

2021 Annual Report to The School Community



School Name: Aspendale Gardens Primary School (5301)



- 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 31 March 2022 at 10:50 AM by Jonathan Baker (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 19 April 2022 at 05:54 PM by Mark Heenan (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

As an International Baccalaureate Primary Years Program school we strive to be internationally minded with a purpose to provide a supportive, safe and dynamic learning environment. We promote inquiry, curiosity, creativity and individuality. We aim to develop a resilient, open-minded school community where all students become independent, emotionally intelligent and socially competent as they strive to achieve their potential as global citizens. We aim to provide an engaging, concept driven and inquiry-based learning environment that challenges the Aspendale Gardens Primary School community to live the attributes of the International Baccalaureate Learner Profile. We strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective.

Aspendale Gardens Primary School students aspire to become lifelong learners who take pride in their ability to make a difference by taking action within local and global communities.

Aspendale Gardens Primary School is a vibrant and engaging primary school in the South Eastern Victorian Region (SEVR) with a current enrolment of 642 students, 302 females and 340 males from 447 families. The multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. There are 14% of students who have an additional language spoken at home. We have one Aboriginal or Torres Strait Islanders student in the school. The Student Family Occupation (SFO) density index is 0.27, and the Student Family Occupation and Education (SFOE) index of 0.23, which means there is a low level of socio-educational disadvantage. We have 1 principal, 1 assistant principal, 48 (37.4 EFT) teaching staff, and 16 (11.3 EFT) Education Support staff which includes 4 admin staff (3.2 EFT). We do not have any Aboriginal or Torres Strait Islander staff.

The school is located on spacious well-maintained grounds with 30 classrooms along with two Art Rooms, Library/Information Technology area, two Performing Arts rooms, a gymnasium with full size indoor basketball court, Friendship room, Kitchen/Dining room and 2 Language Other Than English (LOTE) - Mandarin Classrooms. The school grounds are extensive and contain 2 junior playgrounds, a senior playground, sandpit and large open playing field. An outstanding aspect of the school is the extensive school vegetable garden. The Stephanie Alexander Kitchen Garden Program employs a Horticultural Specialist and a Food Technician, who educate students on the value of growing, harvesting and cooking their own produce. There are also quiet areas scattered throughout the courtyard and surrounds. The Before and After Care program has its own designated area and is run by 'TheirCare' during the term and Team Holiday during the school vacation periods.

Aspendale Gardens PS teachers and education support staff are dedicated and committed to developing a learning environment, which maximises the overall educational needs of students. The school became an accredited International Baccalaureate, PYP school in 2017 and completed a successful PYP Evaluation in 2021. The school encourages team planning and shared experiences across year levels. There are team leaders at each year level. There are also curriculum planning and development professional learning teams. Specialist teaching is provided in Performing Arts, Visual Arts, Physical Education, which included the Perceptual Motor Program (PMP) for Foundation and Year 1 students, and our Language program is Chinese Mandarin.

Teams take on the leadership of special events including the bi-annual carnival and whole school production, Science Fair and Art Expo. The school regularly supports charities and events to provide learning and understanding of the wider world around us along with our local community. The school also assists a school and orphanage in Cambodia with fundraising events. The school enjoys a wonderful relationship with its sister schools Youfu West Street Primary School in Nanjing and Yucai Primary School in Yangzhou, China.

Aspendale Gardens PS participates in the Marine Ambassadors Program, which engages the school community in Marine Education and Conservation. Our extensive student leadership program provides opportunities for many senior students to take on a variety of roles. We have two Junior School Councils (a senior and a junior) each consisting of 16 students being two elected from each class.

Students are able to receive one-on-one, paired or group music tuition in the areas of singing, violin, keyboard, guitar and drums. All students have the opportunity to participate in an intensive swimming program and a broad excursion/

incursion program along with a Yr. 2-6 school camping program. There are many and varied lunchtime activities including chess, drama, dance, choir, robotics, coding, calligraphy, French, Greek and various sporting games.

The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, excursions, kitchen/garden and numerous other activities. Our School Council is very supportive, and the parents on the School Council bring a variety of skills and ideas to our school community.

At Aspendale Gardens Primary School we enjoy a very positive school culture based on respect, high expectations and the belief that every child is unique and capable of being exceptional.

Framework for Improving Student Outcomes (FISO)

At AGPS we had a whole school focus on giving feedback to both students and teachers. To support this we were part of the Victorian pilot program from the University of Newcastle called Quality Teaching Rounds which was an observational feedback program for teachers. We trained 4 staff in the process who were then to train other staff. COVID interrupted this rollout to staff and so it will be a focus for next year.

With the ongoing change from in-school lessons to remote lessons, the teachers became adept at questioning and giving purposeful feedback. The change to our remote learning structure, through the introduction of more 'live' lessons and small group sessions, gave the teachers a greater opportunity to give timely feedback to their students.

The tutoring program was set up and some excellent results were achieved. The team was set up early in the year and regular meetings were held to update on the progress of the students, as well as the selection process for the following group of students. The tutors seamlessly adapted and transitioned between onsite learning and remote learning to ensure there was as high a level of consistency within the program as possible. The tutors communicated effectively with the classroom teachers and attended the DET professional learning sessions.

The whole staff analysed and evaluated data from the staff, student and parent opinion surveys, to recognise and celebrate what the staff were doing well and reflect on some areas for future improvement.

The Student Attitudes To School Survey reflected some positive improvement in some key areas for student learning. Learning Confidence, Motivation and Interest and Student Voice and Agency all had positive improvements on the previous year, with some excellent results being achieved in the Year 5 cohort of students.

Achievement

2021 was a challenging year in which teachers and students moved from periods of remote learning to periods of face-to-face learning. At the start of the year we continued on with our 2020 model of remote learning. Through evaluating the programs and receiving feedback, we modified the remote learning program to allow for more 'live' teaching sessions each day. This was well received by the majority of parents and students across the school. There was an increased level of connectedness between the teachers and students, a greater level of accountability for the students to complete work and a greater level of timely support and feedback. During remote learning the PSD students were supported by the teachers and the ES staff. The ES staff set up routines to check in with the students that suited each individual. Some of the students flourished, while other PSD students attended school to be further supported with their learning, enjoying the routine and the socialization with other students.

The overall school results show that there was some negative impact on the students attainment levels over the year. The teachers, Education Support Team and Learning Enhancement Team worked together to targets students' learning at their point of need. The Learning Enhancement Team continued to run their sessions with their selected students and the teachers offered small group sessions daily, targeted to the individual needs of the students. Students participated in NAPLAN in 2021. The Year 3 students performed well, with their attainment in well above the state average in a number of domains. The most pleasing results were the percentage of those Year 3 students working within the top NAPLAN Bands in Numeracy. Next year we will continue to focus on the improvement in NAPLAN growth from Year 3 to Year 5.

Engagement

The start of the day Webex Meeting gave the teachers an opportunity to engage with all the students and for the students to communicate and share with each other. Teachers also gave the students an opportunity towards the end of the school day to meet them in an 'open room'. This allowed the students the opportunity to share their successes, ask for assistance and to share how they were feeling.

Engagement continued to be a focus during remote learning with daily check-ins with the students and teacher follow up if the students did not attend. Our welfare officer, teachers, and Aides continued to support the students on their return to school. There were some students who found the return to school challenging and needed to have a modified program put in place. This included having social group sessions, music therapy sessions, visits from the therapy dog and restorative practice discussions. The teachers/aides also worked closely with the Welfare officer to assist with students who needed support from outside agencies. Outside agency supports were also shared with parents during remote learning through newsletter and Compass posts.

To maintain a real sense of community engagement, we ensured that a good level of communication continued between the school and our families. We planned for weekly assemblies, using engaging contributions from staff and students. Student work and key events were also regularly included within the school newsletter as a way of celebration. We also made sure that there were some special events organised to keep the students engaged. Events that occurred included Footy Day and Science Week.

Considering the disruption to the school year and their lives, the students showed a good level of resilience returning back to school. Student attendance was good when they returned to onsite learning. There were some students who found it difficult to adjust back to the routines and expectations of school. The teachers adapted their work programs during this period to allow for a greater level of wellbeing activities, team games and support. On returning to onsite learning, it was important for the teachers to include many opportunities for Circle Time and for students to socialise together (in a COVID safe way). There was a focus on social-emotional learning via class circles and revisiting our values along with the PYP attitudes.

The Attitudes To School Survey highlighted some positive data in relation to how the students were feeling about school. To support the student's interest and engagement during the transition back to onsite learning, our school will be looking for more opportunities for students to be involved in decision making activities and leadership roles within the school. Within the classrooms students feel like they make contributions to how the class runs and the PYP units of Inquiry encourage students to 'take action'.

Wellbeing

A highlight mentioned from all teams was the increased interactions with the families of the students. This came through very strongly from all teams as is evidenced in the team reflections throughout and at the end of remote learning. The increase in 'live' lessons each day meant that there could be a greater level of interaction between the students. Students were given opportunities to work in class settings, small targeted groups and whole cohort fun, social activities. Each morning the students had a 15 minute introduction to the day which involved wellbeing activities. Students that were flagged as not attending the lessons or who were struggling emotionally, had the Welfare Officer contact the parents to offer support. The ES staff supported the students' wellbeing by making regular weekly contact and assisting them with school tasks.

The specialist classes were extremely beneficial regarding the health and wellbeing of the students as they did a variety of activities which were outstanding. This included creating songs, modified home physical education games, incredible art activities that involved using materials from nature, and great family games using the Mandarin language. The Specialist programs were split between junior school and senior school activities, to encourage families to work together on shared tasks.

Periodically there were some Special Events or Special Days which increased the wellbeing of the students and brought our school community together. These included Footy Day activities and parade, Science Week activities and Staff dance videos. Assemblies and newsletters were used weekly to celebrate student achievements and motivate students as they experienced a challenging time.

The Principal Class Team and Welfare Officer regularly checked in with staff to ensure they were coping ok and to offer assistance if required. This was in collaboration with the coordinators of each team.

Finance performance and position

Throughout 2021 we kept within the planned budget for the year. Due to the cancellation of events throughout the year, the surplus recorded is greatly inflated by unallocated credits on family accounts, as well as pre-paid Year 5 and 6 2022 camp funds, carried over maintenance blitz funding and swimming in schools funding tagged for spending and locally raised funds. In addition to this, our fundraising team has been working hard over previous years to accumulate funds to replace our worn and weathered senior playground. We are now in a position to action this long term goal in 2022.

We received equity funding from the Department of Education which was used for additional student support in Maths and English along with the Tutor Learning Initiative and Disability Inclusion Tier 2 funding throughout the year. We received overseas funding for our Mandarin program which supplemented our staffing costs. Our budgeted expenditure for casual relief teachers/education support staff was exceeded due to the strains additional Covid-19 leave has placed on our teaching resources. This is reflected in our Salaries and Allowances expenditure combined with a large portion of the Support Services expenditure as well as an increase in SRP expenditure. We continued with leases for our photocopiers, laptops, and contracts with TheirCare and Team Kids for our Out of School Hours Care program.

For more detailed information regarding our school please visit our website at www.agps.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 642 students were enrolled at this school in 2021, 302 female and 340 male.

14 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).

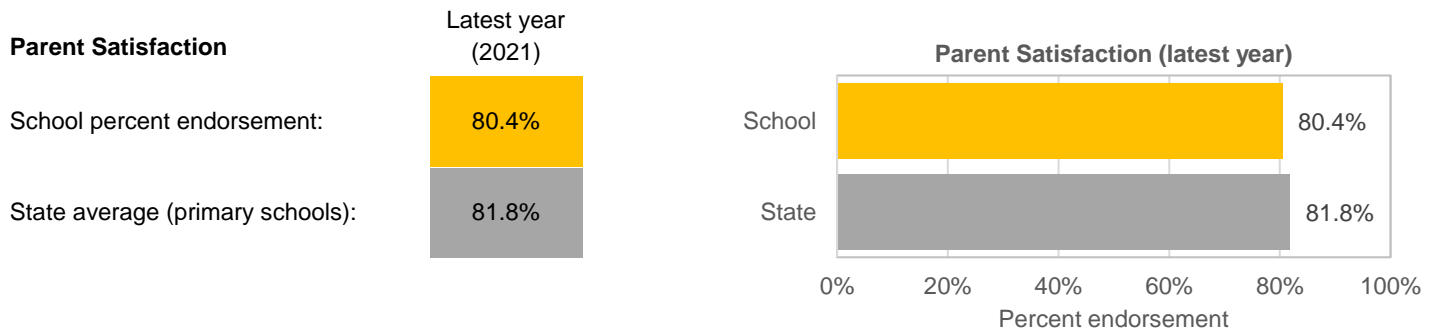
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

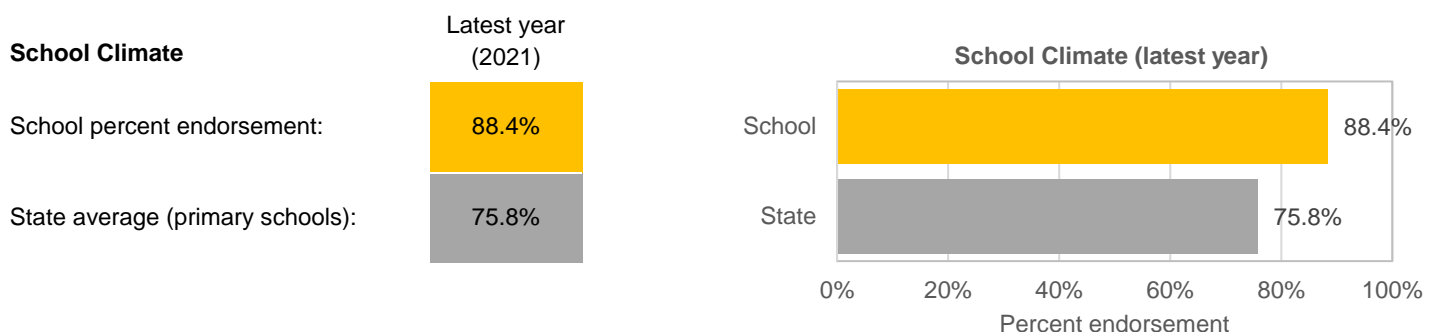


School Staff Survey

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.



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:

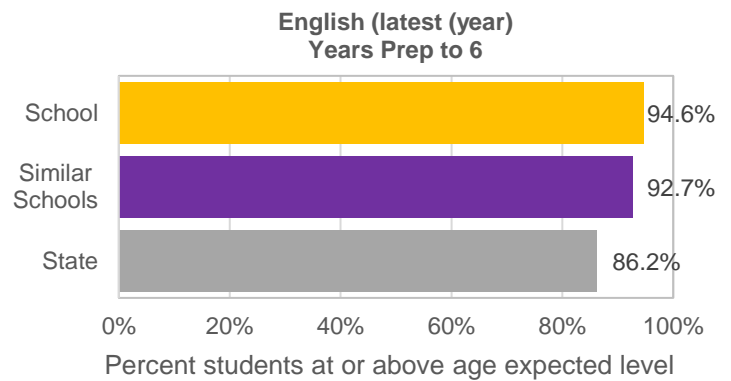
94.6%

Similar Schools average:

92.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

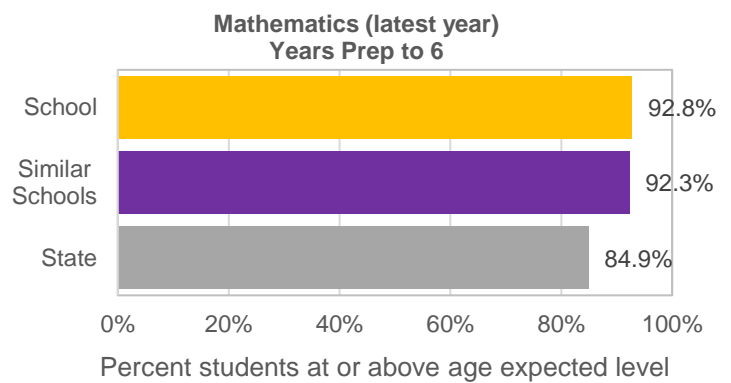
92.8%

Similar Schools average:

92.3%

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.

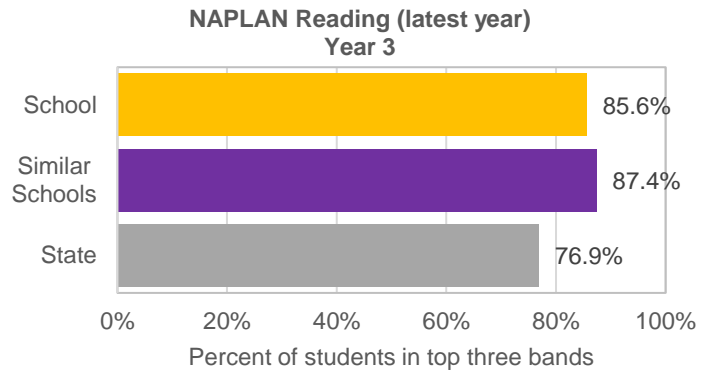
NAPLAN

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.

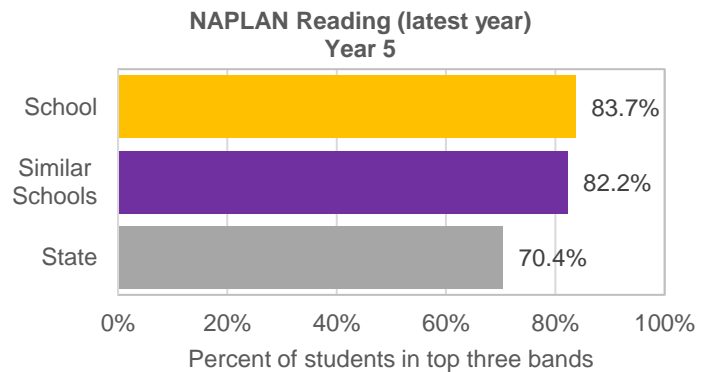
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.6%	84.5%
Similar Schools average:	87.4%	87.2%
State average:	76.9%	76.5%



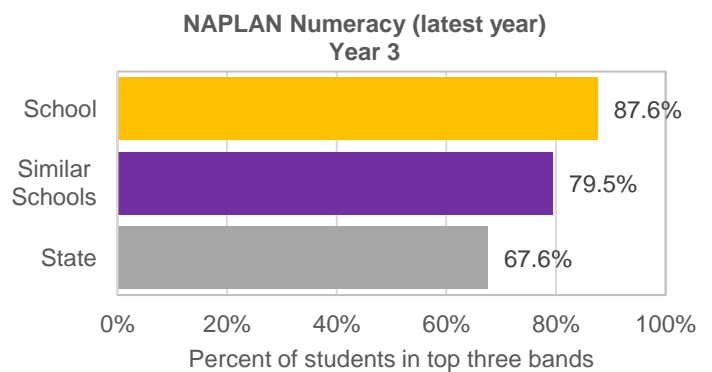
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.7%	74.9%
Similar Schools average:	82.2%	79.3%
State average:	70.4%	67.7%



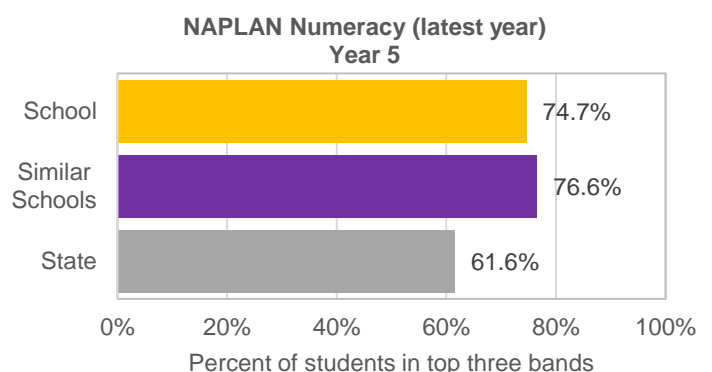
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.6%	86.6%
Similar Schools average:	79.5%	81.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.7%	71.2%
Similar Schools average:	76.6%	73.1%
State average:	61.6%	60.0%



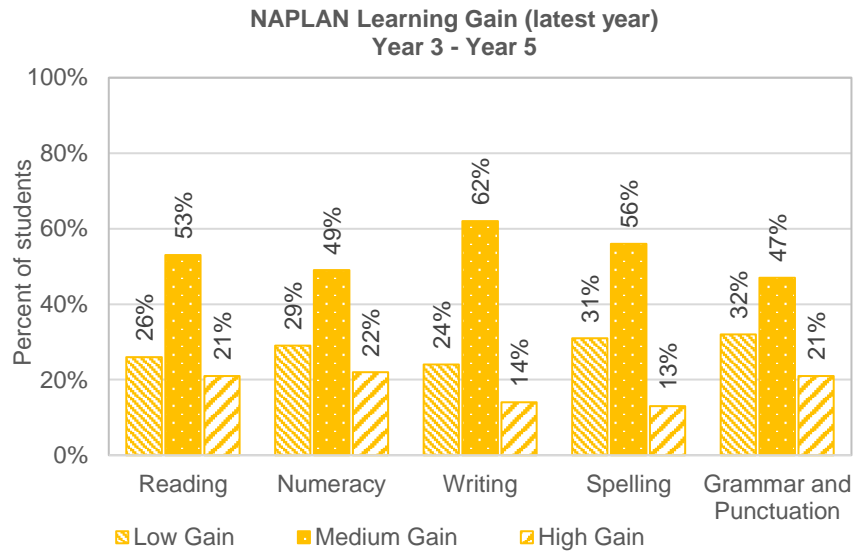
ACHIEVEMENT (continued)

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:	26%	53%	21%	28%
Numeracy:	29%	49%	22%	29%
Writing:	24%	62%	14%	26%
Spelling:	31%	56%	13%	24%
Grammar and Punctuation:	32%	47%	21%	27%



ENGAGEMENT

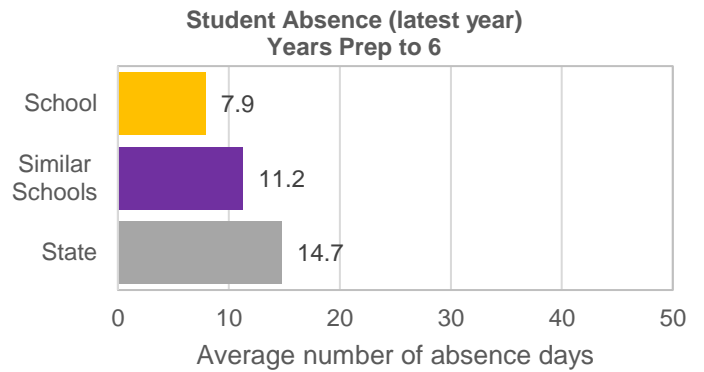
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.9	10.1
Similar Schools average:	11.2	12.3
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):	96%	96%	96%	97%	96%	97%	95%

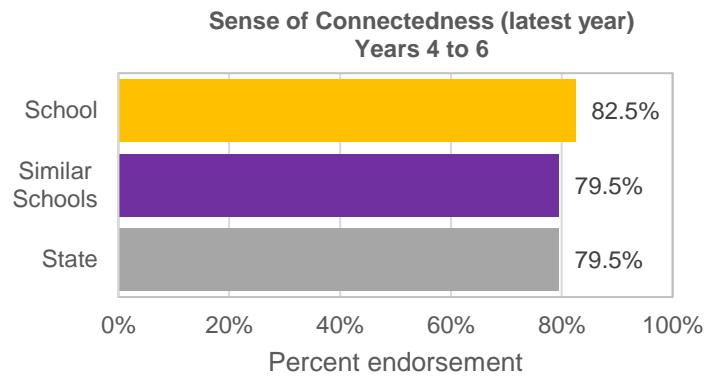
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.5%	81.2%
Similar Schools average:	79.5%	80.7%
State average:	79.5%	80.4%

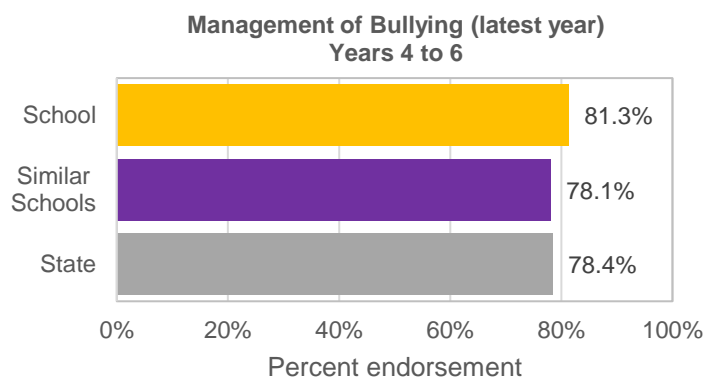


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	81.3%	78.2%
Similar Schools average:	78.1%	79.8%
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	\$5,498,560
Government Provided DET Grants	\$466,908
Government Grants Commonwealth	\$20,225
Government Grants State	\$0
Revenue Other	\$20,724
Locally Raised Funds	\$699,920
Capital Grants	\$0
Total Operating Revenue	\$6,706,337

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,652
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,652

Expenditure	Actual
Student Resource Package ²	\$5,446,133
Adjustments	\$0
Books & Publications	\$4,815
Camps/Excursions/Activities	\$152,594
Communication Costs	\$6,636
Consumables	\$108,205
Miscellaneous Expense ³	\$50,358
Professional Development	\$11,745
Equipment/Maintenance/Hire	\$104,230
Property Services	\$64,275
Salaries & Allowances ⁴	\$80,568
Support Services	\$290,131
Trading & Fundraising	\$54,435
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,334
Total Operating Expenditure	\$6,416,458
Net Operating Surplus/-Deficit	\$289,879
Asset Acquisitions	\$33,680

- (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	\$885,663
Official Account	\$8,026
Other Accounts	\$23,746
Total Funds Available	\$917,435

Financial Commitments	Actual
Operating Reserve	\$155,618
Other Recurrent Expenditure	\$11,713
Provision Accounts	\$0
Funds Received in Advance	\$90,300
School Based Programs	\$119,862
Beneficiary/Memorial Accounts	\$350
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$140,400
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$913,243

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.