

2022 Annual Report to the School Community

School Name: Bellbridge Primary School (5254)



- 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 April 2023 at 02:20 PM by Nadia Tkaczuk (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 12 May 2023 at 09:19 AM by Sian Smith (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

Bellbridge Primary School is in the outer western suburb of Hoppers Crossing, approximately 35km from the Melbourne CBD. The school is set in attractive, well-maintained grounds that provide students with a variety of play/sporting areas including basketball courts, an oval and soccer field, playgrounds and passive areas.

Our vision is to provide a high-quality education for all students which maximises outcomes in academic, social and emotional growth. School values embody the following: We value teamwork; We aim, and we achieve; We are all individuals; We are responsible citizens.

In 2022, the student enrolment was 629. We had 143 EAL students, 16 Koorie students, 22 PSD students, one student in Out of Home Care, 179 students identified with disabilities as per NCCD and 203 students attracted Equity Funding. The SFOE index was 0.4172 and our socio-economic band level was Medium. The school had 67 staff which was comprised of 4 Principal Class, 35 (FTE) teachers (including two Learning Specialists) and 31 non-teaching staff, including 16 (FTE) education support staff and 8 administration support staff.

The Tutor Learning Initiative (TLI) was implemented by two tutors (2.0 EFT). We continued to support a significant number of funded students in our Program for Students with Disabilities (PSD), with 27 students supported by individualised programs, as well as a growing number of unfunded students with challenging needs who did not meet the criteria for the PSD program.

The teaching staff worked collaboratively in Professional Learning Teams (PLCs) which were aligned to grade levels situated in single year level classrooms. The PLCs met weekly, in a dedicated/timetabled 2-hour planning block and one hour PLC meeting after school each week. The PLC model supported a strategic and consistent approach to assessment, curriculum planning, and personalised teaching and learning that focused on catering for individual student needs.

Our ongoing commitment to school-based instructional models for teaching and learning provided the platform for program delivery and consistent teaching practice across the school. The school ensured that all students had effective, needs-based programs in English and Mathematics. All teachers maintained a commitment to a weekly program that included a minimum of ten hours of learning in the area of English (reading and viewing, writing, speaking and listening) and seven hours of mathematics (number and algebra, measurement and geometry, statistics and probability).

ES staff supported personalised learning for students with special needs and for students with a language background other than English.

Our Learning Specialists also provided student-centred coaching in the area of English, as well as facilitating professional learning to support a consistent approach to teaching practices in the areas of Reading and Writing.

The school is certified as an eSmart School. It is highly committed to ensuring all students are competent in using technology in a productive and safe manner and has a well-planned and well-resourced program to provide students with regular access to a range of ICT programs and tools. All students in Grades 4-6 have a personalised netbook to use as a learning tool at school every day.

The Respectful Relationships program continued throughout the year across P-6, as well as in specialist classes. We implemented The Resilience Project, which included staff, parent and student presentations, as well as weekly lessons around the concepts of gratitude, empathy, mindfulness and emotional literacy.

Grade 3-6 students participated in a student survey, which provided our staff with baseline data to inform future teaching and school practices. We continued our dedication to the Better Buddies program through the Alannah and Madeline Foundation. All Prep to Grade 6 classes have a buddy class and meet at least once a term. Week 6 of each term is noted as 'Buddies Week'. Our prep classes are supported through this program and participate in 'buddy reading' each day, with their older buddies supporting them with the development of basic concepts of print related to their Take Home Books, as well as assisting them with morning routines in their classroom.

Compass communication (email, News Feed, SMS) was used as a consistent communication tool between home and school, along with the school Facebook page and school/team newsletters that celebrated student achievement and events. Following the impact of COVID19, our focus was on supporting the mental health and wellbeing of students and staff, school connectedness, attendance, as well as implementing essential learning to achieve learning catch-up.

Progress towards strategic goals, student outcomes and student engagement

Learning

Improvement initiatives based on our Annual Implementation Plan for 2022 include:

LEARNING - Support both students who need extra support and those who have thrived to continue to extend their learning, particularly in numeracy.

WELLBEING - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

LEARNING - Consistent planning and curriculum documentation supported to facilitate high-quality teaching across the school. New teachers to Bellbridge participated in student-centred coaching with a Learning Specialist in Semester 1 in the areas of Reading and Writing. There were four teachers who attained full VIT registration after working with a mentor teacher through this Inquiry process. Five teachers (three graduated and two mentors) also participated in the Career Start program, which supported new teachers in their early stage within the industry.

All staff participated in professional learning related to the principles and delivery of Getting Ready in Numeracy (GRIN). PLC Improvement Cycles were used to develop teacher practice and support students at their point of need. PLC practices continued to be developed, including the creation of team norms and a template for PLC Improvement Cycle work.

Data analysis practices continued to be developed in teams and whole school settings. At least one whole school data meeting occurred each term, aimed at developing the data literacy of teachers.

Feedback from parents via the 2022 Parent Opinion Survey (Student Cognitive Development and Student Development sections) included: Effective Teaching = 80%, High Expectations for Success = 88%, Stimulating Learning Environment = 81%, Student Motivation and Support = 81%, Student Voice and Agency = 80%. Our Grade 4-6 Student Attitudes to School Survey demonstrated the following data: differentiated learning 87%, effective teaching time 85%, stimulated learning 74%, motivation and interest 76%, perseverance 75%, self-regulation and goal setting 87%, sense of confidence 76%, student voice and agency 68%, high expectation for success 93%. We continue to excel in our Grade 3 and 5 NAPLAN data. School percentage of students in the top 3 bands (Yr. 3 Reading 73.4% compared to 73.8% for similar schools, Yr. Reading 76.3% compared to 65.4% for similar schools, Yr.3 Numeracy 71.6% compared to 56.4% for similar schools, Yr.5 Numeracy 67.5% compared to 44.9% for similar schools).

WELLBEING – Since the implementation of the Respectful Relationships program in 2018, an annual scope and sequence continues to be followed to implement the program across all P-6 classes.

Bellbridge Primary has actively engaged and implementing the 'Resilience Project's' Schools Education Program in 2021. In 2022, we continued to work with TRP staff to embed the core principles (gratitude, empathy, mindfulness and emotional literacy) into weekly lessons across P-6.

Our School Wide Positive Behaviour Support (SWPBS) program continues to be strengthened, as we focus on positive reinforcement and engaging strategies to address challenging behaviours.

School Support Staff and external agencies are utilised to support the wellbeing of all students. After COVID19 disruptions to regular school programs, 2022 brought back the opportunity to establish community connections. We looked for every opportunity to engage our parents/carers and community organisations (e.g., Wyndham City Council, Salvation Army, Bicycle Network, Ed Connect) in school activities.

Wellbeing

Bellbridge Primary School maintained a strong, student-focused approach to student wellbeing.

The School Wide Positive Behaviour Support program continued to provide a framework for maintaining a safe, orderly and supportive culture within classrooms and across the school. It was in its eleventh year of implementation and continued to provide a set of explicit, school-wide understandings regarding values and expectations that promoted a positive approach to behaviour management strategies.

Students and their families continued to embrace a Wyndham Council Initiative that promotes 'Active Travel' to and from school, and our Bike Education Program continued to be developed further and was embedded in the STEM teaching and learning program. We maintain an ongoing partnership with Wyndham City Council in order to sustain this successful program, with termly meetings used to strengthen this connection.

Bellbridge Primary maintained our recognition as an eSmart School and as such, maintained an ongoing commitment to teaching our students how to be cyber-safe, whilst using a range of ICT tools, devices and programs. Students participated in regular online forums and webinars to support their knowledge of cyber-safe strategies.

The Respectful Relationships program was incorporated into our teaching and learning program, and our school shared resources and planning documentation with other local schools in the initial stages of implementation, as part of our role as a Lead School in this program.

We implemented The Resilience Project to support the mental health and wellbeing of all members of our school community. This program aims to support students, staff and families in developing positive wellbeing strategies through the application of gratitude, empathy, mindfulness and emotional literacy practices. We will also continue to maintain all of the aforementioned programs and initiatives, and all staff and students will continue to implement the SWPBS strategies in conjunction with our commitment to the Better Buddies program and the eSmart philosophy.

Feedback from parents via the 2022 Parent Opinion Survey (Safety and Student Development sections) included: Promoting Positive Behaviour = 87%, Respect for Diversity = 87%, Confidence and Resiliency Skills = 83%.

Our Grade 4-6 Student Attitudes to School Survey demonstrated the following data: effective classroom behaviour 77%, attitudes to attendance 88%, managing bullying 80%, respect for diversity 76%, sense of connectedness 77%, sense of inclusion 87%.

Engagement

Our focus on student attendance was maintained throughout the year, especially due to ongoing welfare issues associated with the period of remote learning. The 'Everyday Counts' program continued to be a focus, as well as regular home school communication for students with significant attendance issues, and occasional, formal support was sought from regional health and wellbeing staff when critical issues arose. Student attendance was acknowledged and celebrated at termly assemblies. Our data showed that we had maintained an average of 87-90% attendance rate across P-6, which was similar to schools with the same background characteristics. Classroom teachers, office staff and leadership maintained regular contact with parents, DHHS, the Department of Education and other agencies in relation to regular absentees and school refusers.

Feedback from parents via the 2022 Parent Opinion Survey (Connection and Progression, and Parent Community Engagement sections) included: Positive Transitions = 82%, Student Connectedness = 88%, Parent Participation and Involvement = 69%, School Communication = 82%, Teacher Communication = 79%.

We implemented a comprehensive program to support the transition of students from Kindergarten to Year 7 in preparation for 2023. We provide opportunities for local kindergartens to visit our school in Term 4 prior to transition sessions starting. Our 2023 Prep students participated in 3X 40-minute transition sessions, as well as the state-wide orientation day (1 hour and 20 minutes). Our 2023 Grade 1-6 students participated in 2X one-hour transition sessions, 1X two-hour transition session, as well as the state-wide orientation day (1 hour and 40 minutes). Our 2022 Grade 6 students were able to attend their 2023 high schools on the state-wide orientation day. We continue to provide transition experiences for all students that support and prepare them for the next year level/phase of their learning at Bellbridge Primary School and beyond.

Financial performance

In 2022, Bellbridge Primary School managed funds in a fiscally responsible manner ensuring compliance with financial controls and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994. DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets. In 2022, revenue included: DET Quarterly Cash Grant SRP Cash Component (including Equity Social Disadvantage funding), DET School Maintenance Program Grant, Overseas Fee-Paying Student receipts. DET Targeted Initiatives post COVID-19 pandemic resulted in a substantial emotional and psychological challenges to our school year. Our budgeted expenditure was focused on the items listed. These included: Employment of additional casual Education Support staff to support students with challenging behaviours who were not funded in the PSD program, ongoing maintenance/repairs to school facilities, Internal/External works (cyclic), upgrade of Interactive whiteboards (cyclic) and upgrade of air conditioning (cyclic).

For more detailed information regarding our school please visit our website at

<https://www.bellbridgeps.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 620 students were enrolled at this school in 2022, 307 female and 313 male.

31 percent of students had English as an additional language and 3 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).

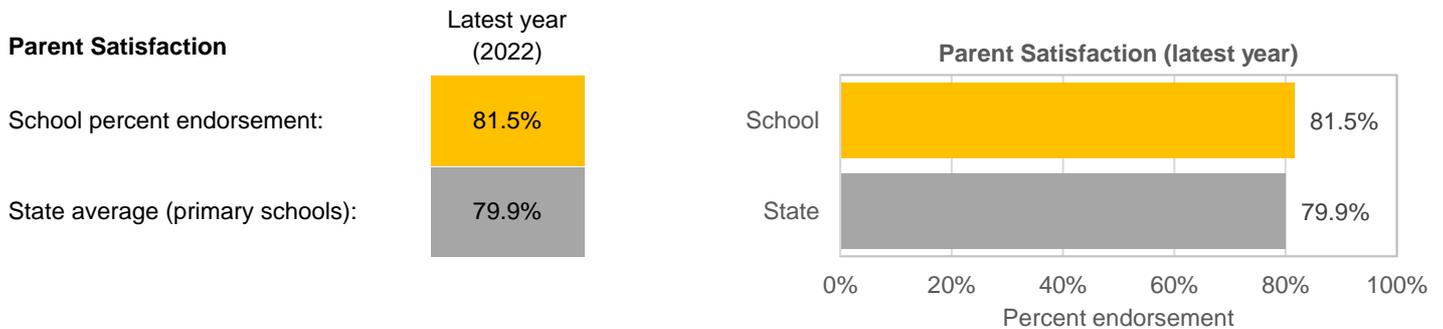
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

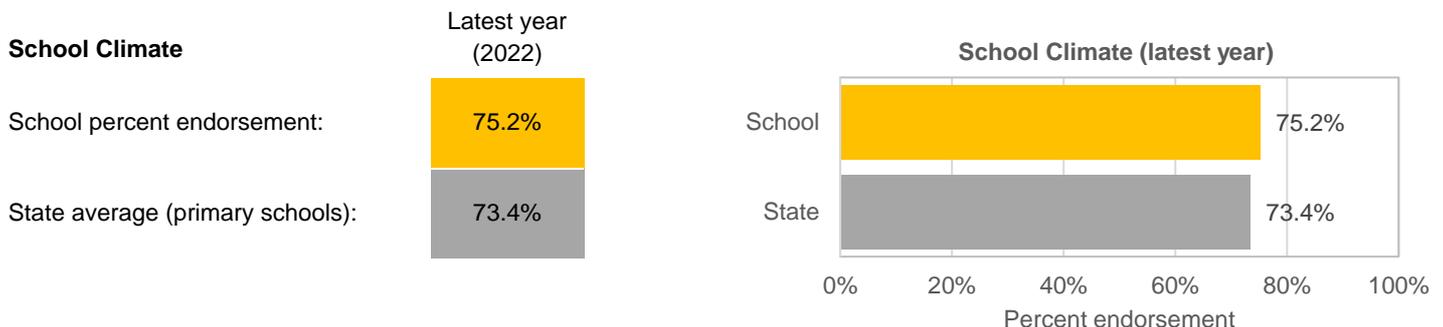


School Staff Survey

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:

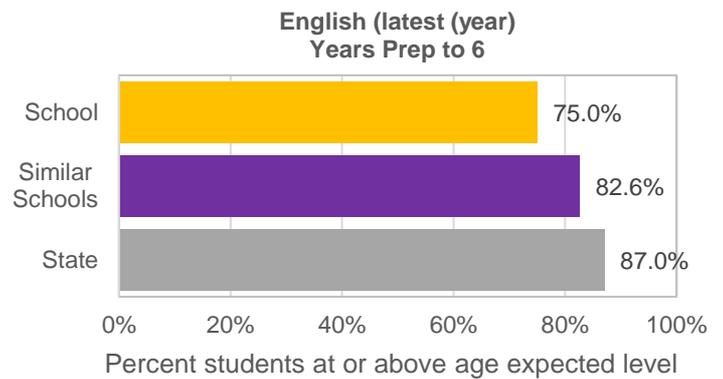
75.0%

Similar Schools average:

82.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

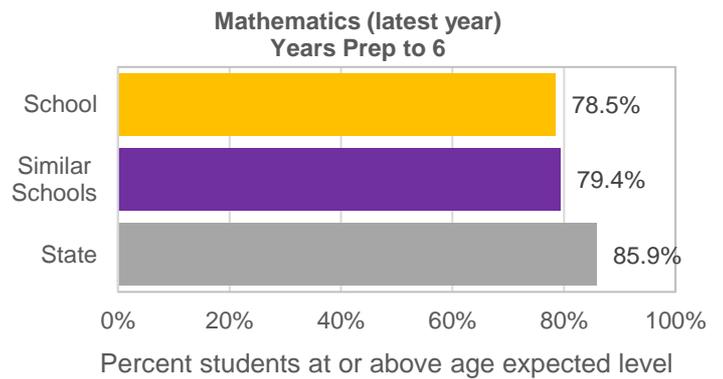
78.5%

Similar Schools average:

79.4%

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.

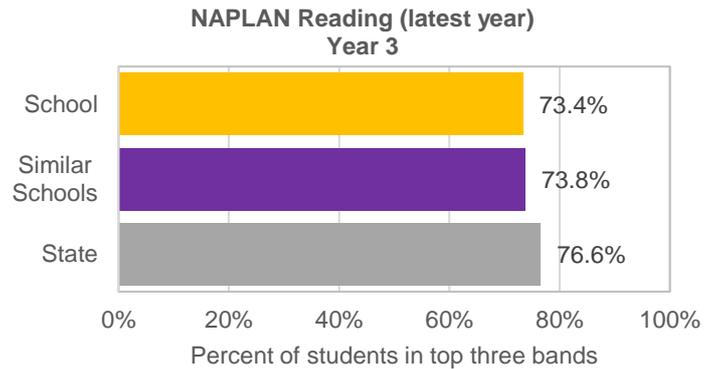
NAPLAN

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.

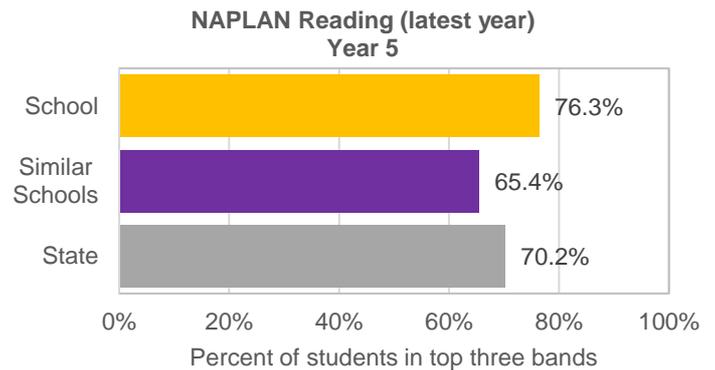
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 73.4% | 77.0% |
| Similar Schools average: | 73.8% | 73.2% |
| State average: | 76.6% | 76.6% |



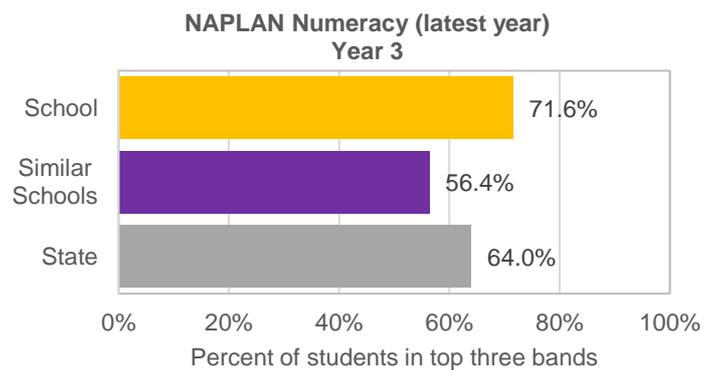
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 76.3% | 73.5% |
| Similar Schools average: | 65.4% | 63.3% |
| State average: | 70.2% | 69.5% |



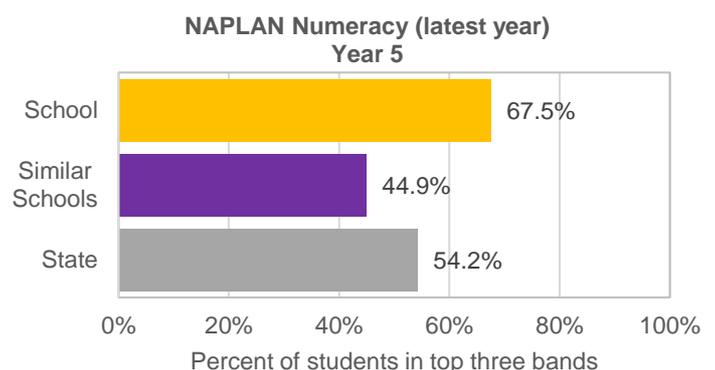
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 71.6% | 70.2% |
| Similar Schools average: | 56.4% | 58.4% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 67.5% | 69.1% |
| Similar Schools average: | 44.9% | 50.2% |
| State average: | 54.2% | 58.8% |



WELLBEING

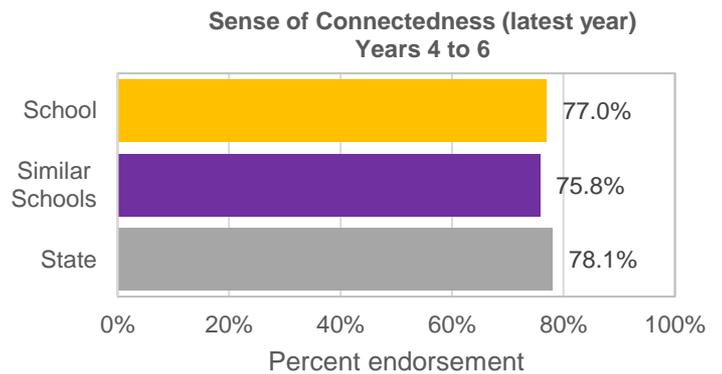
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 77.0% | 78.1% |
| Similar Schools average: | 75.8% | 77.6% |
| State average: | 78.1% | 79.5% |

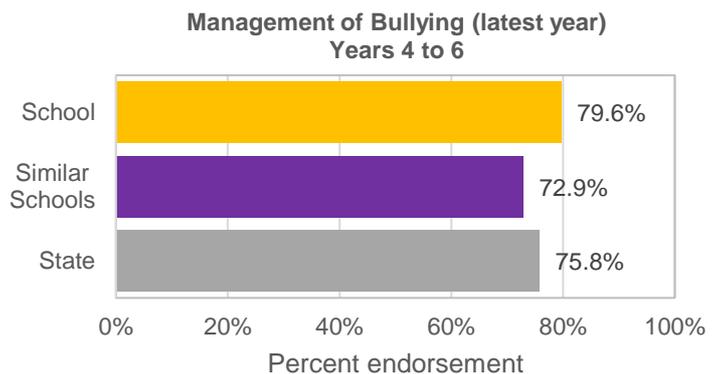


Student Attitudes to School – Management of Bullying

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: | 79.6% | 80.1% |
| Similar Schools average: | 72.9% | 76.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

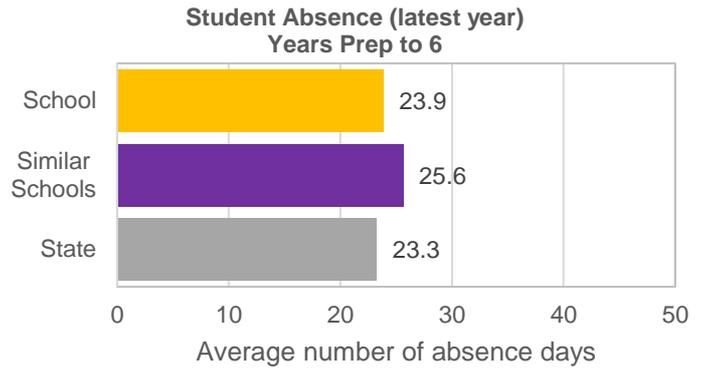
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 23.9 | 18.0 |
| Similar Schools average: | 25.6 | 18.7 |
| 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): | 87% | 87% | 88% | 87% | 88% | 90% | 89% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,810,104 |
| Government Provided DET Grants | \$571,443 |
| Government Grants Commonwealth | \$6,800 |
| Government Grants State | \$826 |
| Revenue Other | \$16,222 |
| Locally Raised Funds | \$412,704 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,818,100 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$307,981 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$307,981 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,839,365 |
| Adjustments | \$0 |
| Books & Publications | \$2,157 |
| Camps/Excursions/Activities | \$100,039 |
| Communication Costs | \$4,142 |
| Consumables | \$125,259 |
| Miscellaneous Expense ³ | \$13,024 |
| Professional Development | \$13,585 |
| Equipment/Maintenance/Hire | \$124,907 |
| Property Services | \$115,632 |
| Salaries & Allowances ⁴ | \$416,464 |
| Support Services | \$23,945 |
| Trading & Fundraising | \$45,425 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$72,758 |
| Total Operating Expenditure | \$6,896,703 |
| Net Operating Surplus/-Deficit | (\$78,604) |
| Asset Acquisitions | \$36,315 |

- (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 | \$281,142 |
| Official Account | \$58,473 |
| Other Accounts | \$0 |
| Total Funds Available | \$339,615 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$160,607 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$863 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$177,282 |
| 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 | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$338,752 |

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.