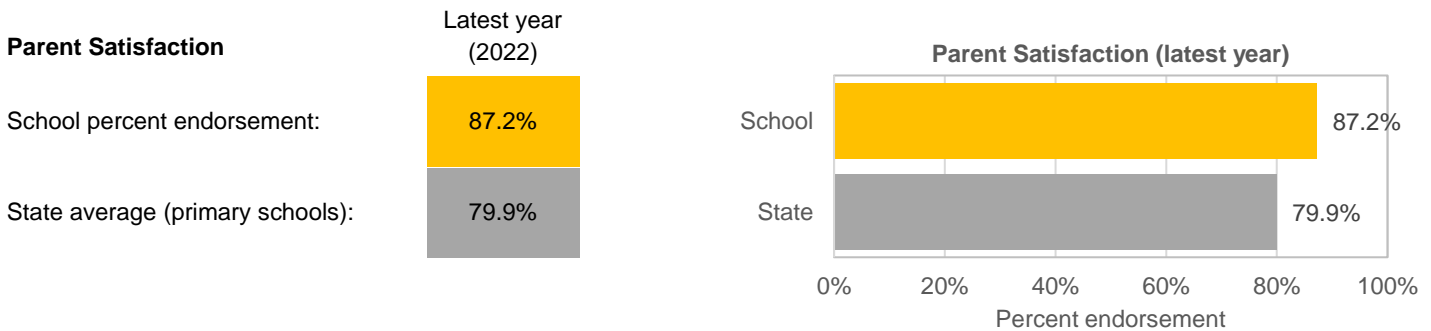
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

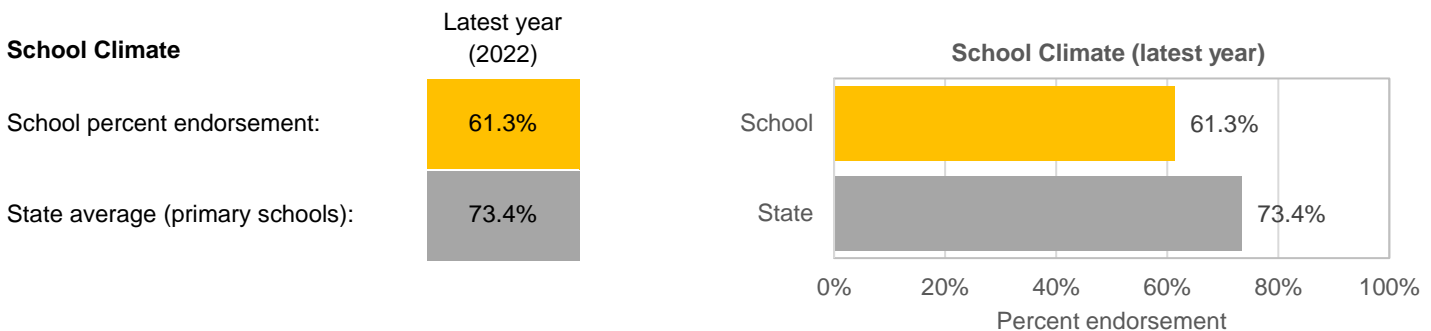


School Staff Survey

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:

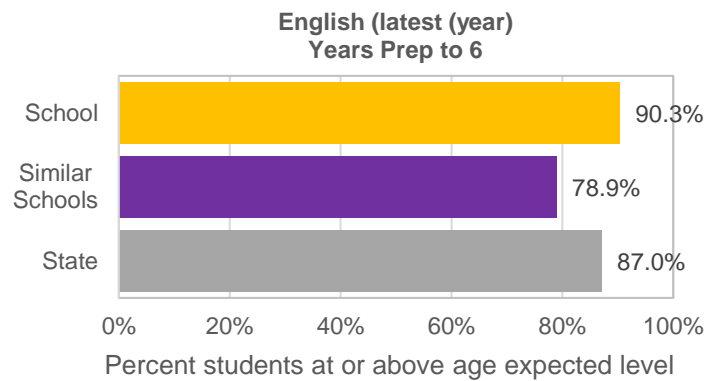
90.3%

Similar Schools average:

78.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

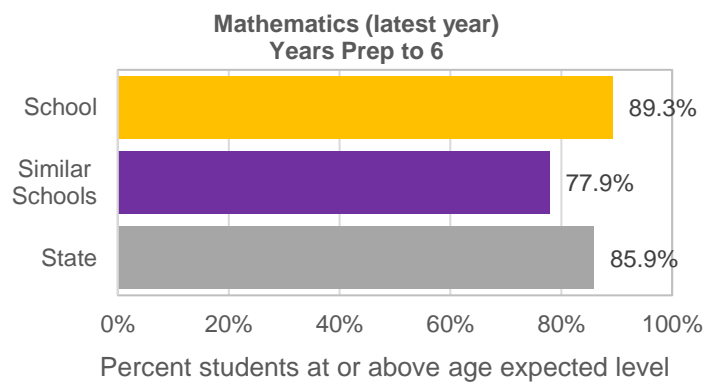
89.3%

Similar Schools average:

77.9%

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.

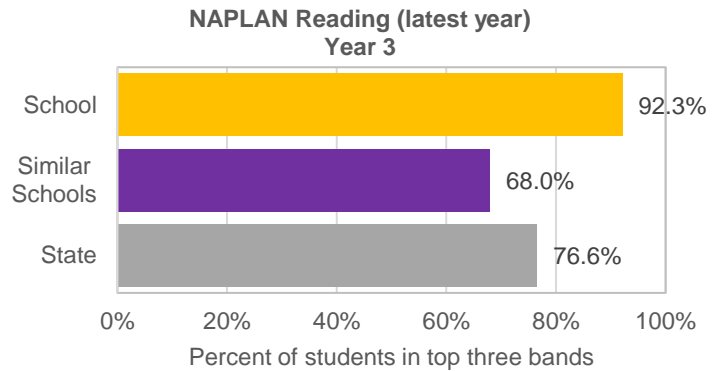
NAPLAN

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.

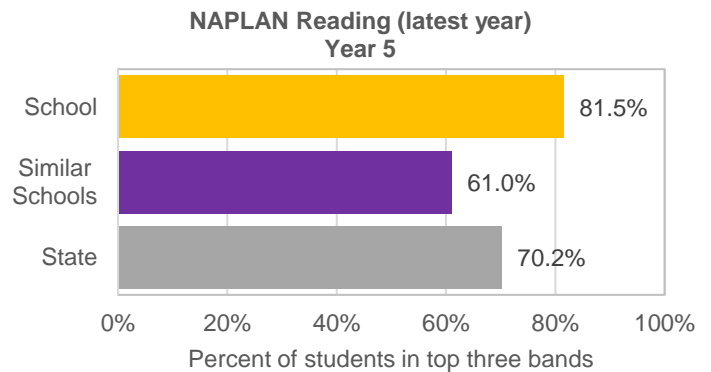
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	88.2%
Similar Schools average:	68.0%	67.6%
State average:	76.6%	76.6%



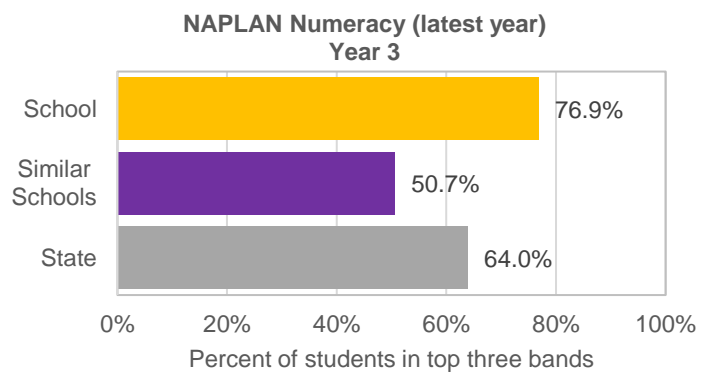
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.5%	74.1%
Similar Schools average:	61.0%	60.2%
State average:	70.2%	69.5%



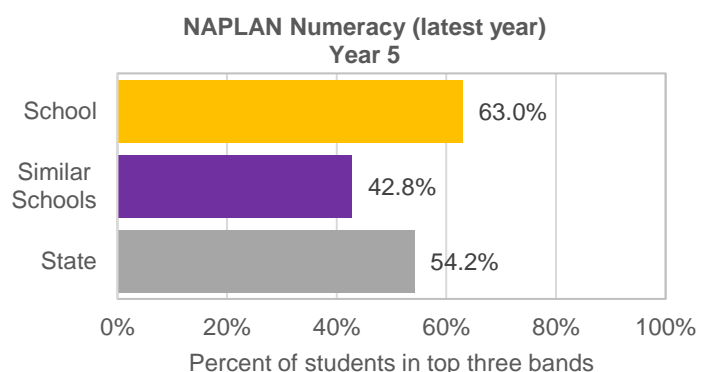
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	75.0%
Similar Schools average:	50.7%	52.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.0%	70.0%
Similar Schools average:	42.8%	46.8%
State average:	54.2%	58.8%



WELLBEING

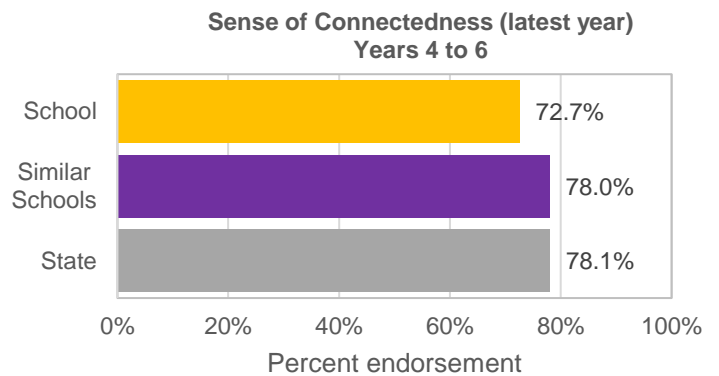
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	72.7%	74.6%
Similar Schools average:	78.0%	80.5%
State average:	78.1%	79.5%

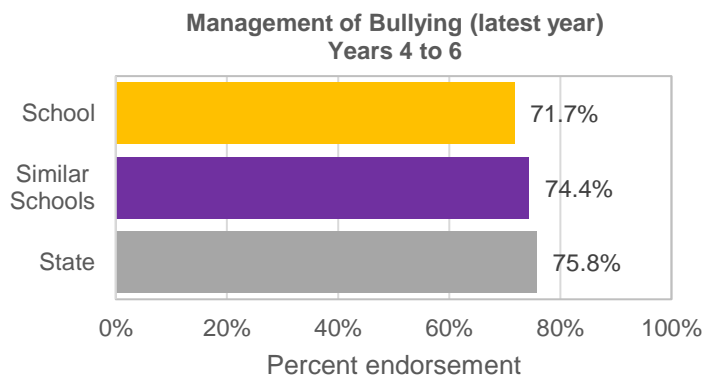


Student Attitudes to School – Management of Bullying

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:	71.7%	73.5%
Similar Schools average:	74.4%	77.4%
State average:	75.8%	78.3%



ENGAGEMENT

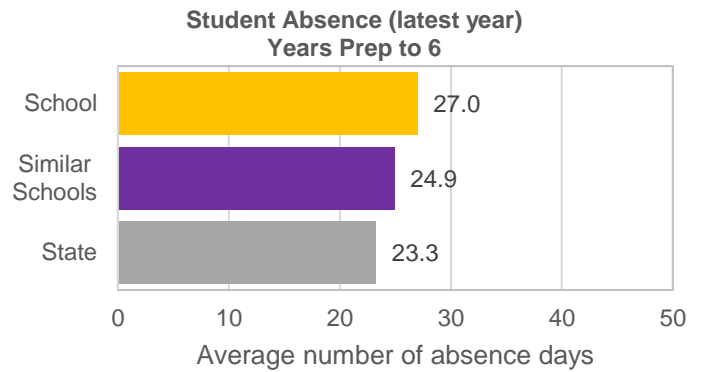
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.0	19.0
Similar Schools average:	24.9	19.8
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):	87%	87%	89%	86%	86%	84%	84%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,420,160
Government Provided DET Grants	\$463,705
Government Grants Commonwealth	\$8,865
Government Grants State	\$0
Revenue Other	\$35,815
Locally Raised Funds	\$49,514
Capital Grants	\$582,859
Total Operating Revenue	\$6,560,919

Equity ¹	Actual
Equity (Social Disadvantage)	\$316,107
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$316,107

Expenditure	Actual
Student Resource Package ²	\$3,354,416
Adjustments	\$0
Books & Publications	\$5,770
Camps/Excursions/Activities	\$32,746
Communication Costs	\$6,050
Consumables	\$46,945
Miscellaneous Expense ³	\$28,030
Professional Development	\$7,290
Equipment/Maintenance/Hire	\$53,927
Property Services	\$40,785
Salaries & Allowances ⁴	\$13,760
Support Services	\$200,192
Trading & Fundraising	\$7,540
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,152
Total Operating Expenditure	\$3,845,605
Net Operating Surplus/-Deficit	\$2,132,454
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$2,329,394
Official Account	\$45,764
Other Accounts	\$0
Total Funds Available	\$2,375,157

Financial Commitments	Actual
Operating Reserve	\$78,048
Other Recurrent Expenditure	\$2,881
Provision Accounts	\$1,081
Funds Received in Advance	\$26,986
School Based Programs	\$370,954
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$40,400
Asset/Equipment Replacement < 12 months	\$682,147
Capital - Buildings/Grounds < 12 months	\$551,006
Maintenance - Buildings/Grounds < 12 months	\$376,178
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$150,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,279,681

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.