

2021 Annual Report to The School Community



School Name: Kinglake West Primary School (3255)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 07 April 2022 at 04:33 PM by Anita Osavkovska (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 April 2022 at 04:38 PM by Natalie Old (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Kinglake West Primary School is a medium sized school that sits atop the Great Dividing Range approximately 60 kilometres from the Melbourne CBD. The school was founded in 1896. Kinglake West draws students from a wide area with most children coming from the Kinglake West area but others coming from Mernda and Whittlesea, Flowerdale and Kinglake. Kinglake West was severely impacted by the Black Saturday fires but has been able to maintain its high standards of academic excellence and student behaviour since then and has continued to attract families who want to be a part of this caring and supportive community. In 2021, the COVID – 19 Pandemic, continued to bring many challenges to the Kinglake West school community, staff and teachers. Remote and Flexible Learning was provided to the Kinglake West students and parent community. This was provided through a variety of teaching and learning resources and Kinglake West has continued to strengthen community relationships through its dedication to supporting student wellbeing and ongoing student achievement. The school has continued to increase its enrolments and is able to offer a diverse program and many supports for the students and its families. The enrolment in 2010 was 110 and has steadily increased with a 2021 enrolment of 169 students.

The specialist programs in 2021 were Physical Education, The Arts and Digital Technologies (ICT).

In 2021, the school had 13.34 full-time equivalent (FTE) staff comprising: one Principal class, one Learning Specialist, 8.95 FTE classroom (eight) teachers, 1.79 FTE Teaching Support Staff and 0.60 FTE Integration aide.

The school 2021 Student Family Occupation Education (SFOE) index was 0.4204. The school has 9 students enrolled with an Aboriginal background and 2 with a Torres Strait Islander background, 1 EAL student and 1 student who is funded under the Programs for Students with Disabilities.

The school values are Honesty, Everyone Matters, Always do your best, Respect and Teamwork which make the acronym HEART. Responsibility is encouraged through elections of School and House Captains and the election of Junior School Council.

The school offers a varied and interesting curriculum for the students with many modern resources. There is an emphasis on ICT with 84 netbook/laptop computers available and 15 iPads available for student use and a large interactive television in every classroom. While emphasis is placed on developing effective skills and a high level of achievement in literacy and numeracy, the comprehensive curriculum provide high quality programs covering all Learning Areas. Students with an EAL background are immersed in all areas of the curriculum through targeted and differentiated learning. During the disruptions of Lockdowns and Remote Learning in 2021, students with an EAL background were supported with onsite learning where applicable and engagement with the Collingwood School of Languages remote and online learning modules. This proved to be highly effective in supporting the continued development of the English language for these students.

Specialist teachers provide instruction in Physical Education, Visual Arts, and Digital Technologies (ICT). Classroom teaching and learning is supported by literacy and numeracy programs.

To support the ongoing learning opportunities for all children, the school provides a range of programs and services to meet individual and group needs. These include:

- Social Skills Program
- School Support Officer support in Speech and Social Work
- Literacy and Numeracy Intervention
- School Chaplain
- Support Aide
- Outside School Hours Care Service

In Term 4 of 2021, a school review was conducted by the Department of Education and a School Review Panel. The recommendations will form the next four years of the School Strategic Plan.

Framework for Improving Student Outcomes (FISO)

The school has continued to work on 2 FISO focuses with a lot of success.

Building of Practice Excellence has continued to be a large focus within the school. The Literacy Leader and emerging Literacy Leader completed the Data Literacy program in 2020 and have provided Professional Learning for staff in

2021. The school continues to be part of the Primary Maths and Science Specialist Program (PMSS) and has completed the training to become a Professional Learning Community School. This was completed in collaboration with the neighbouring two other schools in Kinglake, Middle Kinglake and Kinglake Primary. Due to the pressures of COVID and school/community lockdowns, the final stages of this process were interrupted however the PLC process was used for teachers to moderate with a focus on Writing and student progress.

The school has continued its consistent approach to teaching and learning and a guaranteed and Viable curriculum was also heavily focused on with the implementation of formalised Literacy and Numeracy programs. Curriculum viability was created through a clearly documented plan that also accommodated composite classrooms.

In 2021, the COVID -19 Pandemic has continued to provide challenges in the school's ability to introduce, implement and consolidate identified areas of focus. However, the school has worked very hard to consolidate identified focuses on Literacy and Numeracy practice by being flexible in its delivery and implementation. Focuses were identified through the AIP and have been continued into 2022. The development of a Writing program based on the 6+1 traits was begun within specific year levels and is planned to continue as a focus going into 2022.

A focus across most of 2021 was not only student academic achievement but also most importantly student and staff health and wellbeing. This impacted on planned professional learning which needed to accommodate the ongoing differing needs of students, teachers, staff and KWPS families. Therefore Professional Learning for staff was targeted to support these needs.

Empowering Students and Building School Pride is an important focus as we are continuing to educate the community about the importance of school and the need for children to attend regularly if they are to reap the benefits of the school's programs. We continue to have a focus on Attendance by monitoring attendance, contacting families of absent children, recording reasons for absences and supporting students with additional needs through Student Absence Plans. A true reflection of attendance was difficult to ascertain in 2021 due to Remote and Flexible Learning however students were asked to engage with their classroom teachers up to twice a day through Video Check Ins. Students and families that found this difficult were contacted by phone or had house visits where appropriate. Going into 2022, attendance will continue to be highlighted through student awards, assemblies and ongoing communication via newsletter etc.

Building Leadership was successful and regular Student Improvement Team meetings were conducted with upcoming leaders that supported positive succession planning. Strategies such as the provision for Middle Leadership courses to be engaged where possible and the ability for Middle Leaders to lead and monitor key learning area Budgets such as in Maths, were continued.

Achievement

The focus of emphasis for 2021 was on consolidating pedagogical changes introduced prior and reinvigorating focuses and targeted curriculum planning. Writing continues to be a focus with the implementation and consolidation of a consistent writing program using the 6+1 Writing Traits. Staff focused on implementing the High Impact Teaching Strategies and consolidating learning in maths. Staff were able to share curriculum planning and reinvigorated their understanding of Differentiated Learning according to the Victorian Curriculum.

In 2020, our Teacher Judgement of Student Achievement in English showed that Years Prep to 6, 93.3% of school students were at or above age expected standards. In Maths, Years Prep to 6, 90.3% of school students were at or above age expected standards. This was due to the hard work done by all staff with their teaching and learning Curriculum, Health and Wellbeing focus and Student Support programs implemented throughout the school.

In 2021 in Naplan, School Percent of students in top three bands

- Reading, Year 3 – 87.5%
- Reading, Year 5 – 83.8%
- Numeracy, Year 3 – 65.4%
- Numeracy, Year 5 – 80.6%

In 2021, the COVID-19 lockdowns had an impact on most student learning. A positive to the COVID-19 lockdowns, was however the enthusiasm and eagerness to learn displayed by the students when they returned to onsite learning. Every effort was made to provide additional assistance to struggling students where needed. Webex lessons were conducted by the Literacy and Numeracy Intervention teachers. This was through either one to one or small group sessions. A continued emphasis in 2022, will be placed on the provision of staff professional Learning on identifying 'the next step' in children's learning from the Fountas and Pinnell, P.M. Benchmarking and Numeracy assessments.

Leaders at Kinglake West Primary will do this through whole school PD sessions and PLC sessions on needs identified through the School Review feedback and focuses identified in the Annual Implementation Plan.

Engagement

Students who are engaged in their learning and attend school consistently will learn better and have greater social opportunities. This is why student engagement is an extremely important feature of Kinglake West. To be better engaged students need to feel that they are part of the school, supported by the school and have the ability to influence what is going on at the school. Kinglake West provides a range of student support programs to ensure that all students are able to engage in learning in an effective way. These additional programs include the use of aides and teachers who run intervention and extension programs in literacy, numeracy, social skills, speech development and PE, Art. Many of the aides and teachers also run programs to support children and families. Junior School Council has become a significant feature at Kinglake West and the students elected to Council have made innovations to the school program, completed some significant fundraising for the school and for outside charities, supported communities impacted by the bushfires and run icy-pole days and special events.

Student attendance has been an ongoing concern at Kinglake West and has been the target of a considerable amount of effort over many years. It has been one of the Strategic Plan goals since 2017. Kinglake West has worked hard to reduce Student Absenteeism through various proactive strategies both working with students at school and the wider parent community. Strategies such as regularly contacting families of children every time they are absent without notification, a class reward program, letters sent home to children with high rates of absences and regular newsletter articles discussing the effects of absences and the importance of attendance, support student attendance to be an ongoing focus at Kinglake West.

In 2021, the average number of absence days for students from Prep to Year 6 were 7.0 which is down from 14.5 days in 2019. The average school attendance rate from Prep to Year 6 for 2021, was above 95% which is a continued upward improvement since 2020.

During the COVID-19 lockdowns, it was difficult for the school to keep an accurate picture of attendance due to the challenges with offsite Remote Learning however proactive strategies such as video check ins, home phone calls and home visits where needed, were continued to promote a positive level of ongoing engagement with the school. A continued focus on student Health and Wellbeing was supported by staff throughout the Lock down and Remote and Flexible Learning space.

Wellbeing

Students learn best when they feel safe, supported and comfortable at school. It is very important that the students know that the staff at the school are interested in them, their health and wellbeing and their overall ability to learn. The staff work hard to get to know every student by their name and their interests. The school employs a chaplain who provides an amazing service of engaging with families and supporting them with school and welfare-based issues. The school chaplain is a vital link to supporting teacher and parent communication where needed. They also provide a positive level of staff welfare where needed and serve as a support mechanism for students, staff and parents within the Kinglake West School community.

In 2021, during Remote and Flexible Learning, the school made the decision to support students with their learning through the provision where possible, of a targeted and differentiated learning program. A collective focus was placed on having consistency in the use of online platforms. A gradual transition towards Google Classrooms was introduced over the many lockdowns and this was an important way for teachers to promote student engagement not only within their learning, but also as a way to reconnect through video conferencing and class check ins. Students used these opportunities to check learning needs as well as connecting with their peers via video. Student Health and Wellbeing was forefront for teachers in these scheduled check ins via Google Classrooms. During 2021, students were transitioned back onto onsite learning in different stages. Therefore, a focus on student health and wellbeing was practised for students onsite from Prep to Year 2 while Year 3 to Year 6 continued to navigate online. In amongst this, we also had students attending onsite during the lockdowns, due to family circumstance. When all students returned to onsite learning at the same time, they were given a large welcome with banners and balloons created by students that

attended onsite. Students needed time to develop classroom and school routines again and through targeted supports at school, teachers and staff supported all students to do this with positive reinforcement and school expectations linked to our HEART values.

Finance performance and position

2021 was another interesting year in a financial sense at Kinglake West Primary School. As we experienced another series of lockdowns due to COVID-19, everything that the school had originally budgeted for had to be adjusted and modified once again. As new priorities presented themselves, additional measures needed to be considered. These priorities were ultimately to support the positive engagement of our students and their families to have all the resources needed to once again, participate successfully in Remote and Flexible Learning.

Once Remote and Flexible Learning came to an end and all students were back onsite, the school once again prioritised with what the current schools' needs were at that point in time, due to a second year of continuous lockdowns and disruptions. With these extraordinary circumstances in mind, the school ended the year with a cash surplus in the Budget.

In 2021, the school received funding under the Tutor Learning Initiative which enabled the school to employ 2 Intervention teachers to support students who did not engage in Remote and Flexible Learning in 2020.

Late in 2021, the school was granted over \$21,000 for Bushfire prevention works, which was then used to clean all the gutters and also remove a significant number of trees overhanging school buildings. We were also able to remove branches and ground litter to make the school safer and more inviting for our students and parent community.

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 169 students were enrolled at this school in 2021, 84 female and 85 male.

3 percent of students had English as an additional language and 8 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).

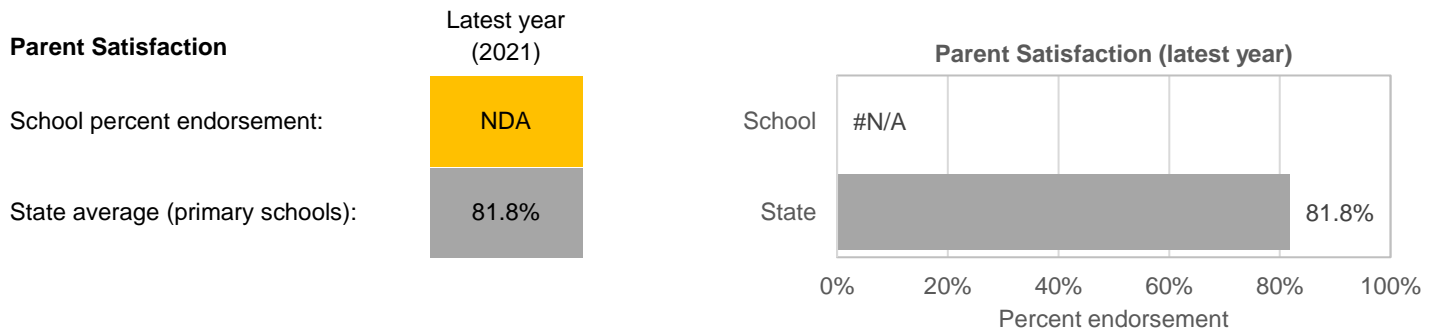
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

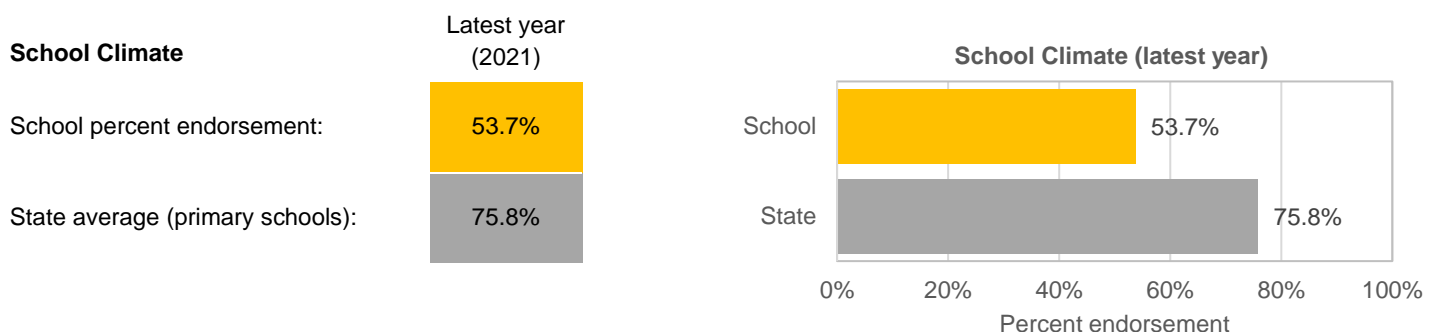


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

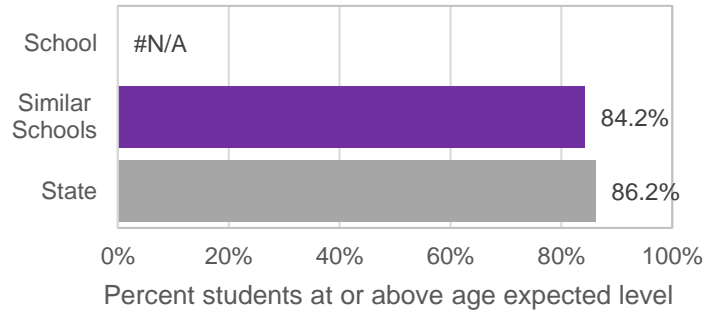
Similar Schools average:

84.2%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

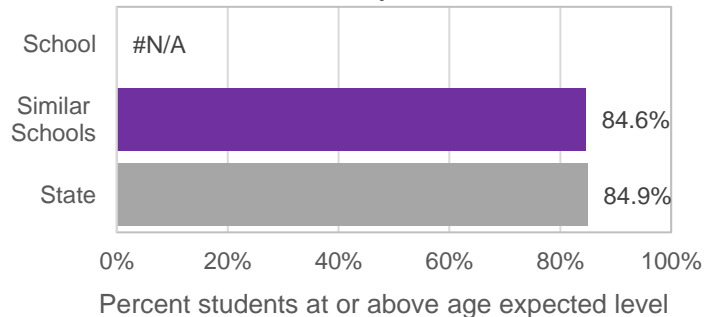
Similar Schools average:

84.6%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

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

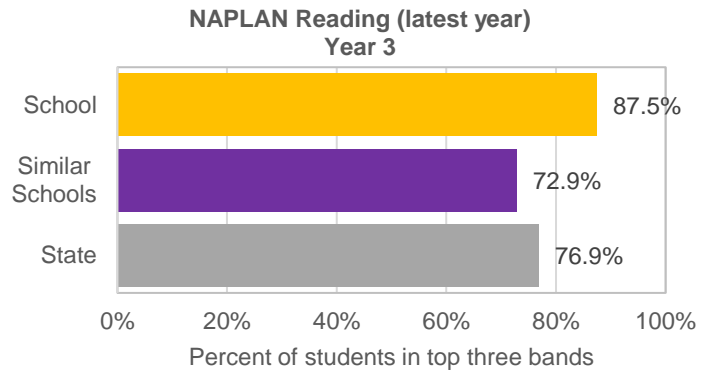
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

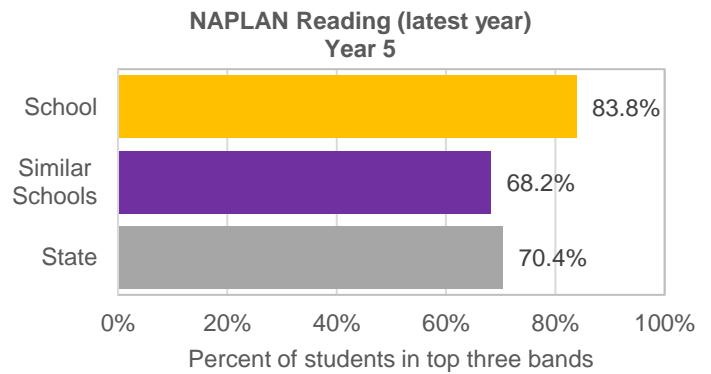
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	90.9%
Similar Schools average:	72.9%	73.6%
State average:	76.9%	76.5%



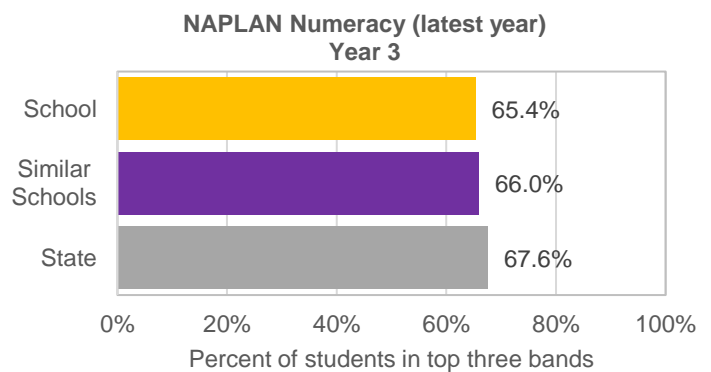
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.8%	77.8%
Similar Schools average:	68.2%	67.1%
State average:	70.4%	67.7%



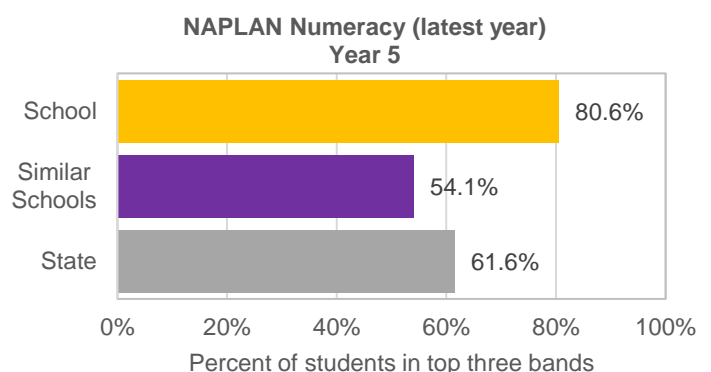
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	86.5%
Similar Schools average:	66.0%	68.3%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.6%	81.3%
Similar Schools average:	54.1%	56.3%
State average:	61.6%	60.0%



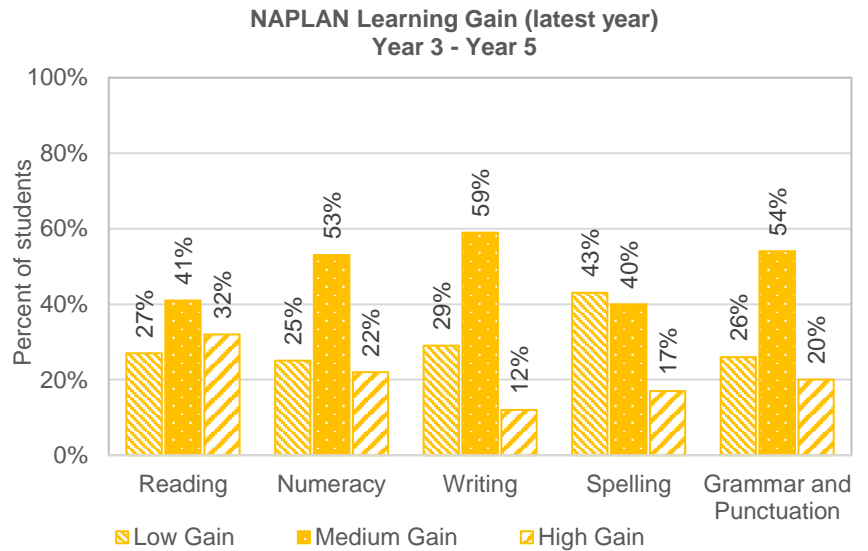
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	41%	32%	23%
Numeracy:	25%	53%	22%	19%
Writing:	29%	59%	12%	16%
Spelling:	43%	40%	17%	18%
Grammar and Punctuation:	26%	54%	20%	18%



ENGAGEMENT

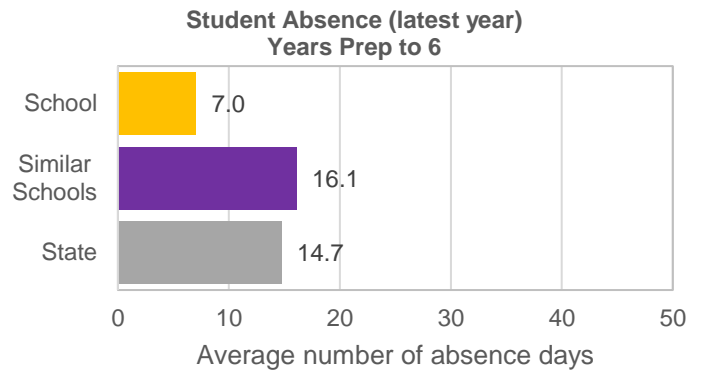
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	7.0	11.0
Similar Schools average:	16.1	15.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	97%	97%	96%	97%	95%	98%	96%

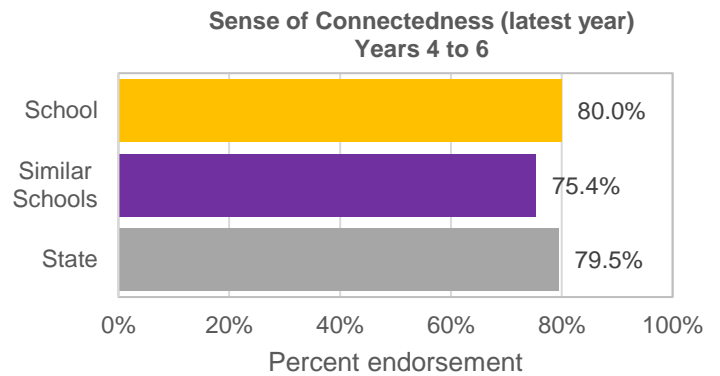
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.0%	84.6%
Similar Schools average:	75.4%	76.3%
State average:	79.5%	80.4%

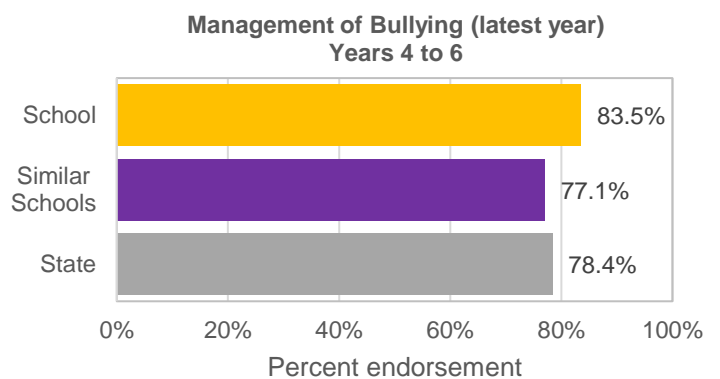


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.5%	86.6%
Similar Schools average:	77.1%	77.7%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,552,990
Government Provided DET Grants	\$308,580
Government Grants Commonwealth	\$16,861
Government Grants State	\$0
Revenue Other	\$617
Locally Raised Funds	\$146,435
Capital Grants	\$0
Total Operating Revenue	\$2,025,482

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,796
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,796

Expenditure	Actual
Student Resource Package ²	\$1,498,632
Adjustments	\$0
Books & Publications	\$1,215
Camps/Excursions/Activities	\$42,562
Communication Costs	\$514
Consumables	\$36,692
Miscellaneous Expense ³	\$5,102
Professional Development	\$2,367
Equipment/Maintenance/Hire	\$23,252
Property Services	\$129,762
Salaries & Allowances ⁴	\$160,995
Support Services	\$22,156
Trading & Fundraising	\$25,246
Motor Vehicle Expenses	\$275
Travel & Subsistence	\$0
Utilities	\$14,290
Total Operating Expenditure	\$1,963,060
Net Operating Surplus/-Deficit	\$62,422
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$12,536
Official Account	\$28,448
Other Accounts	\$1,135
Total Funds Available	\$42,119

Financial Commitments	Actual
Operating Reserve	\$42,119
Other Recurrent Expenditure	\$2,027
Provision Accounts	(\$6,854)
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$37,293

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.