**2020 Annual Report to**

**The School Community  
  
School Name: Epping Primary School (5551)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 17 May 2021 at 07:54 AM by Barbara Springfield (Principal) |

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| 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 20 May 2021 at 07:35 PM by Frances Zois (School Council President) |

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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**

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| School context |
| Epping Primary School is a dual campus primary school in the northern suburbs of Melbourne with a combined enrolment of 426 at the time of this report (April 2021). The school was created from the merger of Epping Primary School and Greenbrook Primary School on January 1st 2012. Epping Primary School's community has a multi-cultural profile and a high level of perceived disadvantage. Currently, 3.12% of the student population are from families who do not have English as their first language, 3.6% of students have a disability, 4.08% of the student population are refugees and 3.12% of students have an indigenous background. Of the student body, 50.12% (209) students speak a language other than English at home. One hundred and sixty of these students were born in Australia, but speak a language other than English at home. They represent 38.37% of the student body. The school motto is "Making a Difference Together" and the school values are Respect, Honesty, Persistence, Resilience and Responsibility. Our educative purpose is to provide a learning environment that is both caring and challenging and that equips children of all abilities with the necessary skills and knowledge to become valued and productive members of the community. Our mission is “To inspire and empower our students to thrive as lifelong learners.”   Each campus has grades from Prep to Six, with 314 students at the High Street Campus (HS) and 112 at the Greenbrook Campus (GB). The school structure consists of multi-aged classes of two-year levels with the exception of a straight Foundation class at both the High Street and Greenbrook campuses.  At the end of 2020 the substantive Principal position was vacated. An Acting Principal was appointed at the end of 2020 for commencement in Term 1, 2021.The school's staffing profile for 2020 consisted of 12 ES members (one member on leave) including classroom, library and school counselor support, 4 ES Administration Staff, 24 teaching staff (5 members on leave), and 4 Teaching Specialists. The Leadership Team included one Principal, two Assistant (Campus) Principals and two Learning Specialists for a workforce totaling 50. The school has close ties with multiple stakeholders and encourages active involvement from the community.   The school focus in 2020 was again on continuous improvement delivered through consistency of practice, utilising a common instructional model, and research-based approaches such as the CAFE Reading Workshop Model and Writing VCOP approach, Little Learners Love Literacy program and the Big Write program. The school staff continued to build knowledge and practice in relation to the DET's Professional Learning Communities (PLC) initiative which was first implemented in 2019. This focus ensured staff were using data and the improvement cycle to review and plan for teaching and learning at student point of need.   Specialist programs included Physical Education, Performing Arts, Visual Arts and Italian, with our Social-Emotional Awareness Program being incorporated into classroom activities. Both campuses offer additional support via the Language Support Program (LSP) and English as an Additional Language (EAL) support, and each campus has a dedicated School Counsellor. In 2020, a Cross Campus Intervention Program was introduced to support students achieving below the expected level in Literacy, with a focus on Reading. Students have the opportunity to engage in a variety of extra-curricular and co-curricular activities such as the Energy Breakthrough Challenge, Interschool Sports, Choir and Band.  The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was 59.5%. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. This is well below the State average of 77.8%. This indicates further investigation is needed in 2021 to ascertain if COVID remote learning impacted on staff endorsement or if other factors were involved. |
| Framework for Improving Student Outcomes (FISO) |
| Epping Primary School continued its focus on the improvement priorities of 'Excellence in Teaching and Learning' and 'Positive Climate for Learning' through the initiatives of 'Building Practice Excellence and Empowering Students' and 'Building School Pride'. The 2020 AIP goals included "Enhance teacher instructional capacity and understanding in the CAFÉ Reading Workshop Model", "Implementation of Professional Learning Communities" and "Develop student leadership programs and opportunities to develop and build student voice". However, some of the associated AIP actions and professional development plans were modified to suit remote learning.   Modifications included teachers focusing on small group, explicit instructional groups in Reading, Writing and Mathematics. This further developed teacher knowledge and capacity in developing the explicit part of the school's Instructional Model and the Strategy Groups part of the CAFÉ Reading Workshop Model. During remote learning, PLC Inquiry Cycles did not operate in the same way as onsite learning however, through Professional Learning Team meetings, staff continued to monitor student learning data to inform teaching groups and used a range of evidence-based instructional strategies to teach students at their point of need.   The use of Google Meets, Google Classroom and Seesaw online platforms provided opportunities for student voice through remote learning with students uploading and sharing work. Students received timely feedback on work and had opportunities to submit their work in a variety of ways. Parent feedback was positive in relation to these platforms, acknowledging the connection with the school and teachers was maintained. This was demonstrated through the positive endorsement by parents on the school satisfaction level, as reported in the annual Parent Opinion Survey which was at 87% compared with the State average of 81.2%  Social and emotional wellbeing was seen as a high priority during remote learning, particularly in regards to the 'at risk' and out of home care students. Staff continued to implement the school's Social and Emotional Awareness (SEA) program. This was done through targeted lessons delivered online including self-regulation and mindfulness and by providing opportunities for students to develop new online social skills. Regular check-ins and onsite learning opportunities were also implemented for these students 'at risk'.  The school's four-yearly Review was rescheduled from 2020 to early 2021 with the intention of developing a new School Strategic Plan. |
| Achievement |
| In English P-6, the school's percentage of students at or above age expected standard in Teacher Judgement was 74.1%. This was below the average of similar schools (government schools that are like this school, taking into account the school demographics) which was 76.4% and the State average of 86.3%. Current reading and writing practice is focusing on consistent literacy instruction across all year levels. In 2020, the school continued to access the support of the Learning Specialists to assist teachers with their planning and documentation of programs to ensure there was consistent practice across the school. Learning Specialists also coached staff in best practice working with staff to develop coaching goals and to support with in-class coaching during Term 4, 2020.   In Term 4, the school continued to support student learning in the early years, with a range of intervention strategies for those who are more than six months below the expected level including Little Learners Love Literacy Program and Reading Intervention. This strategy has also been supported by the Language Support Program overseen by a Regional SSSO and by an EAL intervention program. The multi-disciplinary team approach is a successful way of ensuring all students are learning and achieving at their point of need.   In Mathematics P-6, the school percentage of students at or above age expected standard was 64.8%. This was well below the average of similar schools which was 72.6% and the State which was 85.2%. The focus of the work for teachers moving forward will be to build their mathematical content knowledge, supported by the documentation of a developmental mathematical learning sequence. A focus on the consistent implementation of the school's Instructional Model will also ensure a common approach to teaching mathematics occurs. The continued use of learning intentions, success criteria, differentiation and feedback will improve student learning engagement. The role of the Mathematics School Improvement Team will be focussed on whole-school data analysis and evidence-based teaching and learning approaches to ensure differentiation and point of need teaching occurs.   In Term 4, 2020, teachers continued to use remote learning online platforms and resources to deliver learning tasks, receive uploaded student work and to provide timely feedback to students and parents about student progress. This helped to further develop student voice and engagement in their learning. |
| Engagement |
| The engagement measure takes into consideration the attendance data of the school. This included approved and unapproved absences. At Epping Primary School, the school average number of absence days measured 27, 22.3 of these days being unapproved absences. This is higher than the 4-year average of 21 days and the average number of absences for Similar Schools which measured 19.2 days. The State average of absence days was 13.8.  Attendance Rate by year level was similar for Prep to Year 5 with a range of 84%-87% students attending Epping Primary School in 2020. There was 90% attendance by Year 6 students in 2020.   The 2020 data demonstrates that 40% of Equity Funded students were absent for more than 30 days, 49% of EAL students had 20 or more absences and 46% of Aboriginal students (6 students in total) were absent for 30 or more days.   The focus continues to be on reducing unexplained absences by using COMPASS as a way of tracking and following up with families. Individual student plans and touch-base phone calls and meetings will be established for those students with chronic absenteeism. During 2020, the staff continued to investigate the use of strategies to empower students within their learning. Student Engagement through an agreed Instructional Model which links with student goal setting, will continue to lift performance and engagement of students through teacher feedback and by adjusting learning goals. A continued focus on differentiation and student voice and agency in relation to co-collaboration of learning will further improve student engagement.  The school's AIP Goal of "Develop student leadership programs and opportunities to develop and build student voice" saw the enhancement the School Captains' and other School Leader roles to include facilitation of Assemblies and school tours; the re-introduction and development of a JSC and the development of regular student forums for open conversations amongst students and staff and the school community. This goal was partially achieved due to remote learning.  The school will need to build on the relationships developed with parents and carers during remote learning. Identifying authentic ways in which parents and carers can engage with the school and their children's learning will assist in creating a sense of urgency and importance in regards to attending school every day. |
| Wellbeing |
| A sense of connectedness between the school and the community was the main focus in this area for 2020, particularly during remote learning. The school developed appropriate wellbeing structures and processes to ensure all students and parents felt connected, included and safe. The Behaviour Management Flow Chart developed in 2019 was reviewed to ensure a common language and approach was used by staff, students and parents when managing student expectations and issues. The school's Social and Emotional Awareness (SEA) Program was implemented across the school by integrating this within the classroom program both in remote and onsite learning. Although the Attitudes to School Survey was not completed in 2020, the percent endorsement on the Sense of Connectedness factor, as reported in the Attitudes to School Survey's 4-year average, measured 81.1% compared to Similar Schools measuring 82.6% and the State measuring 81.0%.  The school continues its strong commitment to building a safe, strong and welcoming culture through the teaching and implementation of our School Values of Respect, Honesty, Responsibility, Persistence and Resilience. Acknowledgement and celebration of exemplar modelling of school values occurs through Student of the Week certificates presented at assemblies. The percentage of students not experiencing bullying, as reported in the Attitudes to School Survey's 4-year average measured 80.6% compared to Similar Schools measuring 80.6% and the State measuring 80.4%. The school will continue to build student self-efficacy and self-regulation strategies through the use of Restorative Practice, Behaviour Support Plans and through analysing data from COMPASS Chronicle entries.   The school will develop a clear process for identifying and responding to individual student needs. For students deemed 'at risk', support will be sought from the Campus Principals (Assistant Principals) who are responsible for student wellbeing, Network SSSO staff, Network SSSO staff, school counsellors and outside agencies. Individual Education Plans and Student Support Group meetings will be consistently planned for these students. In 2020 there was a focus on student wellbeing programs such as lunchtime social skills groups run by the school-based counsellors as well as the Kinder and Secondary Transition Program.   A Student Engagement and Wellbeing School Improvement Team will be established in 2021 to continue work in relation to student wellbeing. |
| Financial performance and position |
| The Financial Management of the school is both sound and effective. The school has clear processes in place for the Financial Management of school funds in line with DET Financial Management guidelines and policies. All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with a clear budgeting process, which is underpinned by the goals of our School Strategic Plan.   In 2020 the school received Equity funding totalling $602,726 for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable the building of teacher capacity to improve instructional practice. The increased staffing profile was also used to support student Welfare and Wellbeing across both campuses. Equity Funding in 2020 was also utilised to fund a Language Support Program (LSP) and to provide English as an Additional Language (EAL) support to address the learning needs of the students of our school.  Other school expenditure included $15,000 on school-based programs including those to support remote and flexible learning. Funds that were used for Asset/Equipment replacement equaled $100,000 whilst Buildings/Grounds (capital) and Buildings/Grounds (maintenance) each equaled $80,000. Total Operating Expenditure for the school was $4,923,102. In 2020 the school ended the year with the deficit listed at $147,088. |
| **For more detailed information regarding our school please visit our website at** [**https://www.eppingps.vic.edu.au**](https://www.eppingps.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 430 students were enrolled at this school in 2020, 200 female and 230 male.

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

Overall Socio-Economic Profile

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

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

This school’s socio-economic band value is: High

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 87.0% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 59.5% |
| State average: | 77.8% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 74.1% |
| Similar Schools average: | 76.4% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 64.8% |
| Similar Schools average: | 72.6% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 27.0 | 21.4 |
| Similar Schools average: | 19.2 | 18.5 |
| 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): | 84% | 84% | 87% | 86% | 84% | 87% | 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.

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 81.1% |
| Similar Schools average: | 81.2% | 82.6% |
| 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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 80.6% |
| Similar Schools average: | 78.0% | 80.6% |
| 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 | $4,302,742 |
| Government Provided DET Grants | $748,902 |
| Government Grants Commonwealth | $2,723 |
| Government Grants State | NDA |
| Revenue Other | $127 |
| Locally Raised Funds | $15,696 |
| Capital Grants | NDA |
| Total Operating Revenue | **$5,070,190** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $602,726 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$602,726** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,328,968 |
| Adjustments | NDA |
| Books & Publications | $11,443 |
| Camps/Excursions/Activities | $14,613 |
| Communication Costs | $9,199 |
| Consumables | $76,170 |
| Miscellaneous Expense 3 | $12,067 |
| Professional Development | $6,171 |
| Equipment/Maintenance/Hire | $116,423 |
| Property Services | $110,217 |
| Salaries & Allowances 4 | $21,055 |
| Support Services | $150,474 |
| Trading & Fundraising | $12,153 |
| Motor Vehicle Expenses | $6,466 |
| Travel & Subsistence | NDA |
| Utilities | $47,683 |
| Total Operating Expenditure | **$4,923,102** |
| Net Operating Surplus/-Deficit | **$147,088** |
| Asset Acquisitions | **$73,109** |

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 02 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 | $410,871 |
| Official Account | $28,804 |
| Other Accounts | NDA |
| Total Funds Available | **$439,675** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $84,136 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | $74,000 |
| School Based Programs | $15,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $100,000 |
| Capital - Buildings/Grounds < 12 months | $80,000 |
| Maintenance - Buildings/Grounds < 12 months | $80,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$433,136** |

*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.*