

2021 Annual Report to The School Community



School Name: Vermont Primary School (1022)



- 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 2021 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 16 March 2022 at 01:22 PM by Robin Stickland (Principal)

- This 2021 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 16 March 2022 at 02:12 PM by Sharon Govenlock (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Vermont Primary School and Kindergarten is an award-winning school that provides highly successful, challenging and effective learning programs that cater for all students and supports, their emotional growth and wellbeing. The school is approximately 21 kilometres east of Melbourne. We had 30 classes for the 743 students at census in 2021 supported by 46 qualified teachers and 3 principals who are all VIT registered. We have no Aboriginal or Torres Strait Islander teachers. In 2021 the SFO was 0.1970 and the SFOE was 0.1337. The school's values are: To Care, To be Responsible, To be Respectful and To Strive. The proportion of the students with a language background other than English is 66%, with 55% speaking English as an additional language. This reflects the diversity of the school community and the 38 different languages spoken. Extensive individual learning opportunities ensure students are extended to their full potential. Our goal is to give students a high sense of self confidence and an appreciation that learning is a lifelong process while improving Student Voice and Agency. Our focus is on achieving outstanding results, especially in Literacy and Numeracy. Our capacity to provide high quality specialist programs in the areas of Music, Art, Indonesian, PE, Digital Technologies and EAL ensures that every student has the opportunity to experience success.

Energy, enthusiasm and effective partnerships between parents, students and staff members are key features of Vermont Primary School. This is also extended to relationships with aligned experts and professionals in the areas of education and wellbeing. We employ 16 educational support staff who are passionate and dedicated about providing a wide range of stimulating programs and extracurricular activities for our students in the school and 110 students in the Kinder. The school offers a stimulating Outside School Hours Care and Holiday Program. In 2021, we had no international fee-paying students, however during 2021, we offered a remote and flexible learning program to enrolled students who were overseas and unable to return to the school.

Framework for Improving Student Outcomes (FISO)

In 2021, the Department updated the FISO Continua elements in response to COVID and the Victorian restrictions which lead to remote and flexible learning using Zoom, Google Docs, Office 365 and Seesaw as the learning platforms. At the beginning of the 2021 school year, the school was focussing on empowering students to become self-regulated learners and increasing outcomes in Literacy. In response to COVID, the school shifted its goals and focus to support the implementation of a remote and flexible learning. The school is operating at an embedding or excelling level in all areas of the 2021 FISO Continua. The school completed a self-review and identified as 'embedding and excelling' in many areas of Professional Leadership and A Positive Climate for Learning. The Leadership Team worked together in response to the COVID 19 restrictions. Staff communication, meetings and daily organisation continued online using Zoom. During remote learning the Team Leaders joined the School Improvement Team in response to the level of change the school was experiencing. This resulted in a collaborative focus on building middle leaders and sharing leadership opportunities. The team was flexible, responsive and organised in leading the school throughout the year, making decisions that supported the wellbeing of the students, staff and parents. The team used data to inform practice and make decisions with the priorities of staying safe, healthy and happy.

During remote learning, setting expectations and promoting inclusion became one of the main focus areas for the Leadership Team. Engagement and Wellbeing was tabled as an agenda item at each Staff Meeting to ensure consistency in tracking systems and procedures were implemented and all staff worked extremely hard to ensure that no student fell through the gap. All at risk students were monitored closely, overseen by the Engagement and Wellbeing Leader. Onsite supervision was offered to all students who met the essential workers criteria during remote learning, including those at risk and vulnerable. The school worked closely with the DET Wellbeing Consultant to ensure the appropriate support was provided to the students. Various programs were implemented onsite and remotely including The Resilience Project, the Respectful Relationships Curriculum and our annual Child Safety week, aimed to empower students with health and wellbeing strategies. A wide range of data was used to analyse the impact of these programs, including monitoring the use of Seesaw with the number of tasks submitted by each student. A Facebook site was set up for students and families to share their Art Work, Performances and Specialist activities.

In the areas of Excellence in Teaching and Learning, due to COVID restrictions, the main focus for the school was developing and delivering a remote learning curriculum that kept the students engaged in their learning. The AIP goals were modified in response to this enormous impact on student learning, staff capacity and the wellbeing of the whole community. The school prioritised Literacy, Numeracy and Wellbeing during remote and flexible learning. The teaching staff continued to work collaboratively in PLCs to moderate, identifying learning goals and plan curriculum. A future focus as we explore the new FISO Model, FISO 2.0, is to closely link student wellbeing with student learning, acknowledging the direct relationship between the two.

Continuing the growth and development of leaders using coaching and mentoring will remain a priority, including engaging with research in best practice, such as Peter Dewitt and Lyn Sharratt. Building communication bridges between Team Leaders, Instructional Leaders and PLC Leaders aims to strengthen this aspect of the school further.

Achievement

As an Inner East school Vermont Primary School is recognised as a high achieving school, as evidenced by our data. Previous years NAPLAN data indicates that results in Literacy and Numeracy are similar to and higher than other excellent schools over a four-year average. The Top 2 Bands in both Literacy and Numeracy indicate well above the state levels. The school prides itself on offering high expectations through meticulously planned programs and ongoing improvement strategies based on educational research, remotely and onsite. We had 24 students involved in the Victorian High Ability Program. Challenging learning tasks target the potential of individual students and teams of teachers support all student learning. Ongoing regular assessment of our Strategic Plan and Annual Implementation Plan by School Council and school staff ensures outstanding learning of Literacy and Numeracy. All PSD funded students are achieving or exceeding their individual learning goals. Our teacher assessment data shows that all our students are achieving well above the state mean or their personal benchmarks. We are hopeful that our continuous focus on developing the capacity of our staff through PLCs will result in maintaining excellence across all year levels for future years.

Technology has enhanced student engagement in their learning, with school provided iPads and laptops ensuring students were equipped with the necessary tools to complete set tasks. In English Teacher judgements, 97% of students achieved at or above the age expected standard, compared to 86.2% state average and in Mathematics teacher judgements 96% of students achieved at or above the age expected standard, compared to 84.9% state average.

The future focus for Vermont Primary School, as stated in our School Strategic Plan, remains in the areas of Writing, Reading and Student Agency Goals. Ensuring the percentage of students in the top 3 bands remains consistent from Year 3 to Year 5 is another target.

Engagement

During Remote and Flexible Learning the students, staff and parents worked closely together to maintain engagement in their learning and to monitor their wellbeing. The SeeSaw online learning platform enabled students to have more choice in the way they presented their learning, encouraging voice and agency. In 2021, many clubs and cross level activities were postponed in response to the COVID restrictions in place. As a result, the students and staff created innovative methods of improving student engagement in their learning, this included online competitions, creating and sending video messages to each other, daily online conferences with staff and continuing with recognising students with awards in online Assemblies which continued once we returned to the school site in restricted bubbles. The Year 6 Leaders produced a collaborative movie sharing their remote learning experiences with the community and the staff created welcome back videos thanking the community on return to onsite learning. Vermont Primary School is proud of our student engagement and wellbeing data achievements during this difficult time. The Attitudes to School Survey completed by our Year 4, 5 and 6 students at the end of 2021 gave the school an excellent score in Self-Regulation and Goal Setting, Attitudes to Attendance, School Connectedness, Student Safety and Health and Wellbeing. Student data indicates a supportive community and that students want to come to school, are goal focused and have a sense of belonging and connectedness to the school.

The school values continued to be supported through Wellbeing Units of Work delivered across the school, Random Acts of Kindness Awards and monthly Student Awards celebrated at online Assemblies. The School Chaplain worked to support students, staff and parents, and build mutual respect and empathy during onsite and remote learning. Parent Survey results reflected excellent scores across all domains: Parent Community Engagement, School ethos and Environment, Student Cognitive Engagement, Student Development, Student Safety and Connection and Progression. 85% of our Parent Community reported satisfaction with the school's approach to remote and flexible learning during 2021, with an overall School percent endorsement of 80% compared to the state average of 78%.

The students, teachers, parents and extended families worked collaboratively to provide a positive and safe school and home environment. This is also reflected in the School Staff Survey with 91% of staff endorsing a positive school environment, compared with the State average of 76%. On average, students in Foundation to Year 6 recorded 6.4 absent days for 2021, compared to 14.7 for the state, an average attendance rate of 97% across the school. We have a clear anti-bullying and child safety policy that aims to protect the rights of all students to feel safe and nurtured. Our student attendance remains very high due to parental support and any attendance concerns are addressed with individual students in line with DET guidelines. We put the welfare of our students at the centre of all administration decisions both during onsite and remote learning.

Wellbeing

Wellbeing was a major focus for the school in 2021 in response to the COVID restrictions in place. The Wellbeing Leader and Leadership Team worked closely with the Department and Region staff to address the wellbeing needs of the students this year. Focus was placed on providing support to students and families during remote and flexible learning as well as transitions between on site and online learning. Over 70 different students accessed the onsite supervision program during remote and flexible learning, we thank the staff who worked in this program. Many students received additional online support from Educational Support Staff and teachers during this time. Parents did a wonderful job in supporting the ongoing learning of their children at home.

Individual Learning Plans were provided to students and families in response to their personal circumstances. Being an eSmart accredited school during this time meant that we had a solid foundation for educating the students about safe online behaviours.

The school's internal and external Transition Programs, Kinder to Foundation, Year 6 to 7 and internal end of year transitions were modified and enhanced. The Foundation Transition Team created virtual tours, held online meetings and worked within the restrictions to allow students to attend onsite. The Year 6 to 7 transition also moved online with local schools offering various support and programs and an onsite visit to the local Secondary School was held late in Term 4. The majority of our Year 6 students transitioned to Vermont Secondary College or neighbouring private schools. The strong relationships formed with these schools enable our students to make successful and positive transitions.

In 2021, we continued implementing the Resilience Project at Vermont Primary School along with the How Full is Your Bucket Program in the lower years and the Bounce Back anti-bullying Program in the middle years. The Resilience Project was expanded in Term 4 to assist the students to smoothly transition back to onsite learning.

Finance performance and position

All funds from DET and locally raised have been expended, or committed to support the achievement of educational outcomes or operational needs of the school. They have been consistent with DET policies, intent of provision and School Council approval. During 2021, major expenditure during the school year included:

- Leasing of laptops for student usage - Purchase of iPads and SMART TVs for students' usage within their learning programs,
- Purchase of furniture to cater for the new students into the school as well as COVID Safe,
- Purchase of Read Write Inc. Program and training for staff new to the school and Essential Assessment,

- Software purchase in response to remote and flexible learning seesaw and Zoom licences,
- Books, online reading resources
- Using CRTs in the onsite program to ensure assessment can take place,
- Increasing the hours of part time staff to meet the needs of students – learning, catch up and extension,
- Repairs and upgrade of the school i.e. seating outside,
- Arborist inspection and tree pruning (twice yearly),
- Renovation and upgrade of the Vermont Primary School Oval,
- Year 6 Graduation – taking place on school grounds,
- Allocating of Mathematic Specialist to further enhance the program as outlined in the PMSS Grant,
- Professional Learning for staff

The SRP was in deficit due to the decision to increase ES support to the students entering the school in Prep without having had a full Kindergarten Program experience. The school has a contract with the Whitehorse City Council to use the Vermont Reserve for lunchtime recreation and Friday Sport.

For more detailed information regarding our school please visit our website at
<https://www.vermontps.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 743 students were enrolled at this school in 2021, 350 female and 393 male.

55 percent of students had English as an additional language and 0 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).

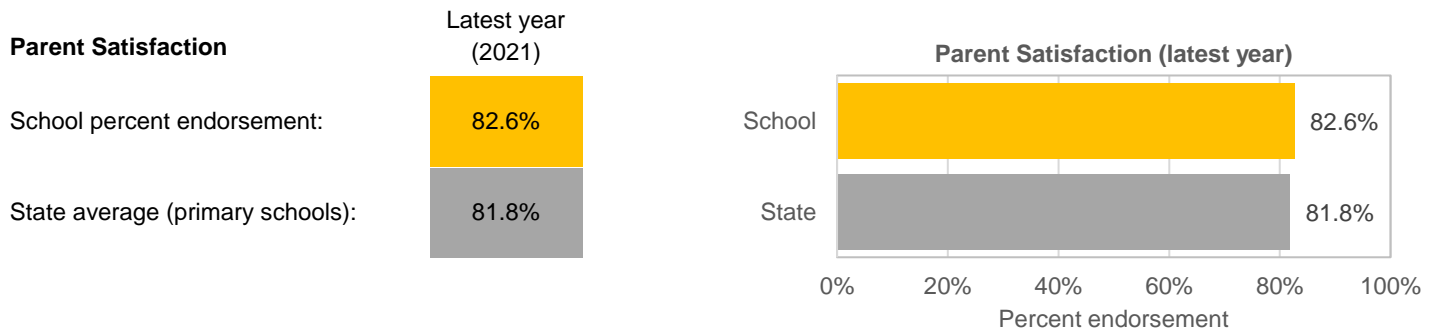
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

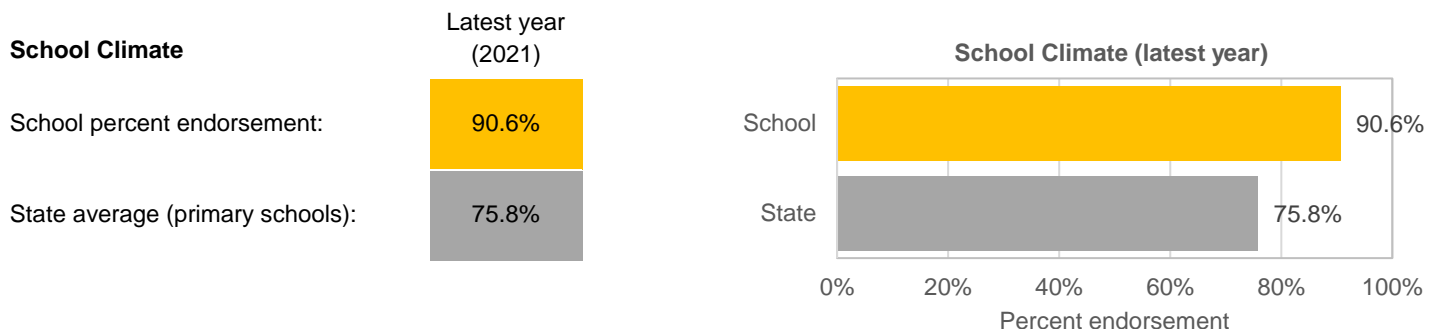


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

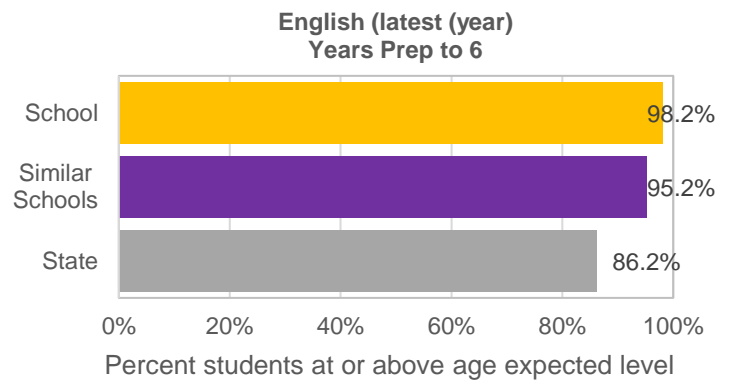
98.2%

Similar Schools average:

95.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

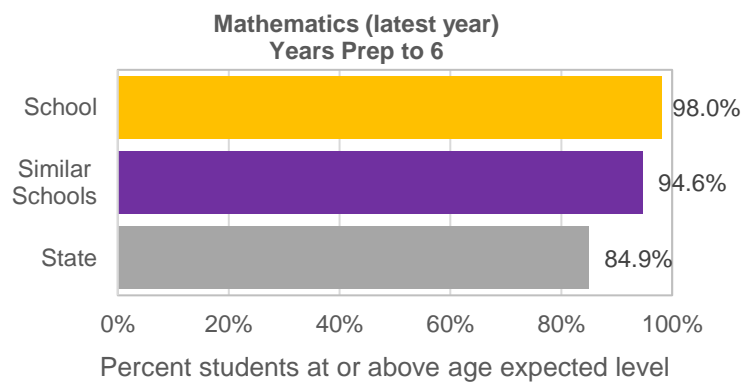
98.0%

Similar Schools average:

94.6%

State average:

84.9%



ACHIEVEMENT (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.

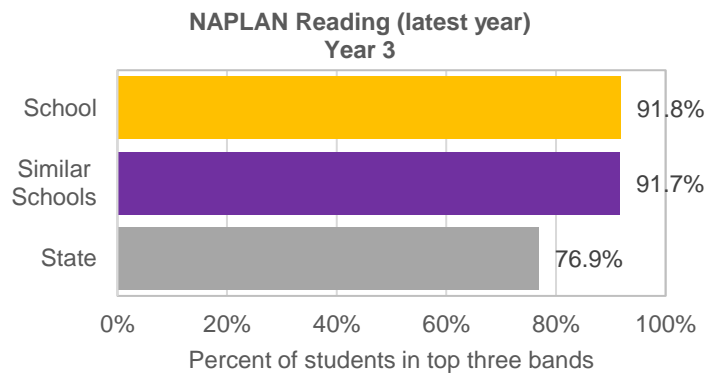
NAPLAN

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 2018, 2019 and 2021 data.

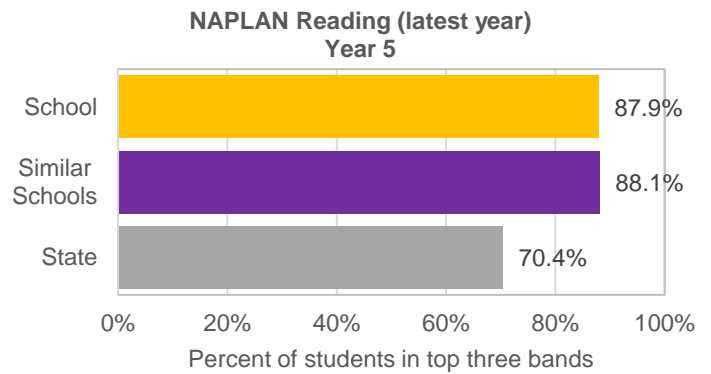
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.8%	92.2%
Similar Schools average:	91.7%	90.5%
State average:	76.9%	76.5%



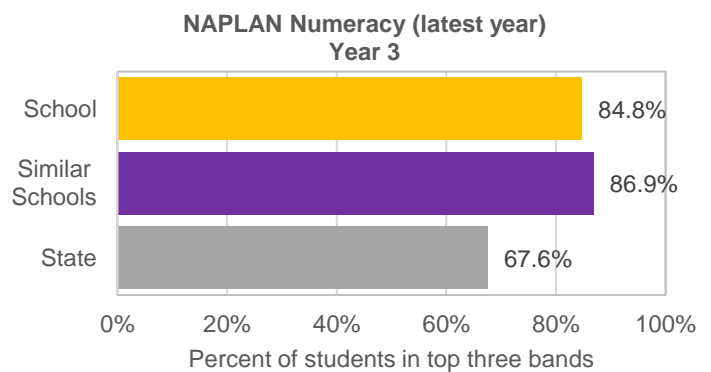
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.9%	86.6%
Similar Schools average:	88.1%	84.4%
State average:	70.4%	67.7%



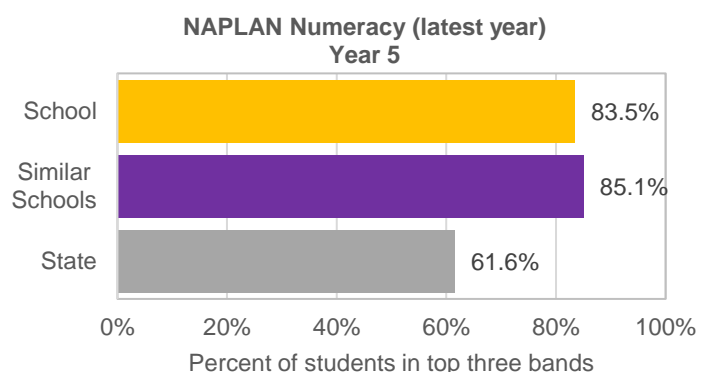
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.8%	89.2%
Similar Schools average:	86.9%	87.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.5%	84.9%
Similar Schools average:	85.1%	82.9%
State average:	61.6%	60.0%



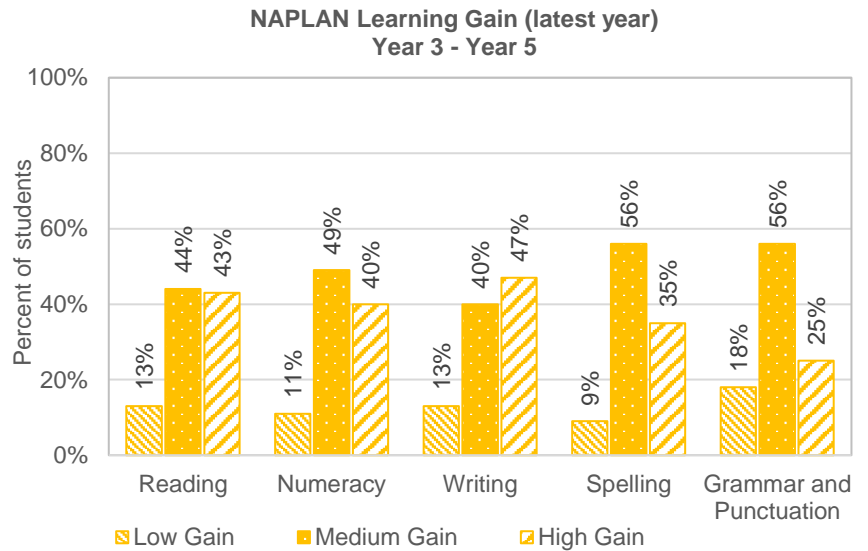
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	44%	43%	33%
Numeracy:	11%	49%	40%	38%
Writing:	13%	40%	47%	38%
Spelling:	9%	56%	35%	33%
Grammar and Punctuation:	18%	56%	25%	41%



ENGAGEMENT

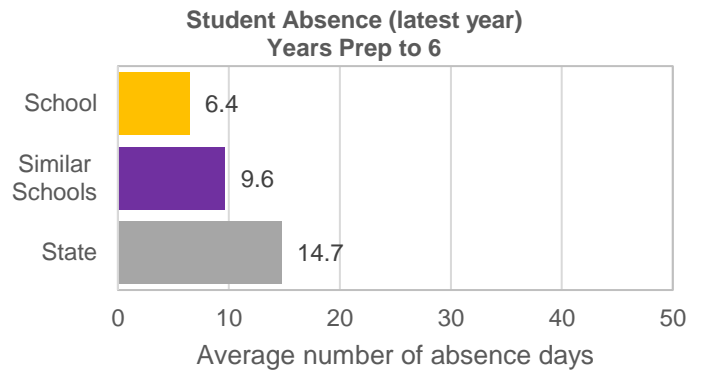
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	6.4	8.7
Similar Schools average:	9.6	12.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	97%	96%	96%	97%	96%	97%	97%

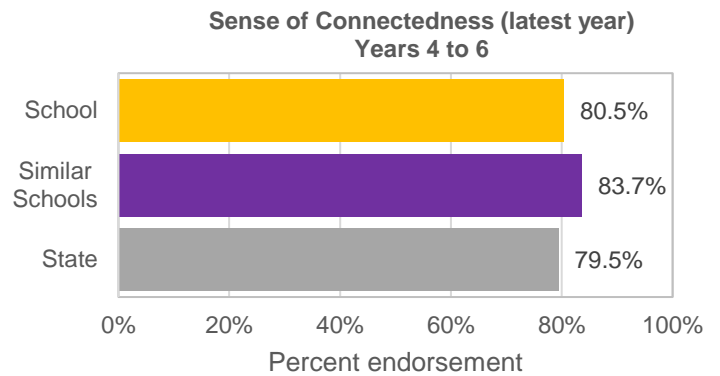
WELLBEING

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 (2021)	4-year average
School percent endorsement:	80.5%	82.5%
Similar Schools average:	83.7%	83.9%
State average:	79.5%	80.4%

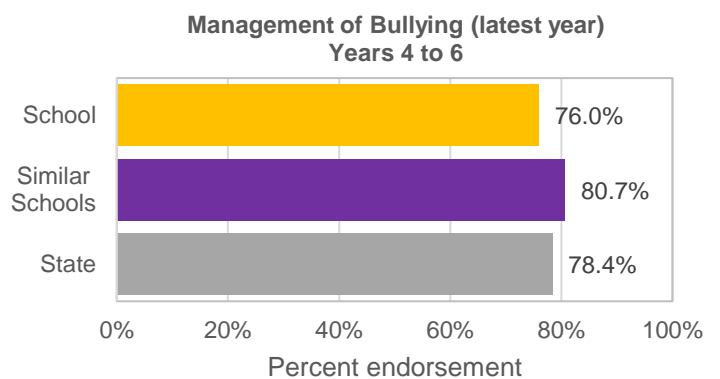


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.0%	81.3%
Similar Schools average:	80.7%	82.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$5,995,313
Government Provided DET Grants	\$1,096,794
Government Grants Commonwealth	\$252,688
Government Grants State	\$909
Revenue Other	\$42,951
Locally Raised Funds	\$613,642
Capital Grants	\$0
Total Operating Revenue	\$8,002,297

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,812
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,812

Expenditure	Actual
Student Resource Package ²	\$6,013,217
Adjustments	\$0
Books & Publications	\$5,600
Camps/Excursions/Activities	\$239,212
Communication Costs	\$5,959
Consumables	\$194,817
Miscellaneous Expense ³	\$36,887
Professional Development	\$27,756
Equipment/Maintenance/Hire	\$275,204
Property Services	\$271,990
Salaries & Allowances ⁴	\$981,695
Support Services	\$93,959
Trading & Fundraising	\$45,878
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,320
Total Operating Expenditure	\$8,236,492
Net Operating Surplus/-Deficit	(\$234,195)
Asset Acquisitions	\$93,343

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,048,303
Official Account	\$50,954
Other Accounts	\$220,483
Total Funds Available	\$1,319,740

Financial Commitments	Actual
Operating Reserve	\$332,284
Other Recurrent Expenditure	\$10,510
Provision Accounts	\$18,977
Funds Received in Advance	\$30,975
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$31,719
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$113,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$550,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,287,465

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.