

2021 Annual Report to The School Community



School Name: Lalor East Primary School (4976)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2022 at 09:37 AM by Linda Richards (Principal)

- This 2021 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 07 April 2022 at 03:51 PM by Carly Georgakopoulos (School Council President)

How to read the Annual Report

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Geographic Location

Lalor East Primary School opened in 1972 in an established residential area of Thomastown (Approx 30 km north from Melbourne CBD) and serves a multicultural community where 55% of students identify as having English as an additional language.

Vision and Values

Our mission is to educate students to strive for their personal best so they become lifelong learners and effective citizens for the 21st century. We believe that every child can learn and we are committed to ensuring that students develop to their full capacity. Our school values are Respect, Honesty, Cooperation, Caring and Personal Best. These values underpin our decision making and interactions with each other and our broader school community.

School size and structure

Our 2021 enrolment peaked at 260 students. There were more males (140) than females (120). 2021 marked the end of an era for our students and staff as we completed our move into our beautiful new school buildings made possible from the \$8.9 million allocated to us by the Victoria Government as part of their removal of asbestos in schools program. Our students and staff now have three beautiful new state of the art flexible and adaptive learning spaces to work in. Much of 2021 will be spent on adapting to the new learning/working spaces after so long working in either our tired 1972 buildings or as part of a building site throughout 2020.

The Multipurpose Centre provides excellent additional, flexible learning spaces for Physical Education, Music and class/whole school activities. The Oral Language Centre was relocated closer to the P-2 Learning space to make this area more accessible for the staff and students who use the space. As part of this move the inside and outside of the OLC were refreshed to better reflect our new school colours.

Specialist programs include Physical Education, Visual Arts and Music. Spanish is integrated through our music program for students in Prep to Year 6. We also operate a play based Oral Language Program for students in Prep to Year 2. Classroom teachers deliver lessons in Digital Technologies and Library. Student voice is valued through our Junior School Council and Cyber Action Team.

Teaching teams meet weekly in PLTs to plan lessons and to assess, monitor and review student progress. Programs operate across the school to extend students and to identify and address any learning concerns. 2021 also saw a change to the way our classes are structured with a group of teaching staff and aides working with several classes rather than the traditional one teacher one class which marked much of the previous 49 years of education at Lalor East PS.

The school has a strong commitment to the innovative use of Digital Technologies. In addition to banks of laptops and iPads available to support teaching and learning programs we also rolled out a 1:1 program for those families who wished to take up this initiative. The extended lockdowns over the last two years highlighted serious gaps in accessibility for our students. While we were able to lend devices to our students to use when working at home, we did not have the volume of devices required to meet the needs of all our students. This created a significant barrier for our students to be able to access learning remotely.

Social and enrolment characteristics

The school has a high level of social disadvantage with 49% of students being funded through Equity. Four students identified as being from an Aboriginal or Torres Strait Islander background. Two students were classified as 'Out of Home Care'.

The school has a high referral rate to Student Support Services to seek recommendations and advice for students not working at the expected level and with complex social, emotional and behavioural needs. Eight students received support through the Program for Students with Disabilities, however, a high number of students do not meet the

requirements for the PSD and require high levels of assistance to ensure their safety and enable them to access and engage with the curriculum. Equity Funds are used to provide additional support and assistance to these students to enable them to achieve their full potential.

Our school has worked hard to build strong connections with families and community organisations as we believe these relationships and opportunities help to improve educational expectations and support student engagement and achievement. We introduced 'Coffee and Chat' sessions in 2020 as a way to make the Principal Team more accessible to parents/carers and to provide opportunity for them to provide input and feedback on changes in the school. Our strong partnerships with The Smith Family, Berry Street, Eat Up and Semper Dental are integral to our work. Playgroups operate at our school on Monday. Our strong connections with our broader community were severely impacted in 2021 by extended lockdowns. We operate a daily breakfast club. TheirCare operates our Before And After School Care.

Workforce Composition

Our staff workforce comprises of a full time Principal and Assistant Principal, a Leading Teacher - Literacy, Learning Specialist - Numeracy, 11 class teachers, specialists teachers for Art, Music/Spanish, Physical Education, wellbeing, office staff, education support staff and a maintenance staff member totalling 33 staff who work either full time or part time. Staff are from a range of different cultural backgrounds and at different stages of their teaching career. Our staff represent a range of different cultural backgrounds. There are no staff who identify as being from an Aboriginal or Torres Strait Islander background.

Programs offered for overseas students

While the school welcomes students from overseas, the school does not offer any specific programs for overseas students beyond the programs we offer to our regular students.

Framework for Improving Student Outcomes (FISO)

Our Annual Implementation Plan focuses on improving student outcomes in Literacy, Numeracy and to strengthen student engagement, voice, agency and leadership in their learning. Key actions that will contribute to this improvement will be to:

- Implementation of DET Tutoring Initiative to support those students needing to catch up from missed learning in 2020.
- Build staff capacity to understand, implement and assess individual learning plans
- Establish a whole school approach to social-emotional learning or belonging and engagement
- Re-establish existing community engagement programs and strategies
- Deepen staff curriculum knowledge and continuum of learning for F-6 in Mathematics through coaching with a Mathematics consultant
- Maximise the learning growth for each student in Numeracy as a result of work with the Mathematics consultant
- Build the capacity of students to co-develop individual student learning goals, monitor progress and give and receive feedback.

Achievement

Work continued around our SSP Goal to maximise the learning growth for each student in Numeracy. Two whole day sessions for all staff to deepen staff professional knowledge in Numeracy were held with our external Numeracy consultant along with 1 x 1hr PD session to deepen staff professional knowledge in Numeracy. A Numeracy Consultant also worked in the classroom with our Prep\Year 1 team to plan and build their capacity in the teaching of mathematics. Professional learning was also delivered in-house around the 'Launch' to further embed our Instructional Model.

Work was undertaken to develop individual Reading & Numeracy goals for all students, however, this work was unable to be completed due to disruptions caused by COVID19. We will resume this work in 2022.

We exceeded our target of 21% of Year 5 students achieving above benchmark growth in NAPLAN Numeracy with 40% of students achieving above benchmark and 43% of students meeting benchmark. Our Year 3 students also performed well with 20.6% of students achieving above benchmark in Reading and 18.7% in Writing. These are some of our highest results for the last five year.

Essential Assessment was used across the school to measure student growth in Numeracy. Students completed assessment tasks in terms 1 and 4. Students were expected to make one level's growth in the year. For example, moving from Achievement level 3.5 to 4.5. Some students may be achieving below the expected level but still made significant growth. The percentage of students at the year level who achieved higher than the expected level of growth from terms 1 to 4 is recorded below.

Prep - 59%
Gr 1 - 26%
Gr 2 - 33%
Gr 3 - 12%
Gr 4 - 11%
Gr 5 - 18%
Gr 6 - 21%

A comparison of Term 1 and Term 4 On-Demand Numeracy Assessment Data showed that most year levels maintained the same number of students working above, at and below the expected level.

Implementation of Fountas & Pinnell continued through to our Year 1+2 students to assess their Reading. At the end of 2021, 48% of Year 2 students, 30% of Prep students and approx. 20% of students in the other year levels were reading above the expected level, however, nearly 60% of students in each year level were reading below the expected level.

Based on school based assessments in both Literacy & Numeracy, very few students across all year levels are working 'at' the expected level, with the majority of students being either above or below. Catering for these differences will need to be a focus for our work in 2022.

In 2021, 8 students were funded under the Program for Students with Disabilities (4 of these students exited at the end of 2021). Over 60 students were on Individual Learning Plans as they are not working at the expected level. Further work will be undertaken in 2022 to strengthen this process and to develop plans for students working above the expected level.

In exciting news, our Grade 5/6 Cyber Action Leaders were one of three finalists in the VicSRC Student Led Project Award category for the work they do in the school to support their peers to be safe online. We are very proud of their efforts to make it to the finals given they were competing against older students from secondary schools.

Engagement

The Performance Summary indicates a high level of Parent Satisfaction with the school with 94.1% of parents endorsing the school compared to the state average for primary schools of 81.8%.

There was an 8.5% increase in staff recording positive response in Staff Climate in the 2021 Staff Opinion Survey (70.8%) compared to 2020 (62.3%). This increase is particularly pleasing given a second year of a global pandemic and the fact the state average decreased by 2%.

High levels of student absence continued to have a significant impact on student learning, although it is pleasing to note our average number of days absent of 27.9 decreased by 1.8 overall compared to 2020 data. Our absence data is still significantly above that of the state (18.2) and similar schools (14.7).

A number of strategies were implemented in 2021 to help support and engage our students and families during the

year throughout the challenges created through extended lockdowns. These strategies included:

- the introduction of Virtual School Tours (based on COVID19 Restrictions)
- continuing with weekly online virtual whole school assemblies
- facilitating two virtual 'Coffee & Chat' sessions for families with a focus on wellbeing
- introduction of 'Wellbeing Wednesday' where the work assigned to students encouraged them to work offline and collaborate with siblings and other family members
- delivering packages/hampers delivered to 'at-risk' families during lockdown
- holding Parent\Teacher interviews virtually
- facilitating a large number of students on-site during lockdown to support wellbeing of students and families
- Employing Casual Relief Teachers to run the onsite classes to reduce the number of times staff needed to be onsite in addition to running their remote class
- SIT completing 'gate duty' each day to build family connection and relationships

Throughout 2021 we noticed greater involvement from parents\families during 'live' lessons during remote learning. We also received a lot of positive feedback from students and families about the Wellbeing Wednesday tasks.

Wellbeing

Two years of a Global Pandemic have had a significant impact on the students' sense of connectedness to the school with a decrease in the number of positive responses in 2021 (75%) compared to 2020 (86%). The Performance Summary also includes a disclaimer that the data collected in 2021 may not be comparable to 2020 due to lower participation rates and differences in the timing of the survey, length of the survey period and the general impact of COVID-19 across 2020-2021.

The PIVOT survey was utilised in 2021 to provide an alternate data source to the Attitudes to School Survey, however, we found this tool and the data it provided to be ineffective due to the implementation of our co-teaching model.

Student behaviour data continued to be collected through Compass Chronicles with the SWPBS team completing an analysis of the data and identifying possible areas and actions for improvement. Professional learning was also completed by members of the SWPBS Team to support its continued implementation.

Finance performance and position

Lalor East Primary School maintained a sound financial position throughout 2021. The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Equity funding contributed towards the employment of a Literacy Leading Teaching, Numeracy Learning Specialists and additional Education Support staff to cater for the high number of students requiring support but who are not funded under the Program for Students with Disabilities.

There was a decrease in Equity Funding received by the school due to a reduction in the number of students eligible for these funds. The decrease in Equity Funds coupled with a decrease in enrolments resulted in School Projections for 2022 identifying an anticipated funding deficit. The school began working through the Excess Process in terms 3 and 4 to identify staff who would be declared excess at the end of 2021. This process was completed in consultation with the school's AEU sub branch in accordance with The Department of Education's, 'Management of Excess - Teaching Service Policy and Guidelines' document. 5 teaching staff and 2 Education Support staff were identified as being Excess with an additional two staff members taking leave/retiring in 2022 to support the school to reduce its deficit and bring the SRP back into a surplus. The Excess Process will not be able to be finalised until the 2022 SRP Budget is confirmed in late term 1 2022.

Significant school funds were allocated to the costs associated with relocation and refurbishment of the Oral Language Centre to incorporate the new school colours. The Before and After Care building was also repainted externally. Works were undertaken in the grounds to reestablish garden beds after the construction of new buildings. These projects

were completed with endorsement from the school council.

For more detailed information regarding our school please visit our website at
<http://www.laloreastps.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 2021, 120 female and 140 male.

55 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).

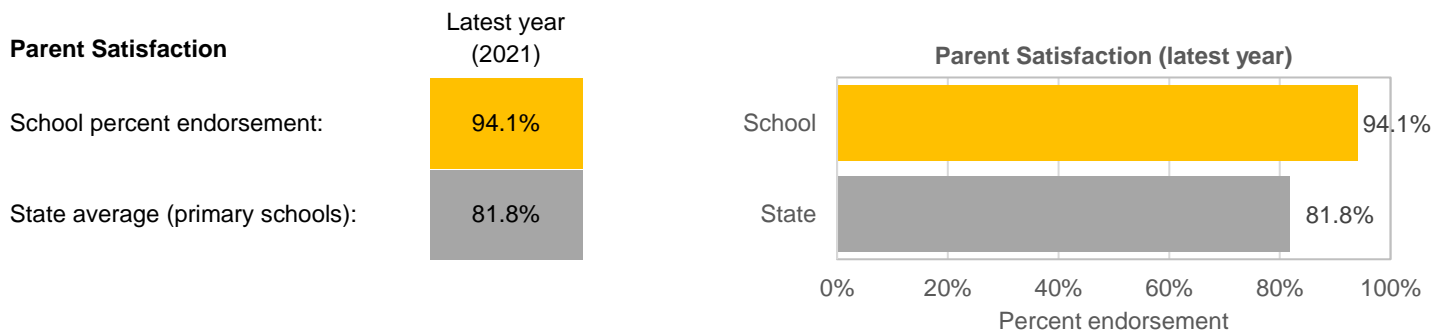
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

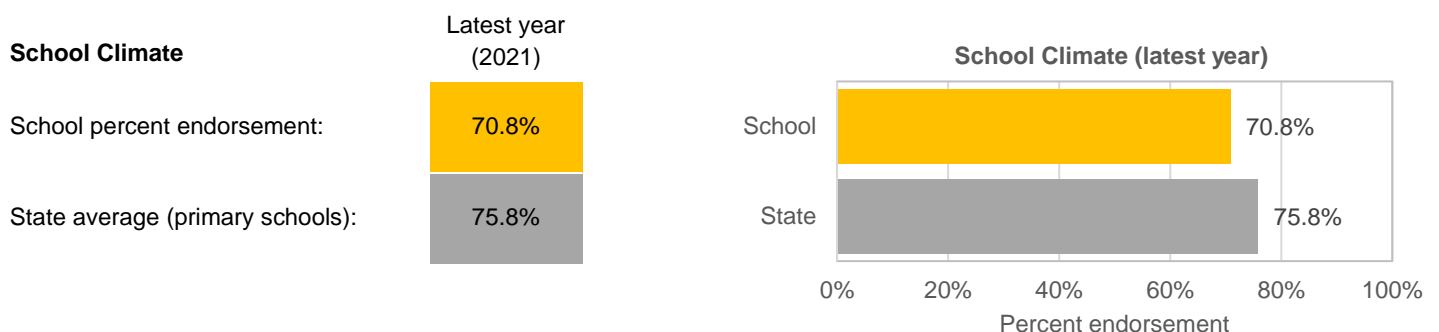


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

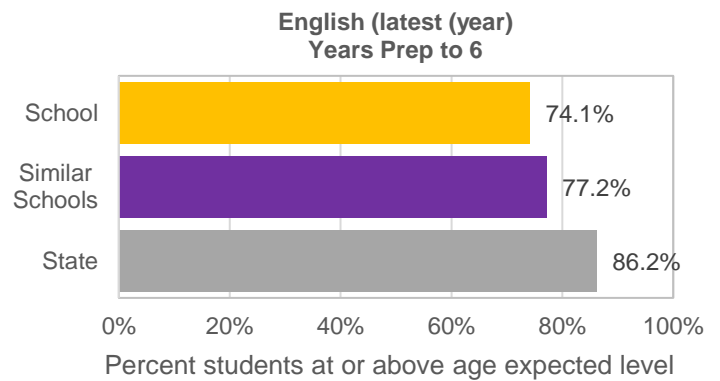
74.1%

Similar Schools average:

77.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

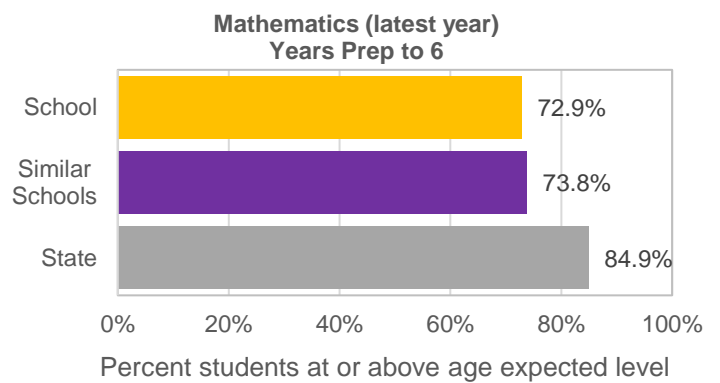
72.9%

Similar Schools average:

73.8%

State average:

84.9%



ACHIEVEMENT (continued)

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

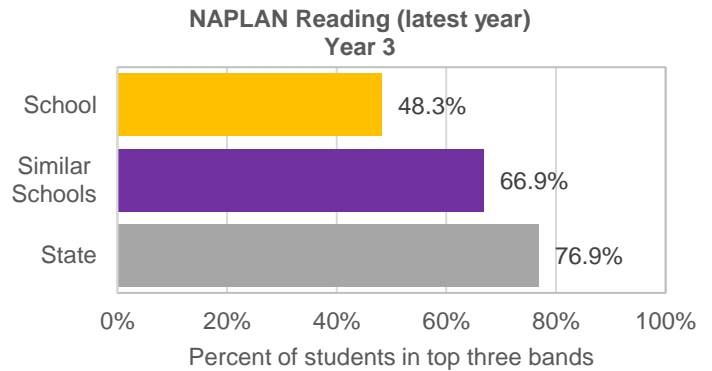
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

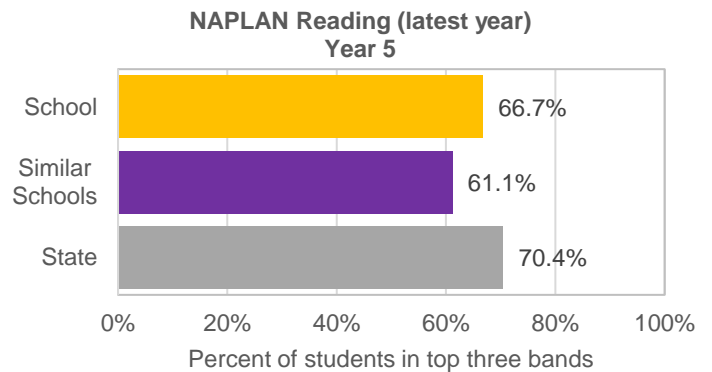
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.3%	57.7%
Similar Schools average:	66.9%	66.8%
State average:	76.9%	76.5%



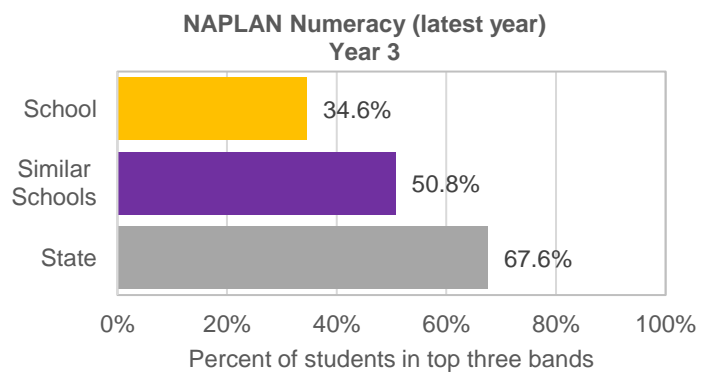
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	50.0%
Similar Schools average:	61.1%	56.2%
State average:	70.4%	67.7%



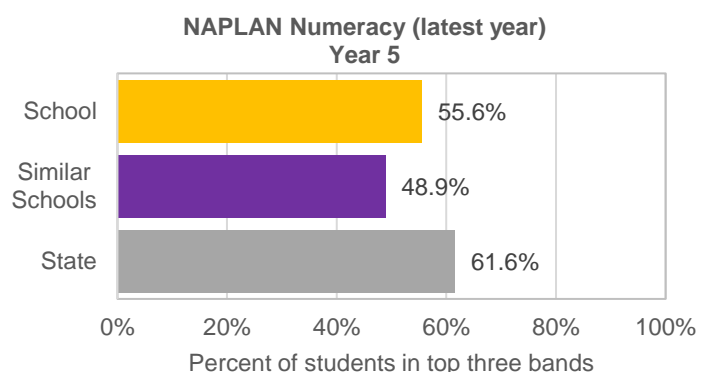
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.6%	51.0%
Similar Schools average:	50.8%	54.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	40.3%
Similar Schools average:	48.9%	46.8%
State average:	61.6%	60.0%



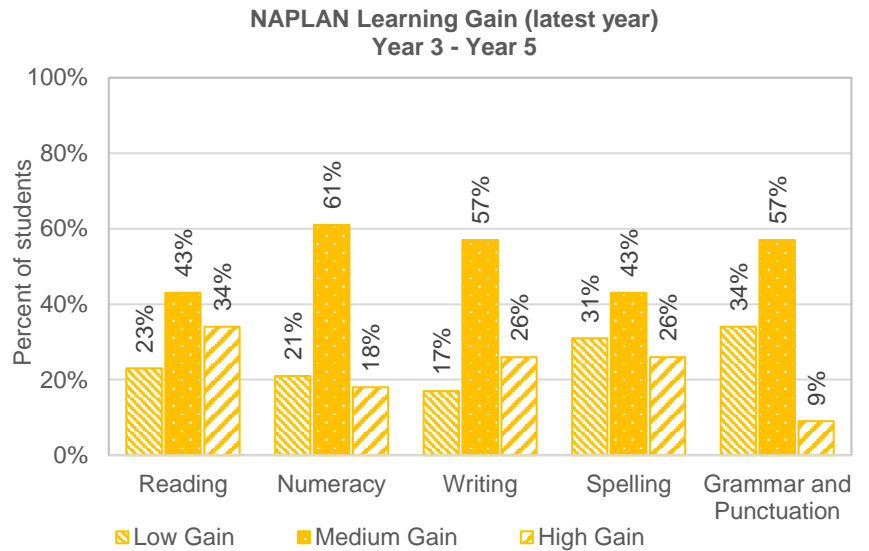
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	43%	34%	21%
Numeracy:	21%	61%	18%	23%
Writing:	17%	57%	26%	23%
Spelling:	31%	43%	26%	29%
Grammar and Punctuation:	34%	57%	9%	27%



ENGAGEMENT

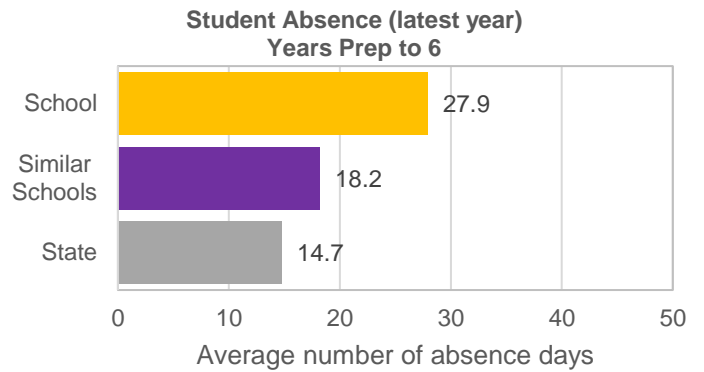
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	27.9	23.0
Similar Schools average:	18.2	18.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	86%	82%	88%	87%	84%	87%	88%

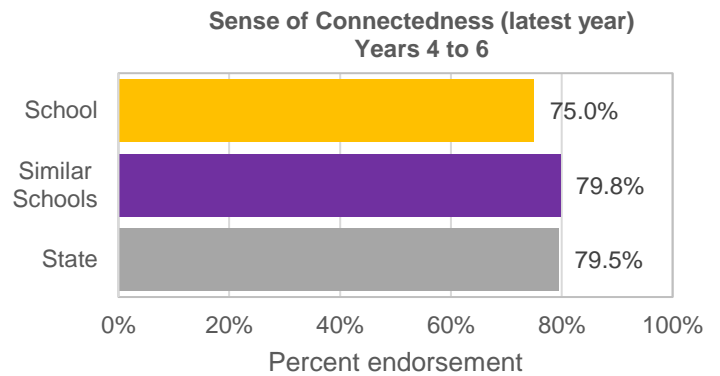
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.0%	80.3%
Similar Schools average:	79.8%	82.2%
State average:	79.5%	80.4%

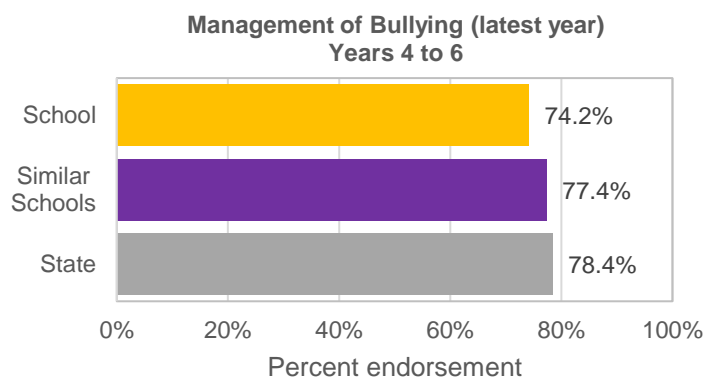


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.2%	79.5%
Similar Schools average:	77.4%	80.4%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,724,286
Government Provided DET Grants	\$449,811
Government Grants Commonwealth	\$2,798
Government Grants State	\$0
Revenue Other	\$3,863
Locally Raised Funds	\$90,954
Capital Grants	\$0
Total Operating Revenue	\$3,271,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$401,159
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$401,159

Expenditure	Actual
Student Resource Package ²	\$2,802,641
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$26,996
Communication Costs	\$4,021
Consumables	\$36,384
Miscellaneous Expense ³	\$15,382
Professional Development	\$18,550
Equipment/Maintenance/Hire	\$103,874
Property Services	\$126,217
Salaries & Allowances ⁴	\$134,568
Support Services	\$11,928
Trading & Fundraising	\$7,353
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,695
Total Operating Expenditure	\$3,309,609
Net Operating Surplus/-Deficit	(\$37,898)
Asset Acquisitions	\$93,672

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$472,375
Official Account	\$41,458
Other Accounts	\$0
Total Funds Available	\$513,832

Financial Commitments	Actual
Operating Reserve	\$64,418
Other Recurrent Expenditure	\$27,177
Provision Accounts	\$0
Funds Received in Advance	\$68,610
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$607,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$44,000
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	\$1,031,205

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.