

# 2021 Annual Report to The School Community



**School Name: Ararat Primary School (0800)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 23 March 2022 at 02:42 PM by Ryan Oliver (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 29 April 2022 at 11:13 AM by Kara Bartlett (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

Ararat Primary School, or "800" as it is known locally, is a vibrant, inclusive and nurturing school environment, committed to providing the very best learning opportunities for all students. We are committed to preparing our students to be resilient, respectful and valued members of the community. 2021 was the first year of our new Strategic Plan, with the Strategic Review being completed in late 2020.

Our confirmed 2021 enrolment was 235, with 120 female and 115 male students, which was slightly more than the 230 of the previous year. The student population is forecast to remain relatively constant for the next few years. The class structure was maintained at 11, with a mixture of full and part time staff, along with three specialist classes of Circus, Visual Arts and German Language. A total of 20.42 FTE staff members made up the staffing profile for 2021. A total of 0 staff employed at the school identify as Aboriginal or Torres Strait Islander. This included a Principal, Assistant Principal, Learning Specialist, Classroom Teachers and Non Teaching Staff.

During the year there was considerable staff movement with staff gaining positions at others schools and some personal, and long service leave taken. The principal is included in long term leave, with the Assistant Principal acting in his absence, and an external Acting Assistant Principal employed for the duration of the principal's leave.

The school received a small allocation of Equity Funding, which it committed to the employment of a part-time Speech Therapist, a Numeracy Intervention Therapist, releasing staff for Professional Development and Peer Observation. The equity funds were also allocated for ICT infrastructure upgrades.

Ararat Primary School's Student Family Occupation and Education (SFOE) was 0.4957, which put the school in the "Medium Band" category, reflective of the continuing trend of wellbeing needs. 14 of our children were EAL (English as an Additional Language), and 8 were of Aboriginal or Torres Strait Islander background. In 2021, there were a total of 9 students funded on the Program for Students with Disabilities at the beginning of the year, which reduced to 4 due to families relocating throughout the year. There were also a small number of students in informal kinship care. There was one student enrolled at Ararat Primary School who was in formalised Out of Home Care arrangements.

Despite an optimistic start to 2021, Remote Learning became a focus for our school after the State of Victoria was locked down for a significant portion of the year. Our collective focus was that of ensuring all students had the opportunity for one on one instruction through conferencing, and small group instruction through guided practices, as well as access to teacher and principal support.

Work began on the three main areas of focus for our new Strategic Plan.

1. Teaching and Learning
2. Student Engagement
3. Student Wellbeing

All staff completed a 2 day phonics based training at the beginning of the year, to finalise our change in reading instruction, which we had been working on over the previous two years in the 1/2 area.

Our school was involved in the Mental Health and Wellbeing Coordinator Pilot, which saw the employment of a 0.6 staff member, who supported the leadership team to boost staff capacity to monitor and respond to a variety of wellbeing needs.

Structurally, the school diversified and distributed its leadership teams through the implementation of Wellbeing, Teaching and Learning, and PLT Leadership Teams. Our Teams worked to improve vital areas of our school operations across the course of the year.

Through the Resilient Ararat Community Group, resources were provided to students and staff to improve the collective resilience of our community, which built on the previous year's involvement with the project. These resources proved to

be a valuable asset to our staff and students throughout the Remote Learning phases of 2021.

Ararat Primary School provided a 1:1 netbook program for students in grades 3-6 and a 1:2 iPad program for students in Prep-2. "Discoveries" and "Mappen" continue to be integral aspects of our classroom instruction with students able to inquire and engage in cross-curricular learning during these sessions.

Ararat Primary School provides its students with a plethora of extra-curricular opportunities. Unfortunately, due to the year of COVID restrictions, many of these integral aspects of our school were not able to be facilitated.

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## Framework for Improving Student Outcomes (FISO)

Our KIS (Key Improvement Strategies) for 2021 were modified to suit the Remote Learning Phases of 2021, when appropriate.

### 1. Improve Literacy and Numeracy

We will do this by:

Developing consistency in whole-school instructional approaches Building practice excellence  
Embedding an effective PLC model Evaluating impact on learning  
Building teacher curriculum knowledge and understanding Curriculum planning and assessment  
Developing authentic partnerships with parents in learning Parents and carers as partners

### 2. Strengthen student engagement .

We will do this by:

Developing a whole-school approach to activate learner agency Empowering students and building school pride  
Building student and teacher capability to monitor and target learning growth Curriculum planning and assessment  
Developing authentic partnerships with parents in learning Parents and carers as partners

### 3. Enhance the wellbeing of students

We will do this by:

Reinvigorating the APS vision and values Vision values and culture  
Embedding the SWPBS framework Empowering students and building school pride  
Strengthening parent partnerships to support wellbeing Parents and carers as partners

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## Achievement

Ararat Primary School has continued to work hard on the teaching and learning of Literacy and Numeracy for duration of the 2021 school year. Our whole school programs such as Little Learners Love Literacy, Soundwaves and Writers' Workshop have continued to be fundamental aspects of our Literacy instruction across the school. Our Teaching and Learning Team continued to monitor and track our student learning data across the year, which included regular student focus group discussion to ascertain feedback. Whole school professional development in line with phonics based instruction also took place. Members of the T&L Leadership Team also delivered targeted professional learning to our staff around the continued implementation of our Instructional Models in Reading, Writing and Challenging Tasks (Numeracy).

Our school was involved in the Tutor Learning Initiative, which saw the employment of a Literacy tutor (0.6) and Numeracy tutor (0.4). These tutors operated a blended model (intervention both in class and in small groups outside of the classroom) with each of the PLTs across the year. Student involvement in the TLI program was determined through

student achievement data and with collaboration within PLTs.

Challenging Tasks continued to be a focal point in the teaching and learning of Numeracy, although the instructional approach and knowledge needed to run an authentic task during Remote Learning, proved to be very challenging.

Our Remote Learning program was developed to support the core learning of Literacy and Numeracy. Our leadership team developed a system and strategy, in line with Department guidelines, which ensured that the key elements of differentiated learning (conferencing, guided instruction) were continued via our online platforms. Zoom and Seesaw continued to be common tools for student learning and teachers were able to adapt to this new style of teaching quickly. The majority of our students engaged well online with some showing unexpected growth in core learning areas.

Our NAPLAN results were a mix of surprise, elation and some disappointment.

In Reading, we attained our best result in the previous five years for student Achievement and Growth. This was a point of celebration at the end of the year when the Teaching and Learning Team conducted a data analysis session. Numeracy proved to be disappointing, with results not making the high point of 2019.

Writing proved to show a slight increase in achievement in grades 3 and 5, and growth consistent with the past five years.

Teacher Judgements against the Victorian Curriculum in English and Mathematics indicate that our student outcomes are below comparison schools, and remain below the state median. It is worth noting that staff continued to take a rather conservative approach to student learning growth given the extended time spent in Remote Learning. At the conclusion of the year, all students who had not made expected growth were individually recorded and earmarked for intervention in 2022, through the continued Tutor Learning Initiative.

Remote learning and Covid inspired a change of focus for us this year. Staff were able to collectively focus on Teaching and Learning (core areas) and student wellbeing.

The school utilized PSD funding to employ Education Support staff to provide individual and targeted support to our students. The progress of these students is regularly monitored and tracked against Individual Learning Plans; with feedback to families and other relevant agencies through termly SSG meetings.

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## Engagement

Ararat Primary School has continued its commitment to providing students with a number of positive engagement strategies, in order to foster positive relationships between them, teachers and the wider school community. Engagement of students during Remote Learning periods were made a priority. The schools Mental Health and Wellbeing Coordinator prioritized the engagement of key students through regular check-ins with those students and families during the Remote Learning periods

Regular attendance awards continued to be part of weekly assemblies, and individual attendance rewards were given out at the end of Terms 3 and 4. These proved popular measures for school attendance across the 2021 school year.

Attendance became a regular focus of discussion at leadership meetings, with students who had disengaged from Remote Learning, or who needed additional support to return to face to face learning, were identified and supports put in place by our Leadership Team.

Our 2021 attendance data shows a higher level of absenteeism when compared with the previous two years, with Remote Learning Attendance requirements changing as they did in the previous year.

Our teaching and learning continued to focus on individual student goals, which were tailored at each students level. This enabled us to better engage our students, even during the Remote Learning period. The schools Numeracy and

Literacy Tutors also continued their program with key students during the remote learning periods.

Unfortunately, many of our Extra Curricular and Lunchtime Activities weren't permitted for much of the year. Our Library was opened each lunchtime once restrictions eased in Term 4. Lego and Chess club, German Club, Earthlings and Choirs operated in Term 1, with the German Club completing a play at our whole school assemblies early on in the year. The school also prioritized the return of these clubs with each return to face-to-face teaching in Terms 2, 3 and 4. Our schools Bamboozle program was revamped and were able to perform at some of our end of year events, including the Concert and end of Year Assembly. It was refreshing having parents on site for the end of year concert, which was a very positive event.

Ararat Primary School continues to concentrate on providing an inclusive, stimulating and engaging environment for all students, where attendance is actively promoted, leadership is nurtured, and effort and resilience strongly encouraged and supported.

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## Wellbeing

Our 2021 Attitudes to School Survey indicated that there was an 80% positive endorsement from students in terms of Sense of Connectedness, which is above the state and similar schools. Our Managing of Bullying response was 77.9%, which equates the similar school and is slightly below the state.

Our overall parent satisfaction was 78.2%, which is slightly below that of the state mean of 81.8.

Our school also provides a Breakfast Program in partnership with Foodbank Victoria for students in need. The Breakfast Club operated twice a week, when restrictions permitted. Additional food resources were given to families in need during the lockdown periods.

Our school's involvement with the Resilience Project was a particular highlight. Our staff were able to develop knowledge and practice in the mental health and wellbeing field, which enabled them to explicitly teach students good mental health practices, including gratitude, empathy and mindfulness. Our whole school and staff training days in Term 1 were particularly well received by the community.

The continued employment of our school wellbeing officer and therapy dog has been invaluable in supporting the wellbeing of a number of vulnerable students in 2021.

We consolidated our transition processes across the school, with all students involved in four formal extended sessions during Term 4, coordinated with our Kinder transition program. We worked closely with all local Kindergartens and were able to offer a more robust transition session due to eased restrictions.

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## Finance performance and position

At the conclusion of 2021, Ararat Primary School remains in a sound financial position.

The school remains in surplus due to money being brought forward from previous school years. Some of this surplus will be used to offset staffing expenditure in 2022. The Credit Budget entered 2022 in deficit due to the loss of four funded students in 2021. This will be managed accordingly.

Salaries and Allowances expenditure for 2020 was less than 2019, with a lower need to replace outgoing staff or staff on leave. CRT costs in 2020 were also less.

The school received a total of \$247,403 in equity funds which were used to employ a Speech Pathologist, Literacy and Numeracy Specialist Staff, provide release for coaching, peer observation and school improvement team staff, employ a school wellbeing officer. Other equity funds were allocated to resourcing key areas of literacy and numeracy across the year.



# 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 237 students were enrolled at this school in 2021, 114 female and 123 male.

9 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).

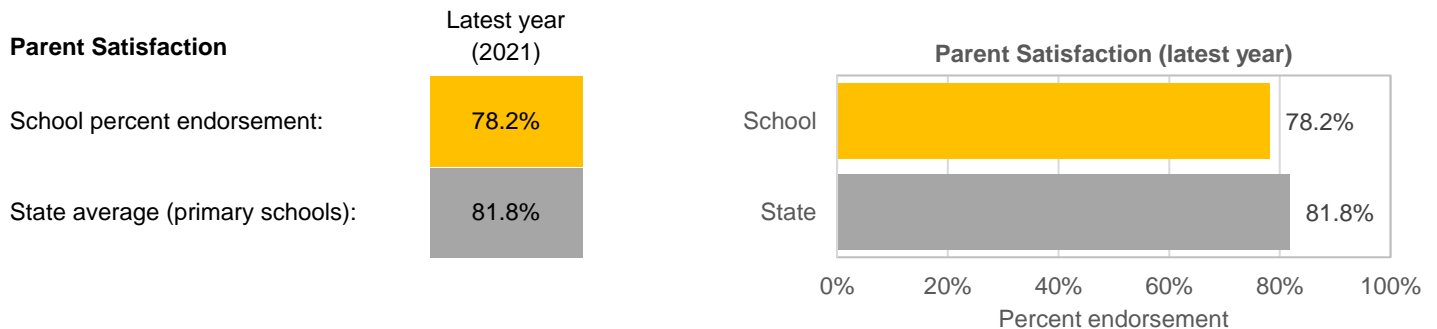
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

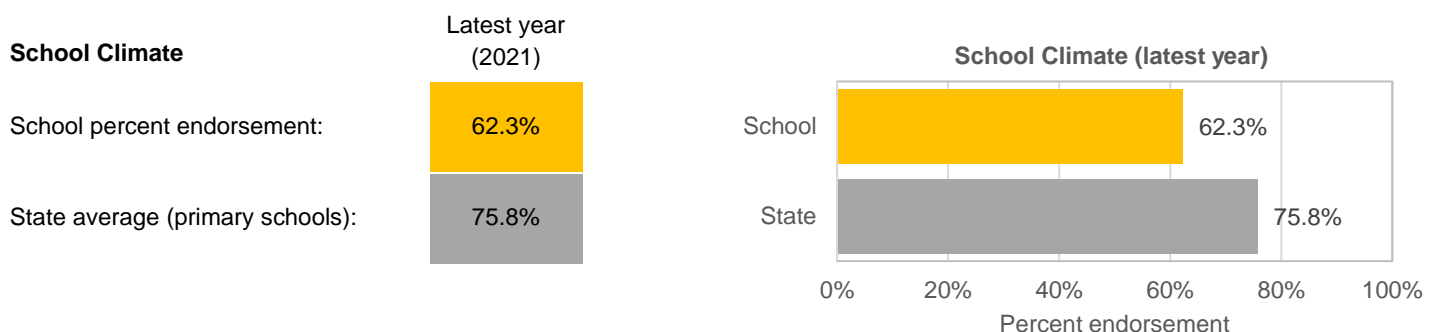


### School Staff Survey

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

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

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



## 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:

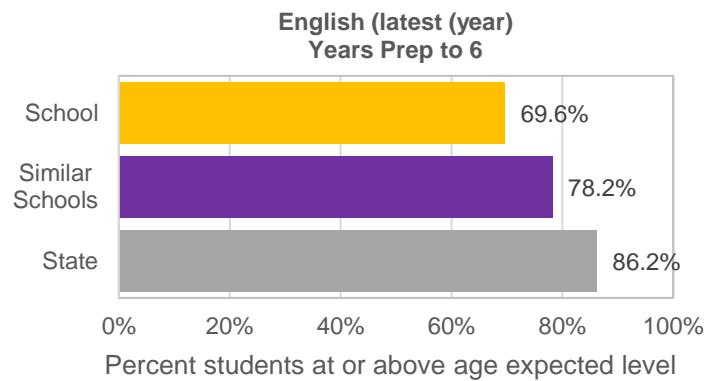
69.6%

Similar Schools average:

78.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

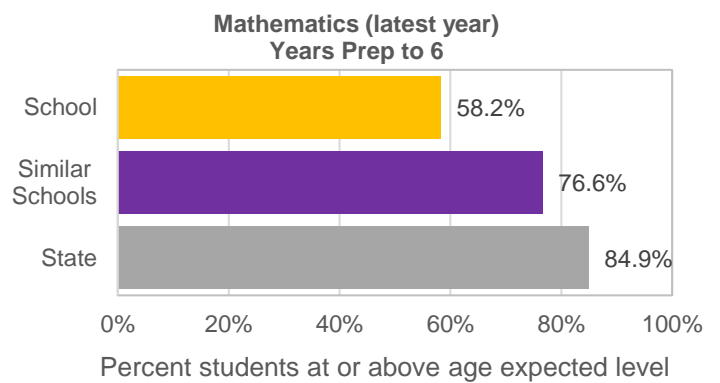
58.2%

Similar Schools average:

76.6%

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.

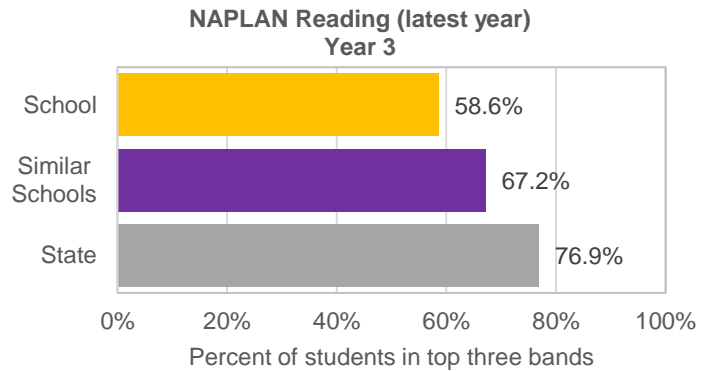
**NAPLAN**

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.

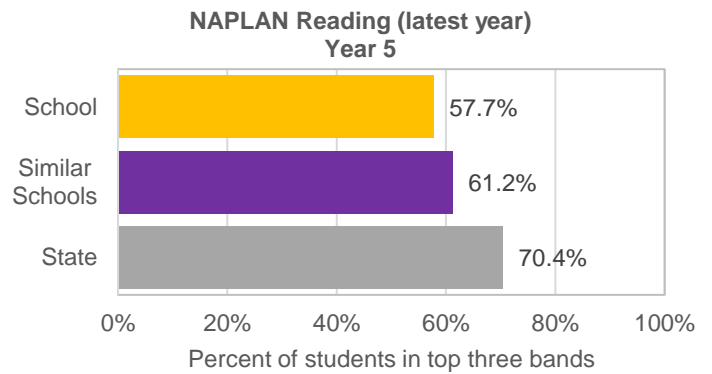
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.6%	51.7%
Similar Schools average:	67.2%	66.7%
State average:	76.9%	76.5%



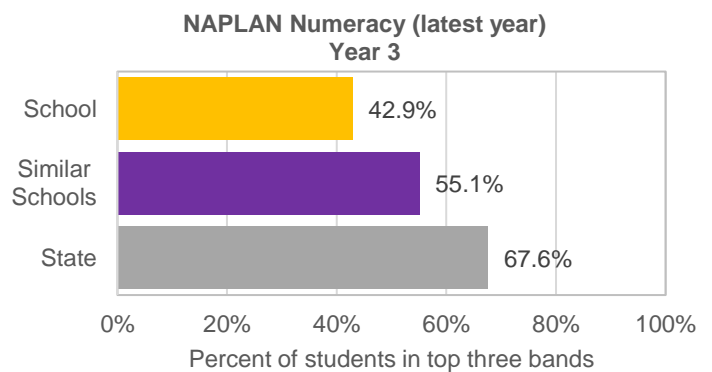
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.7%	54.5%
Similar Schools average:	61.2%	57.1%
State average:	70.4%	67.7%



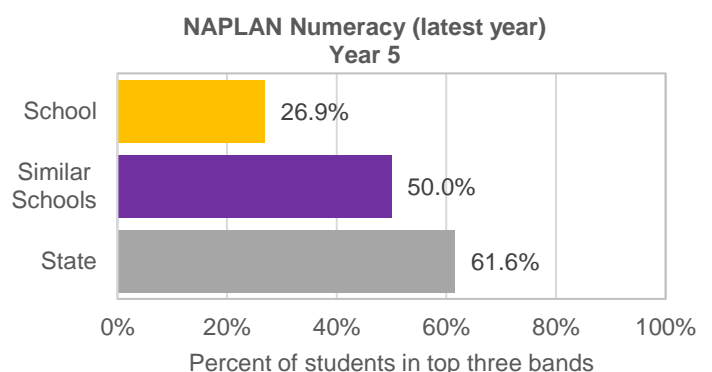
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	42.0%
Similar Schools average:	55.1%	59.8%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	26.9%	37.0%
Similar Schools average:	50.0%	48.0%
State average:	61.6%	60.0%



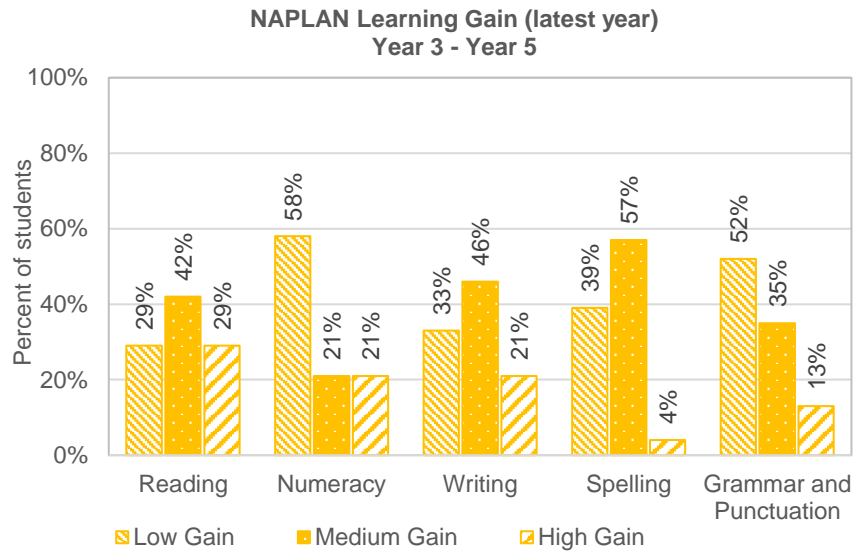
**ACHIEVEMENT (continued)**

**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:	29%	42%	29%	23%
Numeracy:	58%	21%	21%	20%
Writing:	33%	46%	21%	16%
Spelling:	39%	57%	4%	15%
Grammar and Punctuation:	52%	35%	13%	19%



## ENGAGEMENT

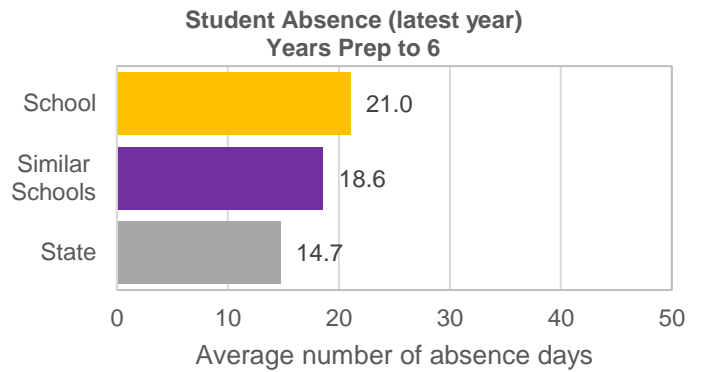
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.0	17.8
Similar Schools average:	18.6	17.2
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):	92%	91%	89%	90%	91%	87%	86%

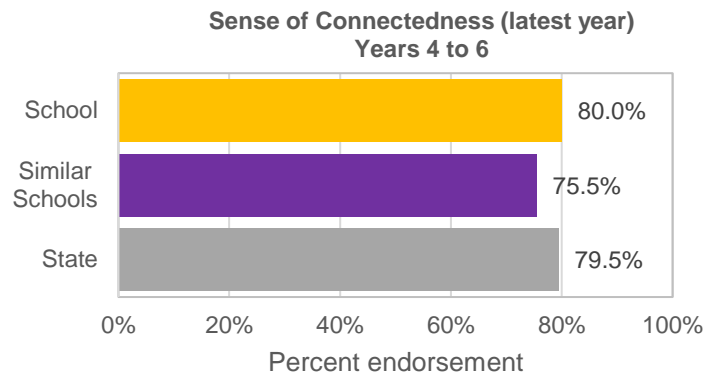
## WELLBEING

**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:	80.0%	82.8%
Similar Schools average:	75.5%	77.2%
State average:	79.5%	80.4%

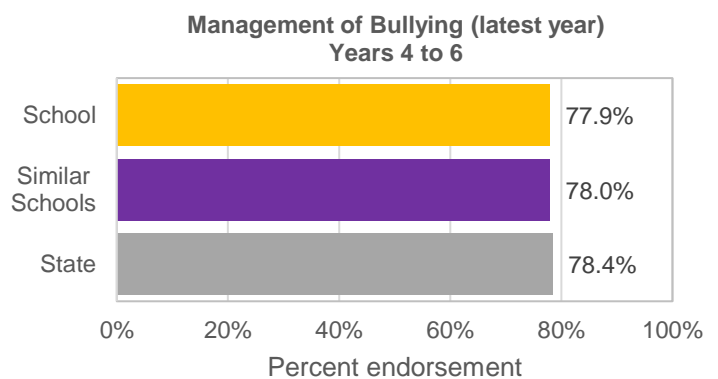


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	77.9%	83.3%
Similar Schools average:	78.0%	78.8%
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	\$2,456,848
Government Provided DET Grants	\$433,087
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$4,404
Locally Raised Funds	\$54,201
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,948,541</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$247,403
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$247,403</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,369,734
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$48,439
Communication Costs	\$18,425
Consumables	\$61,143
Miscellaneous Expense <sup>3</sup>	\$5,326
Professional Development	\$9,621
Equipment/Maintenance/Hire	\$25,546
Property Services	\$102,084
Salaries & Allowances <sup>4</sup>	\$119,722
Support Services	\$23,660
Trading & Fundraising	\$1,579
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,910
<b>Total Operating Expenditure</b>	<b>\$2,819,188</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$129,353</b>
<b>Asset Acquisitions</b>	<b>\$35,780</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$577,538
Official Account	\$18,281
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$595,819</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$71,524
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,186
School Based Programs	\$118,132
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$131,666
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$503,508</b>

*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.*