

2022 Annual Report to the School Community

School Name: Edi Upper Primary School (1422)



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

Attested on 27 March 2023 at 10:45 AM by Claire Bradbury (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2023 at 10:48 AM by Janette Allen (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Edi Upper Primary School is a small rural school with a current enrolment of 7 children. Edi Upper is located on the edge of the Black Range nestled in the Upper King Valley in North East Victoria. Edi Upper Primary School buildings consist of one single building containing three classrooms, and a commercial kitchen for the King Valley Cluster Stephanie Alexander Kitchen Garden Program. The school is currently staffed by a Teaching Principal who also teaches the specialist subjects of Music and Science, a Graduate Classroom Teacher (0.8) who is also our Tutor for the Tutor Learning Initiative Program. We have a Business Manager (0.4), Kitchen Specialist (0.2), an Italian Teacher (1.5 hours per week), Education Support staff member (0.4) and School Chaplain who works with our students three days a week over a fortnight.

Edi Upper Primary is a well-resourced and maintained school. There is great pride in the school held by all families and this is reflected in the contribution our families make to the school. The school's philosophy, motto and values are: 'Small school, big ideas, endless opportunities'. Our values are: Success, Motivation, Acceptance, Resilience, Teamwork and Integrity. At Edi Upper Primary School our students are valued, encouraged and supported to fulfil their academic, social and emotional journey within a dynamic learning community.

The school offers specialist programs in the areas of Italian, Library and Art that are led by visiting teachers. The classroom programs are enriched through camps, excursions and participating in the King Valley Cluster School activities. Our school music program includes hands-on classroom music activities and end of term musical performance and end of year concert.

The school invests greatly in The Stephanie Alexander Kitchen Garden Program with all students attending two or three 4 hours sessions per term. These sessions are planned in collaboration with the Kitchen Specialist and included an end of year School Community Christmas Lunch. The classroom teachers sometimes run extra cooking sessions during numeracy and literacy activities as well as working with our school community for fundraising events such as cooking food to sell at the local market. The Italian language is incorporated into the cooking sessions and throughout our school routine. The students plan, work and maintain raised vegetable garden beds and two herb beds. They work together each week to water and weed these plants so they can use the produce in their cooking sessions.

The King Valley Cluster Schools initiatives include the Stephanie Alexander Kitchen Garden Program, a range of camps and sporting activities including Personal Best Athletic Sports, cultural days, musical theatre shows and plays; local and in Melbourne, and professional learning initiatives. The King Valley Cluster Schools work together to support each other to deliver the best possible teaching and learning programs in each of our unique rural communities.

Edi Upper Primary School places great value and emphasis on being a community school, aiming to provide the best opportunities for our students. Our parent community help with fundraising throughout the year and help with Working Bee's, classroom activities and excursions. Our school has links with our local kindergarten in Moyhu and we have an orientation program for new Foundation students during Term 4 prior to starting school. We cater for students with special needs under the program for students with disabilities.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022 our school continued to implement the Victorian Curriculum. We continued the process of implementing the findings from the School Review in 2021 which included employing a Graduate Teacher over three days so that there is more cross-curricula integration and innovation and resource allocation to engage and enhance learning opportunities for our students.

We continued to focus on student engagement, resilience and connection in our school throughout 2022. Our camp and excursion program led to greater bonding between students and staff, as well as learning new skills and giving them experiences they may not otherwise have. Through the Positive Schools Grant, we were able to take our students to the Melbourne Urban Camp for 4 days to experience a range of places to visit such as Dream City, ACMI, the Melbourne Museum, the Melbourne Aquarium, the Melbourne

Zoo, the Queen Victoria Market, go to restaurants and learn how to catch trams and trains. Our students were also able to experience a live theatre show in Melbourne by going to see 'Cinderella'.

We have continued to focus on student voice and agency in our school. The students continued to develop a 'Fun Friday' each week where the students ran an activity for the whole school to enjoy at lunch time. Some examples of the activities included painting, drawing, playing games and doing craft activities. This weekly activity was student driven and they either developed their ideas with a partner or worked in a single capacity (with teacher guidance if needed).

After reflection from the 2021 School Review, we implemented a revised and improved timetable for our students learning in 2022. This included making sure our Literacy and Numeracy lessons ran during the morning sessions and other curriculum areas ran in the afternoon session. We refined our whole-school instructional model and continued to ensure that our school curriculum documentation was aligned on the Victorian Curriculum and clearly stated on planning documents.

We revisited our school's assessment schedule and provided different levels of assessment for year F-2 and Years 3-6. We have worked hard to make sure our Reading, Writing and Mathematics assessments are aligned with the Victorian Curriculum Standards and include a triangulation of data for a more comprehensive assessment of these areas.

Throughout 2022, we have continued to build and strengthen the partnerships with our school families. The school's partnership with the King Valley Cluster Schools has continued to be beneficial to student learning, social engagement and to staff professional learning. During 2022 we reassessed what strategies we used to gather parent and student feedback. After completing a data literacy professional development day with our DET resource partners, we developed our own School-Based Student Opinion Survey which we implement twice per year. We have also seen greater participation in the annual Parent Opinion Survey due to more communication and encouragement about this data collection resource.

During 2022, the King Valley Cluster Schools continued to focus on improving our writing strategies and outcomes across the cluster. We used the ideas and strategies that were developed through working with the Differentiated Support for School Improvement (DSSI) Teaching Partners during 2021, and reflected on and improved our comprehensive whole school curriculum plan, scope and sequence plans and explicit literacy plans. All teaching staff in our Professional Learning Community (PLC) participated in Professional Development to enhance our knowledge of best writing practice and using mentor texts to enhance the teaching of writing. We utilised the 6+1 Traits of Writing and embedded individual student writing goals across the school and used these to moderate the students work to help with report writing.

Our School Improvement Team meetings have continued to focus on building our capacity to use student data to identify areas of practice for improvement. We have also focused on more collaborative planning and ensuring our curriculum is integrated across the school.

The Data for Teacher Judgement of student achievement has not recorded a result due to our small numbers in each year level. However, our school-based Teacher Judgement data indicate that our students are achieving 'at level' results. During 2022 we had only one student participate in NAPLAN, and because of our small numbers, we are not able to access data in order to make comparisons. Four of our students participated in the Tutor Learning Initiative Program which was focused during Literacy and Number sessions. We have continued to embed a strong focus on using data to personalise learning for all of our students in order to enable them to reach their full potential. We also implemented from June to December, an Articulation program that our Education Support Staff member ran with our four targeted students. This helped them to improve in their oral language skills and consolidated their phonics, phonemes and letter/sound articulation.

Our school has positive and hard-working staff who form part of our strong culture of co-operation between staff, students, parents and the wider community. We will continue to focus on improving our teaching and learning in all areas and will continue to encourage change and progress in our approaches to teaching and learning, in order to build on the great work that was implemented during 2022.

Wellbeing

During 2022 we implemented our own measurement of our student well-being through the use of our school-based Student Attitudes to School Survey. This survey indicated that 100% of our students felt they had student voice and agency within the school and were engaged in our teaching and learning programs. Previous to this year, we had no data due to our low number of students completing the state-wide Attitude to School Survey.

We have continued to implement a consistent well-being program to support our students social and emotional learning. This included the use of well-being journals, Respectful Relationship activities and utilising some 'take a moment' quiet meditation sessions run by our School Chaplain. We also employed a local Yoga teacher for six sessions which was funded through the Sporting Schools Grant. Our school received funding through the Federal Governments National School's Chaplaincy Program for 2021 and 2022 which included one Chaplain attending throughout Term 2 to Term 4. We ended up with two Chaplains who came either once or twice per week to our school. One of our Chaplains implemented a social and emotional literacy session with the students for 45 mins on a fortnightly basis as well as spending time with the students in the playground, playing games and talking with the students.

Our students have continued to develop a strong sense of belonging to, and ownership of their school. Our small class enables our staff to get to know and involve all families in the education of their children. Our students develop meaningful relationships with the community and their teachers, who know their needs - learning, social and emotional, and address them individually. Our student's personal development is addressed within the learning framework, where emotional regulation, personal and social capabilities, resilience and persistence are encouraged.

We run a Parent Information night at the beginning of the year to inform our families of our teaching program and to give opportunity to meet each other in a social setting. We also run Parent/Student/Teacher meetings twice a year to discuss each student's progress in their learning, however we welcome our parents to catch up with our staff as much as possible throughout the year. We have a school website and Facebook page where photos, newsletters and information about our school is available for all families and community members.

Engagement

Our school demonstrated consistent student attendance throughout 2022 which reflects the commitment that our students and parents make to their learning. It also reflects on the work we have begun on our 2020-2024 School Strategic Plan:

To improve student learning achievement and growth.

To improve student engagement and well-being.

We have continued to embed individual literacy and numeracy learning goals using individual goal folders and visual displays such as our writing 'bump it up' wall. These have given our students ownership and a voice in the progress and direction of their learning. We have also engaged the students through the daily use of the Five Critical Questions: What are you learning? How are you doing? How do you know? How can you improve? Where do you go for help? Through the use of these questions at the end of each teaching and learning sessions, our students are able to engage in their learning pathway and have knowledge and understanding of how they can 'up-level' their work.

Our students demonstrated active engagement in our school by continuing to organise and run 'Fun Friday' activities each week, either in a pair or by themselves with some teacher help. The students also contributed to our fortnightly newsletter by writing articles about their school activities. They contributed to our school Facebook page by helping to write comments and sharing their weekly activities and achievements. The students also plan and develop the end of year school concert by writing scripts, practicing their lines and musical items and contributing to advertising for this event in our local community.

Other highlights from the school year

Cooking: We implemented the Stephanie Alexander Kitchen Garden Program which has been a great way of cooking a three-course meal. The students put these skills into action by cooking for our end of year School Community Christmas Lunch and making food to sell at our local market.

Melbourne Trips: Our camp and excursion program were funded through the Positive Schools Grant which meant we could take the students to the Melbourne Urban Camp for 4 days to experience a range of places to visit. This included Dream City, ACMI, the Melbourne Museum, the Melbourne Aquarium, the Melbourne Zoo, the Queen Victoria Market, going to restaurants and learning how to catch trams and trains. During the year we took the students to see a live theatre show in Melbourne. The students enjoyed seeing 'Cinderella' and being in the city.

Wellbeing activities: Over the year the students ran 'Fun Friday' activities and participated in our well-being program to support our students social and emotional learning. This included utilising a School Chaplain and enjoying yoga sessions outside under our large trees.

Local Excursions: We travelled into Wangaratta for swimming lessons and enjoyed a bike ride around the river to finish off our Bike Education lessons. We participated in a tree planting program with the Wangaratta Council. We also provided musical entertainment for the Wangaratta Men's Probus club by singing well known Christmas Carols.

Visitors to our school: We prepared and catered for a morning tea for 50 or so Postie Bike riders who were raising money for homeless youth across Victoria. This was a fantastic community event which our visitors loved being part of.

Financial performance

The school tracked well during 2022 considering we have low student numbers and a small number of school families. We have consistently maintained a 'black' budget with steady student numbers during the census periods.

The Education Support staff hours have been matched to the Government funding for our students with disabilities. We value our ES staff members input and employed them on a casual basis for an extra day when we were able to. Our school received a Positive Schools Grant in Term 2 so we could go to the Melbourne Urban Camp, and in Term 3 we received a \$1500 Sporting Schools grant so our students could receive 6 swimming lessons in Wangaratta. During Term 4 we applied and received \$1500 from the Sporting Schools Grant and used this for 8 sessions of tennis coaching lessons at our local Edi Upper Tennis Courts. We implemented the Schools Chaplaincy Grant throughout the year which will continue throughout 2023.

The parent community sold raffle tickets for local hampers and prizes at our end of year school concert and helped out at the local market by helping to cook food and provide homemade jams to sell. During 2021 the school received a \$25000 Outdoor Learning Area grant from the Victorian Schools Building Authority that was used to purchase a large shade sail that was installed on the concrete area near the front of the school. We used some of our maintenance money to upgrade the quality of the shade sail and provide protective padding around the base of the structure. At the end of 2021 we applied for a \$20000 OSHC travelling grant which has begun to be implemented during 2022. We used some of this money to employ a driver to take the students to the local OSHC at Moyhu Primary School twice a week, replaced the tyres on the bus and maintained the bus by sending it to have regular maintenance at a local mechanic. We utilised the bushfire prevention grant to upgrade our seating areas to non-combustible seating and purchased new raised gardens beds and gardening equipment.

For more detailed information regarding our school please visit our website at
<http://www.ediupperps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 8 students were enrolled at this school in 2022, NDP female and NDP male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

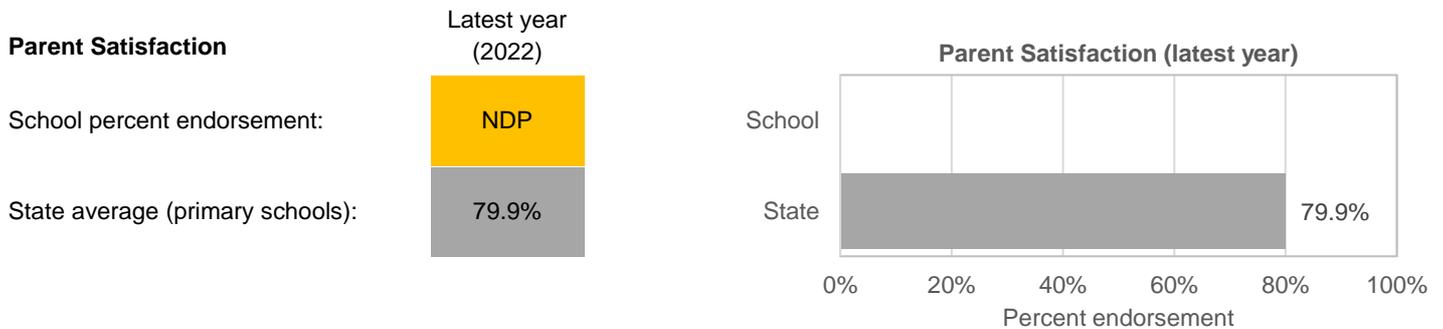
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

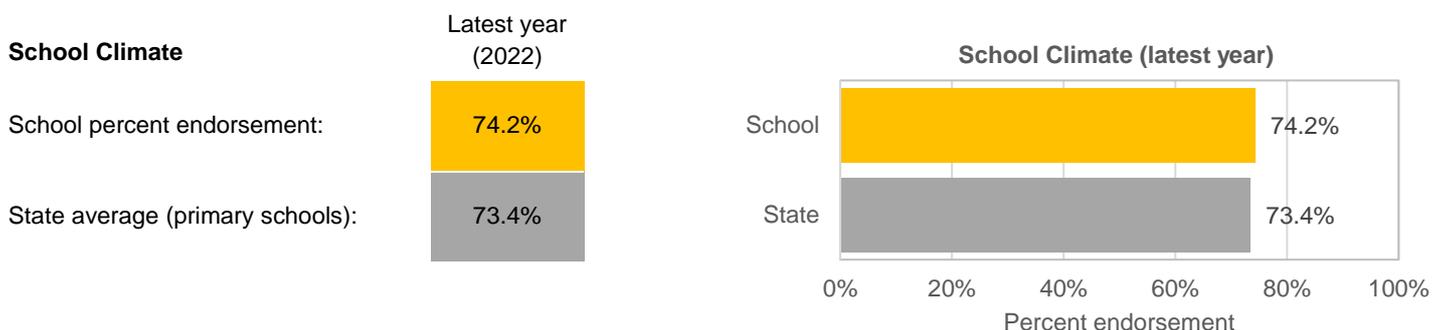


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

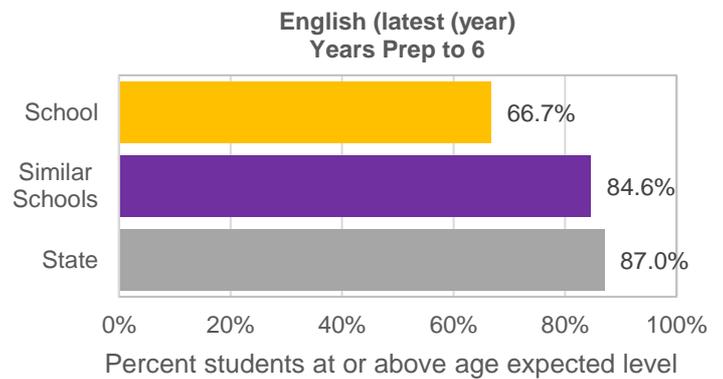
66.7%

Similar Schools average:

84.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

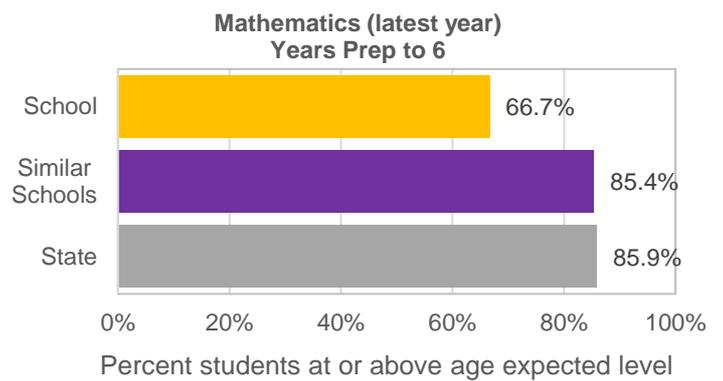
66.7%

Similar Schools average:

85.4%

State average:

85.9%



LEARNING (continued)

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

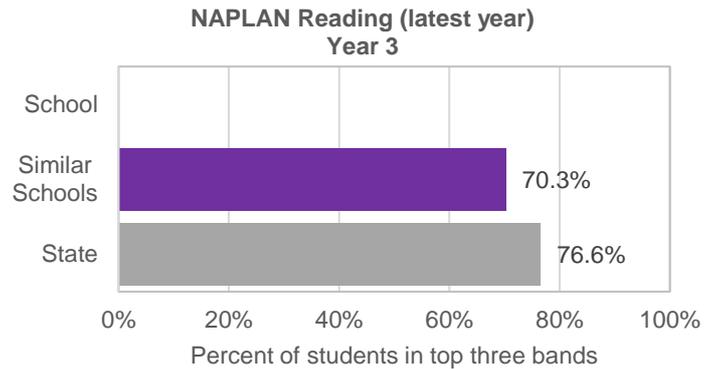
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

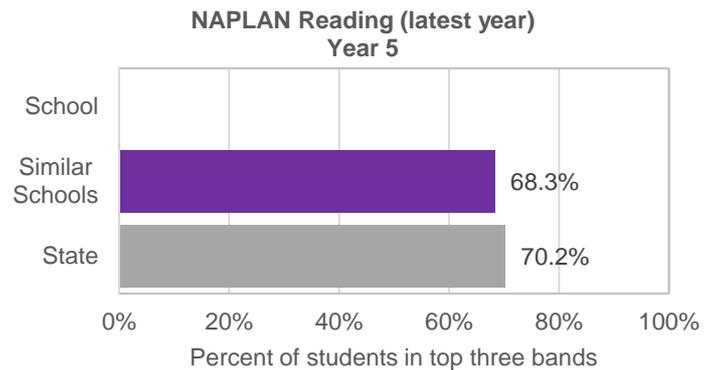
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	70.3%	67.6%
State average:	76.6%	76.6%



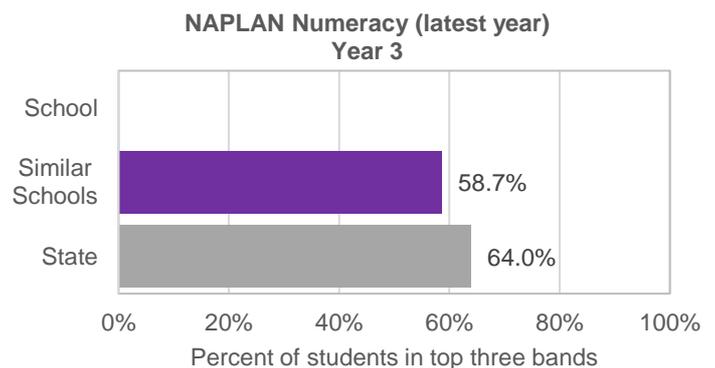
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	68.3%	66.7%
State average:	70.2%	69.5%



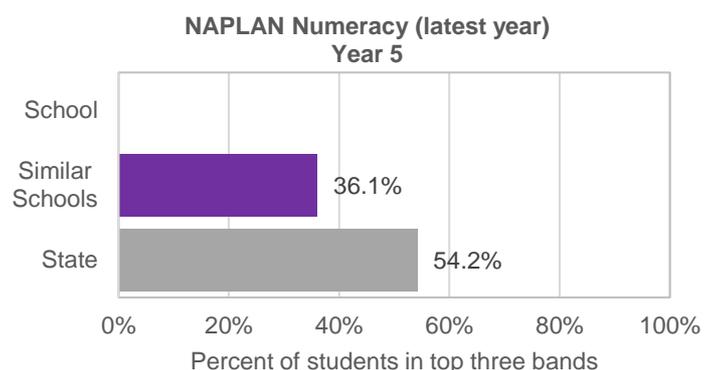
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	20.0%
Similar Schools average:	58.7%	65.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	36.1%	49.2%
State average:	54.2%	58.8%



WELLBEING

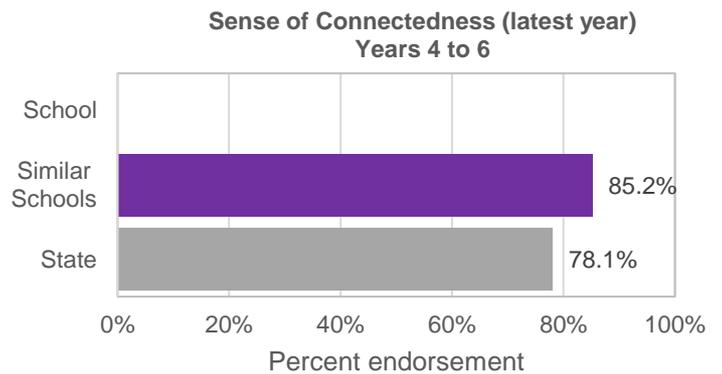
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	100.0%
Similar Schools average:	85.2%	82.2%
State average:	78.1%	79.5%

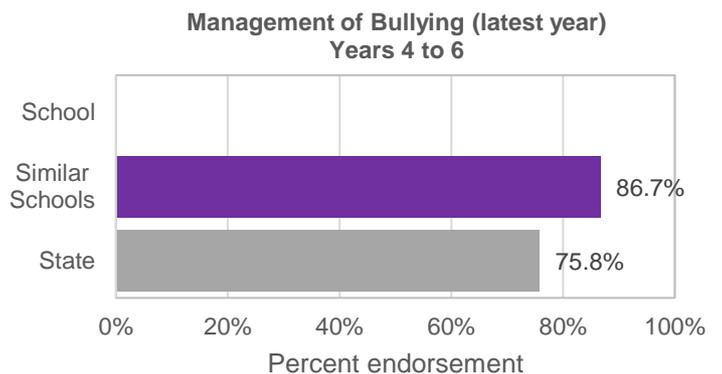


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	100.0%
Similar Schools average:	86.7%	84.7%
State average:	75.8%	78.3%



ENGAGEMENT

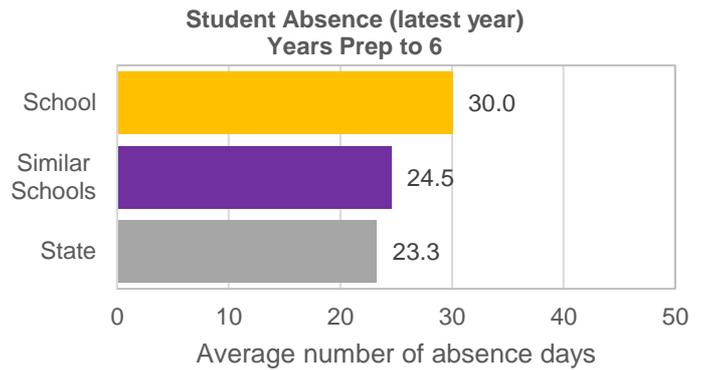
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	30.0	17.2
Similar Schools average:	24.5	17.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDA	NDP	NDP	NDP	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$326,862
Government Provided DET Grants	\$134,253
Government Grants Commonwealth	\$34,049
Government Grants State	\$20,000
Revenue Other	\$8,602
Locally Raised Funds	\$4,263
Capital Grants	\$0
Total Operating Revenue	\$528,029

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$290,629
Adjustments	\$0
Books & Publications	\$475
Camps/Excursions/Activities	\$4,036
Communication Costs	\$1,075
Consumables	\$9,062
Miscellaneous Expense ³	\$8,475
Professional Development	\$1,873
Equipment/Maintenance/Hire	\$18,222
Property Services	\$32,706
Salaries & Allowances ⁴	\$18,031
Support Services	\$28,371
Trading & Fundraising	\$2,455
Motor Vehicle Expenses	\$1,968
Travel & Subsistence	\$0
Utilities	\$4,832
Total Operating Expenditure	\$422,209
Net Operating Surplus/-Deficit	\$105,819
Asset Acquisitions	\$25,400

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$142,595
Official Account	\$10,927
Other Accounts	\$0
Total Funds Available	\$153,522

Financial Commitments	Actual
Operating Reserve	\$18,608
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$21,718
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,774
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$86,100

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.