2020 Annual Report to The School Community

School Name: Gladstone Park Primary School (5007)

- 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 March 2021 at 11:33 AM by Tony Malgioglio (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 11:47 AM by Sarah Arnold (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Gladstone Park Primary School was opened in 1970 and is situated in a residential estate in the north western suburb of Gladstone Park, close to Melbourne Airport and next to Gladstone Park Secondary School. The grounds include spacious asphalted areas and two well-equipped playgrounds. Whilst school buildings are showing their age, all teaching spaces are heated and air-conditioned and equipped with a range of resources for students. Over recent years, the school has made substantial investments in ICT, including the provision of interactive screens in every classroom, the replacement of desktop computers with notebooks, the purchase of class sets of notebooks and ipads and the upgrade of school servers and wireless network.

In the previous year, the school received State Government capital works funding to develop a staged Master Plan for the modernisation of the school. In 2020, the Stage 1 building was completed comprising four new classrooms with associated withdrawal and meeting spaces. At the end of term 4, the eastern end of Building A was demolished in order to make way for construction of the Stage 2 project- a similar building to the first stage along with new student amenities.

The school population at the 2020 census date was 446 (217 female and 229 male). 48 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. There were 13.4 students on the Program for Students with Disabilities (PSD). The school's Student Family Occupation and Education index (SFOE) was 0.4827 which places the overall school's socio-economic level in the medium band. The staffing profile consisted of 38.20 equivalent full time staff, including a Principal, an Acting Assistant Principal, an Acting Leading Teacher, 25.80 Classroom Teachers and 9.4 Education Support Staff.

VISION
Gladstone Park Primary School believes in a co-operative approach between its students, staff and parents. Through working together, students will develop positive attitudes, skills and the abilities to confidently meet the challenges in front of them. The school aims to provide a teaching and learning environment that effectively supports students to reach their potential, including high achieving and special needs students.

Gladstone Park Primary School is committed to the safety and wellbeing of children. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment, which respects and fosters the dignity and self-esteem of children, and enables them to thrive in their learning and development.

VALUES
At GPPS, we are committed to ensuring that our school mantra 'Achieving Excellence' pervades all aspects of school life for our students and staff and that all individual learners achieve their best. The mantra is supported by the following core values:
•   Respect
•   Honesty
•   Responsibility
•   Cooperation
•   Unity

PURPOSE
Intent:
To optimise learning growth of every student by:
•   Ensuring a guaranteed, viable and inclusive curriculum;
•   Enhancing student engagement, reducing student absenteeism and strengthening school/parent relationships

Rationale:
Analysis of the school's NAPLAN and school-based benchmarking data for the period of the previous 2016-2019 Strategic Plan identified a high proportion of students demonstrating low to medium growth particularly in Reading. Additionally, inconsistencies with the teaching of Reading were noted through the 2019 School Review.

The School Review Panel determined a need for improved curriculum knowledge and essential learnings at GPPS, greater understanding of the sequences of learning and more clarity around the school's instructional model.

The Panel also observed a need to strengthen school/parent relationships, which was supported by staff, student and parent feedback.

Focus:
•   The priorities for the period of the 2019 - 2023 Strategic Plan include:
•   Embedding an Instructional model consistently across the school.
•   Building teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need.
•   Improving teacher data and assessment literacy.
•   Embedding the PLC model.
•   Building teacher capability to use the Victorian Curriculum effectively.
•   Identifying, defining and embedding the essential learnings for all students at GPPS.
•   Increasing planning focus on student agency in their learning.
•   Strengthening parent engagement.
•   Reviewing and strengthening the school's school attendance strategy.

Framework for Improving Student Outcomes (FISO)

In 2020, Gladstone Park Primary School focused on the implementation of the following Key Improvement Strategies (KIS) and our chosen FISO dimensions and improvement initiatives, as described in the 2020 Annual Implementation Plan (AIP):

KIS 1
Embed an Instructional model consistently across the school
FISO Initiative~ Evidence-Based High-Impact Teaching Strategies

KIS 2
Build teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need
FISO Initiative~ Curriculum Planning and Assessment

KIS 3
Improve teacher data and assessment literacy
FISO Initiative~ Evaluating Impact on Learning

KIS 4
To embed the PLC model
FISO Initiative~ Building Practice Excellence

KIS 5
To empower student agency
FISO Initiative~ Empowering Students and Building School Pride

COVID – 19 had a significant impact on the work that was planned for 2020. Having completed our School Review the previous year, the improvement agenda was clearly identified through the FISO Continua of Practice and mapped out in the new Strategic Plan. Staff were fully committed to the work ahead and displayed strong energy levels for change,

particularly around the implementation of the Professional Learning Communities strategy. Unfortunately, the experience of COVID-19, including remote and flexible learning significantly disrupted the momentum. Working remotely all but prevented teachers from collecting authentic pre and post assessment data and implementing inquiry cycles, all of which is central to the work of PLCs. In addition, adherence to restrictions limited the opportunities for effective face-to-face professional learning and collaboration and severely negated consistent peer observation, coaching and mentoring.

Nevertheless, the school has a solid foundation for further development and importantly, staff acknowledge and accept that we are all on the improvement journey together. The GPPS Instructional Model was refined at the end of 2019 and introduced at the start of the 2020. Teachers initially participated in whole staff PL around the Rationale, the Workshop Model and links to DET resources. The 2020 School Staff Survey showed a 10% improvement in the 'Use a Pedagogical Model' category between 2019 and 2020, with an overall rate above State level and Similar Schools.

Weekly timetables and meeting schedules were reorganised to facilitate shared meetings for PLCs to conduct focused exploration of curriculum learning sequences. Protocols and expectations were collaboratively developed in order to focus on promoting a strong sense of collective efficacy and on building teacher capacity to 'dig deep' into data. Middle Tier PLC Leaders were appointed and participated in initial training and professional development during term1. The 2020 School Staff Survey shows upward 5 year trends in the following categories~
*Guaranteed and Viable Curriculum;
*Teacher Collaboration;
*Collective Efficacy;
*Understand How to Analyse Data

Remote and flexible learning challenged the school to adopt more innovative ways of empowering student voice and agency. A number of tools and programs, such as Google Classrooms, Google Meets, Webex, Microsoft Teams and LOOM were utilised to facilitate student-centred learning in the online domain. Whilst the 2020 Attitudes to School Survey showed students' positive responses at 64% in the 'Student Voice and Agency' factor, the 2020 Parent Opinion Survey approval rate for the same factor was 84%, which was significantly above State level.

FUTURE DIRECTIONS
Within the context of the disruption experienced in 2020, the main work in 2021 will need to be around supporting the three System Priorities- Learning Catch-up and Extension, Happy, Active and Healthy Kids and Connected Schools. Furthermore, the work will need to include the following important elements, which will also support the system priorities:
•   Relaunching and embedding the use of the Inquiry Cycle as a critical PLC tool,
•   Revitalising the culture of peer observation and feedback to continue to improve practice,
•   Resetting the expectation in relation to the important role PLCs play in promoting collaborative professionalism, collective efficacy and responsibility.
•   Consistently involving students in decision-making about curriculum planning and improvement at the class, cohort and whole school levels, ensuring they feel they belong and that they are seen and have a real voice in their learning.

Achievement

In 2020, Teacher Judgement of student achievement showed that 84.6% of our Years Prep - 6 students were at or above age expected standards in English. This was 6.2 percentage points above the average for similar schools, only 1.7 percentage points below the State average. In Mathematics, 69.2% of students achieved at or above age expected standards. This was 6.2 percentage points below similar schools and 16 percentage points below the State average.

All students on the PSD program showed good progress measured against their Individual Learning Plans.

As NAPLAN tests were not conducted in 2020, there was no NAPLAN Band data for Years 3 and 5 nor learning gain data for the Year 5 cohort of students.

The COVID 19 experience in 2020 had a substantial bearing on the ability of the school to work on and achieve many

of the actions and outcomes planned to progress student learning. Nevertheless, the highlights include:
•   Introduction of the reviewed GPPS Instructional Model.
•   Development of common planning documents and modified lesson structure to support consistency across the whole school- particularly during remote and flexible learning (accessible on Google Drive for easy access for all)
•   Initial introduction of Essential Assessment tool to support clearer understanding of learning sequences, greater differentiation and the ability of teachers to fine tune and pin-point their teaching.
•   Initial implementation of Inquiry Cycles by PLCs.

Future directions and strategies include:
•   To continue to build high performing teams through the Professional Learning Communities approach.
•   To support the consistent application of the GPPS Instructional model through peer observations and coaching/mentoring.
•   To embed the use of the Essential Assessments tool to help teachers deliver more tailored instruction.
•   To identify students who experienced low learning gain due to disrupted schooling in 2020 and support their learning at point of need through a dedicated Tutor Program.

Engagement

In 2020, the average number of student absence days was 16.9, which was 2.4 days fewer than the average for similar schools and 3.1 more than the State average. The school attendance rates from Prep to Year 6 ranged from 90% to 93%, with the highest rate being in Years 3 and 5. These rates were almost identical to the 2019 rates which indicates that the strategies GPPS adopted during remote and flexible learning were largely effective in maintaining student participation and engagement. They included:
•   Regular whole-class online meetings
•   Daily check-in via email and telephone
•   Allocation of ES staff to connect with disengaged students

Future directions and strategies include:
•   To build on the use of the digital technologies that were adopted during remote learning so that students are more connected and engaged and feel they have greater input into their learning.
•   To promote school attendance through positive reward programs and strategies, including 'Prep First 100 days' and 'Attendance Stars'.
•   To continue to employ an ES attendance officer to monitor student absences and follow up with families
•   To continue to communicate the importance of consistent school attendance to the community via the website, fortnightly newsletters, school assemblies and Compass.

Wellbeing

The 2020 Years 4 to 6 Student Attitudes to School Survey indicated that our students continue to feel engaged, connected and safe at school. The school endorsement for 'Sense of Connectedness' was 84%, which was 2.9 percentage points higher than similar schools and 4.8 percentage points above the State average. The school endorsement for 'Management of Bullying' was 82.4%. This was 3.2 percentage points higher than similar schools and 4.4 percentage points above the State average.

Gladstone Park Primary School has maintained a strategic and consistent approach to student wellbeing which promotes a safe, orderly, inclusive and supportive culture within classrooms and across the school. The school mantra 'Achieving Excellence', along with a set of explicit school wide values provides the basis for setting high expectations and a positive approach to behaviour management.

During the remote and flexible learning period, the school sought to support the wellbeing of students and families in the following ways:
•   ES staff and specialist teachers were strategically allocated to individual students and families to provide support as required.

• The Assistant Principal liaised with teachers, to monitor the wellbeing of individual students and their families and facilitated appropriate internal or external support as required
• The school employed psychologist supported families, where appropriate.

Financial performance and position

Gladstone Park Primary School provides students with an extensive range of learning programs and educational experiences that support learning for the 21st century.

The school has shown due diligence and transparent accounting processes that ensure targeted expenditure optimises our students' learning experiences and environment. The school was well positioned financially at the conclusion of 2020.

Equity funding has supported a number of strategic school programs and initiatives, including professional learning, language support, literacy and numeracy extension, additional student wellbeing services and playgroup.

The Expenditure report show significantly lower spending than in previous years in the following areas as a result of the COVID-19 experience-
• Consumables: (2019- $90,050, 2020- $68,770)
• Miscellaneous Expense: (2019- $244,120, 2020- $38,335)
• Professional Development: (2019- $22,320, 2020- $6,086)
• Equipment/Maintenance/Hire/Property Services: (2019- $216,286, 2020- $201,696)
• Salaries and Allowances: (2019- $232,514, 2020- $122,101)
• Trading & Fundraising: (2019- $56,607, 2020- $17,796)

The Revenue report includes a Capital Grant of $45,974 which was for the purchase of furniture and equipment for our new Stage 1 building.

Whilst the COVID-19 situation effectively halved our locally raised funds compared to 2019, the school continues to draw on them to support the delivery of our strategic plan in areas of student learning, engagement & wellbeing, numeracy, literacy and e-learning providing a wonderful learning environment for our current and future students.

The operating surplus at 31 December 2020 has been carried forward to 2021, and along with schools savings, will further support the provision of quality programs and the staged school modernisation works that are currently underway and planned for the near future.

**For more detailed information regarding our school please visit our website at
http://www.gladstoneparkps.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 446 students were enrolled at this school in 2020, 217 female and 229 male.

48 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
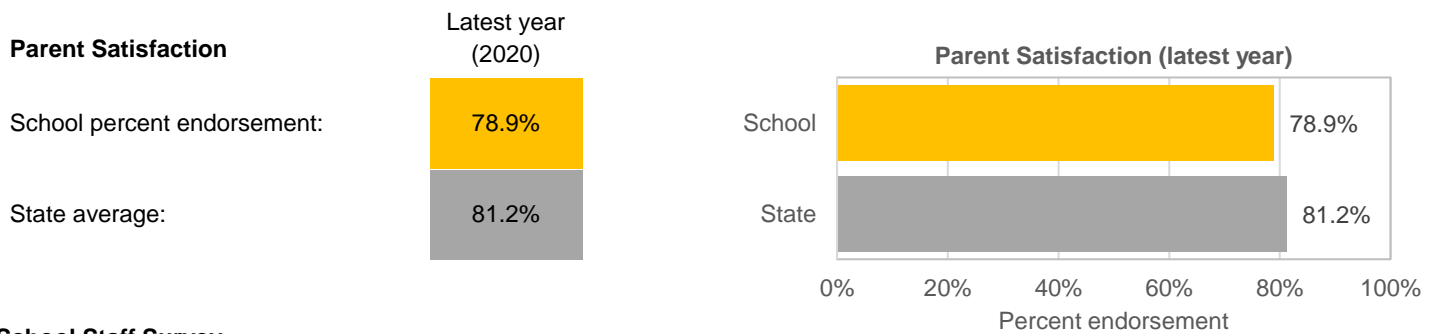
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
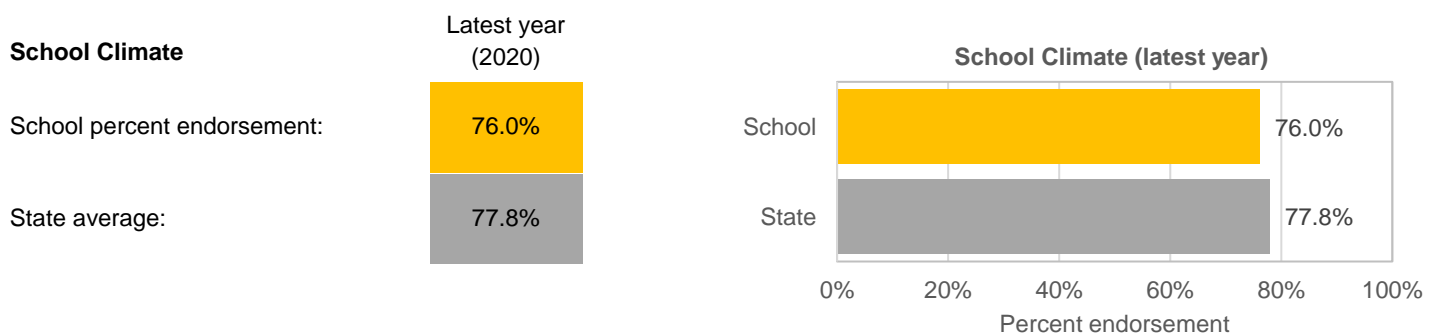
Parent Satisfaction	Latest year (2020)
School percent endorsement:	78.9%
State average:	81.2%

Parent Satisfaction (latest year)

School	78.9%
State	81.2%

School Staff Survey

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

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

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

School Climate	Latest year (2020)
School percent endorsement:	76.0%
State average:	77.8%

School Climate (latest year)

School	76.0%
State	77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year (2020)

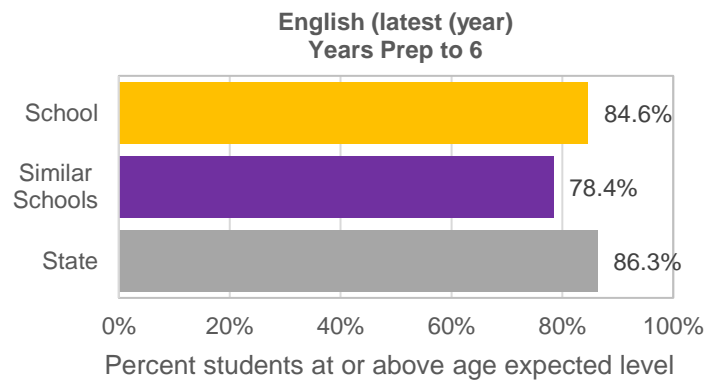School percent of students at or above age expected standards:

84.6%

Similar Schools average:

78.4%

State average:

86.3%

English (latest (year)
Years Prep to 6

School	84.6%
Similar Schools	78.4%
State	86.3%

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

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:

69.2%

Similar Schools average:

75.4%

State average:

85.2%

Mathematics (latest year)
Years Prep to 6

School	69.2%
Similar Schools	75.4%
State	85.2%

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

Percent students at or above age expected level
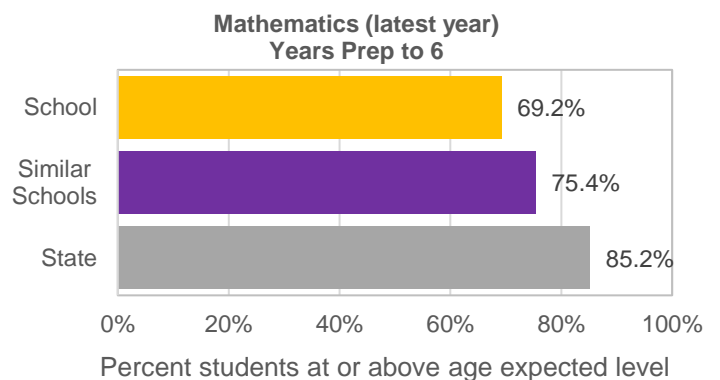
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).
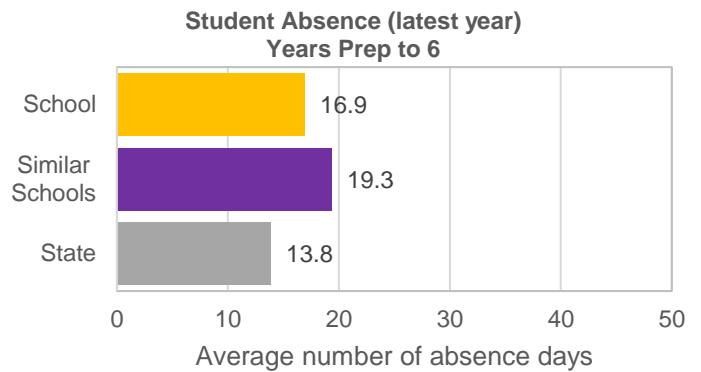
NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	16.9	16.4
Similar Schools average:	19.3	18.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	16.9
Similar Schools	19.3
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	90%	93%	92%	90%	93%	91%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| **Sense of Connectedness Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	84.0%	84.7%
Similar Schools average:	81.1%	82.7%
State average:	79.2%	81.0%
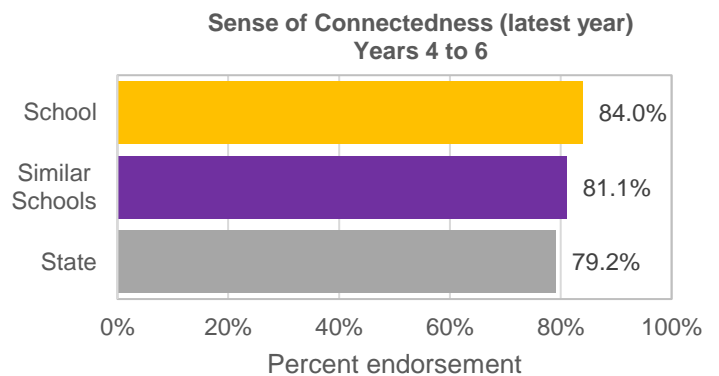
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.4%	84.4%
Similar Schools average:	79.2%	81.2%
State average:	78.0%	80.4%
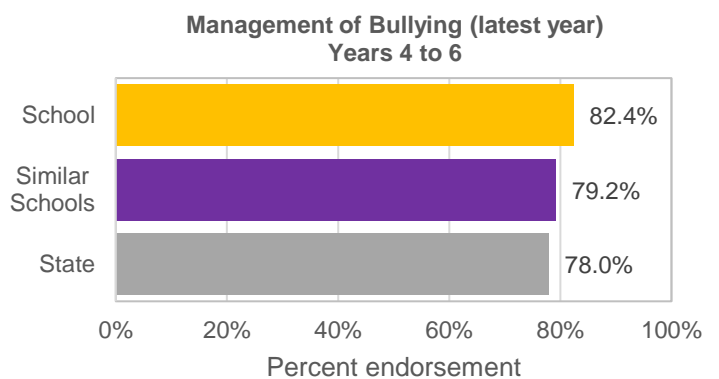
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,877,352
Government Provided DET Grants	$584,175
Government Grants Commonwealth	$15,230
Government Grants State	NDA
Revenue Other	$8,269
Locally Raised Funds	$135,940
Capital Grants	$45,974
Total Operating Revenue	**$5,666,940**

Equity [1]	Actual
Equity (Social Disadvantage)	$351,880
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$351,880**

Expenditure	Actual
Student Resource Package [2]	$4,064,921
Adjustments	NDA
Books & Publications	$9,914
Camps/Excursions/Activities	$31,502
Communication Costs	$4,538
Consumables	$68,770
Miscellaneous Expense [3]	$38,335
Professional Development	$6,086
Equipment/Maintenance/Hire	$136,572
Property Services	$65,124
Salaries & Allowances [4]	$122,101
Support Services	$90,791
Trading & Fundraising	$17,796
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$43,521
Total Operating Expenditure	**$4,699,971**
Net Operating Surplus/-Deficit	**$920,995**
Asset Acquisitions	**$6,940**

(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 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$1,168,511
Official Account	$52,323
Other Accounts	NDA
Total Funds Available	**$1,220,834**

Financial Commitments	Actual
Operating Reserve	$99,652
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$87,525
School Based Programs	$295,141
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$38,849
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$56,791
Capital - Buildings/Grounds < 12 months	$432,500
Maintenance - Buildings/Grounds < 12 months	$235,473
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,245,931**

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.