

2020 Annual Report to The School Community



School Name: Karoo Primary School (5295)



- 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 14 May 2021 at 03:31 PM by Leanne Vines (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 30 May 2021 at 08:20 PM by Ben McFarlin (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

Karoo Primary School continues to be committed to providing a safe, supportive and inclusive learning environment for our students. We ensure all students are supported and challenged to do their best, to strive to improve and to be proud of their achievements. Successes, improvements and personal bests are acknowledged and celebrated. Our school provides a welcoming, friendly and caring learning environment where individuals are encouraged and supported to live by the Karoo Values. To support the development of the 'whole child' the school is working with our students to assist them to gain a greater understanding of empowerment- that is to learn and achieve through high quality teaching practice. We are working towards developing a greater understanding of Student Voice and Agency, it is not just listening to students, we take them seriously, allow them opportunities to participate in some school based decisions to assist their learning.

During Remote Learning our students were actively engaged daily, they participated in scheduled whole class meets, small group and individual sessions as required. Parents were encouraged to regularly communicate with their child's teacher through an online 'check in' session. A highlight of our Remote Learning Program was student wellbeing, staff took on board student and parent feedback and we modified our daily schedule to incorporate and provide appropriate time for wellbeing, there was whole school commitment during this time.

On returning to onsite learning we continued our commitment to wellbeing this included designate time and the use of Circle Time, Clock Buddies, Resilience Rights and Respectful Relationships and the Buddy Program.

Karoo maintains a strong link with schools in the Rowville Cluster, we communicate regularly through a range of Network Meetings, Professional Learning opportunities and Kinder/School Transition meetings. In 2020 regular meetings, both formal and informal were attended by the Principal and Assistant Principal. The collegial support from other school during Remote Learning was invaluable.

We support and encourage our students by empowering them to be active learners and responsible citizens of the local and global community, their emotional and social development is paramount to their academic achievements. Our school values represent our core beliefs and are featured in all learning spaces and the school foyer. Karoo Values are regularly celebrated in the newsletter, year level and school assemblies.

In 2020 our school enrolment was 522, with 28.5 FTE teaching staff and two Principal Class members. Our staffing also included 5 part time staff who provided Specialist classes (The Arts and Science). One class had two teachers for the year, two days a week were designated to the role of Student Wellbeing, including support for our students on the Program for Students with Disabilities (PSD). Two Learning Specialists (one dedicated to English and one to Mathematics) were released from their classroom teaching duties one day a week. During this time they worked closely with teaching staff and had opportunities to receive support from DSSI (Differentiated School Support Initiative). During Remote Learning the Learning Specialists provided Professional Learning via Webex and also supported staff and teams as required.

The teaching and learning programs developed during Remote Learning were highly regarded and supported by our school community. Teaching staff prepared a weekly timetable which included whole Class Meets, small group focussed teaching and the availability for individual support as required. Education Support staff contacted PSD (Program for Students with Disabilities) regularly as well as other students identified as requiring additional support. Onsite learning was available during Remote Learning, Casual Relief staff were employed, this ensured our teaching staff were available on a daily basis for their class or curriculum area.

Specialist programs continued during Remote Learning, the engagement of students was high, online learning activities were supported by a range of teacher developed videos.

Communication with the school community was a feature of our school's commitment to supporting students to learn at home. The use of Compass for uploading student learning tasks, sharing learning opportunities and celebrating student achievements were a highlight.

On return to onsite learning the students participated in Physical Education (and additional Sport for Years 3-6). Visual and Performing Arts and Science for students in Years 3- 6 students.

Our Support staff 11.7 included Administrative staff (including managing First Aid) and Education Support Staff who primarily assisted 9 PSD students. The SFOE (School Family Occupation and Education) was 0.2337, placing the school in the low level. 9% of our students had English as an additional language (EAL) with students mainly from

China, India and Vietnam. 2 % Aboriginal and Torres Strait Islander (ATSI) background and 0.36 % living in Out of Home Care. The number of Equity Funded students has been reducing over recent years and is now represented by 35% of our students.

Framework for Improving Student Outcomes (FISO)

Due to the change in circumstances in 2020, we focused on Excellence in Teaching and Learning and Positive Climate for Learning, both dimensions were crucial to supporting our students to learn in a different environment. We followed the Education State initiatives of learning for life, happy, healthy and resilient kids; this initiative being a key to engagement and support for students' wellbeing during these times.

During the year we were able to enhance teacher capacity and further develop their capabilities to plan collaboratively, by allocating dedicated collaborative planning time twice weekly. This allocated time was aligned to our KIS 'Building practice excellence', teams had dedicated time to develop and embed the culture of Professional Learning Communities. We continued to work on furthering our knowledge and understanding of the school's Instructional Model whilst embedding the High Impact Teaching Strategies. Teachers made progress with developing relevant curriculum planning documents. Time was dedicated to formulating modified assessment strategies taking with a focus on Formative assessment. Student work was submitted online, teams developed rubrics, took anecdotal notes, conferred with students and provided feedback to students. The move to Remote Learning demonstrated our staff capacity to support each other, to use each other's strengths and to ensure the most effective outcomes and consistent practices were in place. There were limited opportunities during the year to continue the work of our Learning Specialists in regards to Learning Walks and Talks, teacher observations and opportunities for modelling. However they were available for staff at allocated times to assist with planning and curriculum delivery. There were limited opportunities for teacher observation.

The staff commitment to student engagement during the year ensured that student attendance online in class meets, small focused group teaching and also individual conferences/ support were key factors contributing to high attendance during Remote Learning. The introduction of Wellbeing Wednesdays were an effective way to support student, staff and parents wellbeing. This decision was based on feedback from parents and students. Staff (including Education Support staff) and student relationships were strengthened and students reacted positively to the changes in their learning programs and environment. Remote Learning at Karoo was modified during year, each different phase was based on student needs. Daily check- ins either online or by phone ensured that students and their families had access to the teacher to discuss their needs. The use of Chronicle on COMPASS to record discussions was completed regularly by staff, Principal Class were alerted to those students requiring additional support. In some instances students who were having difficulty participating in online learning were invited to attend onsite learning. A timetable was developed to provide maximum opportunities for vulnerable students. Regular parent surveys during this time provided us with feedback and suggestions to ensure we were meeting student needs and to support parents with their child's learning too.

Achievement

The Karoo school community works collaboratively to acknowledge, discuss and celebrate student achievements. We have high expectations of all learners. The establishment of Professional Learning Communities Inquiry cycles, has enabled consistent practices to be established. Data is evaluated, discussed and used during Collaborative planning sessions to inform teaching and learning. Staff were able to use the data to cater for online learning, parents/carers delivering the curriculum and differentiation of learning tasks. A agreed practice document was created with consultation from staff during Remote learning, to ensure consistencies within teaching teams and across the school. This was monitored and evaluated during Remote Learning. Principal Class worked with leaders to develop a consistent and collaborative meeting schedule with allocated time for Collaborative planning opportunities for all teams. This contributed to consistency of planning and delivery of the curriculum and assessment, all necessary and relevant to improving student learning.

Throughout the year, both onsite and during Remote Learning we continued to develop consist practices for teaching, documentation and delivery of the curriculum.

During the Remote Learning period in 2020, students did not participate in NAPLAN and the opportunity for school based summative and formative assessments were adapted. Teachers used a range of formative assessments to plan, differentiate and deliver the curriculum remotely. Students who were identified as requiring additional support were

catered for through Individual learning Plans (ILP's), differentiated learning tasks, online small groups and in school focused teaching groups. Upon returning to onsite learning, the areas of English and Mathematics were our key areas of focus. Catch Up programs were implemented to support students identified through assessments and screening, who were not achieving at the expected level in Reading. Students had enhanced learning opportunities to develop their Reading skills. This work provided us with the preparation opportunities for the Tutor Learning Initiative to be implemented in 2021.

To further develop Data Literacy, four staff participated in the Literacy Data and Assessment (LDAP) program where the Reading and Writing Assessment Schedules were evaluated and modified. Further staff will be enrolled in this program in 2021 to evaluate the Karoo Assessment Schedule and build teacher data literacy, this will impact on differentiation and improve student learning.

To cater for all students the staff undertook Professional Learning to provide the right amount of support and challenge for every student. Differentiation was seen as a key to planning and implementing the curriculum to ensure all students continue to improve. Staff identified the need to further their knowledge of Learning Intentions and Success Criteria as necessary components to support differentiation. The attitude to School Survey results support the positive increase for Differentiated Learning Challenges 2017- 64.3 2019- 79.0

Feedback from the school community prompted an analysis of our whole school communication processes. Some staff were using Class Dojo as a communication tool with parents through a messaging app. as well as class/ student incentives and rewards. Compass was selected (recommendations, cost and efficiency of use) and is now used to upload the newsletter, parent payment notifications, notices for whole school and year levels, and prompt communication occurs, particularly effective during Remote Learning. The Parent Opinion Survey results support the positive increase for Regular Communication 2018- 93 2019- 95

Engagement

Karoo continued to maintain student engagement to a high level, this is due to the strong commitment of teaching staff who are dedicated to ensuring students are supported in all areas including wellbeing, emotional, social and academic learning. The student absence data in 2020, highlighted a decrease in the absence days from 2019 to an 'average number of absences at 10 days' in 2020.

In 2020, 66% of students were absent for 0.5-9.5 days year and 5% for more than 30 days whereas 2019 40% students were absent for 0.5-9.5 days year and 8% for more than 30 days. Through close monitoring, use of Compass and parent self generated text alerts, all student absences are regularly reviewed to establish trends or patterns. Staff continued to contact parents in response to consistent absences, as well as absences of 3 consecutive days. These were closely monitored by teachers and leadership with additional support provided where necessary.

During Remote Learning, daily check in Google Meets and forms were used to track attendance and student wellbeing. All students were contacted by their class teacher and/or a specialist or educational support staff whilst learning at home, to maintain connections and monitor wellbeing. 'Wellbeing Wednesday' was implemented after consultation with staff, parents and students which enabled students time to engage with the specialist program, complete Karoo challenges and send time with their peers.

After analysing student results from the Remote Learning survey, students in Year 3-6 indicated that on average 47% of student responded positively to the question 'I felt motivated to do my school work this term'. 33% neutral and only 20% did not feel motivated. With Remote Learning being challenging it was at the forefront of teachers mind on how to engage students. Special online days were scheduled i.e. dress up, bring your pet, outside learning, story time, fitness challenges, art competitions, captains videos, jokes and a daily check in where students could chat and engage with their peers. Despite the challenges of the year Karoo continued to develop students who were self- motivated and confident learners.

Wellbeing

A Whole School commitment to Student Wellbeing continues to be a strong focus for our students and staff. Staff develop agreed meeting norms and expectations to ensure protocols and procedures during meetings are adhered to.

This fosters an environment of trust, respect and collaboration. During Remote learning, meetings were more frequent due to staff requiring time to collaborate. A meeting schedule was devised that balanced daily online teaching, planning and preparation. With Wednesdays being set aside for Professional Learning and Collaborative planning, staff had the opportunity to work together which supported their wellbeing.

We support and encourage our students to take responsibility for their wellbeing. At recess and lunch breaks students are encouraged to seek support from school leadership (Principal Class) if they have a concern in the yard. By providing opportunities to raise concerns at the point of need we are able to manage situations in a timely manner. Importantly we record student behavioural, social and emotional concerns on COMPASS. We actively follow whole school procedures and importantly ensure parents are contacted promptly when required. Consistent documentation of events, incidents and reports allows us to track student behaviour and then determine the necessary and relevant steps to take to support the child. Students are given time to discuss concerns with peers using the Restorative process and steps are taken for a resolution.

Staff regularly share student updates in email and on Compass so that all members of staff are aware and work towards a whole school responsibility for our students.

Results from the Home Learning Student survey for Year 3- 6 students for the question "I felt connected to my class/school while I was learning from home" indicated on average 55% felt positively, 26% neutral and 19% negative connection.

The school employs a Wellbeing Officer, funded one day a week through the Chaplaincy Program and the second day through School Council funding. The program works on a needs basis, successful activities include Friendship clubs and student accessibility to the Officer at recess and lunchtimes. Kids Hope Program at Karoo supports approximately 4 students are supported through this program on a weekly basis, the school-based mentoring program for children experiencing vulnerability supported students in Term 4.

Financial performance and position

In 2020 Karoo Primary School continued to operate effectively within the Student Resource Package provided by DET, unfortunately in 2020 we were unable to supplement our budgets with locally raised funds to the extent we had planned. The Finance subcommittee through online meetings ensured that financial governance required by School Council and DET are in place and that sound financial practices are in place. The Fundraising subcommittee gained school community support in Term 4 and a successful raffle raised funds and importantly provided a great opportunity for community involvement.

Allocated money for the installation of 6 new classroom air conditioners was held over. Installation occurred during the January school holidays. School Council employees during the year were limited, we had minimal staff employed for our Out of Hours School Care, only urgent building works and maintenance were completed as required.

Improvements to the school grounds will be used in 2021, we are fortunate to have a strong and supportive school community who are keen to improve school gardens and grounds at working bees in 2021.

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 522 students were enrolled at this school in 2020, 248 female and 274 male.

9 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

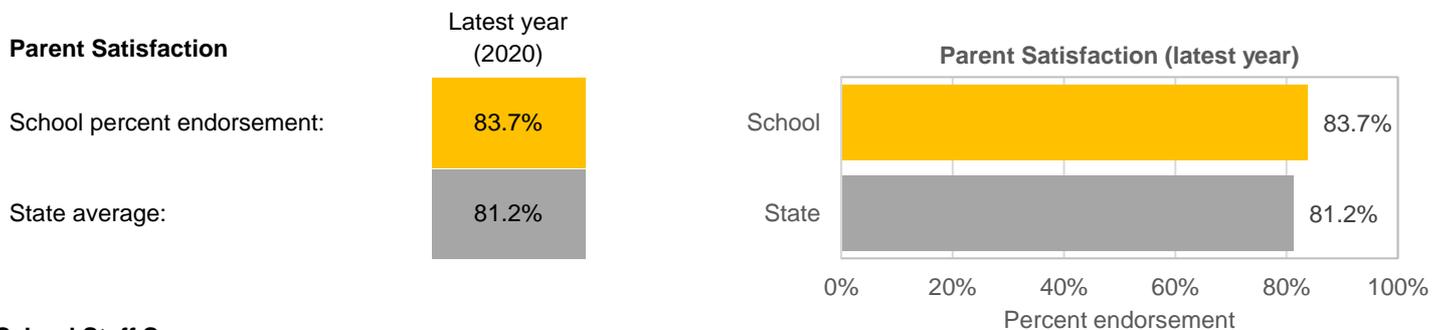
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

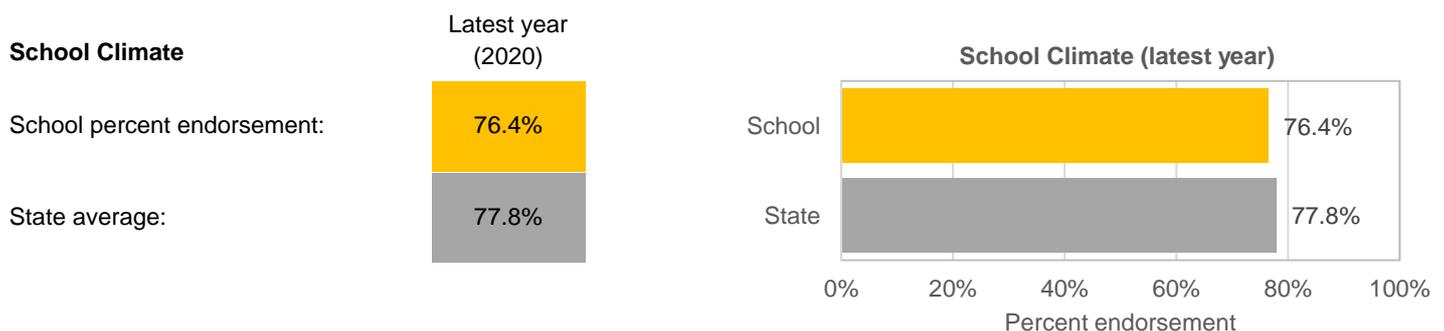


School Staff Survey

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:

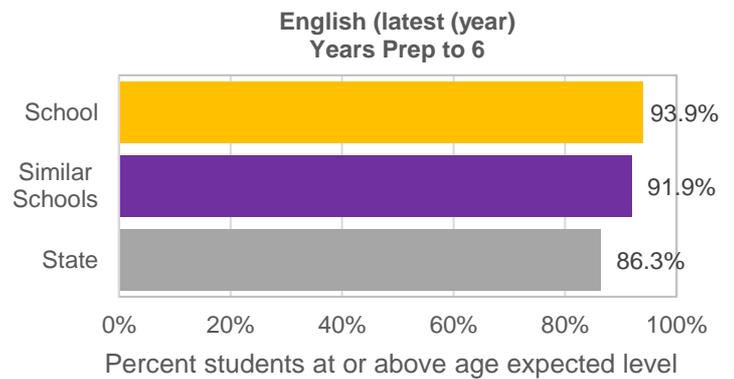
93.9%

Similar Schools average:

91.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

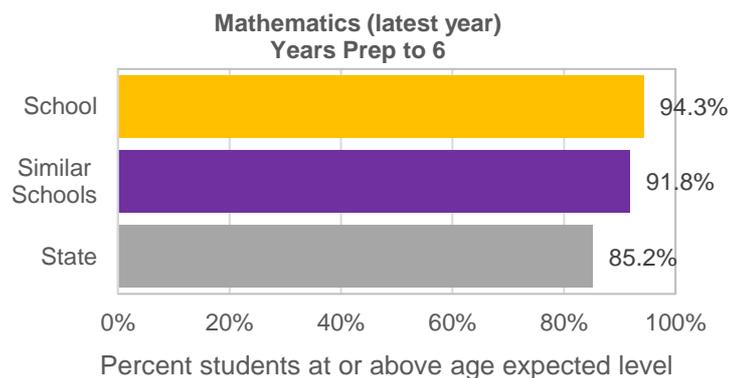
94.3%

Similar Schools average:

91.8%

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

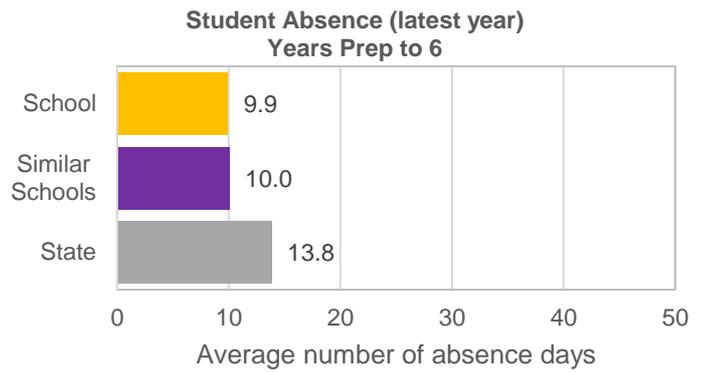
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.9	13.1
Similar Schools average:	10.0	13.1
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):	95%	93%	93%	96%	96%	95%	95%

WELLBEING

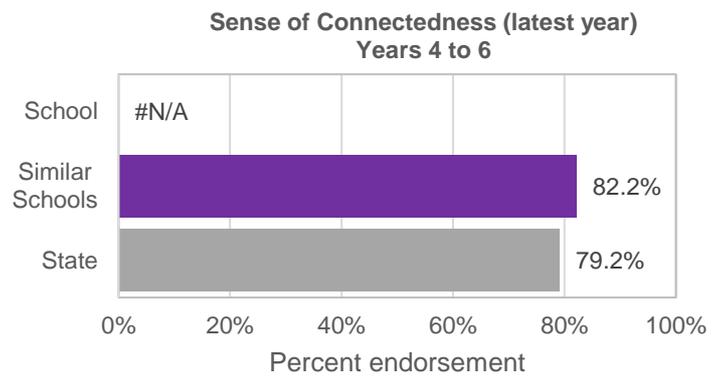
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.8%
Similar Schools average:	82.2%	81.8%
State average:	79.2%	81.0%



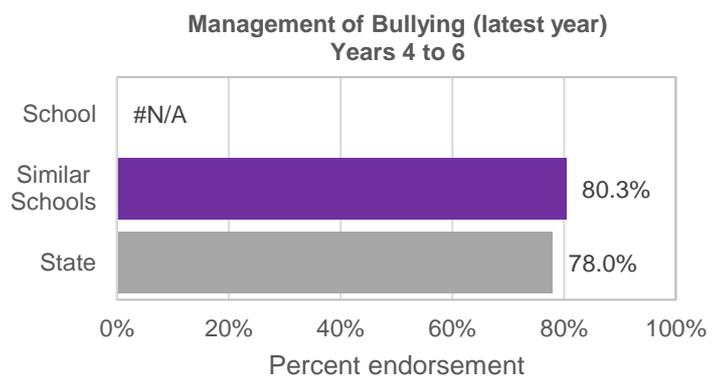
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	79.6%
Similar Schools average:	80.3%	81.0%
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	\$4,006,968
Government Provided DET Grants	\$390,142
Government Grants Commonwealth	\$285,112
Government Grants State	NDA
Revenue Other	\$37,557
Locally Raised Funds	\$297,057
Capital Grants	NDA
Total Operating Revenue	\$5,016,837

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,357
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$29,357

Expenditure	Actual
Student Resource Package ²	\$4,245,709
Adjustments	NDA
Books & Publications	\$6,240
Camps/Excursions/Activities	\$14,804
Communication Costs	\$10,660
Consumables	\$75,394
Miscellaneous Expense ³	\$17,064
Professional Development	\$8,000
Equipment/Maintenance/Hire	\$127,130
Property Services	\$87,981
Salaries & Allowances ⁴	\$236,482
Support Services	\$41,113
Trading & Fundraising	\$20,474
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$47,364
Total Operating Expenditure	\$4,938,414
Net Operating Surplus/-Deficit	\$78,423
Asset Acquisitions	\$13,326

- (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	\$1,243,104
Official Account	\$163,178
Other Accounts	NDA
Total Funds Available	\$1,406,282

Financial Commitments	Actual
Operating Reserve	\$103,016
Other Recurrent Expenditure	NDA
Provision Accounts	\$40,335
Funds Received in Advance	\$148,655
School Based Programs	\$297,248
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$522,204
Asset/Equipment Replacement < 12 months	\$97,513
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$47,300
Total Financial Commitments	\$1,406,270

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.