2020 Annual Report to
The School Community

School Name: The Patch Primary School (5173)

- 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 16 March 2021 at 02:06 PM by Debra Herrmann (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 26 March 2021 at 12:00 PM by becks wapshott (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

VISION
To work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep critical and creative thinking, recognises and accepts diversity, values and embeds creativity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future.

We are committed to continuous improvement and achieving excellence at every level and aim to instil all students with a sense of: -
• identity based on understanding ourselves, our community, our own past and the story of our unique land and its people;
• integrity based on treating others in a truthful, compassionate and cooperative way;
• community based on connecting with others, understanding diversity, respecting the rights and views of others and living sustainably;
• determination based on being challenged, thinking creatively and critically, believing in our ability to achieve our best and being resilient and persistent
VALUES
The Patch Primary School Community values respect, responsibility and integrity -
• Respect for the Wurundjeri people as the Traditional Owners and caretakers of the land our school is on and we recognise their continuing connection to it.
• We respect one another's achievements, views, dignity, privacy and property and accept that everyone is different
• Responsibility through being accountable for our actions
• Integrity through high standards and realistic goals, open and honest communication and trustworthy behaviours.
INTENT, RATIONAL AND FOCUS
• To improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware. This will be achieved through building practice excellence, intellectual engagement and self-awareness.
• To strengthen the social and emotional wellbeing of every student by empowering students and building school pride, enhancing opportunities for authentic learning partnerships and utilising the school's outdoor landscapes.
CONTEXT AND CHALLENGES
The Patch Primary School is located in the Dandenong Ranges. Its large grounds include student designed landscapes that have won many awards for both design and sustainability. They provide nature-based learning and play opportunities. Students participate in regular and meaningful projects to improve biodiversity in the school grounds, reduce resource use and improve sustainability.

Our school offers students a comprehensive education based on the Victorian Curriculum including Literacy, Numeracy, Physical Education, the Humanities, Art, Music and STEM. In addition, students take part in Philosophy each week. Our Respectful Relationships curriculum combined with the Berry Street Education Model help students to build healthy relationships, resilience and confidence. We offer a Forest Classroom Program with the adjoining kindergarten.

The active involvement of parents at all levels of the school is critical to the success of our students. They help in the school gardens, in classrooms, in reading programs, at sports events and during social and fundraising events.

The school also works actively with the wider community to provide more real-world experiences for our students. These include involvement with tertiary institutions, other schools and using the experience of knowledgeable local people in the delivery of our programme.

In 2020, 260 students from a wide geographical area were enrolled at the school. The school had 33 full and part-time staff, including a Principal, Assistant Principal, Learning Specialist, 18 teachers and 12 Education Support staff in administrative and classroom support roles.

Framework for Improving Student Outcomes (FISO)

In 2020 our focus was on our Strategic review, remote learning and building leadership and teacher capacity in order to continue improving learning outcomes for all students. This included strengthening the capacity of our school leaders to build a culture of shared responsibility, and providing support for staff to engage deeply in continuing to improve their content and assessment knowledge of Literacy and Numeracy pedagogy

In building teacher capacity to implement consistent agreed school wide strategies in Literacy, we modified our implementation of the actions to meet the needs of remote learning. Our actions for developing a whole school culture of high expectation for continuous student learning growth, health and wellbeing required little modification for remote learning.

As a school we continued to build staff capability and capacity in using technologies and delivery of remote learning in order to develop more consistent practices in the delivery of curriculum from Prep-6 in Semester 2 of 2020. We enhanced the focus on the learning needs of our most vulnerable cohorts in order for them to meet success criteria and learning goals.

All staff are uploading curriculum and planning documents enabling all staff to share and access documentation and collaborate more effectively across the school. Leadership and PLC/Team leaders have been able to track teams progress and allowed for a more focused approach to explicit teaching.

Implementation of a new Leadership structure and vertical Team/ PLC leaders will strengthen the focus on explicit teaching across the school and the importance of developing teams of PLC's, in 2021 to improve student data in the school, strengthen student agency and enhance consistency of approach and language across the school.

In 2021 we will continue to build teacher capacity and student voice and agency, in particular a whole-school approach to continued development of leadership development, literacy, numeracy, development of targeted teaching, team collaboration planning and assessment. We shall also be:
    Upskilling staff and embedding Nature Based Learning to enrich learning opportunities
    Continuing the development of PLC's across the school
    Improving the data literacy of teachers
    Focusing on targeted learning to extend students working above expected levels
    Reviewing and evaluating whole school teaching approaches and tools
    Developing self-motivated students with high levels of learning confidence
    Reviewing wellbeing processes and procedures in the school

Achievement

NAPLAN tests were not conducted in 2020. Teacher Judgements of student achievement of the percentage of students in P-6 working at or above in English (86.2%) and Mathematics (81.4%) are below similar schools English (90.2%) and Mathematics (89.8%) and state average English (86.3%) and Mathematics (85.2%)

All students in Programs for Students with Disabilities (PSD), showed progress at satisfactory or above in achieving their individual goals.

In 2021 we will focus on increasing the percentage of students in the top two NAPLAN bands by continued focus on teacher professional learning, and use of student learning data to identify needs. We will continue to show and increase our alignment between NAPLAN data and teacher assessment of students with the Victorian Curriculum.

We will also review aspects of the school's curriculum to make sure that we have consistent planning documents and

alignment between theVictorian Curriculum and our unit planners. Improving data analysis will better inform teachers of the next stage of student learning.

Staff will continue to be involved in Professional Learning, especially in the areas of Writing and Spelling. Our focus on Numeracy will continue and we will continue upskilling our teachers and students through our commitment to Science, Technology, Engineering and Mathematics (STEM) to enrich the ongoing delivery of our science program.

In 2021 we aim to improve the achievement and learning growth of every student, particularly in numeracy and literacy.
•   Embed whole school instructional models that include the use of nature–based education for the teaching of Reading, Writing and Numeracy and that integrate the use of HITS, to enable consistent, high quality instruction in every classroom
•   Develop the efficacy and confidence of all staff and teams to use assessment data and evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including the needs of high performing students
•   Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability and collective responsibility for improved outcomes
•   Enhance the capacity of all leaders to diagnose, plan, monitor and evaluate the impact of teaching on student learning outcomes

In 2021, we will continue to implement MiniLit and MacLit reading intervention from Year 1-6 and a whole school focus on THRASS to support our spelling, and the implementation of the funded Tutoring program.

Engagement

Our overall goal is to improve student engagement and learner agency to create curious and confident learners who are more independent and self–aware. We will do this by:
•   Building staff capacity to activate student voice, leadership and learner agency in all settings across the school
•   Developing and implementing a whole school strategy for students to become more independent learners who manage and monitor their own learning goals and progress.

Working with the leadership team, we have created a leadership role that focused on connecting and engaging parents and students, this will continue.

We have continued with student leadership roles, festival committees, grounds teams, wellbeing groups, morning coffee mornings and appointed a new service provider who has a commitment to working and foster links between the school and the Kindergarten. Through decisive action, resolving conflict and mediating to a common ground, we have a community willing to voice their ideas towards a positive gain for all. The refinement of our google drive and documents has allowed for all staff to have a whole school view.

Student attendance was a continued focus in 2020 with regular reminders of the importance of prompt and regular attendance at school in our school newsletters and online during remote learning. Our school community is encouraged to see consistency in school attendance as being important to student learning. Students whose attendance rate falls below 90% are considered at risk. Attendance data indicates a 93% - 96% attendance rate from Prep -6 was an increase from 2019 a comparrison to similar schools has us below state (13.8) and similar schools (11.5) for the average number of absence days, with our average being 10.9.

In 2021 we will keep improving our monitoring procedures of students with a high level of absence through daily follow up phone calls for unexplained absences, meetings with parents on a case by case basis, and developing a case management approach for each student with a high level of absenteeism. The departmental student attendance guidelines will continue to be advertised and implemented.

We are fortunate to have an Early Learning Centre on site, which enables a smooth transition from Kinder to Prep for students and their families. The Kinder Transition Reports and individual interviews at the commencement of each year, provide our school with information that assists our teachers to meet students' personal needs. The Kinder, Year

5-6 Buddy system and Kinder Forest Classroom program also assist the Prep students to assimilate within the school, and we will continue this in 2021. We look forward to growing our Kindergarten and working further with our service provider TRY Australia who have management of our Kindergarten.

Our exiting students are enrolled at a range of secondary schools. The Year 6 curriculum emphasises preparing our students for transition to secondary school throughout the year. Discussions with parents and students indicate that these programs are working effectively. In 2021, we will continue developing strategies to minimise anxieties that can occur as students undergo transition to a new grade at the end of the year.

As part of our comprehensive Art, Music, Indigenous Education, Physical Education, STEM/Science, Philosophy programs, we provide opportunities to support social competencies, positive self-worth, and leadership skills. These are further promoted through other leadership opportunities throughout the school including classroom and school monitors and leadership roles, our Student Representative Council (SRC), regular classroom meetings, Public Speaking and Kindness Matters.

At the beginning of the year, Parent Information Books, Get to Know You Interviews and newsletters detail work expectations and guidelines from each year level. In 2021, we will continue to upgrade our student data systems in COMPASS.

We will work with parents, teachers and students to ensure the needs of all students are clearly understood and acted on. We are proud of our school and will continue to seek ways to actively engage, encourage and nurture our students.

Wellbeing

Guiding the school towards better outcomes for all and providing a rich learning environment that is supported by positive relationships has continued as a focus this year. We have reinforced and reviewed our approach and learning program to develop our understanding of curriculum and strategies in engaging students with unconditional positive regard. Our work within this model has developed our understanding in relationships, body, stamina, character and engagement allowing for reengagement of students to be ready to learn and focus.

Central to The Patch PS are our well developed and understood school values of Respect, Responsibility and Integrity. These values are displayed, articulated and embraced throughout the school community, fostered in classroom practice and promoted through our weekly student achievement awards.

Our Parent, Student and Staff opinion surveys have NDA (No Data Available) so school comparisons are not available for 2020

In 2021 we will continue to strengthen the social and emotional wellbeing of every student.
• Embed the whole school approach to social and emotional learning to further develop students' self–regulation, connectedness and resilience
• Enhance opportunities for authentic learning partnerships between students, teachers and parents
• Develop and implement a whole school strategy to use the school's outdoor landscapes to improve student achievement, engagement and wellbeing

We will also build on meaningful and responsible leadership within the school. The role of Year Five and Six monitors includes leadership in areas such as Tour Guides and monitors for SRC, Kindness Matters, Gang Green,Sport, Assembly, Art, Music, Weather, Animals, Recycling, ICT, Photography, OSHC and Fire Safety.

The Year 6 curriculum includes "Taming the Butterflies" (a public speaking course), "Standing Tall" (development of resilience and self-awareness), adolescent health (understanding sexuality and drug education) and leadership training. Students also participate in designing and building our outdoor learning environment. In 2021, student leaders in Years 5 & 6 will continue to have the opportunity to run lunchtime activities.

We will continue to offer additional activities such as choir, ensembles, chess, open library and an Out of School Hours Care Program. Along with a pro-active approach to developing social and cooperative learning skills, there is an expectation of high levels of personal behaviour at all times.

Financial performance and position

Salaries and Allowances refers to school-level payroll.

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 following amounts are included within the reported revenue for the year and are held to fund expenditure in future years: this includes
$15,000 from Yarra Valley Water which partially funded
New interactive whiteboards
Establishment of new fences and gate

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years which is reflected in the financial commitments summary;
Completion on landscaping and fencing throughout the school
Conditions and maintenance money
Expenditure on computers and new interactive white boards on renewal and expansion of our ICT program
EMP and BPP funds

Further expenditure has been spent on our reading support program and professional learning, Literacy Support resources and equity funding has been used to support the employment of a Literacy support teacher along with locally raised funds. $34,000 is committed to purchasing interactive whiteboards. Trading and Fundraising includes many fundraising efforts throughout the year which was impacted by COVID-19 in 2020.

School Council and the School Community are to be congratulated on their continued support of the school and its fundraising. The programs are identified by the school's strategic plan, yearly program budgets and the Annual Implementation Plan. The total financial commitments are equal to the total funds available.

For more detailed information regarding our school please visit our website at
www.thepatchps.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 260 students were enrolled at this school in 2020, 129 female and 131 male.

NDP percent of students had English as an additional language and NDP 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.
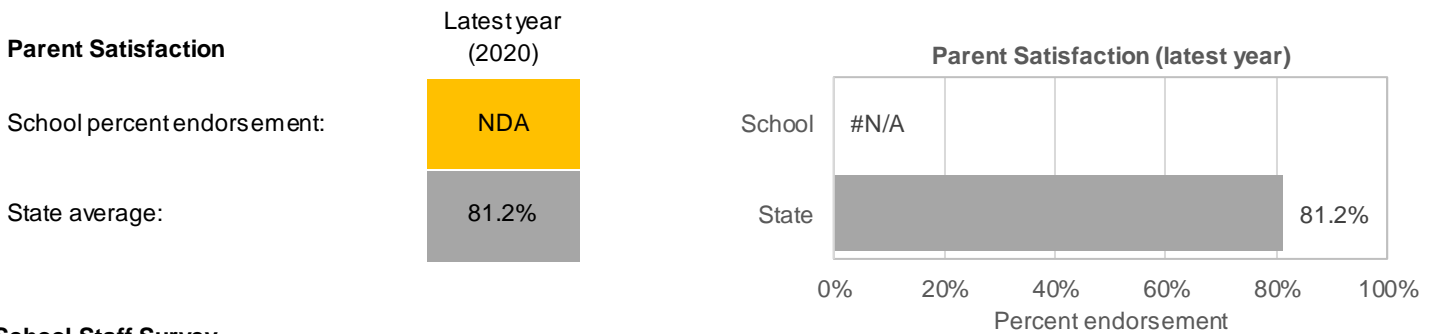
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.
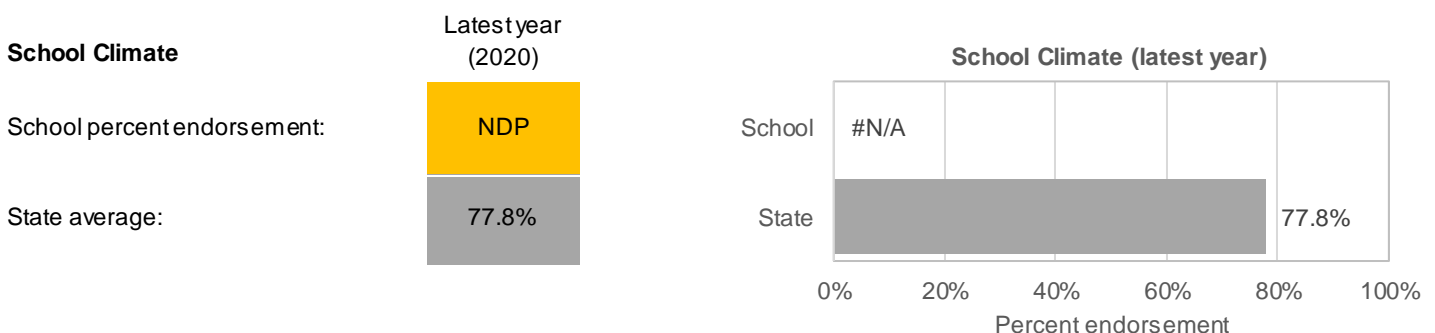
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School: #N/A
State: 81.2%

Percent endorsement

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:	NDP
State average:	77.8%

School Climate (latest year)

School: #N/A
State: 77.8%

Percent endorsement

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)

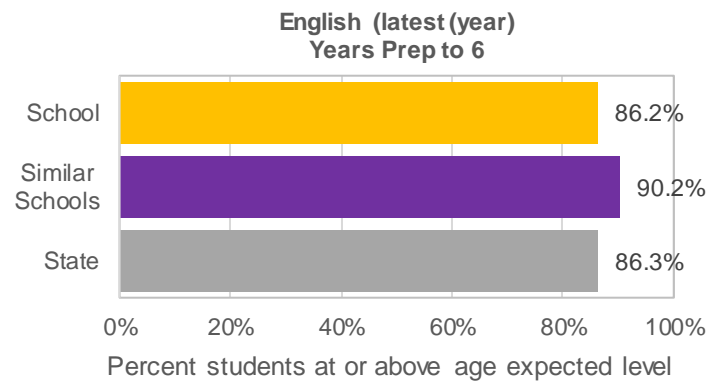School percent of students at or above age expected standards: | 86.2%

Similar Schools average: | 90.2%

State average: | 86.3%

English (latest (year)
Years Prep to 6

School 86.2%
Similar Schools 90.2%
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: | 81.4%

Similar Schools average: | 89.8%

State average: | 85.2%

Mathematics (latest year)
Years Prep to 6

School 81.4%
Similar Schools 89.8%
State 85.2%

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

Percent students at or above age expected level
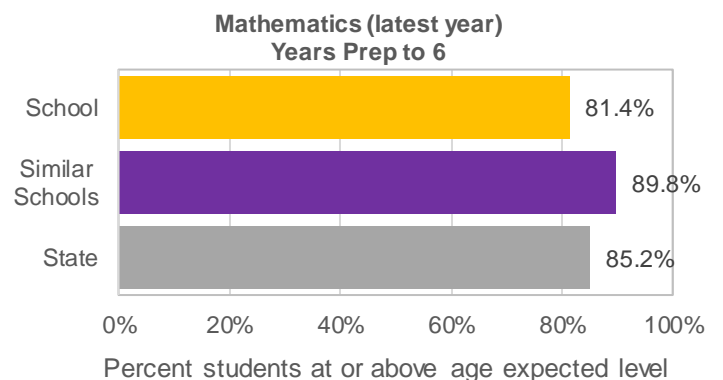
NAPLAN

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).

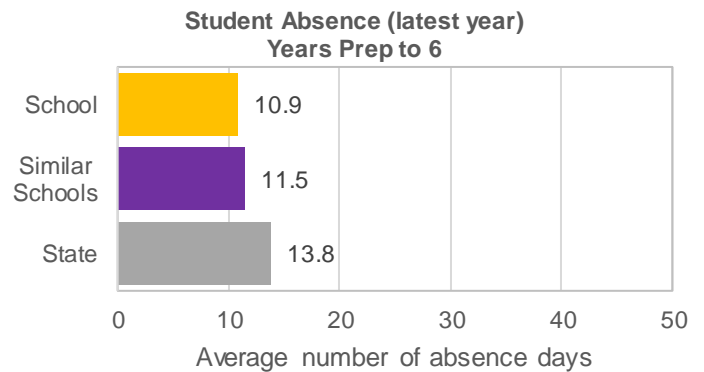NAPLAN tests were not conducted in 2020.

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:	10.9	14.8
Similar Schools average:	11.5	14.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	94%	95%	96%	94%	95%	95%

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:	NDA	69.6%
Similar Schools average:	77.6%	77.9%
State average:	79.2%	81.0%
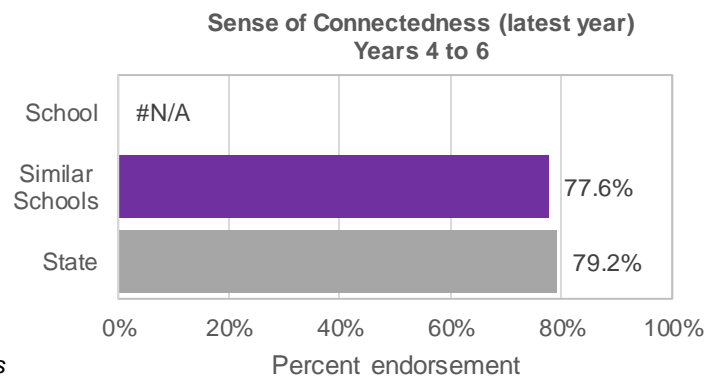
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School: #N/A
Similar Schools: 77.6%
State: 79.2%

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:	NDA	73.2%
Similar Schools average:	79.1%	79.6%
State average:	78.0%	80.4%
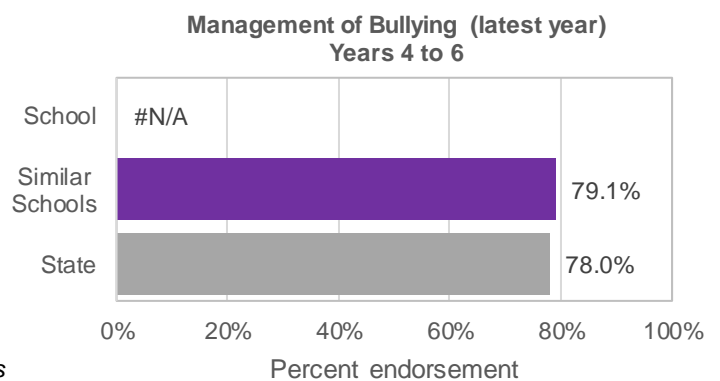
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School: #N/A
Similar Schools: 79.1%
State: 78.0%

Financial Performance and Position

Revenue	Actual
Student Resource Package	$2,236,397
Government Provided DET Grants	$324,736
Government Grants Commonwealth	$5,100
Government Grants State	$17,928
Revenue Other	$11,074
Locally Raised Funds	$85,915
Capital Grants	NDA
Total Operating Revenue	**$2,681,151**

Equity [1]	Actual
Equity (Social Disadvantage)	$10,565
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$10,565**

Expenditure	Actual
Student Resource Package [2]	$2,236,397
Adjustments	NDA
Books & Publications	$1,685
Camps/Excursions/Activities	$3,256
Communication Costs	$5,924
Consumables	$56,362
Miscellaneous Expense [3]	$8,994
Professional Development	$5,080
Equipment/Maintenance/Hire	$40,255
Property Services	$79,134
Salaries & Allowances [4]	$39,968
Support Services	$122,402
Trading & Fundraising	$3,778
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$23,953
Total Operating Expenditure	**$2,627,187**
Net Operating Surplus/-Deficit	**$53,964**
Asset Acquisitions	**$47,474**

(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	$163,566
Official Account	$29,317
Other Accounts	NDA
Total Funds Available	**$192,883**

Financial Commitments	Actual
Operating Reserve	$53,116
Other Recurrent Expenditure	$2,396
Provision Accounts	NDA
Funds Received in Advance	$9,098
School Based Programs	$5,463
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$18,016
Capital - Buildings/Grounds < 12 months	$6,210
Maintenance - Buildings/Grounds < 12 months	$98,584
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$192,883**

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.