

2020 Annual Report to The School Community



School Name: Talbot Primary School (0954)



- 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 26 April 2021 at 07:53 PM by Krista Barnes (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 27 April 2021 at 09:28 AM by Amanda Conn (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

Talbot Primary School was established in 1869 and is a rural learning community situated in the Victorian Shire of Central Goldfields. It is 55 km north of Ballarat, 18 km northwest of Clunes and 14 km south of the industrial town of Maryborough which provides the community with access to shops, medical and dental treatment, secondary schooling and sporting associations. The school is in the town of Talbot, which was originally settled in Victorian gold rush times. The Talbot District was formally established in 1851. Talbot became a thriving town of approximately 15,000 residents around 1859 in the rush. Today, with a small local population of 442 (2016 census), only a third of students attending the school come from the Talbot Area. The school site of approximately two hectares includes an arboretum adjacent to the open grounds where several very old, large trees give protection from the sun. Facilities allowing for both passive and active recreational play include tennis / basketball / netball, an oval with shared football and cricket area and an extensive set of playground equipment. There is a paved shade sail area with a raised stage for performances and passive play. Talbot Primary School has played and continues to play a significant role in the education community of the Goldfields. Practices reflect the belief that education is a process of growth, underpinned by the community values of Honesty, Persistence, Respect, Responsibility and Teamwork. The core purpose of the school is to provide a comprehensive education for all students. This is accomplished in a climate of engagement, inclusion and enjoyment. We employ effective communication, strong teamwork and the use of evidence-based, explicit teaching and learning strategies which enable students to reach their academic, social, emotional and physical potential. All students and families are supported through evidence-based well-being programs and strategies aimed at developing responsibility, resilience and social, emotional and physical potential. Our school provided a high level of support during the two periods of remote learning and during this time the level of communication and relationships between school, students and families continued to strengthen.

The school buildings comprise two historic brick structures dating from the gold rush era when an enrolment of 700 was accommodated. One building has three classroom spaces, an open plan learning area and administration. The Better Schools Building work provided the exceptional learning area off the three open plan classrooms that enable staff and students to work together in flexible ways. The new areas are spacious, light filled and have passive solar orientation. The other building provides a large arts area for Performing and Visual Arts and an additional classroom and breakout space. Students are grouped into multi-age learning communities. In 2020 there were three classrooms, P-2, 3/4, and a 5/6 with a total of 54 students and 11 staff, comprising of Principal class, Teaching staff and Education Support staff. The school had a total equivalent full-time staff of 6.02 plus 0.2 shared library specialist. This consisted of 1 principal, 3 full time teachers, 0.20 Visual Art & Performing Arts teacher, 0.2 MARC Library teacher, 1 full time ES and 3 Part time ES staff members. There are 2% EAL (English as an Additional Language) students and 10% ATSI (Aboriginal and Torres Strait Islander) students. Talbot Primary School offered specialist classes in Visual Art, Performing Arts and MARC (Mobile Area Resource Centre) by specialist teachers. PE, French & ICT were also incorporated into weekly rotational sessions provided by classroom teachers. In 2020, our students also participated in weekly rotational 'Clubs' program based on student voice/choice each term.

In Term Four, 2020, a bike track was built in the arboretum space with the purpose of supporting the modified Energy Breakthrough program, Bike Education and Active Kids. Energy Breakthrough is a highly regarded extra curricular program by both our senior students and families. There is a high level of family support and involvement in this program which continues to build strong, positive relationships with our whole school community.

The whole school community worked together to provide the best possible education for our students during 2020. The commitment demonstrated by our school community during 2020 is to be commended and celebrated.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) has four priority areas - Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. Talbot Primary School

implements practices to enhance all four priority areas. The school had created an Annual Implementation Plan (AIP) which worked towards its vision and goals. In 2020, the school focused on 'Building Practice Excellence', in the core area of maximising student learning growth by implementing an agreed instructional model across the school. Other FISO areas that were the focus of 2020 were 'Empowering students and building school pride' in the core area of enhancing student voice across all year levels and a stronger link to student learning and school decision making. Equity funding was targeted at building teacher capacity in Reading assessment tools and data analysis using the Fountas and Pinnell as a resource, as well as increasing the quality and amount of home readers and guided reading resources. A large proportion of equity funding was allocated to Education Support staff to provide intervention programs which included SPAIDES (Speech Therapy) program and Multilit.

The Covid-19 pandemic and related periods of remote learning had an impact on the work of the school and data collection. A great deal of work was done in the student Well-being area, particularly as remote learning impacted our students. Connectedness became a high priority, and a great deal of emphasis was placed on ensuring our students and families could communicate with their teachers and other staff during remote learning. We were unable to prioritise some areas of the 2020 AIP due to the disruptions experienced in 2020 and the schools shift of focus onto more urgent matters.

Our School Review planned for 2020 was rescheduled for Term 2, 2021. The work undertaken early in 2020 as part of the Pre-Review Self Evaluation of the FISO Continua would be revisited in Term 1, 2021, with the new principal and staff team to provide a more accurate report as to where the school's current reflection of each of the 16 dimensions are leveled in preparation for the School Review process.

Achievement

Talbot Primary School achieved results just below expected for our school type in 'teacher judgements' against the Victorian Curriculum in English and Mathematics. In 2020, the Victorian Curriculum was implemented in all classrooms and specialist programs. The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. In 2020, the school continued to focus on the priority areas of Literacy and Numeracy, with improved practices implemented in classrooms. In our current School Strategic Plan, our goal is to maximise student growth in English, Numeracy and Science. In 2020, we targeted Reading with associated professional learning focused in this area before disruptions occurred. The implementation and continued high focus of Professional Learning Communities (PLC) cycles has helped to build teaching capacity and knowledge in teaching comprehension strategies, data analysis and determining student goals at their point of need in reading. Teachers continue to implement 'Big Writes' and 'Cold Writes' in classroom practices each term. Teachers use their data from big and cold writes to assess the learning needs of their students and to see student growth throughout the Writing Cycles. Teachers also use the goals from their students' ILPs to plan for differentiated instruction within Literacy. Writing moderation between teachers occurs in both PLC meetings and with 'Teacher In Collaboration' meetings between cluster schools to provide consistency in teacher judgments

During Term 1, 2020, there was a strong focus on peer observations. This focus was around the HITS as well as the Instructional Model. . This practice allowed staff to further develop their knowledge of teaching strategies to use within Literacy blocks and focus groups as well as feedback for students during this time. Teachers recognised the value of this program and will continue in 2021 in both their own school and by visiting other schools as part of their Performance Practice Days (PPDs).

Unfortunately NAPLAN assessments were not completed nationally in 2020, hence there is no NAPLAN data to reference.

In 2021, Literacy and Numeracy will continue to be major areas of focus, with the Instructional model, team planning and data analysis and consistent, High Impact Teaching Strategies embedded in all classrooms.

Engagement

Talbot Primary School has achieved positive student attendance rates. Absences are promptly followed up with support offered to families where attendance is a concern. Our school attendance data also reflects good results in both 2020 and over the 4 year average. Talbot Primary School's results are significantly lower than 'Similar Schools' and lower than 'State Averages'. Attendance rates for each year level in 2020 are 92% and above up to 97% in Year 1. Student attendance is a high priority within the Goldfields Shire and our cluster group of schools received a shared grant for \$250,000.00 to improve attendance across our region. Although this project was halted during 2020, the focus on attendance remained high in individual schools. Attendance is given a high profile in the newsletter and in classrooms. High expectations for learning are promoted in all areas of the school.

Our Koorie student attendance remains strong and is well above state average. Talbot Primary School's Aboriginal students attendance is generally excellent with several students have 100% percent. Strong relationships continue to be a high priority and are strengthened by Student Support Group (SSG) meetings normally held each term. SSGs were not conducted during Terms 2 & 3 in 2020.

During 'Remote Learning' absences were more challenging to calculate especially during Remote Learning 1.0. At times, students were completing work but unable to log in to classroom meetings due to technology issues. Likewise, there may have been students logging in but not completing as much time on task as considered desirable. An increase awareness and focus during Remote Learning 2.0 enabled a much higher engagement level by our students. The platform and digital tasks used during remote learning were judged by many students to be highly engaging.

The school implements a curriculum that supports student engagement. In 2020, we provided Specialist teachers in Performing Arts, The Arts and MARC as well as our classroom teachers providing Specialist learning areas in PE, ICT and Languages - French. Our classroom teachers also provide a rotational program 'Clubs' which are activities the students choose to do during the term. 'Clubs Activities' change every 5/6 weeks. The senior students also participated in a modified Energy Breakthrough (EB) program which is highly valued at Talbot Primary School by our students. During the 'Remote Learning' periods, teachers developed new ways of differentiating for students to maximise engagement, connectedness and learning. As a result of the efforts of teachers and Education support staff, Talbot Primary School received a higher level of 'Sense of Connectedness' from the 'Student Attitudes to School Survey' (AToSS), than 'Similar Schools' and 'State Averages'. These were excellent results given that in 2020, students worked offsite for nearly two terms in total. In the area of 'Management of Bullying' in the AToSS, our school percent endorsement was slightly higher than 'Similar Schools' and significantly higher than the 'State average'.

High quality specialist and extra-curricular programs strongly enhance student engagement and connectedness. These are valued by the whole school community and will continue in 2021.

Wellbeing

Talbot Primary School's focus on staff, student and family well-being, significantly increased during 2020 and will continue to be a priority in 2021. Communication between school and families improved during 2020 and will remain as a priority moving forward. The value of strong relationships has proved to be beneficial in maximizing student well-being and learning.

Remote learning resulted in prioritised well-being supports for staff and students, both during remote learning and when back onsite. The school continued to use the digital platform, Class Dojo. This has allowed teachers to communicate, engage with and facilitate learning with students remotely. All class teachers have used this platform to communicate weekly with families about future learning focuses through the use of weekly snap shots. Specialist teachers have also used this platform to communicate important information to families. Education Support Staff also used Webex meeting to work with individual or small groups of students during remote learning. Staff have been open and reflective when trialling new ideas, they have worked collaboratively during both periods of remote learning to improve student engagement and well-being.

Teaching teams deliver a whole school scope and sequence 'Values Program' which includes Respectful

Relationships, Berry Street Model and Play is the Way activities. Classroom planners include time allocated for the Values Program which also includes a morning and afternoon 'Circle Time' which improves communication between teacher to student and student to student. The use of 'Circle Time' is embedded in a daily routine and promotes and allows for the development of 'growth mindset' for all students. Growth mindset language has also been incorporated into success criteria and day-to-day experiences. School Values have continued to be reinforced in all areas of school life with weekly awards given to excellent examples of student behaviours and actions in each area.

Student well-being is highly valued at Talbot Primary School at any time, however, during 2020 'well-being' became an area that all schools acknowledged as being absolutely vital in a child development that contributes, enhances and improves student happiness, connectedness, engagement and learning in life. As a result of the efforts and acknowledgement of the importance of well-being by Talbot Primary School staff team in 2020, our students received a higher level of 'Sense of Connectedness' from the 'Student Attitudes to School Survey' (AToSS), than 'Similar Schools' and 'State Averages'. These were excellent results given that in 2020, students worked offsite for nearly two terms in total. In the area of 'Management of Bullying' in the AToSS, our school percent endorsement was slightly higher than 'Similar Schools' and significantly higher than the 'State average'. We continue to excel in both these areas.

Financial performance and position

Talbot Primary School met budget expectations for revenue and expenditure. In 2020, the school received \$71,314 in Equity Funding, which was targeted towards each of the Key Improvement Strategies of the 2020 AIP, additional intervention support (increased EFT) by the Education Support Staff team as well as student well-being on their return to onsite learning in Term 4 where the school paid for a whole school camp and an excursion for every student.

Talbot Primary School completed 2020 with a \$35,266 surplus. During Term 4, the newly appointed Principal put the 'In Excess' program in place to ensure the school would not have a deficit in 2021 due to declining number of enrolments and an over-allocation of teachers and education support staff in 2021 based on current EFT. The process was successful with one teacher gaining a contract at one of the cluster schools for 2021 and ESS member gaining a position at another cluster school for 2021. The reduction of hours for the remaining ESS team also contributed to the careful strategic planning as Talbot Primary School moves forward into the next couple of years with larger cohorts of students leaving and smaller cohorts enrolling at the Prep level. This process will enable the school to maintain a surplus at the end of 2021 and 2022.

Talbot Primary School has taken care to present monthly finance details at all School Council meetings. All funds held by the school as at 31.12.2020 were reported and certified by School Council at the February 2021 meeting, with the Financial Commitment Summary being presented.

Talbot Primary School will continue to spend targeted funds on building repairs, upgrades to facilities and grounds maintenance/upkeep as required of all BARR schools.

The surplus, moving forward, will be targeted at programs including intervention implemented in 2021, which will include additional funds going towards the Tutoring Learning Initiative to extend the program for two terms instead of one. It will be imperative that sound financial and strategic planning occurs in the future years at Talbot Primary School.

For more detailed information regarding our school please visit our website at
<https://www.talbotps.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 54 students were enrolled at this school in 2020, 30 female and 24 male.

0 percent of students had English as an additional language and 9 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.

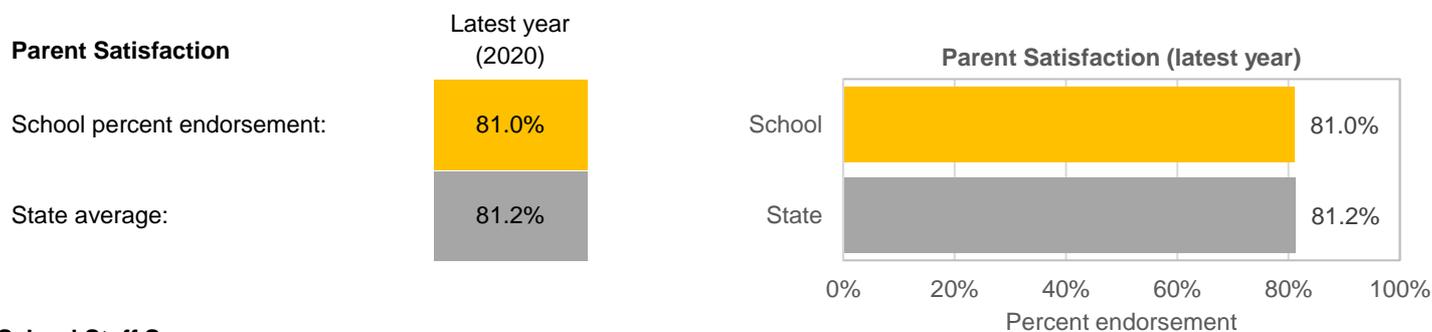
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

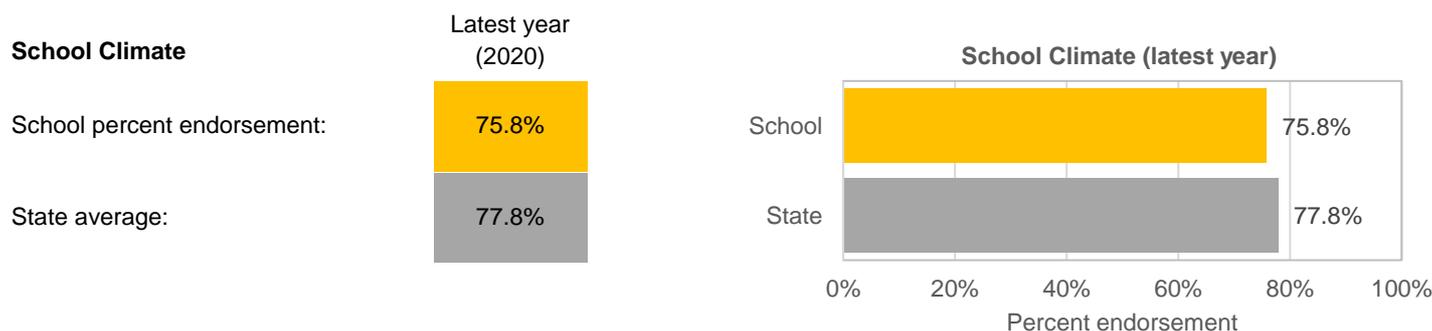


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

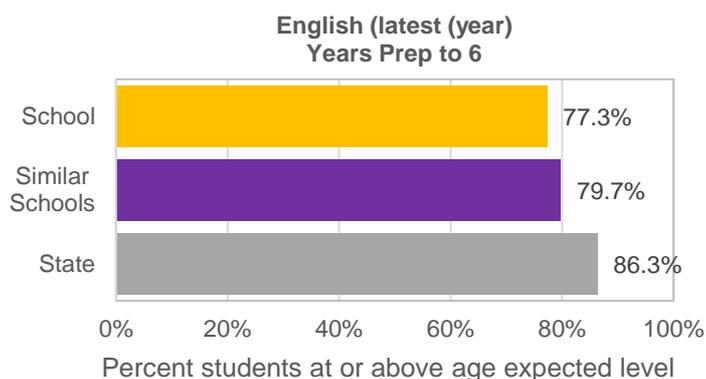
77.3%

Similar Schools average:

79.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

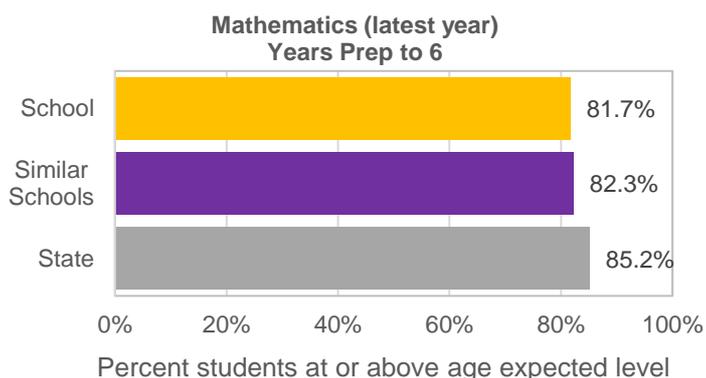
81.7%

Similar Schools average:

82.3%

State average:

85.2%



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

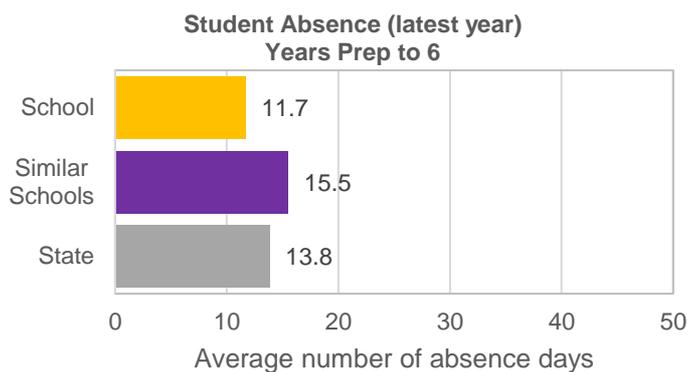
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.7	14.1
Similar Schools average:	15.5	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	97%	93%	95%	92%	94%	94%

WELLBEING

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

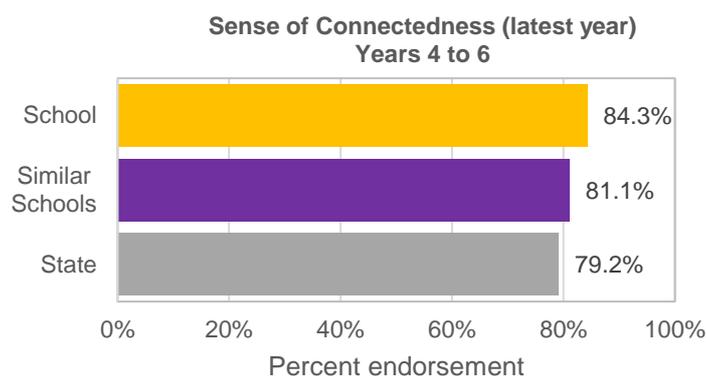
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	84.3%	82.2%
Similar Schools average:	81.1%	80.7%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

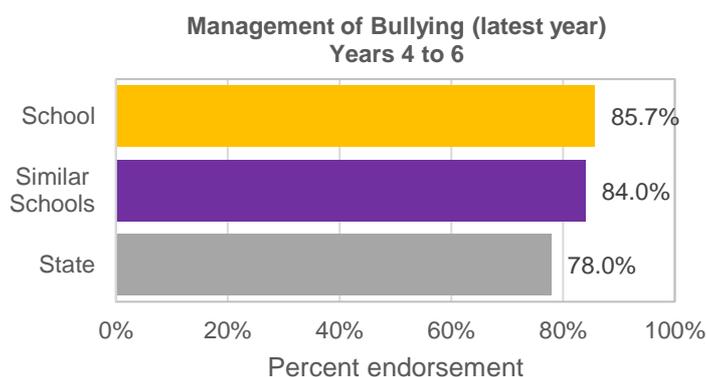
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	85.7%	82.0%
Similar Schools average:	84.0%	81.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$737,866
Government Provided DET Grants	\$192,175
Government Grants Commonwealth	\$2,500
Government Grants State	\$650
Revenue Other	\$5,366
Locally Raised Funds	\$25,218
Capital Grants	NDA
Total Operating Revenue	\$963,775

Equity ¹	Actual
Equity (Social Disadvantage)	\$142,077
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$142,077

Expenditure	Actual
Student Resource Package ²	\$703,115
Adjustments	NDA
Books & Publications	\$5,304
Camps/Excursions/Activities	\$7,429
Communication Costs	\$2,283
Consumables	\$20,609
Miscellaneous Expense ³	\$8,797
Professional Development	\$1,735
Equipment/Maintenance/Hire	\$33,887
Property Services	\$33,446
Salaries & Allowances ⁴	\$27,273
Support Services	\$2,191
Trading & Fundraising	\$5,890
Motor Vehicle Expenses	\$36
Travel & Subsistence	NDA
Utilities	\$5,164
Total Operating Expenditure	\$857,159
Net Operating Surplus/-Deficit	\$106,616
Asset Acquisitions	\$6,580

- (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	\$260,599
Official Account	\$16,826
Other Accounts	NDA
Total Funds Available	\$277,424

Financial Commitments	Actual
Operating Reserve	\$23,392
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$294,866
Beneficiary/Memorial Accounts	\$150
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$21,250
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$30,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$369,658

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.