2022 Annual Report to the School Community

School Name: Clayton North Primary School (0734)

- 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 21 March 2023 at 11:32 AM by Susan McSweeney (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 27 March 2023 at 09:27 AM by Jolene Meinhart (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

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

Clayton North Primary School is located on Dandenong Road in the City of Monash and has a rich history of educational excellence serving the community for over 150 years.

Clayton North Primary School Vision: A partnership that nurtures innovation, creativity and inspiration.

Clayton North Primary School Mission: To provide a dynamic learning environment that engages students and community to achieve their full potential through critical thinking, communication, citizenship, collaboration, creativity and character to become future, courageous leaders of a sustainable and global society.

Clayton North Primary School Values: Respect, Responsibility and Resilience.

The school has 14.2 equivalent full time staff, 1 Principal Class, 1 Leading Teacher, 2 Learning Specialists and 4.2 Education Support Staff. The School Family Occupation (SFO) density has remained relatively consistent, indicating little change in the socioeconomic status (SES) for the school community compared to other schools in the state. More than 87% of students in school have a Language Background Other Than English (LBOTE) in a school population of 210 students. In 2022, we had 2 classes in Foundation, three classes at 1/2, two class at 3/4 and three classes at 5/6 with a total of ten classes.

Clayton North Primary School proudly develops strong learning relationships with students, teachers and parents in our welcoming, multicultural community. We have an open, approachable atmosphere where everyone feels valued and welcome. We take pride in our students for their resilience and their responsible and independent attitude to learning. Students with a disability are carefully planned for and supported to reach their full potential. The English as an Additional Language (EAL) program supports students with language and induction needs, including new arrivals to Australia. The school works closely with a range of community partners to cater for our families and students in new and innovative ways.

Our school is well resourced and there is ICT available in each classroom in the form of PC, netbooks, notebooks, tablets and iPads. A challenging comprehensive curriculum is provided which is based on the Victorian Curriculum. The students enjoy a vibrant, safe and stimulating learning environment that gives every student the opportunity to develop to their full potential.

Clayton North Primary achieves high academic standards and a strong emphasis is placed on Literacy and Numeracy. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content.

Specialist teachers provide instruction in Physical Education, Language other than English (Japanese), and Visual and Performing Arts. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives.

The school has developed a structured approach to curriculum planning that ensures comprehensive documentation and common understanding of the whole-school curriculum by teachers and parents. Student data is analysed regularly by teachers in their curriculum planning. This includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continued to provide an inclusive, content rich curriculum. Each student was supported through being provided comprehensive and engaging content that supported next steps in their learning.

In 2022, the schools AIP focused on the implementation of Key Improvement Strategies to support learning catchup and

extension. Actions to meet these goals related to the FISO dimensions of Teaching and Learning, Assessment, and Leadership. The goal was for staff to strengthen the use of data and feedback to evaluate students' progress to inform teaching and learning. We aimed to enhance the leadership structure to develop team leaders' capacity to lead and implement change as well as refine and implement a whole school instructional model for numeracy and literacy. The school worked closely with DET Educational Improvement Leaders who mentored Team/Instructional Leaders to ensure a consistent approach to the teaching was in place across the school. A focus was to develop the capacity of middle level leaders to drive the teaching and learning with six staff members participating in Professional Learning Communities training to support teacher collaboration and reflection and further strengthen teaching practice.

Our Learning Specialist and Leading Teacher worked with teachers, modelling and providing feedback to ensure the consistent approach across the school was maintained. The staff worked on embedding school-wide assessment practices and data analysis processes to provide targeted and differentiated instruction at students' point of need. Consistency in delivery of programs greatly improved. This is evidenced in planning documentation and during walkthroughs. Students who have been identified as falling behind have been supported by individual and small group focus work. A 0.5 EAL teacher focused on supporting students with English as a second language and a 0.5 tutor supported the catch up teaching for students requiring additional assistance. The timetable was organised so specialist staff spent time in the classes to support 'catch up' and 'extension' work in the morning block every day.

Student achievements against the Victorian Curriculum were a credit to the dedicated staff. The number of students in Years Prep to 6 who achieved at level or above in English and Mathematics in 2022 was above similar schools and close to the state average.

NAPLAN Year 3:
The percentage of students in the top 3 bands of testing in Reading was higher than similar schools and close to state average with an achievement of 75.9%.The percentage of students in the top 3 bands for Numeracy was above similar schools and state average with an achievement of 67.9%.

NAPLAN Year 5:
The percentage of students in the top 3 bands of testing in Reading was higher than similar schools and state average with an achievement of 73.5%. .The percentage of students in the top 3 bands for Numeracy was above similar schools and state average with an achievement of 58.8%.

The school implemented strategies to increase the proportion of students achieving high learning growth and reduce the number of students experiencing low learning growth, leading to an increased focus in professional development on extending high performing students.

All Program for Disability Students showed progress as satisfactory or above in achieving their individual goals.

Wellbeing

Clayton North Primary is a school that caters well for student welfare and well-being. Our small student/teacher ratios, whole school approach, Education Support Staff and the committed teachers facilitate this work. Throughout 2022, we continued to have strong ties to our local community and support services and have made use of these resources. Our DET Student Support Services Psychologist and Speech Pathologist regularly connect with CNPS to provide support for students and families as well as assistance for teaching staff and the community. This includes the formal assessments of students and helping to develop individual programs to support students with special needs.

Outside agencies are utilised to help us closely understand the needs of our students and how best to cater for them. Our dedicated EAL staff provides assessment and support for newly arrived English as Additional Language students. Our Program for Students with Disabilities is a credit to the school and our capable, caring Education Support Officers provide significant support to students and their families.

Practical guidance and resources are used to support staff and students to respond to and prevent bullying and promote cyber-safety and well-being. Staff work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly. As a community, we respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

The student management system, Sentral, allows for automatic attendance alerts and any welfare concerns to be tracked and centrally managed. Direct contact with families is made to address non-attendance and the importance of attendance is regularly addressed in forums to parents such as the newsletter, parent reports and parent-teacher interviews. The school has utilised the "Seesaw" app across the school to assist with communication to parents and share student learning.

As part of our commitment to students' social and emotional learning the school implemented the Respectful Relationships program and the School Wide Positive Behaviour Framework. The Kid's Hope Mentoring Program provided support and mentoring for ten students from a variety of levels of children experiencing vulnerability during the year. This one-to-one model positively impacted children identified with emotional and social development needs. The Student Check in toolkit was utilized by classroom teachers to highlight students deemed 'at risk' of social or academic challenges. A focus was on making sure we look after our students' mental health and enable every student to get active and creative.

The Student Attitude to School Survey was conducted in 2022 and showed our students identified a strong sense of connectedness to school. The results of 91% positive endorsement of sense of contentedness is significantly higher than similar schools and the state average. This data indicates that students feel supported, whilst their teachers held high expectations for their students. The results of 90.9% positive endorsement of management of bullying is also above similar schools and the state average, and reflects our strategies to manage this area.

Engagement

At the beginning of each year Clayton North Primary School staff set up programs that enable students and teachers to get to know each other and build positive relationships. Every level revisits expectations to ensure there is a common understanding of school rules and what responsibilities the students and families have to help build a culture of caring and support for each other. All behavioural instances are followed up, where practical, and we have a zero tolerance towards bullying and harassment. The CNPS Student Engagement and Wellbeing Policy is reviewed and updated each year and this document outlines expected behaviours for students, staff and parents of our school. This document includes information on cyber safety.

Clayton North Primary School provides a range of extracurricular activities, which are available for children to choose. These include gardening, 3D Club, Japanese club, sustainability activities, school band, craft and various sporting options. The Junior School Council and Student Leadership opportunities give the students the prospect to develop their leadership skills while working with the school and wider community. These programs enable the students to develop their voice and foster confidence and problem-solving abilities.

CNPS's attendance rate was lower in comparison to similar schools and the state in 2022 with the average days absent being 18. The percentage of students with 20 or more days absence was lower than similar schools and the state. The importance of attendance is regularly stressed to students, parents and the wider community. Student absences are monitored, followed up and included in student written reports with an attendance report sent home to families each semester. Students with low attendance have this as a goal and are closely monitored by all staff.

Formal feedback from parents support the fact Clayton North Primary is a great school, where school staff view the success of all students as their shared responsibility. The annual Parent Opinion Survey displayed results above state and similar schools.

Other highlights from the school year

Clayton North Primary School provides unique opportunities for all of its students.

On enrolment each child is allocated to a House team. House teams acknowledge four significant people in history and are Dunlop, Namatjira, Freeman and Wood. These people model the behaviours that our students strive for. The aim of the House System is to promote a sense of belonging and pride in our students, as well as connectedness to our school. Captains are assigned to each House who stand for the position, and are voted in by their peers and staff. Our House Captains are responsible for being reliable and responsible leaders of the school community, contributing to the tone of the school, and promoting our school's values.

In 2022 Clayton North revived our gardening program. Our well-established garden beds and chicken coup provide a fun, hands-on learning program delivering pleasurable food education. With strong curriculum integration and a focus on student wellbeing,

collaboration and leadership, students learn to grow and harvest plants.

Clayton North Primary has separate, well equipped Science and STEAM rooms where students go with their teacher to have the opportunity to develop their skills in coding and programming, 3D designing and printing. The students build a solid base knowledge of science in order to be able to solve future problems that may face their adult life and the world.

Harmony Week is a time when Clayton North Primary share and display cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. As part of the celebrations, students are encouraged to wear their traditional cultural clothes or dress in orange – the colour of harmony. A special assembly with cultural performances from parents and students is a highlight as well as sharing enticing flavours from around the world.

An intensive swimming program was organised in 2022 with more than 95% of the students participating. The Year 5/6 students went on a school camp and participated in a sponsored Life Saving Victoria Beach Safety Day.

Financial performance

Clayton North Primary School maintained a sound financial position in 2022.

The school's expenditure was closely aligned to the school's goal and priorities. Budgets and financial reports were monitored by School Council and the Business Manager, reviewing and adjusting on a regular basis. Revenue received through the SRP term grants was supplemented by 90% of families paying an essential items charge.

The school had eight international fee paying students during the year. This money was used to enrich the student programs and went towards the upkeep of the school buildings and surrounds. During 2022 student enrolments stabilized and we were able to budget appropriately for our classes and specialist areas.

The Student Resource Package budget was in credit at the conclusion of 2022.

For more detailed information regarding our school please visit our website at
https://www.claytonnorthps.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 210 students were enrolled at this school in 2022, 105 female and 105 male.

69 percent of students had English as an additional language and NDP 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).
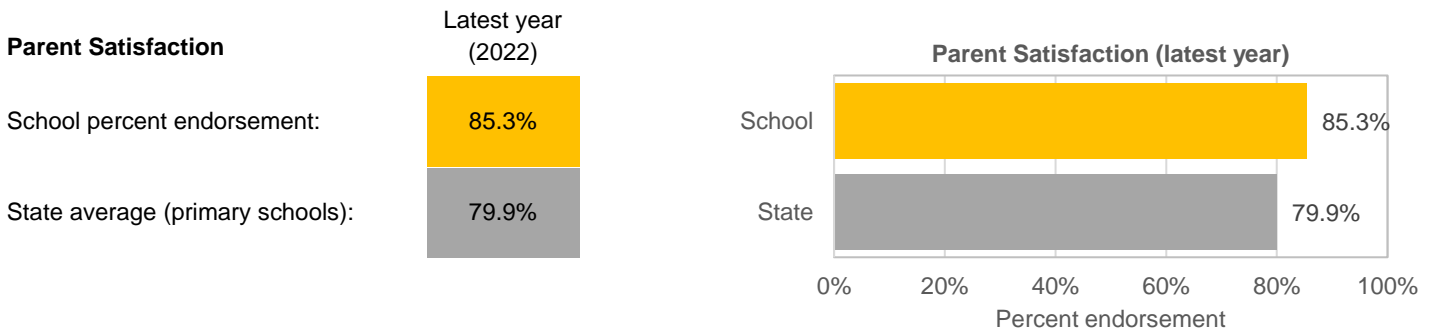
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	85.3%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

	Percent endorsement
School	85.3%
State	79.9%

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.

School Climate	Latest year (2022)
School percent endorsement:	88.7%
State average (primary schools):	73.4%

School Climate (latest year)

	Percent endorsement
School	88.7%
State	73.4%
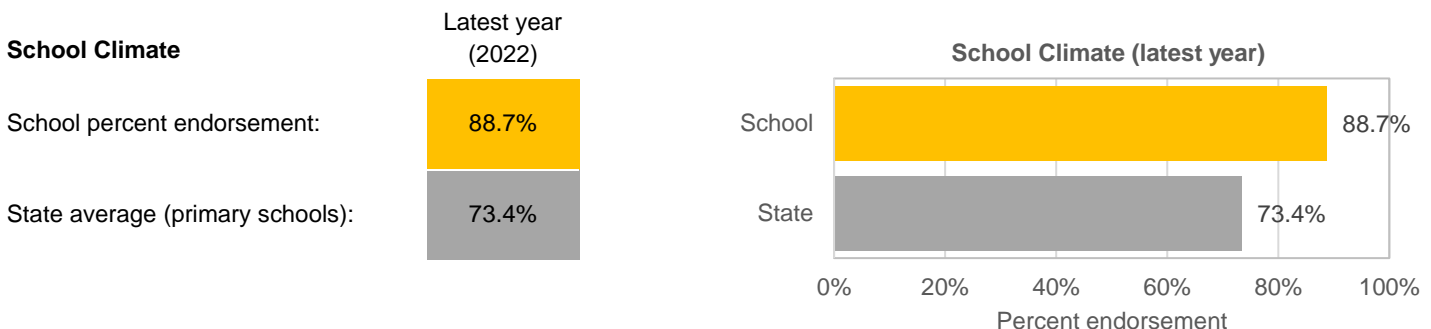
LEARNING

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)

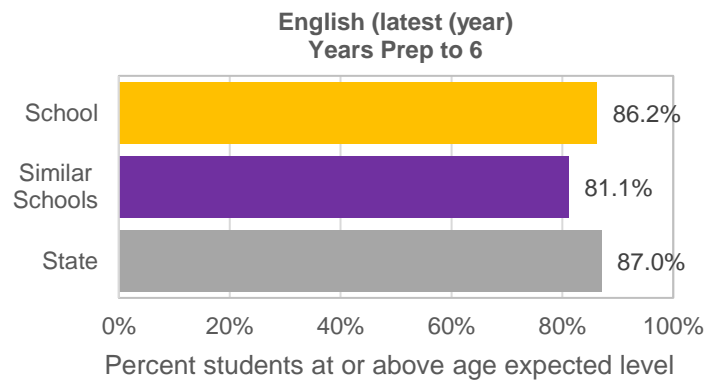School percent of students at or above age expected standards:

86.2%

Similar Schools average:

81.1%

State average:

87.0%

English (latest (year)
Years Prep to 6

School	86.2%
Similar Schools	81.1%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

82.5%

Similar Schools average:

79.6%

State average:

85.9%

Mathematics (latest year)
Years Prep to 6

School	82.5%
Similar Schools	79.6%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
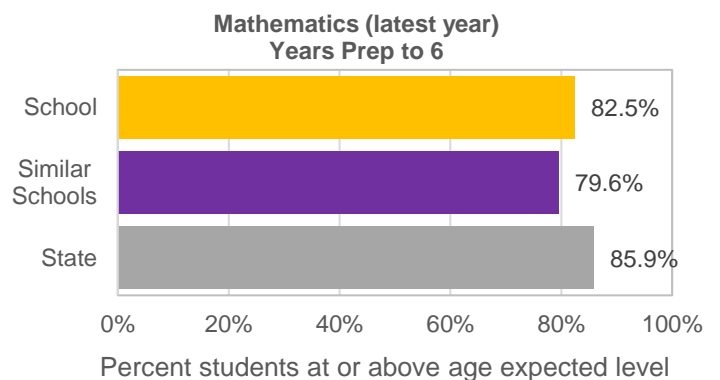
LEARNING (continued)

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.
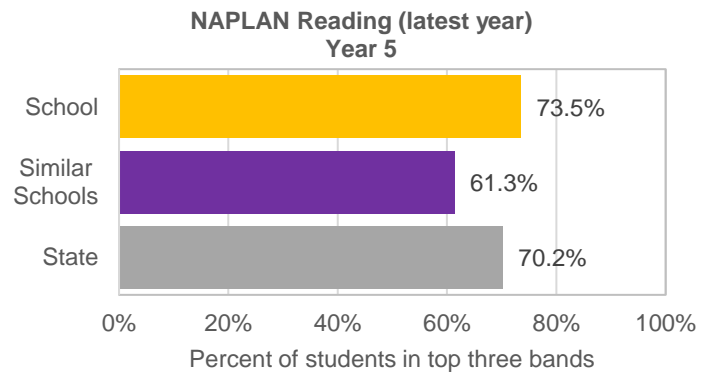
Reading Year 3	Latest year (2022)	4-year average	
School percent of students in top three bands:	75.9%	68.4%	
Similar Schools average:	70.9%	70.4%	
State average:	76.6%	76.6%	

NAPLAN Reading (latest year) Year 3

School	75.9%
Similar Schools	70.9%
State	76.6%

Percent of students in top three bands
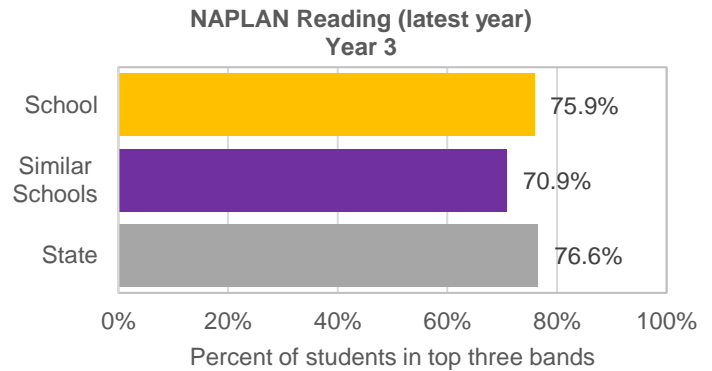
Reading Year 5	Latest year (2022)	4-year average	
School percent of students in top three bands:	73.5%	59.8%	
Similar Schools average:	61.3%	62.2%	
State average:	70.2%	69.5%	

NAPLAN Reading (latest year) Year 5

School	73.5%
Similar Schools	61.3%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average	
School percent of students in top three bands:	67.9%	58.5%	
Similar Schools average:	53.4%	55.2%	
State average:	64.0%	66.6%	

NAPLAN Numeracy (latest year) Year 3

School	67.9%
Similar Schools	53.4%
State	64.0%

Percent of students in top three bands
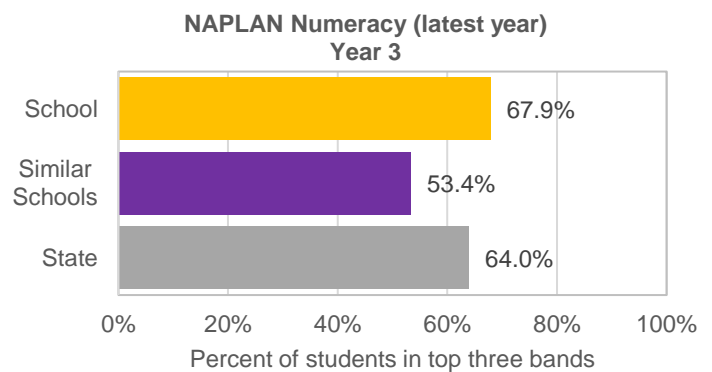
Numeracy Year 5	Latest year (2022)	4-year average	
School percent of students in top three bands:	58.8%	48.4%	
Similar Schools average:	45.2%	48.9%	
State average:	54.2%	58.8%	

NAPLAN Numeracy (latest year) Year 5

School	58.8%
Similar Schools	45.2%
State	54.2%

Percent of students in top three bands
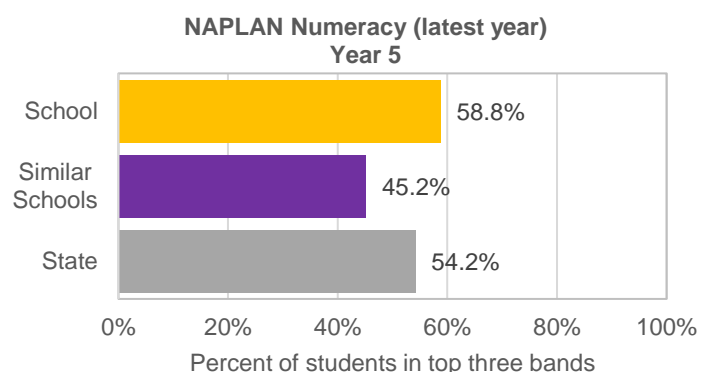
WELLBEING

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:	91.0%	86.2%
Similar Schools average:	78.8%	80.3%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

|	Percent endorsement
School	91.0%
Similar Schools	78.8%
State	78.1%
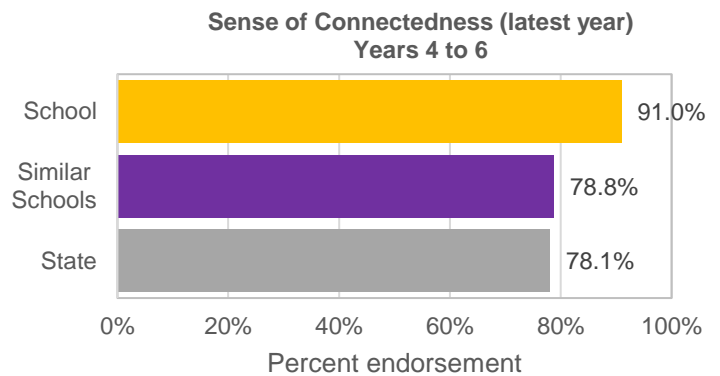
Student Attitudes to School – Management of Bullying

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:	90.9%	84.7%
Similar Schools average:	75.2%	77.2%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

|	Percent endorsement
School	90.9%
Similar Schools	75.2%
State	75.8%
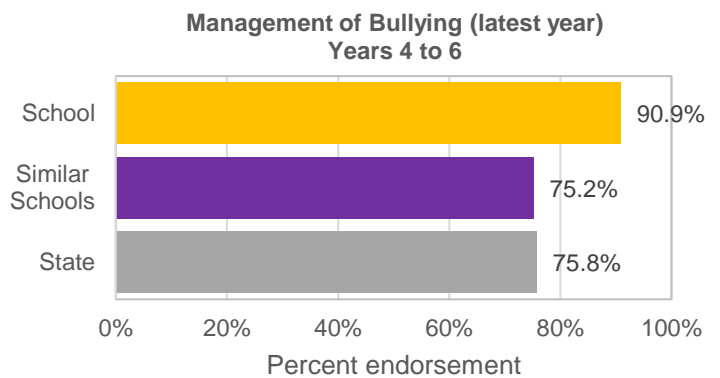
ENGAGEMENT

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:	18.0	15.3
Similar Schools average:	26.4	21.0
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	18.0
Similar Schools	26.4
State	23.3
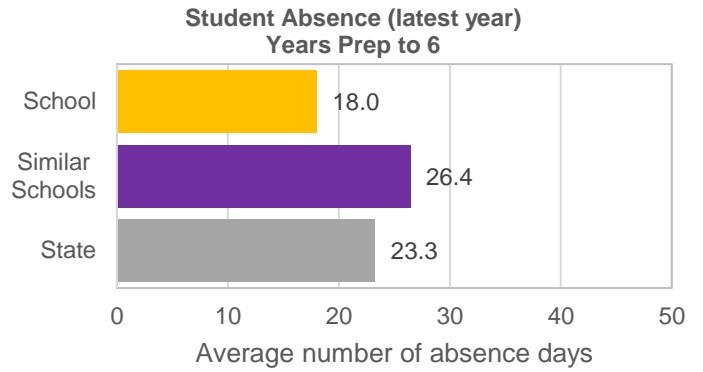
Attendance Rate (latest year)

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):	91%	89%	91%	90%	94%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$2,012,842
Government Provided DET Grants	$383,491
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$24,254
Locally Raised Funds	$78,373
Capital Grants	$0
Total Operating Revenue	**$2,498,960**

Equity [1]	Actual
Equity (Social Disadvantage)	$25,661
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$25,661**

Expenditure	Actual
Student Resource Package [2]	$1,987,624
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$48,477
Communication Costs	$3,292
Consumables	$44,418
Miscellaneous Expense [3]	$4,393
Professional Development	$1,977
Equipment/Maintenance/Hire	$49,958
Property Services	$150,205
Salaries & Allowances [4]	$23,916
Support Services	$90,030
Trading & Fundraising	$978
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$25,161
Total Operating Expenditure	**$2,430,429**
Net Operating Surplus/-Deficit	**$68,531**
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	$243,447
Official Account	$158,301
Other Accounts	$0
Total Funds Available	**$401,747**

Financial Commitments	Actual
Operating Reserve	$50,306
Other Recurrent Expenditure	$18,953
Provision Accounts	$0
Funds Received in Advance	$3,791
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$29,020
Capital - Buildings/Grounds < 12 months	$20,000
Maintenance - Buildings/Grounds < 12 months	$92,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$214,070**

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.