

2022 Annual Report to the School Community

School Name: Caulfield Primary School (5489)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2023 at 07:59 AM by Edward Strain (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2023 at 03:27 PM by James Macky (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Caulfield Primary School is located in Caulfield South and has a rich and lengthy history and a strong reputation amongst the community. During 2022, Caulfield Primary School had a confirmed enrolment of 295 students reflecting a period of stability despite the unique challenges of the 2022 school year. 26% of our students are enrolled with a background of English as an Additional Language (EAL).

The school has a focus aligned to our school vision: "Caulfield Primary School provides an excellent bilingual education in a safe, supportive and inclusive environment. We create exciting opportunities which foster a love of learning. Students are active and engaged learners who participate positively in school and community life."

Our Values:

- Excellence - Always striving to do our best
- Respect - Think about how what you say and do affects other people
- Responsibility - Be in charge of your own thinking and actions
- Honesty - Be truthful to yourself and others
- Kindness - Be helpful and caring of others
- Diversity - Appreciate all people and their differences

The school took direction and purpose from the first year of the School Strategic Plan (2021-2025), the intent, rationale and focus of the school during 2022 was prioritised by a state wide goal, consistently implemented in every school throughout Victoria:

"Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO."

This goal provided a platform for the school to focus on two Key Improvement Strategies targeting wellbeing and learning:

- Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

The 2022 class structure comprised of three prep classes, four composite Year 1 and 2 classes, four composite Year 3 and 4 classes and three composite Year 5 and 6 classes. These classes were supported by a staffing profile that included 22.90 equivalent full-time staff including two Principal class, 19 Teacher class and 3.90 Education Support staff. The leadership team consisted of Principal, Assistant Principal, 2 x Learning Specialists and a Bilingual Leader. No Aboriginal and Torres Strait Islander staff are employed in this staffing profile however as a Bilingual school, approximately half of our staff are of Japanese background.

Caulfield Primary School is one of twelve bilingual schools throughout Victoria with Japanese being our target language. The school provides an approved curriculum framework differentiated to meet the needs of all students. All classes from Prep - Year 6 are co-taught by English and Japanese teachers, with all Numeracy being delivered in Japanese. In addition to this, four hours per week of Literacy is taught in Japanese and eight hours per week of Literacy is taught in English, as are the Humanities and Science. Visual Arts and Performing Arts are taught in Japanese whilst Physical Education is taught in English. The school delivers the Victorian Curriculum, regardless of what language this content is delivered in. There is also a focus on Japanese awareness (culture, geography, language and history) throughout the school. The school promotes and delivers a 50/50 bilingual program with 12.5 hours of teaching in Japanese language delivered to every child. Caulfield Primary School has a sister school relationship with Nakagawa Elementary School in Ogaki City, Japan. To complement our Performing Arts program, instrumental music tuition was available for students whilst Taiko Drumming was embedded into the Performing Arts program for senior students and the choir delivered performances for the school community and general public. In addition to this, extra-curricular activities and leadership opportunities include Junior School Council, running, art and reading clubs, green team, yoga and a friendship group.

Our heritage listed building also hosts the Caulfield Primary Early Childhood Centre, it is an incorporated kindergarten program open to all kinder aged children in the community. The center provides programs for both three- and four-year-olds and throughout 2022

was managed by Glen Education in conjunction with Caulfield Primary School. The program complements the school in offering an English-Japanese bilingual early learning program. In addition to this, the school offers both before school and after school care programs as well as school holiday care. These programs are delivered by Camp Australia in partnership with Caulfield Primary School.

The school has worked to develop and embed a strong culture within the school with a focus on student-centred teaching and learning programs underpinned by whole school consistency in planning, implementing, delivering and assessment for all students from Prep - Year 6. Staff have worked to develop whole school teaching and learning frameworks to support literacy and numeracy outcomes whilst also prioritising a consistent approach to wellbeing and engagement throughout the school.

Undertaking the review of the 2022 Annual Implementation Plan, the school was able to partially meet both Key Improvement Targets of Learning and Wellbeing. Three out of five Student Attitudes to School Survey (Year 4-6 Survey) 12 month targets were achieved whilst all five focus areas provided percentage improvements, one school strategic plan target was achieved.

Caulfield Primary School has enjoyed a high level of parent support which contributes to an engaged school community. Parents and families actively contribute to many aspects of school life even despite the obvious challenges experienced throughout the 2022 school year. The School Council operates effectively and is complemented by supporting sub-committees. The Parents and Friends Club facilitates further opportunities to partner with our school community by organising a range of activities to support both fundraising and a greater sense of community within the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

The year 2022 saw a return of onsite learning over the full duration of the school year, a significant achievement to celebrate for our school community, however the year was still hamstrung by Covid absences impacting on students and staff. Despite all this, Caulfield Primary School was still able to deliver high quality learning outcomes aligned to our Annual Implementation 12 month targets and our strategic plan goals. All learning outcomes were shaped by the 2022 Key Improvement Strategy of: Learning: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

The school was able to achieve improvements in targets aligned to Teacher Judgement data improving the percentage of students from Foundation to Year 6 achieving above expected level for writing from 23% to 27% whilst improving the percentage of students in Foundation to Year 6 achieving above expected level in Number and Algebra from 35% to 39%. The school was able to validate these teacher outcomes against NAPLAN achievement outcomes in Year 3 and 5. Recording outcomes in Year 3 and 5 Reading and Numeracy well above the state averages in the stand alone year (2022) and as accumulated 4-year averages. Pleasingly, the focus on numeracy in our Key Improvement Strategy saw the school perform 20.8% above the state average in Year 3 achievement and 31.5% above the state average in Year 5 achievement in numeracy.

By undertaking a piece of 12 month professional learning gaining accreditation as a Professional Learning Communities (PLC) school, Caulfield Primary School were able to target several Key Improvement Strategies embedded within our School Strategic Plan, namely:

- Building teacher capacity through the Professional Learning Community Model
- Building teacher capacity to effectively collect, analyse and use multiple sources of data and assessment strategies
- Build teacher capacity to effectively use multiple sources of data to inform responsive teaching and learning

The school continued to provide a targeted focus to ensure that student learning was met at the appropriate point of need, this included the delivery of the Tutor Learning Initiative (TLI) and Highly Able (Gifted) program. Where required, Individual Education Plans were created to support students working below expected level and regular Student Support Group (SSG) meetings were held to support learning engagement for students that were identified as students working under the umbrella of the Disability Inclusion model.

Wellbeing

Throughout 2022, all students were provided the opportunity to have a targeted wellbeing approach support the teaching and learning undertaken in our classrooms. The school explicitly taught and supported student wellbeing through a consistent wellbeing

framework implemented in all classrooms from Prep – Year 6 and shared on our website as the Caulfield Primary School Wellbeing Framework (2022). This ensured the school was providing a consistent platform delivering:

- Respectful Relationships Program
- Zones of Regulation
- Classroom Safe Space
- Daily Mindfulness and Brain Breaks

Measurable outcomes as a result of this focus saw the school achieve the Annual Implementation Plan (AIP) target of Improving the sense of connectedness from 76% to 78% achieving a pleasing 82% positive endorsement in the attitudes to school survey. The school also saw positive trends occur in improving emotional awareness and regulation and motivation and interest ensuring that students felt engaged and supported in their learning and wellbeing.

The school provided a fulltime wellbeing coordinator to support whole school wellbeing outcomes and this provided the opportunity to deliver wellbeing and engagement opportunities including friendship groups, small group and individual support, this was complemented by activities and groups that engaged students in Taiko drumming, choir and running club whilst also continuing to offer Soccer Wise as an afterschool optional activity.

The return to onsite learning saw a return to the Year 3/4 and 5/6 Camp programs and the delivery of a whole school swimming program, swimming, cross country and athletics carnivals for Year 3-6 students also made a return as did a whole school Undokai day. Digital learning safety and wellbeing was promoted via the ThinkUKnow program delivered by the Victoria Police and the school promoted healthy living by engaging in the Life Education program All of these offerings ensured that our teaching and learning focus were underpinned by a robust commitment to student wellbeing and engagement.

Engagement

Caulfield Primary School worked to provide an engaging platform for students throughout 2022, this included a focus on strong teacher-student relationships and ensuring that students felt supported within the school as a holistic focus on both their academic and wellbeing outcomes. Absence days per student throughout 2022 totalled 19.6 days bringing the four-year average to 13.1 days. The stand-alone results of 2022 and the four-year trend data is both tracking well below the similar school average and the state average. Year level attendance rates were consistent throughout the school, each falling between the 89% - 91% range. This data represents the efforts of teaching staff to ensure that students are supported in our classrooms and felt connected both to our school, their learning and to their peers. It reflects the work that went into our classroom programs, but also importantly the focus on ensuring that there were connective programs delivered outside of the classroom that allowed students to feel engaged in the school.

Other highlights from the school year

The 2022 school year allowed the school to celebrate the little things that are sometimes taken for granted, a return to onsite learning for the whole year ensured that activities and programs were delivered that were paused during the 2020 and 2021 school years. These provided a great opportunity to re-establish a strong presence within the local community and build connection between our school and the broader community. Some of our highlights included:

- Year 1/2 Sleepover and Activity Night
- Year 3/4 and 5/6 Camp Programs
- CPS Swimming, Cross Country and Athletics Carnivals
- Whole School Swimming Program
- Undokai Japanese Sports Day
- Open Days and Onsite 2023 Prep Transition programs
- Christmas Concert and Amazing Art Show
- Taiko Club Performances
- Working Bees
- Community Coffee Van Mornings
- The CPS Lapathon
- Various PFC Events and Fundraisers

Financial performance

Throughout 2022, Caulfield Primary School continued to ensure 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. The school worked closely with School Council and the School Council Finance Sub-Committee to provide transparency in programs and associated costings. School funds were spent as part of the Planned Maintenance Program as set out by DET and the VSBA. This will continue in future years and must be planned for. This program will also ensure our school facilities are in well maintained condition.

In addition to this the school provided resource and infrastructure upgrades to support student learning and engagement. The school utilised a grant application to finalise the installation of additional shade sail, it refurbished the retaining wall and sand pit area whilst also providing upgraded devices (iPads, Laptops and TV's) in classrooms and areas around the school.

The school contributed towards the continuation of the Tutor Learning Initiative to ensure that this program was able to maximise impact on student outcomes. A transition to the Disability Inclusion model saw the school submit applications for additional funding to support reasonable adjustments made in our teaching and learning programs for students with an identified disability. The school will carry over a surplus into 2023 that will provide the opportunity to identify priority areas to focus on in the year ahead.

**For more detailed information regarding our school please visit our website at
<https://www.caulfieldps.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 295 students were enrolled at this school in 2022, 157 female and 138 male.

26 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).

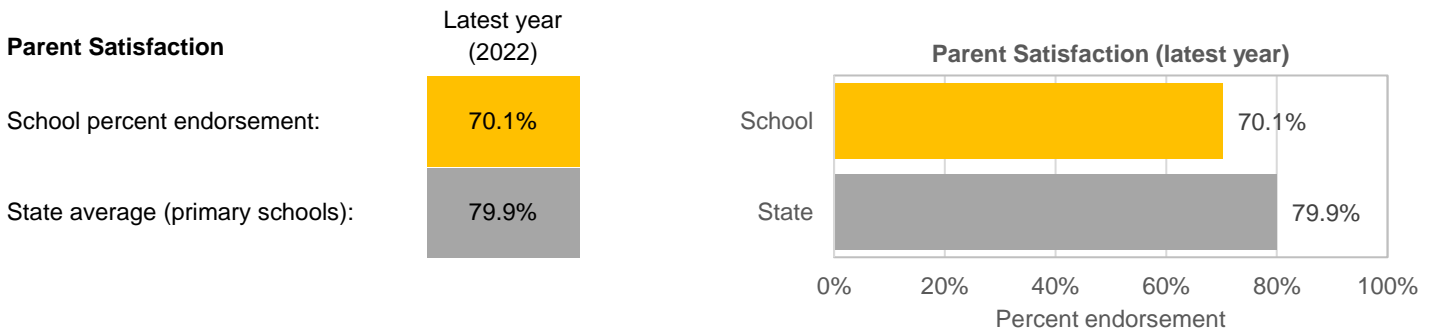
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

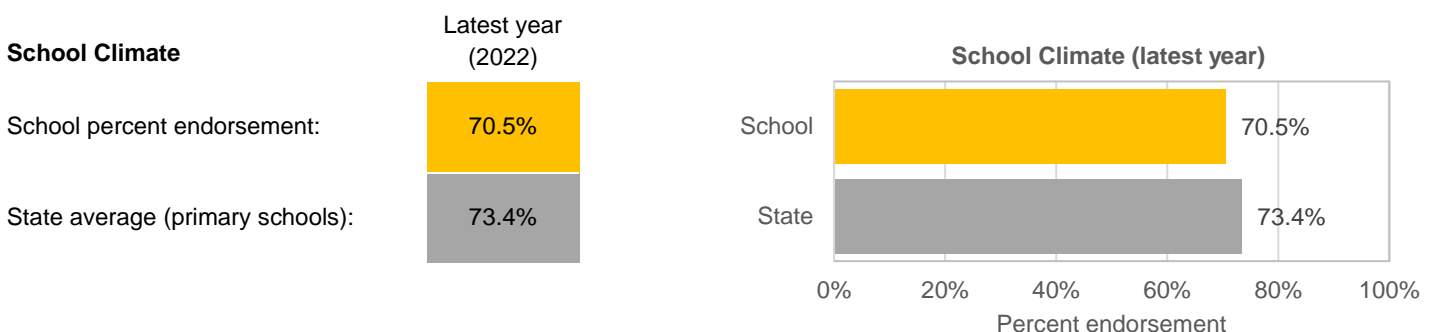


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

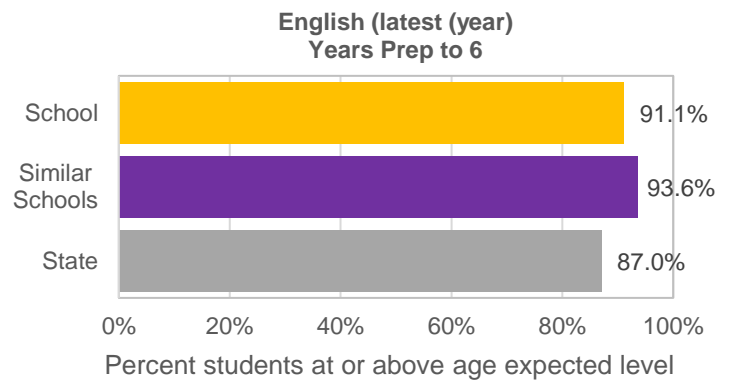
91.1%

Similar Schools average:

93.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

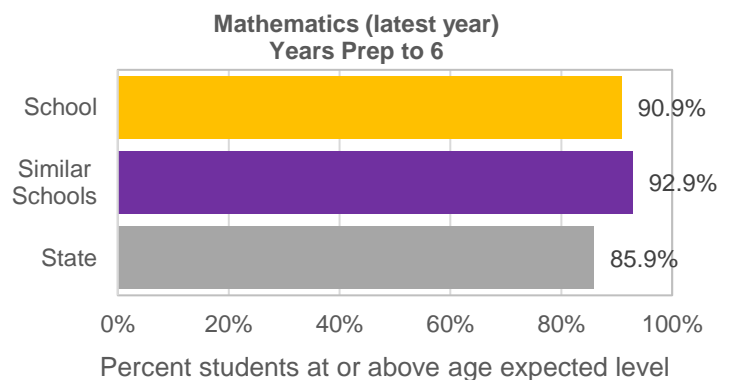
90.9%

Similar Schools average:

92.9%

State average:

85.9%



LEARNING (continued)

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

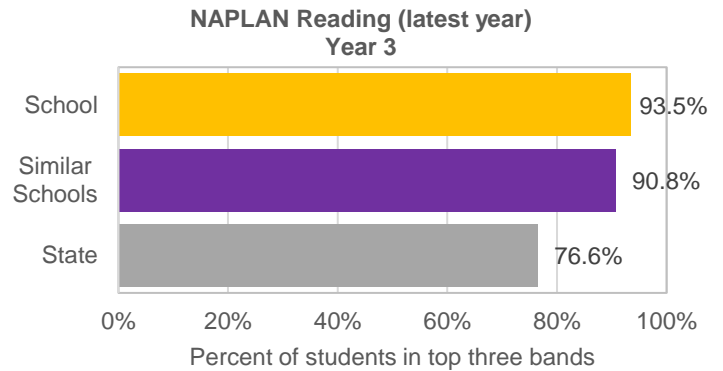
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

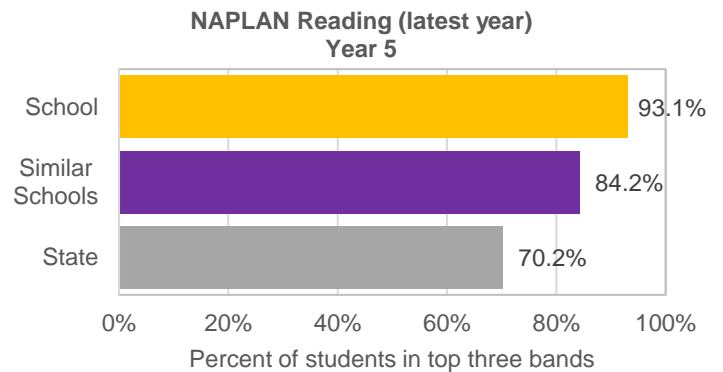
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 93.5% | 92.0% |
| Similar Schools average: | 90.8% | 88.3% |
| State average: | 76.6% | 76.6% |



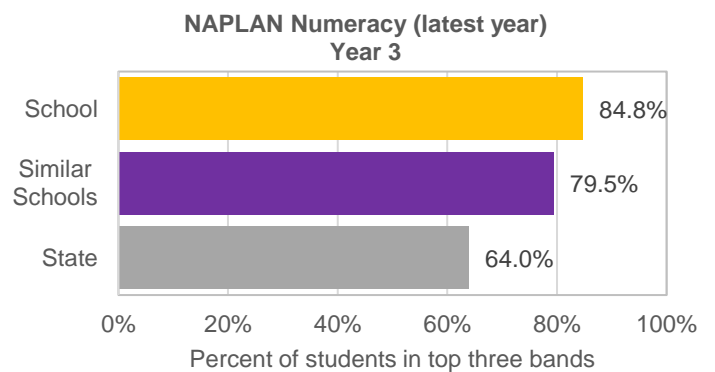
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 93.1% | 90.7% |
| Similar Schools average: | 84.2% | 83.1% |
| State average: | 70.2% | 69.5% |



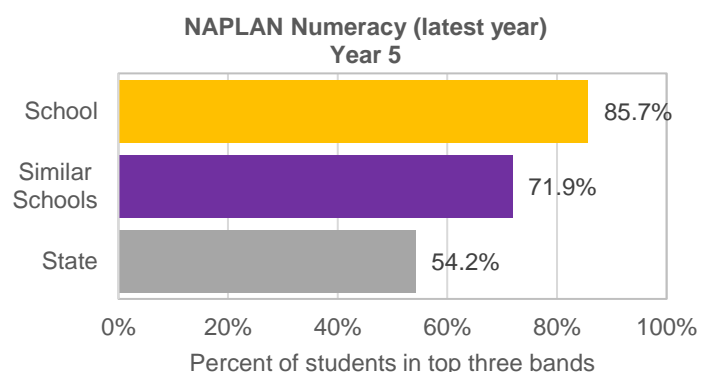
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.8% | 83.0% |
| Similar Schools average: | 79.5% | 80.6% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.7% | 82.1% |
| Similar Schools average: | 71.9% | 75.6% |
| State average: | 54.2% | 58.8% |



WELLBEING

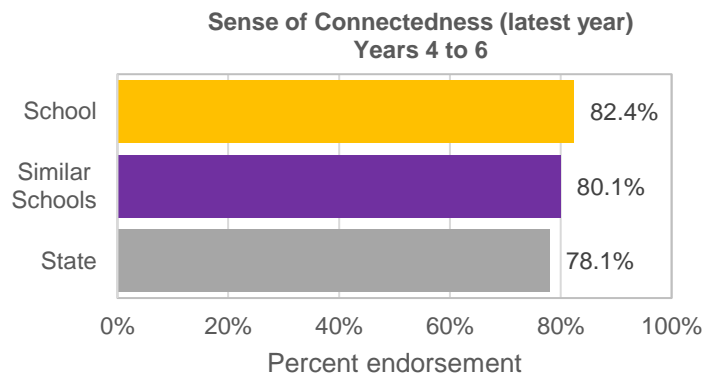
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 82.4% | 78.3% |
| Similar Schools average: | 80.1% | 80.2% |
| State average: | 78.1% | 79.5% |

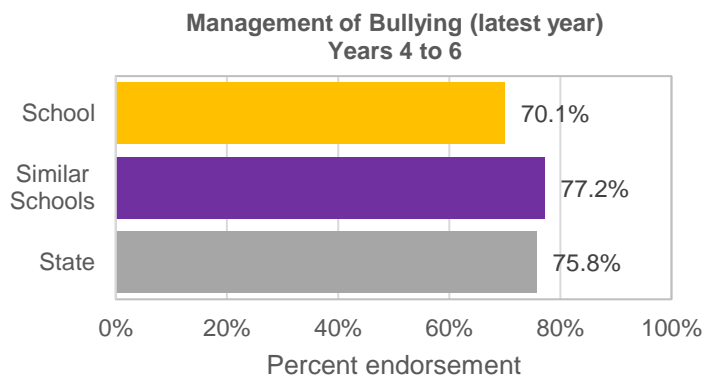


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 70.1% | 74.5% |
| Similar Schools average: | 77.2% | 78.3% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

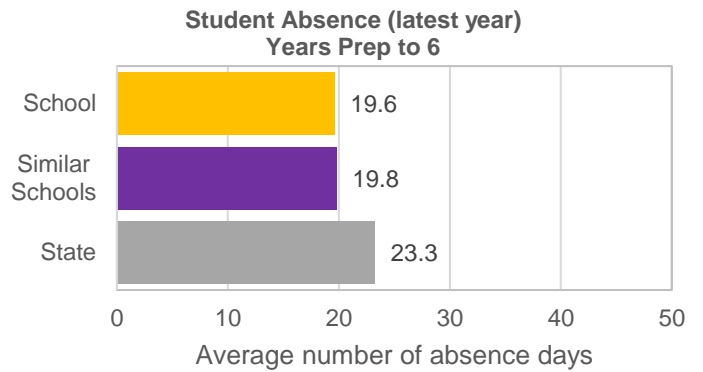
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 19.6 | 13.1 |
| Similar Schools average: | 19.8 | 13.9 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 91% | 89% | 90% | 91% | 90% | 91% | 90% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,893,481 |
| Government Provided DET Grants | \$283,851 |
| Government Grants Commonwealth | \$2,455 |
| Government Grants State | \$22,507 |
| Revenue Other | \$10,159 |
| Locally Raised Funds | \$323,035 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,535,487 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$10,237 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$10,237 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,763,916 |
| Adjustments | \$0 |
| Books & Publications | \$5,467 |
| Camps/Excursions/Activities | \$136,955 |
| Communication Costs | \$4,159 |
| Consumables | \$130,306 |
| Miscellaneous Expense ³ | \$7,668 |
| Professional Development | \$9,764 |
| Equipment/Maintenance/Hire | \$44,301 |
| Property Services | \$50,212 |
| Salaries & Allowances ⁴ | \$159,270 |
| Support Services | \$68,970 |
| Trading & Fundraising | \$16,076 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$26,536 |
| Total Operating Expenditure | \$3,423,600 |
| Net Operating Surplus/-Deficit | \$111,888 |
| Asset Acquisitions | \$22,507 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$138,007 |
| Official Account | \$33,117 |
| Other Accounts | \$14,829 |
| Total Funds Available | \$185,954 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$105,295 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$28,375 |
| School Based Programs | \$66,740 |
| 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 | \$24,901 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$225,310 |

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.