

2021 Annual Report to The School Community



School Name: Balwyn North Primary School (4638)



BALWYN NORTH
Primary School

- 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 15 March 2022 at 02:58 PM by Tony Stokes (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 25 March 2022 at 05:07 PM by William Young (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

The Balwyn North Primary School vision articulates our focus on providing an engaging and progressive approach to learning through our school values: Strive, Inspire, Belong, that encourage everyone to be their best. Our school vision was collaboratively developed by the whole school community and encompasses our shared work.

Balwyn North Primary School Vision:

In the welcoming environment of BNPS, everyone has a place to be. High expectations for all are achieved through an engaging and progressive approach to education. We foster strong relationships based upon mutual respect with an appreciation for our cultural diversity. We value quality teaching and deep learning to build caring and independent future thinkers.

Balwyn North Primary School proudly provides a highly engaging and differentiated learning environment in which each child is supported to reach their full potential. Our strong academic focus is complemented by a comprehensive wellbeing and student support program that encourages all students to be actively engaged in their learning and to feel connected to the wider school community. At Balwyn North Primary School, we value our strong home-school partnerships and actively involve the whole community in the learning process. We have a diverse and inclusive school community with a rich suite of extra-curricular programs that enhance the learning at Balwyn North. We are proud of being a high performing school and our student learning outcomes regularly exceed state means.

In 2021, the enrolment numbers were 587. The school had 43 full-time equivalent staff: 2 Principal Class, 33 Teachers and 9 Education Support Staff. 2021 saw significant change in the leadership profile of the school, with the previous Assistant Principal being appointed the substantive Principal for the beginning of the year.

The school is proud of its well-resourced and modern classrooms, well maintained specialist facilities and landscaped gardens. The academic and co-curricular programs aim to develop the whole child and instill an appreciation that learning is a lifelong process that is both challenging and rewarding. A strong focus on all students achieving the best possible learning outcomes in English and Mathematics exists throughout the school. As an authorised International Baccalaureate (IB) Primary Years Programme (PYP) World School, the English and Mathematics programs are complemented by engaging Units of Inquiry that allow students to further develop understandings about the wider world, as well as cultivate the capabilities of a successful learner.

The classroom learning program is enhanced by Physical Education, LOTE (Mandarin), Visual Arts, Performing Arts and Library specialist programs. Balwyn North Primary School is committed to meeting the needs of all learners, including high-level learning technologies throughout the school and an elective 1:1 netbook program in Years 4-6. We value engagement and as such, we are an accredited eSmart school and a partner school with The Resilience Project.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

Due to continued impacts from COVID on the teaching and learning program, a major focus this year was to maintain and improve a remote Learning From Home (LFH) program that enabled maximum engagement of students through a significant focus on building consistent practices. Throughout lockdowns, school staff collaborated to develop consistent teaching and learning approaches, including LFH communication and shared weekly learning tasks with families. This also included technical support and wellbeing resources. The school used the Microsoft Teams portal and created collaborative year-level teams to support teachers in shared planning; this became the "online classroom" for students and a place to seek support, undertake check-ins and access and submit learning. Significant professional learning was undertaken to support teachers to ensure effective online teaching and learning. From feedback received from the community in the previous school year, teachers and students were focussed on more synchronous learning experiences (live), as well as deepening support for students at risk of disengagement. Some changes included the

development of learning packs to personalise learning for identified students, live daily conferences and live online English as an Additional Language and Tutor Learning Initiative support sessions

Empowering Students and Building School Pride

Despite the inherent challenges, the Learning From Home periods offered a range of opportunities for students to have agency and self-manage their learning. Students had the opportunity to be active participants or to run class meetings. The school sought feedback from students through formal and informal processes, which resulted in adaptations to the Learning From Home program. Extra-curricular opportunities, such as Junior School Council and the Chess Club, were provided in an online forum. Learning Conferences supported dialogue around Approaches to Learning. A range of support structures were put in place to empower all students to collaborate and access their learning and maintain a sense of connectedness. This included students on the EAL program, as well as students having difficulties engaging with the learning content. Our Education Support team were mobilized to offer a targeted outreach program for students and families.

Achievement

Through the process of developing, implementing and reflecting on the Learning From Home periods, our focus on personalised learning was maintained and enhanced in 2021. Teachers utilised their collaboratively developed and agreed upon teaching and learning approaches to sustain effective learning during periods of lockdown (including scope and sequences and working within a learning design). Due to the need to pre-prepare online resources and consult in Professional Learning Teams, teachers had the opportunity to reflect upon and refine each learning experience. A key feature of the BNPS Teaching and Learning Design includes teachers sharing planning strategies and teaching using explicit language and consistent lesson implementation. Once again, these features became apparent during the LFH period, where learning intentions and success criteria were used in both content areas and interpersonal learning.

In 2021, teaching staff fully audited the International Baccalaureate Program of Inquiry to ensure that the curriculum was viable and relevant across the whole school. Protocols for developing and maintaining Individual Education Plans (IEPs) were drafted and staff engaged in professional learning to support this. Professional Learning Community (PLC) leaders were identified and began engaging in professional learning to be able to lead effective learning progress conversations. The PLC Initiative training provided the school with the opportunity to explore rich data conversations, build effective teams and reflect upon our current systems and processes. In addition to this, a focus on teacher capability to deepen understanding of student needs and progress was undertaken. Given the challenging nature of learning remotely, teaching teams were required to adapt their practice to ensure effective tracking of student needs. Staff engaged in professional learning that focussed on identifying individual student needs in Reading and classroom practices to support learning. Further staff learning centred on evidencing learning and transdisciplinary learning within the Primary Years Programme. Student input into Individual Education Plans (IEPs) was sought for Students in the Program for Students with a Disability. Adapted IEPs were created for the Tutor Learning Initiative. A renewed focus on student learning needs has become evident through our work in 2021, including the school review and engagement in the PLC program. To underpin this work, IEPs will be utilised to inform progress for relevant students.

Engagement

Inquiry planning at BNPS ensures regular opportunities for students to have agency and ownership in their learning. The newly-developed BNPS Enabling Skills Matrix was a valued learning tool in classrooms, supporting students to be active partners in the learning process and providing them with opportunities for further voice and choice in their learning. Professional learning in the Primary Years Programme Approaches to Learning (ATL) was undertaken and developed ATL goal-setting documents to support students to reflect upon their learning competencies. These were used as tools to inform conversations at mid-year learning conferences and communicated to parents the value the school places on the skills that enable effective learning to occur.

During Term 2, the school conducted a fundraiser, named the 'Dream Run', which gave the school a purpose to unite around raising funds for the school's sports courts redevelopment project. Many students reflected on the day as their

'best-ever day at school'.

Ensuring a strong home-school partnership remains a focus for Balwyn North Primary School. A particular highlight of the year was our Year 6 PYP Exhibition, which was once again held in an online format, with many families able to engage with their children about their learning throughout the Exhibition process remotely. Given the COVID-related restrictions, many parent engagement strategies were not able to proceed in 2021. In 2022, a continued emphasis will be placed on opportunities for family engagement, including the Parent Helpers' Course, Welcome BBQ, PYP Exhibition, Learning Expos and Student Led Conferences will once again be planned. Future work will involve the further development of a protocol for communicating with the community, underpinned by newly developed BNPS Communication with the Community Philosophy. Feedback and knowledge gained throughout this time will be incorporated into this protocol. In addition, finessing a whole school BNPS Communication with the Community Philosophy will support this.

Wellbeing

Student Wellbeing is at the centre of all that we do at Balwyn North Primary School. We recognise that students need to feel a strong sense of resilience, balance and connection to others in order to succeed and flourish. Our school values of Strive, Inspire and Belong supported the strong focus on wellbeing across the school in 2021. School-wide practices, programs and resources continue to be developed to support students' social and emotional development. The implementation of the Positive Behaviours document proved to be a successful initiative to encourage supportive conversations across the school regarding positive, shared expectations.

'Leaping Forth at Balwyn North' helped to establish expectations across the school at the beginning of the year to ensure effective learning environments and support positive relationships.

While none of the planned actions that focused on students' social and emotional wellbeing were specifically addressed due to COVID adaptations to the learning program, there was a significant focus on wellbeing and social connectedness through the year.

Throughout the remote learning program, student wellbeing remained a focus with regular resilience tasks and special events to maintain student and family connectedness with school, such as online camps. The outreach program for students who required additional support engaging with learning while at home was an important element of our wellbeing approach in 2021. This involved working with teaching teams to identify children for outreach, consulting families, determining the most appropriate type of support for different children and coordinating Education Support staff to make regular contact. A wide variety of supports were made available, including one-on-one online reading sessions, daily check-ins to unpack learning tasks, wellbeing phone-calls, language translations and parent support conversations. As such, important connections were maintained with families during this time.

Through the happy, active and healthy kids initiative teachers and students collaborated to audit and seek guidance and knowledge of existing and potential plans for routines, activities and structures to support student wellbeing. Teacher teams created action plans to introduce and implement these initiatives. Feedback was sought to complete the cycle. Upon returning to onsite learning, teachers prioritised the DET priorities of mental health, wellbeing and transitions. Teachers worked creatively to devise supportive COVID-safe transition processes to enable students to transition to the 2022 school year and mark significant milestones, such as Year 6 graduation. A focus of the 2022 Annual Improvement Plan will be to review structures, routines and activities that support students in their wellbeing, with a focus on providing students opportunities to have input into the kinds of experiences that support their personal wellbeing. We also recognise the potential negative impacts of this period on student mental health and will further develop an agreed approach for monitoring and responding to student mental health and wellbeing concerns. The experiences of remote learning also revealed opportunities for connecting with a wider range of families using digital tools. We will review current communication processes, with the view to providing greater flexibility and more authentic real-time engagement with families. A specific goal will be to increase the engagement of families who may be under-represented or harder to reach.

Particular programs were tailored to support students who were identified as not reaching their potential. These included the Tutor Learning Initiative, Quicksmart, EAL and the High Ability program.

Vulnerable students and families were supported with onsite learning throughout each of the lockdowns. Staff wellbeing was identified as a priority in 2021, with professional learning provided as a result. The school will continue to

develop responsive processes to student wellbeing onsite. Further professional learning will be explored in this area to enable the building of a cohesive Wellbeing Approach in line with the School Strategic Plan.

Finance performance and position

Balwyn North Primary School continues to operate with a surplus budget. Funds are strategically placed into learning programs, buildings and grounds and resources. Significant works were established to enhance the outdoor learning and play spaces of the school. The school successfully applied for funding through the Australian Government's Local Schools Community Fund, resulting in the creation of an outdoor learning and recreation space. The school's sports courts will be resurfaced and landscaping of surrounding areas will be landscaped, as set out in the drafted concept plan.

After a formal tender process, a new contract was established for the school's Out of School Hours Care program for the beginning of 2021. The school and students benefit from a high percentage of parents making contributions to the school and our school buildings and learning spaces continue to be a key feature of the learning environment at BNPS. Careful budgeting and maintenance into the future will enable the school to continue to create an environment that supports the best possible learning outcomes for students.

For more detailed information regarding our school please visit our website at
<https://balwynnorthps.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 588 students were enrolled at this school in 2021, 276 female and 312 male.

63 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).

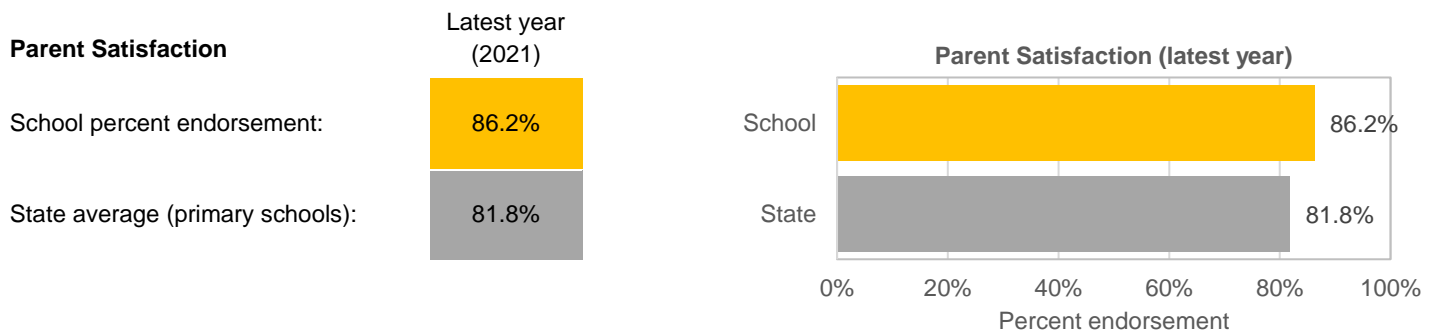
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

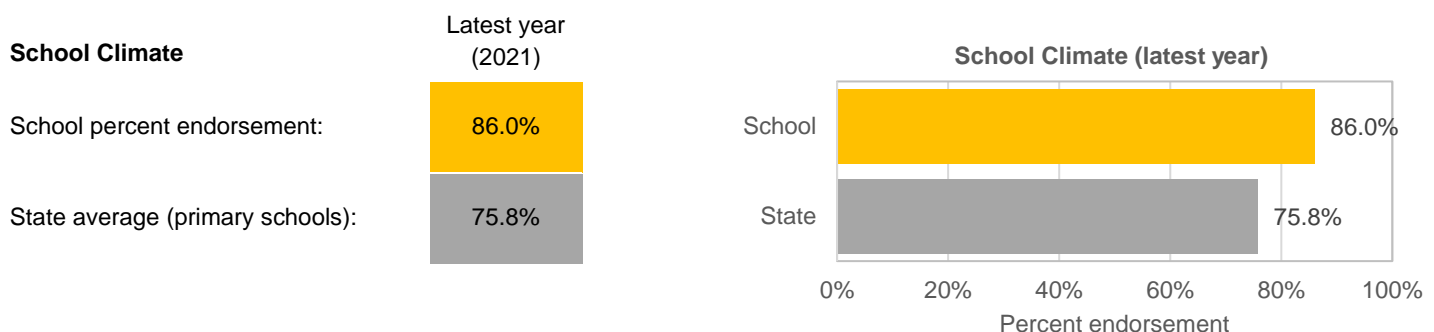


School Staff Survey

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:

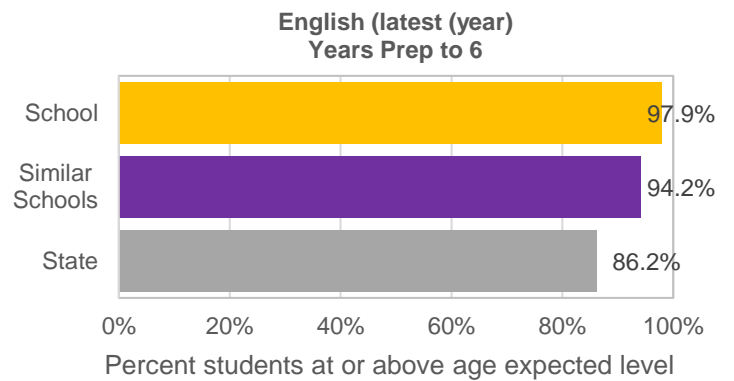
97.9%

Similar Schools average:

94.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

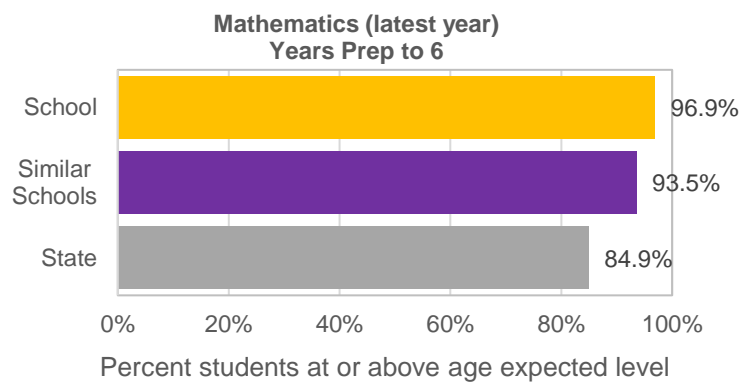
96.9%

Similar Schools average:

93.5%

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.

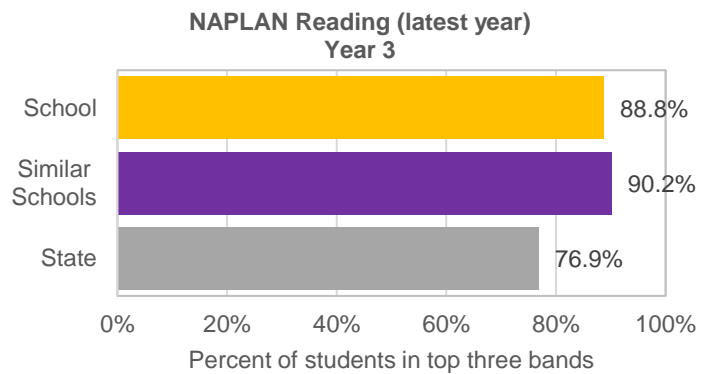
NAPLAN

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.

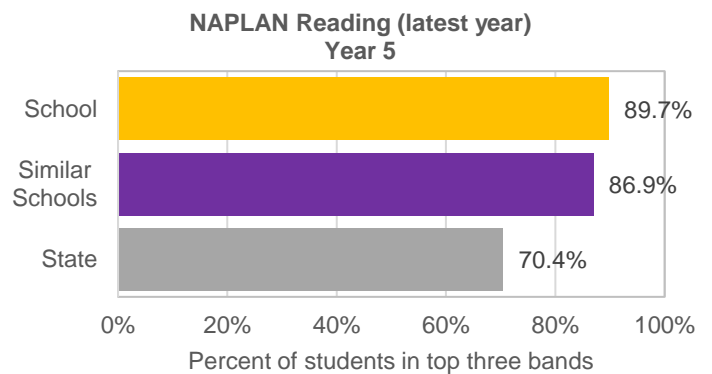
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.8%	87.7%
Similar Schools average:	90.2%	89.7%
State average:	76.9%	76.5%



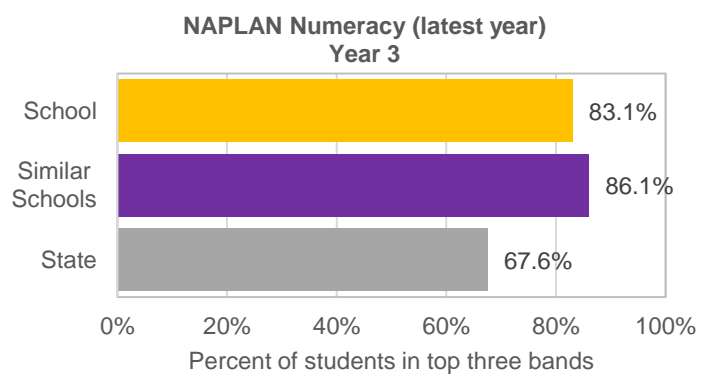
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.7%	82.8%
Similar Schools average:	86.9%	83.5%
State average:	70.4%	67.7%



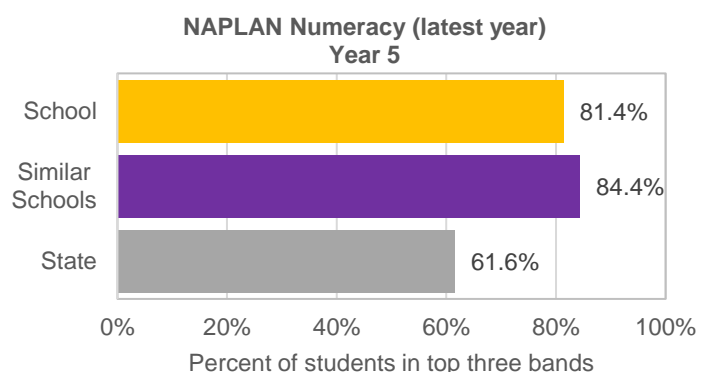
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.1%	84.9%
Similar Schools average:	86.1%	86.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.4%	83.3%
Similar Schools average:	84.4%	82.1%
State average:	61.6%	60.0%



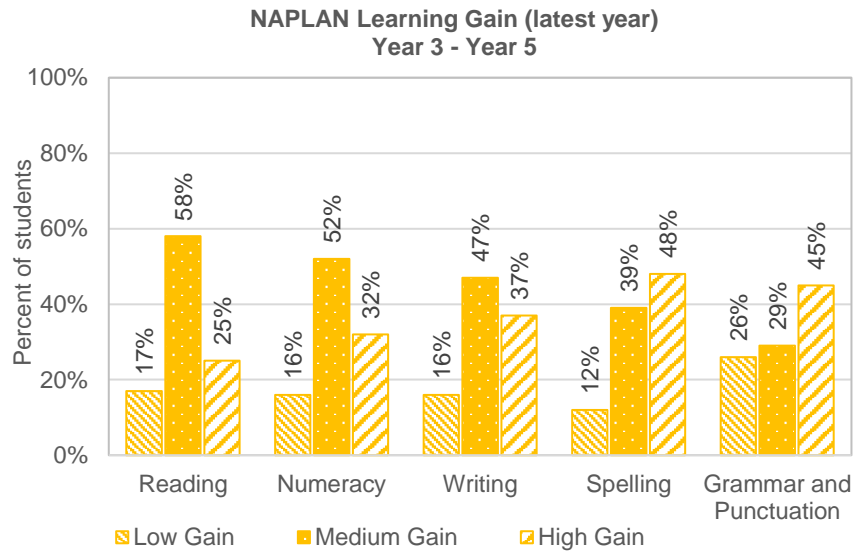
ACHIEVEMENT (continued)

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:	17%	58%	25%	33%
Numeracy:	16%	52%	32%	37%
Writing:	16%	47%	37%	36%
Spelling:	12%	39%	48%	33%
Grammar and Punctuation:	26%	29%	45%	40%



ENGAGEMENT

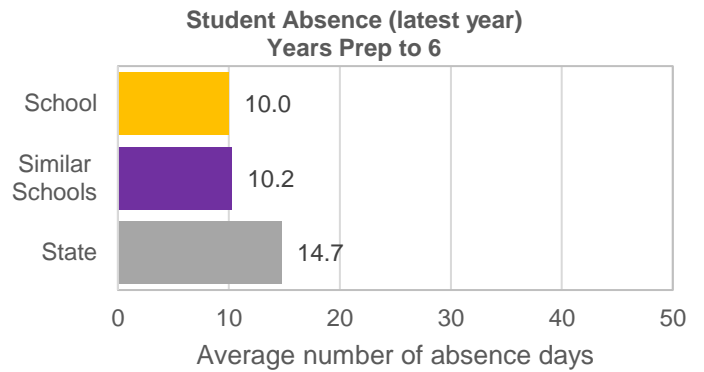
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.0	13.5
Similar Schools average:	10.2	12.5
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%	96%	94%	96%	95%	96%	96%

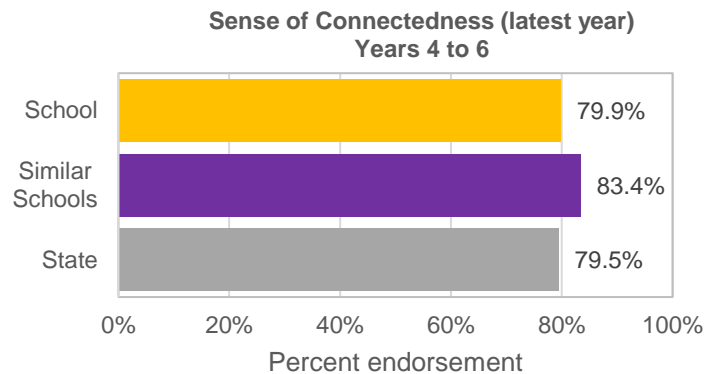
WELLBEING

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:	79.9%	83.4%
Similar Schools average:	83.4%	83.6%
State average:	79.5%	80.4%

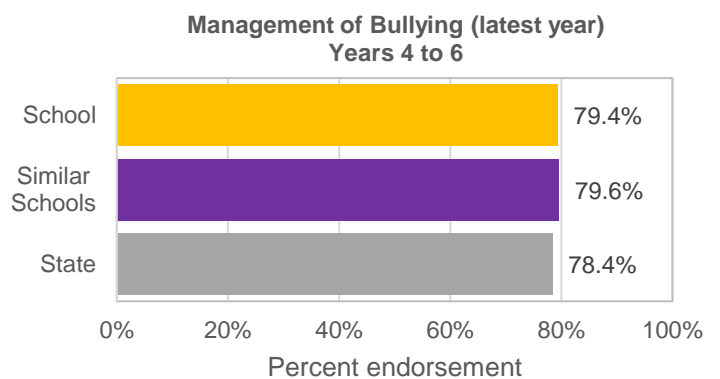


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.4%	83.1%
Similar Schools average:	79.6%	81.0%
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	\$5,218,832
Government Provided DET Grants	\$479,979
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$7,357
Locally Raised Funds	\$492,990
Capital Grants	\$0
Total Operating Revenue	\$6,204,257

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,260
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,260

Expenditure	Actual
Student Resource Package ²	\$4,447,628
Adjustments	\$0
Books & Publications	\$3,051
Camps/Excursions/Activities	\$76,583
Communication Costs	\$6,226
Consumables	\$77,104
Miscellaneous Expense ³	\$33,157
Professional Development	\$20,203
Equipment/Maintenance/Hire	\$74,046
Property Services	\$19,466
Salaries & Allowances ⁴	\$128,801
Support Services	\$177,397
Trading & Fundraising	\$64,293
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,273
Utilities	\$41,373
Total Operating Expenditure	\$5,170,601
Net Operating Surplus/-Deficit	\$1,033,656
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 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	\$1,321,067
Official Account	\$25,171
Other Accounts	\$160,513
Total Funds Available	\$1,506,752

Financial Commitments	Actual
Operating Reserve	\$119,893
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$97,700
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$317,593

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.