

2022 Annual Report to the School Community

School Name: Mount Martha Primary School (5171)



- 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 09 March 2023 at 08:46 AM by Karen Walker (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 28 March 2023 at 04:27 PM by Jeanette Phillips (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

Mount Martha Primary School has serviced the Mount Martha community since opening in 1982. Our vision is to strive to empower students to be active learners who make a positive impact in a changing world. The school's values of Knowledge, Respect, Integrity, and Collaboration are implemented daily to provide an excellent, high quality learning environment.

In 2022 the total enrolment was 636 students organised into 28 classes from Prep to Year 6. Most students are enrolled from within the local neighbourhood area. The school's Student Family Occupation and Education Index of 0.1749 in 2022 indicated an overall high Socio-Economic profile. A small percentage of students came from a background where English is not the main language spoken at home. The destination schools for exiting Year 6 students were Dromana and Mornington Secondary Colleges and several local non-government schools.

In 2022 Mount Martha Primary School had 64 staff- 2 Principal Class, 44 teaching staff and 18 Education Support staff. This was a combination of full-time and part-time staff. There were five specialist areas of Physical Education, Performing Arts, Visual Arts, Digital Technologies, and Japanese. Six teachers worked in Learning Boost Programs. The school had 14 educational support staff working across office, classroom support, ICT support, grounds, and Out of School Hours Care. The school had 4 Learning Specialists- English, Mathematics, Social and Emotional Learning and Digital Technologies. The staff profile is weighted toward the experienced range across both Teaching and Educational Support personnel, and they bring a variety of skills and attributes to the task of improving student outcomes.

The school enjoys excellent relationships with its own and the broader community. Mount Martha's strong reputation in the community continues to be built on the success of its students in the academic, sporting and performing arts areas and co curricula program. Our parents are encouraged to be involved in their child's education by assisting in the classroom, on camps, excursions, and sporting events and through School Events Committee and School Council activities.

Over recent years the school has completed grounds and building improvements. In addition to DET funding, a focus for local community fundraising has been to continuously improve areas of the school for students. We have strived to provide play spaces and classrooms that are inviting and stimulating. Teaching is carried out in a mix of flexible teaching spaces and more traditional classroom configurations with the specialist program taught in dedicated spaces.

Consistency of teaching practice, curriculum programs and assessment to monitor achievement and inform next steps in learning remained key approaches to meet individual student needs and improve learning. Our students continued to benefit from a learning environment which was calm and focused thereby allowing students to engage in their learning and to develop positive relationships.

Our school ensures the diverse needs of all students are catered for in the planning, implementation, and evaluation of all activities. Student wellbeing and engagement continued to be enhanced by strategies including the further implementation of the Respectful Relationships, Rights and Resilience Program, the Protective Behaviors programs and application of digital technologies. We embedded the work completed in 2021 on school vision and values across the school in 2022.

Progress towards strategic goals, student outcomes and student engagement

Learning

Mount Martha Primary School provides an inclusive, supportive learning environment that challenges and engages students to grow as passionate learners. The school seeks to develop motivated, creative, and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Teachers planned and worked collaboratively to develop teaching and learning programs that facilitated the continued improvement of student learning outcomes, implementing programs that personalized learning and set individual goals for students.

Teacher judgments of student performance based on Victorian Curriculum standards in English and Mathematics at all year levels places our students' achievements above the state-wide average. We performed just below comparative schools in teacher judgement of student achievement in English and Mathematics.

In 2022 NAPLAN test results in Numeracy for Year 3 and Year 5 students placed them above the state median for the percentage of students in the top three bands. For reading, our students in Year 3 and Year Five students were above the state medium for the percentage in the top three bands. Our results indicated we performed below comparative schools. Our results over 4 years have consistently been above the state median.

The Tutor Learning Initiative provided the school with the opportunity to expand the school's learning boost programs. The funds have been used to have teachers in Learning Boost programs in Years 3-6. The four teachers were allocated to a year level each, to provide support programs in Literacy and Numeracy to students whose learning progress was affected by periods of remote learning. We had a Learning Boost Teacher in Numeracy in Year 1-2. This was in addition to the teacher in Learning Boost Literacy program in Year 1 and 2, three days a week. A phonological awareness intervention program was provided at Foundation, Year One and Year Two to support students' acquisition of literacy skills. The "Story Dogs" Program with Year Two students was implemented across the year. The Disability Inclusion Program provided additional educational support to students. Across the school additional release time was organised for teachers to work with and support high achieving students, those with additional needs and NAPLAN preparation. The high ability practice leader worked with students identified for enhanced learning programs and provided professional development sessions for staff.

We continued to embed Professional Learning Communities (PLC) across the school. We completed four school-wide PLC cycles using the Framework for Improving Student Outcomes (FISO). The PLC supports schools to create a culture that is, focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers. It uses evidenced based decision making and professionalism, driven by collaborative expertise. The work of the PLCs was undertaken through regular cycles of disciplined, collaborative inquiry. Each term goals from the school's annual implementation plan were selected to focus on cycles of continuous improvement. Term One's focus was to improve students' ability to make meaningful connections with literature and elaborate on their ideas through text responses. Our whole school's focus in Term Two was to improve students' skills and strategies whilst reading within the text. In Term Three, the focus was to improve students' attitudes to Math's by developing their knowledge of learning dispositions. In Term Four the focus was to improve student outcomes in Number and Algebra through differentiation practices. This focus built on the work students and staff completed in Term Three. During each cycle, each year level then broke this down into a more specific targeted goal for their cohort. After each cycle teams shared highly effective teaching and learning strategies, pre and post assessments used to measure learning growth and the next learning goals for students.

Wellbeing

Mount Martha Primary has continued our whole school community focus on child mental health and wellbeing.

Respectful Relationships, Rights and Resilience Program provides an important framework to build on and improve our existing practices, supporting the social/emotional health and wellbeing needs of our students. In 2022 our whole staff demonstrate their commitment to the Respectful Relationships, Rights and Resilience Program by undertaking further professional development and implementing units of work in this new initiative.

A Learning Specialist in Social and Emotional learning with a team of staff across the school supported school wide programs. The school also has Year 6 student Social and Emotional Learning Leaders.

A key component of our approach to student wellbeing continues to be the specific teaching of Social and Emotional skills within the classroom, specialist lessons and in the yard. In Term One 2022 posters define the meaning of our four school values of Respect, Knowledge, Integrity, and Collaboration in child friendly language with a list of I can statements that model these values were displayed across the school. Classes explicitly taught the school vision and values. New school wide awards were developed to recognize students displaying these values. The values were highlighted at school assemblies and in the school newsletter to communicate with the broader community. Additional wellbeing teaching resources were purchased to assist teachers in the explicit teaching of social and emotional skills. In the classroom, regular brain breaks were provided throughout the day, as well as a wide range of mindfulness activities.

Since 2016, Mount Martha Primary School has implemented the Primary Protective Behaviors Program school wide. The program selected by our school is one of the most frequently used nationwide, as reported by The National Safe Schools Framework. A body

education program was implemented in Years Five and Six. Sessions were provided for students and families from Years One-Four.

A variety of specific programs and activities continued to be implemented to support the school's student-centred approach to wellbeing. Students were encouraged to participate in a range of curricular and extra-curricular activities that developed personal and interpersonal skills, attitudes, and behaviours. Each year Mount Martha Primary School actively participates in the National Day of Action Against Bullying and Violence, Safer Internet Day, and the associated activities. A Student Representative Council (SRC) with representatives from all Year levels met regularly to discuss and decide on initiatives/ideas that had been suggested by students. The Year 6 student Social and Emotional Leadership Team worked to promote our school values by assisting students with social interactions in the playground, recognizing positive behaviour with awards and assisting at school events.

The Mount Martha Primary School Wellbeing team made up of the Principal, Assistant Principal and Student Support Services Officers (SSSO) meets fortnightly to discuss strategies to strengthen and provide high level support to students, their families, and teachers. The team provides direct assistance where possible to families and students but has also created strong links with external agencies and is able to make accurate and prompt referrals when required.

The school was provided with additional funding to support students in the Disability Inclusion Program. Educational Support staff were allocated to year levels to provide additional support to students and professional development was provided to staff to assist in supporting students.

A focus in 2023 will be the development of a new Student Engagement and Wellbeing Policy developing a stronger sense of connectedness of students to the school and to improve attitudes to the management of bullying. The 2023 school annual implementation plan has a focus on student agency and voice in their learning.

Engagement

Mount Martha Primary School works to ensure that students have optimal engagement in their learning and in our school community. The school continues to focus on a curricular and co-curricular approach to student engagement. We continued to strive to provide a rigorous and guaranteed teaching and learning program whilst providing an extensive range of other learning experiences such as access to a quality Digital Technology curriculum and resources, camps, Beach Safety programs, choirs, excursions, incursions, Bike Education etc., to increase engagement levels. Staff have continued to incorporate brain breaks, mindfulness and co-operative learning strategies and activities. We introduced Building Learning Power which creates a culture that cultivates habits and attitudes that enable students to become better learners, face difficulty and uncertainty calmly, confidently, and creatively. Student agency and voice in learning has been enhanced through the greater personalization of learning, and an active SRC that shares ideas about school improvement, Year 6 leadership roles and buddy/mentoring programs between staff/students and students/students.

Mount Martha Primary School student attendance in 2022 was impacted by the COVID pandemic, illness, parent choice and families taking extended holidays interstate and overseas, during school time. Our student's data indicated that the average attendance was between 88% to 91 %. Families were provided with teaching and learning activities to support students while absent from school. We communicated with families about the importance of daily school attendance in our newsletter, school assemblies, information evenings, phone calls, emails, and the use of Compass. There was visual signage displayed around the school such as posters stating that "Everyday Counts" as well as a large sign "It's Not OK to be Away" displayed at the front of the school. Parents were provided with information on how to report student absences using Compass via Parent Information Booklets and school newsletters. Where absences were of concern due to their nature or frequency, or where a student had been absent for more than 2 consecutive days, we worked collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance. This included student support group meetings, individual learning plans, implementing student absence learning plans and accessing support from allied health professionals. Student attendance data was shared with parents twice a year on Student Reports.

We continued to build partnerships between home and school. Opportunities were provided for students' families and local community members to actively engage in a range of meaningful learning experiences. All Year levels used digital platforms e.g., Seesaw and/or Google Classrooms, and class blogs to assist students and their families engage in the learning program. Year levels provided opportunities for families to attend learning expos where students shared their learning. As a whole school we used the weekly newsletter, Compass posts, assemblies, book week parade, footy day, colour run, Japanese day, student led conferences, information evenings, meet the teacher and other highlight events to build connections, support student achievement

and to foster a sense of being a part of our school community. Our active Social Events Committee (SEC) run a variety of events to build connections and raise funds for the school. They ran a welcome picnic, Mother's Day stall, hot chocolate day, election day BBQ, Father's Day breakfast, footy day, student disco and choc top day. In 2022 we continued to use the Compass management software that we believe enhances the ability of our parents to engage in their child's learning.

The school staff survey results in school climate were above the state average. Our staff, school council and SEC continued to work on improving parent satisfaction. Our parents' satisfaction was slightly below the state average. All parents were provided with access to the parent opinion survey, and we received responses from 58 parents. Additional communication on student learning was provided to families with regular Seesaw posts, linking parents to students' Google Classroom, Blogs and newsletter articles informing parents of our improvement agenda and PLC cycles. In Semester One 2023 we will further engage with parents through surveys and focus groups to continuously improve our data.

Financial performance

Overall, the school remains in a sound financial position. The 2022 Budget was supplemented by funds carried forward from 2021. A well-planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met within the expected timelines and the school operated as planned within its budget. The Finance Committee and School Council were well informed of the school's financial position by the regular provision of copies of the Operating Statement and Balance Sheet to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2022 were compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2022 year. The Mornington Peninsula District Sports Association budgets were administered by the school in 2022. The school operated Out of Hours School Care Program formed a significant part of the schools' local trading revenue and expenditure. Our School Events Committee (Parent Teacher Association) run by the very active committee contributed to the fantastic range of long-lasting playground markings.

For more detailed information regarding our school please visit our website at
<https://www.mtmarthaps.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 636 students were enrolled at this school in 2022, 318 female and 318 male.

2 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).

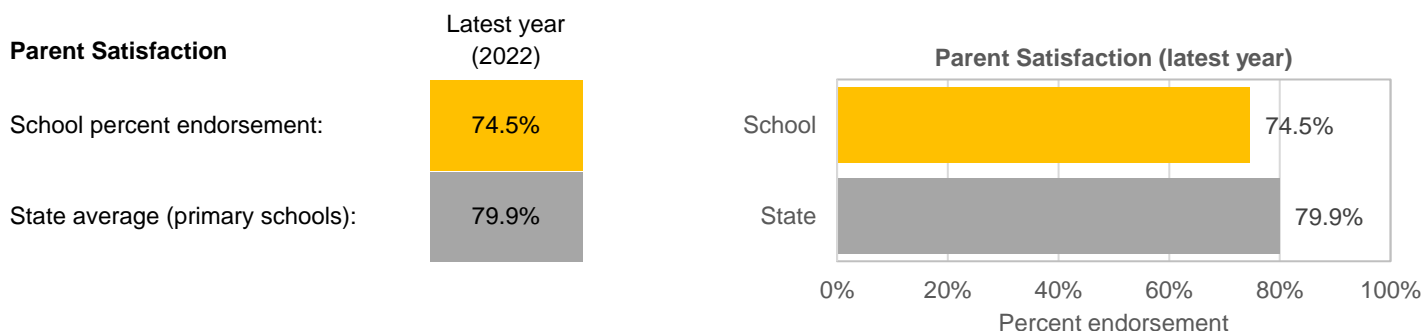
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

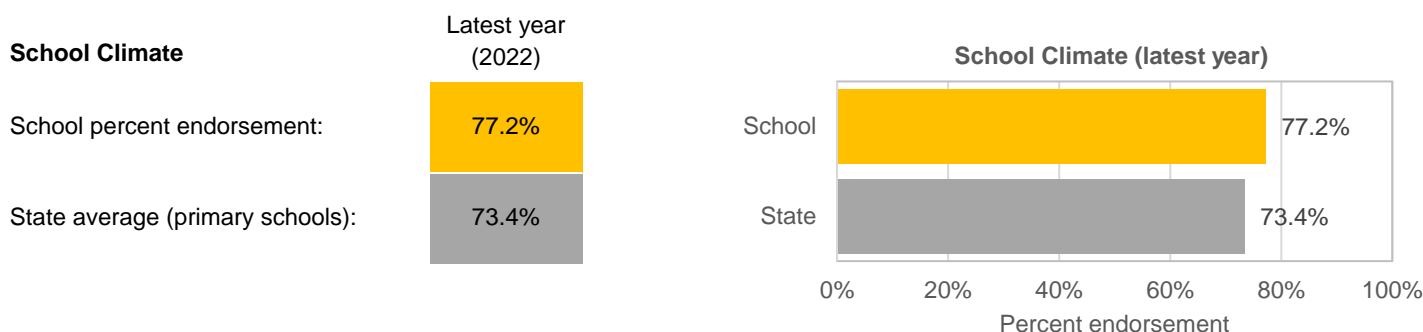


School Staff Survey

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:

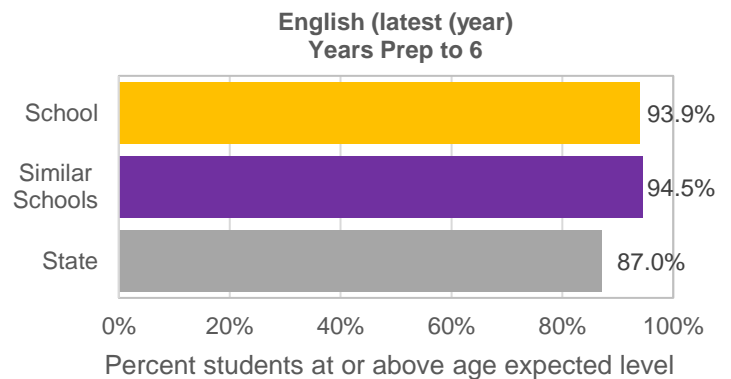
93.9%

Similar Schools average:

94.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

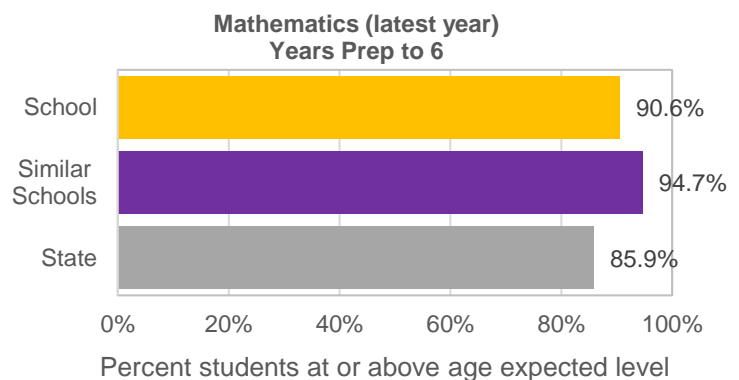
90.6%

Similar Schools average:

94.7%

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.

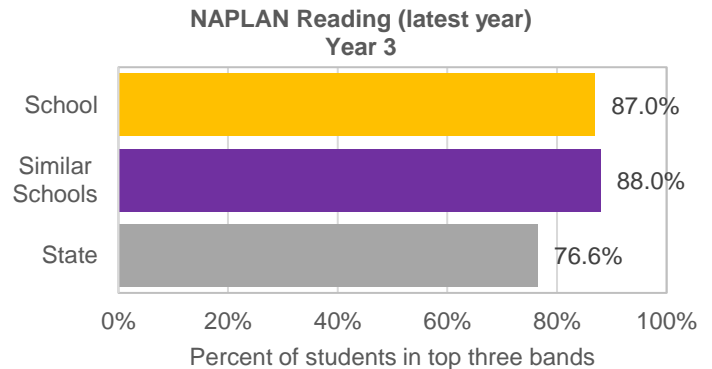
NAPLAN

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.

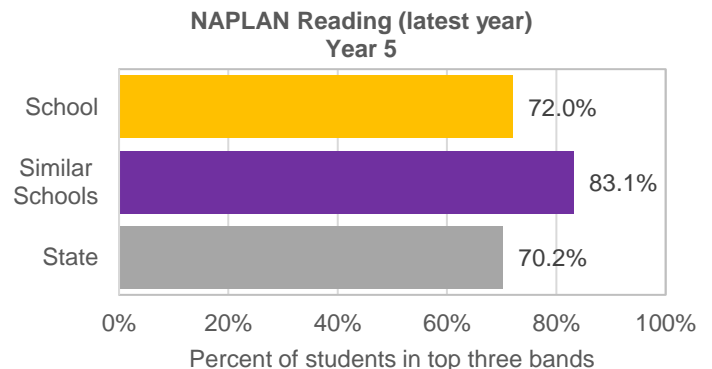
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.0%	82.3%
Similar Schools average:	88.0%	88.1%
State average:	76.6%	76.6%



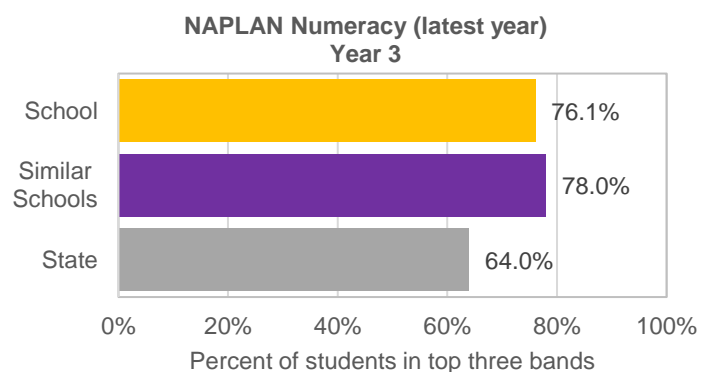
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.0%	71.5%
Similar Schools average:	83.1%	82.2%
State average:	70.2%	69.5%



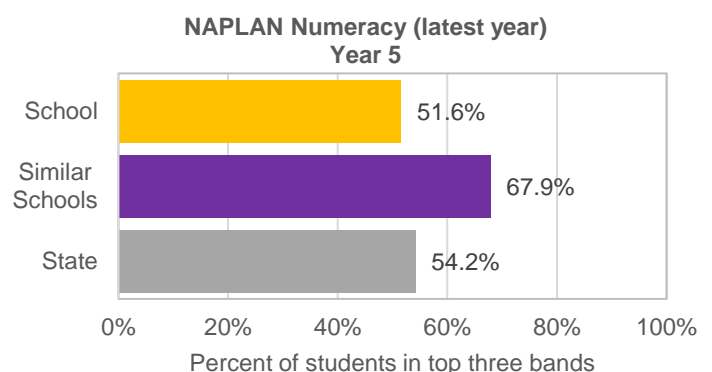
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	78.2%
Similar Schools average:	78.0%	80.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.6%	62.6%
Similar Schools average:	67.9%	72.3%
State average:	54.2%	58.8%



WELLBEING

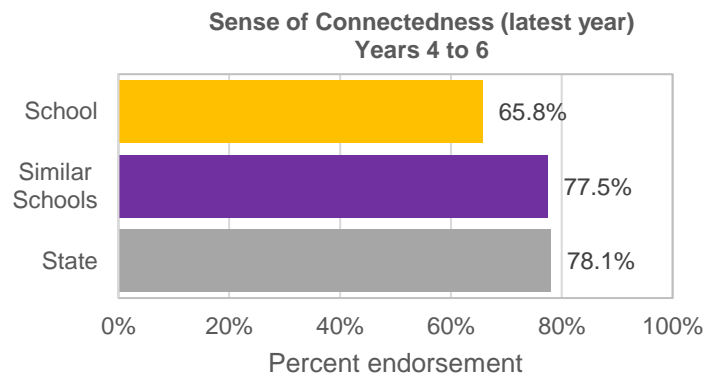
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	65.8%	72.4%
Similar Schools average:	77.5%	79.5%
State average:	78.1%	79.5%

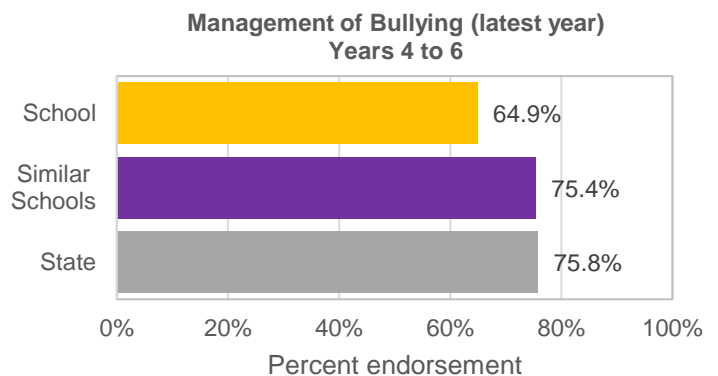


Student Attitudes to School – Management of Bullying

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:	64.9%	73.3%
Similar Schools average:	75.4%	78.2%
State average:	75.8%	78.3%



ENGAGEMENT

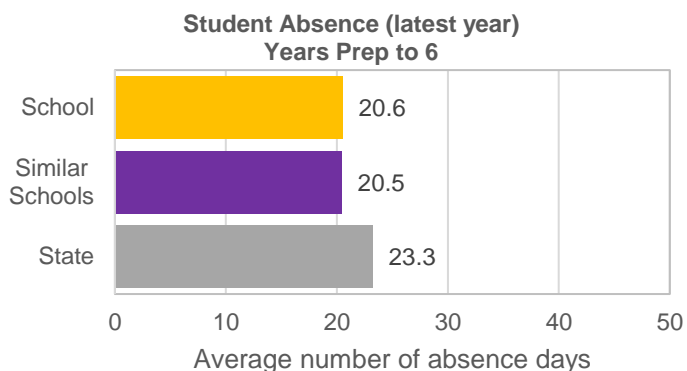
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.6	13.8
Similar Schools average:	20.5	13.8
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%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,264,621
Government Provided DET Grants	\$570,704
Government Grants Commonwealth	\$114,895
Government Grants State	\$0
Revenue Other	\$12,308
Locally Raised Funds	\$552,151
Capital Grants	\$0
Total Operating Revenue	\$6,514,680

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,971
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,971

Expenditure	Actual
Student Resource Package ²	\$5,437,899
Adjustments	\$0
Books & Publications	\$4,268
Camps/Excursions/Activities	\$198,661
Communication Costs	\$7,103
Consumables	\$93,942
Miscellaneous Expense ³	\$44,166
Professional Development	\$17,158
Equipment/Maintenance/Hire	\$69,581
Property Services	\$93,255
Salaries & Allowances ⁴	\$385,110
Support Services	\$70,161
Trading & Fundraising	\$60,361
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,097
Total Operating Expenditure	\$6,516,761
Net Operating Surplus/-Deficit	(\$2,081)
Asset Acquisitions	\$46,060

- (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	\$410,636
Official Account	\$22,256
Other Accounts	\$0
Total Funds Available	\$432,892

Financial Commitments	Actual
Operating Reserve	\$166,315
Other Recurrent Expenditure	(\$334)
Provision Accounts	\$0
Funds Received in Advance	\$60,989
School Based Programs	\$48,145
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,612
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$296,728

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.