

2020 Annual Report to The School Community



School Name: Doreen Primary School (0945)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 March 2021 at 08:54 AM by Glenn Simondson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 June 2021 at 09:30 AM by Brent Hardy (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

School Purpose and Vision

At Doreen Primary School, our aim is to provide a safe and supportive environment for the whole school community that encourages independence in social and academic situations; fosters positive risk taking; develops and nurtures resilience; provides an environment where both positive and negative consequences of actions are respected; values respect for all members of the community; fosters the notion that a student's best efforts are an achievement they should aim for and be proud of; and includes all stakeholders in decision making.

School Values (2020)

Determination - Students will develop independence and the skills needed to actively seek solutions with confidence determination and self-discipline.

Opportunity - To cater for and foster individual creativity and forward thinking so as to have the skills needed for the challenges of the future.

Respect - All members of our school community will learn to have respect for others and themselves in both their community and beyond, fostering the culture of everyone belonging and having a voice.

Resilience - Children in our school community will be encouraged to be independent and resilient in both their social interactions and when taking on academic tasks and activities.

Empathy - Students will be supported in developing tolerance, understanding and acceptance of each other's unique qualities at both a school level and in the wider community.

Excellence - students will strive to achieve their best and be proud to do so, developing a lifelong thirst for learning and an intrinsic feeling of pride in their efforts.

Nurture - This school will be a safe and supportive environment where children will learn the benefits of taking the consequences for their chosen action, both positive and negative.

About our School:

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. Its location is adjacent to the Northern Growth Corridor, currently experiencing massive influxes of population. The school is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system. Recently a footpath to the nearby major intersection of Yan Yean Rd. and Doctors Gully Rd. has opened up the opportunity for children to walk, ride or scooter part of the way to school. Most travel 2-3km to school, but some as much as 15km.

In the last decade, the school's enrolments have more than doubled, and the school has been successful in obtaining an enrolment ceiling of 150 students. In 2020 the enrolment was 156, about the same as projections. General consensus in the school community is that enrolments should be kept as low as possible, so as to maintain our Small School culture. Children are often enrolled at Doreen as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. Children feel they belong at Doreen, and that they are known. These are just two of the factors we believe increase their engagement, and ultimately their success. Lower dependence on "screens" is also an attractive feature for prospective parents.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them in documentation or on websites. Specialist classes are offered in Chinese, Phys. Ed. Art, Music and ICT, but all of these programs had to be modified in 2020. In 2020, all students took part in swimming programs, but Jets Gymnastics, Life Education, Bike Education and The Great Doreen Bike Ride all had to be cancelled due to COVID 19. There was also a Family Life Program run for grades 5&6 in term One, but the Life Education experience

In 2020 the Grade 3-6 School camp was to Flinders in March. It was able to occur just before the first Remote Learning period but the Prep-2 sleepover and JSC Market was not able to occur because of Restrictions. The Chinese Program in 2020 was based around Cultural Experiences, the aim for 2021 being full implementation of a Mandarin

Language program presented by a mandarin speaking teacher. Obviously COVID 19 effected all specialist programs, but they were presented in the Remote Learning format in the the school's online or collect Booklets.

Doreen Primary School students also run a Junior School Council. It aims to develop leadership skills, teamwork skills, Resilience, Role Modelling behaviours, and fosters Student Welfare Programs which involve community projects. The Junior School Council Meeting(which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and raise money for this. Their fundraising efforts also feed the school pet, a lizard by the name of Fudge. The Leaders of the JSC are chosen each term after elections, and are from the grade Six students. All get a turn, each student being on the JSC for one term. In 2020 this was modified so as all grade six students had a turn at Leadership. The NESST Leadership program ran only one of its 2 single day programs.

The Arts are well represented at this school. The school has several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practicing artist, and involves several visiting artists over the school year. The program has resulted in several school based art installations, and has extended into the ICT area with a Film Making project being run each year.

Music is also a major focus at the school with Rock Bands and Choirs performing both at school and in the Community. In 2019 the musicians performed at the St Andrews Hotel in front of 140 parents, but obviously 2020 saw this cancelled. The School Concert was also cancelled, but a Grade Six Graduation Evening replaced normal Graduation events.

Facilities over the last 5 years have been both extended and upgraded. Major projects from the past include School Funded installation of synthetic turf on the school "oval" with natural grass surrounds, retaining walls, mulch and plantings. All works were by volunteers who are experts in their field. In 2020 the BER building was painted, and the Art room had rooms set up for storage and the new kiln.

In 2020 the relationship with our Sister School in China was put on the back burner, but it will be rekindled when it can be.

During the Remote Learning Periods the school provided downloadable booklets for students that could also be ordered and collected from the school. It was decided keeping a known format that had a small drain on ICT resources of families was the best option. The booklets were coupled with YouTube clips and ZOOM meetings to support students during this time. Feedback from our community saw us increase interaction with parents and students via ZOOM, but booklets were a popular and effective way to provide the best levels of education we could to our community. 15-20 students attended each day of Remote Learning, some due to parent supervision issues, and some due to Student Welfare issues.

Framework for Improving Student Outcomes (FISO)

2020 was a year of challenges for all schools in this area. Plans were put on hold or modified, and approaches to implementing programs around Remote Learning expectations were developed, evaluated and re-developed. Feedback from Students, Parents and Staff were used to develop approaches and platforms. At Doreen a simplified, community appropriate and student understood approach were developed to ensure the needs of our school community were met.

Rather than expensive, unknown online formats that required parent input and ICT resources being stretched in each home, a medium that was known and required little parent input was devised. Weekly workbooks that could be downloaded or ordered and printed at school were chosen as our medium in both Remote Learning Periods. These booklets had known formats and concepts, were often tied to internet extension and enhancing activities, and allowed children and parents to work at an appropriate pace over both a day and a week. Parents collecting booklets could also leave the previous week's booklet for correction, meaning more relevant correction times.

Booklets were supported by Microsoft teams, teacher YouTube clips on a channel developed by the school, and Individual and Group ZOOM meetings. This was new, and constantly evolving. Feedback after Remote Period one meant we were able to further develop period two. All grades increased their interaction between students and teachers, and this was done via ZOOM, teams and Facetime. The development of teacher student and parent ICT skills over this period was immense, and this new knowledge was used to constantly improve teaching and learning approaches.

Finished documentation of the Whole School Extension Program was also a focus. This occurred, and helped support the planning of teachers during remote Learning so as the booklets they produced were differentiated in as many ways as possible. Upper school booklets often asked children to choose between several activities around a topic that were at different levels. Children were often asked to choose meant that More resources and refining of documentation continued throughout the year, and the first draft of the whole School Document is expected in term 2, 2020. A highlight

has been the unsolicited view by all staff that ALL students should have access to extension activities, so success criteria must be both simply stated and differentiated for all levels of the grade. All children will then complete these tasks,

The third focus was in the area of developing and fostering a positive school culture. The existing school Values were explored, and as they had developed and grown over the past 4-5 years, some simplification was needed. Staff and Students worked on the first draft, and then School Council and the whole school community refined and developed them further. A highlight was the grade Six students running student conferences to both explain the values being presented, and to collect feedback and suggestions for changes or refinements. DOREEN was used as an acrostic style base for the values, and the buy-in by the school's population was excellent. The next step in this task is to have signs with the values stated produced and displayed around the school.

Achievement

The main areas of focus in 2020 for this school, and as part of the four year Strategic Plan, was to see 80% of students achieve at least one years growth over a calendar year, and for children completing the NAPLAN to achieve two year's growth between tests. These two expectations were easily met, although the NAPLAN reading growth was a little under 80%.

Expectations for the levels of growth across NAPLAN were that 18% would make High Growth in Reading - 2019 High Growth was 38%; 20% of students would make high growth in Writing - 2019 High Growth was 31%; and 20% of students would make High Growth in Numeracy - 2019 High Growth was 31%.

School based data in the lower years, along with NAPLAN data for year 3 have consistently shown shows high levels of achievement. Achievement across the Middle and Upper levels has also been high, but coming from such a high base, the school has often struggled to get high levels of growth. In 2019, levels of high growth have been well above expected levels, both with like schools and in the local Network. This has been an excellent result, and shows that the work done to improve pedagogy and enhance resources would appear to have paid off.

Year Planners and constant discussion at Staff Meetings about what data is showing us has helped with the growth in results, and losing sight of engagement and enjoyment of children and even staff members has always been an important component. Aspects of the HITS have been important in both the development of lessons and the purchase of resources.

Standardised testing and teacher concerns are used to help identify students who work in the Literacy Intervention Program. This program targets children who may not be progressing as expected, and works with children from Prep to grade Six for 3-5 sessions each week. It is resourced with a variety of programs, but all activities are child focussed in conjunction between the Classroom teacher and the ESO delivering the program.

Engagement

Student attendance rates across the school in 2020 were between 96% and 98% across all grade levels. The state levels were well above this, Doreen's absence days averaged out at 6.5, similar schools were 12.8 and the state was 13.8. This is an excellent result, and comes about by the school developing a culture about attendance. Being at school is promoted as brilliant, and when not effected by Remote Learning, awards are given with children named in newsletters for their efforts. Regular Newsletter articles about attendance occur, and if children miss school, catch up work is provided, or suggestions made for ways for children to keep up.

It is also important that School is seen as a place to be. Programs, teaching approaches and engaging "hooks" by teachers mean students want to be here. Mid and End of Year Reports indicate absence days. A culture of consistent positive attendance is fostered by all, and high levels of absence are examined, hep offered by the school, and regular check-ins made. At home activities are always offered for longer term absence.

School Connectedness is always high in Opinion Surveys, and factors such as Junior School Council and classrooms that encourage Student Agency are contributing factors to this.

Students at Doreen Primary want to be here, and they want to be involved. They know that goals and expectations are important, and that if they do their best, they are seen as a brilliant student, and should be very proud of themselves.

Student connectiveness in 2020 from year 4-6 students was 91.1%, with similar schools at 78% and the state levels were 79.2%.

Another factor in this area is that there are many programs at this school, and because of the breadth of curriculum, all

students find an area that engages and draws out their curiosity. It does not hurt that staff at this school still believe there must be some Joy in learning, and that good data should be a by product of good teaching, not the major driver for every session.

Wellbeing

In both the area of School Connectedness and Management of Bullying, this school has achieved very pleasing results. Despite issues involved with Remote Learning and COVID 19 restrictions, the school still managed to have positive and above average results at Doreen. Students in years 4-6, showed they had a 91.1% sense of Connectiveness with the school, while students at similar schools said 78% and the state was 79.2%. Students also said the school's management of Bullying endorsement was 88%, while similar schools and the state averages were at 78%. While being very happy with these results, they are areas we can always keep evolving, and Opinion Surveys often show us areas to work on.

Student Agency and Voice are important factors in having a place where children feel engaged, valued and are working at their best level. An engaging leadership program that includes ALL grade six children is important, as hearing children talk about "wanting to be on JSC since I was in Preps" shows the importance of the program. The JSC process included all children via a whole school meeting when possible in 2020, but was mostly achieved through class representatives being elected and attending a meeting with the JSC leaders. Both these meetings were chaired by the JSC leaders. Children being asked about directions the school is taking, helping to raise money for a school project, and being part of all stages of a school project created ownership and engagement. The new Facilities Master Plan had student input and approval.

This school also takes a pro-active response to bullying. From grade Prep, children are trained to meet "prickly" situations with a simple strategy, and this ensures that children always feel they have power to help solve their problems. The playground is then a place where children feel safe, and like they belong.

Financial performance and position

After the 2020 school year, Doreen Primary school carried over a little under \$40000 in cash, and in its SRP Credit line, carried a little over \$2000 as well. Some of this funding has carried through the accounts over the past few years, and has been earmarked for program funding or Facility upgrades. Much of the 2020 carryover was put into the facility upgrade of the Playground, specifically the Sand Pit area.

Doreen Primary School runs Program Budgets at the school that ensure money is spent on children, programs and the school. Any money "carried over" or saved is done so to fund a specific project that requires some saving to achieve. The school has always been pro-active in funding its projects, meaning the students benefit as soon as possible. A Facilities Master Plan was funded in 2020, and resulted in a comprehensive and Challenges with its budget in coming years will be related to the experience of staff and the higher costs of wages, however by using a Program Budgeting system, the schools culture, programs and resourcing will always be supported. Ongoing staff, yearly increments and DET policy changes will see the budget come under great strain in the future.

For more detailed information regarding our school please visit our website at
www.doreenps.vic.edu.au

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 156 students were enrolled at this school in 2020, 75 female and 81 male.

7 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) which takes into account parents' occupations and education.

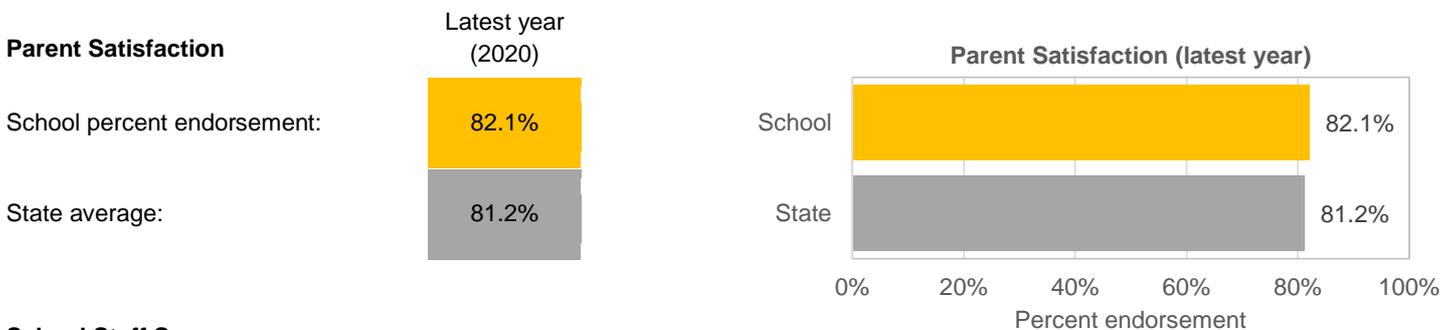
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

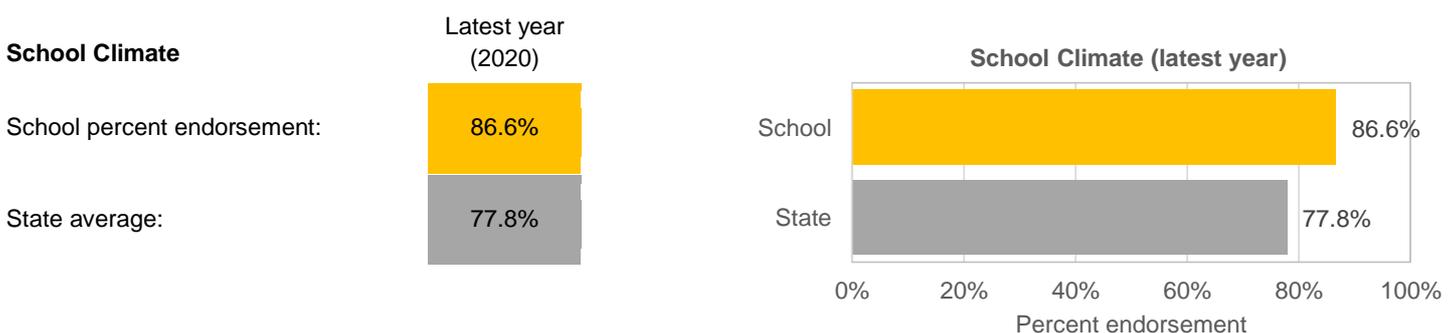


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

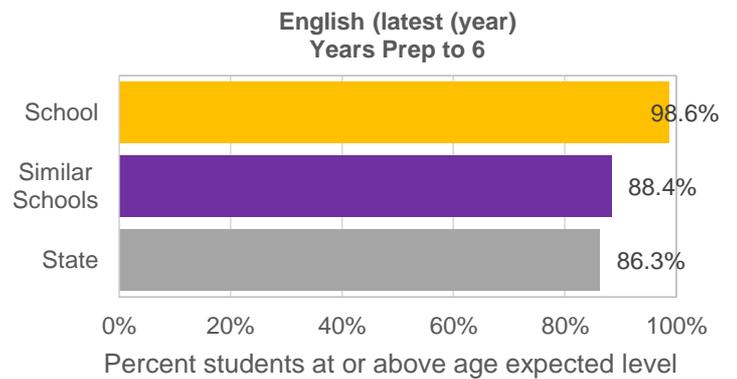
98.6%

Similar Schools average:

88.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

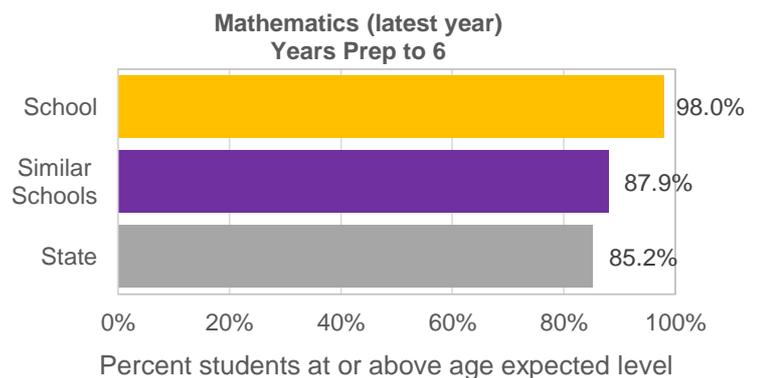
98.0%

Similar Schools average:

87.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

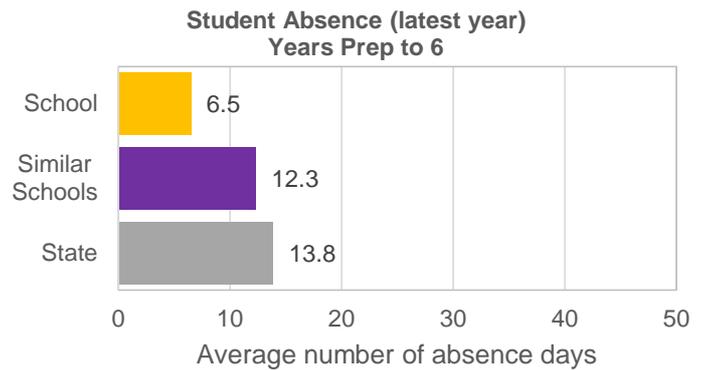
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	6.5	13.4
Similar Schools average:	12.3	14.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	97%	96%	97%	96%	96%	98%

WELLBEING

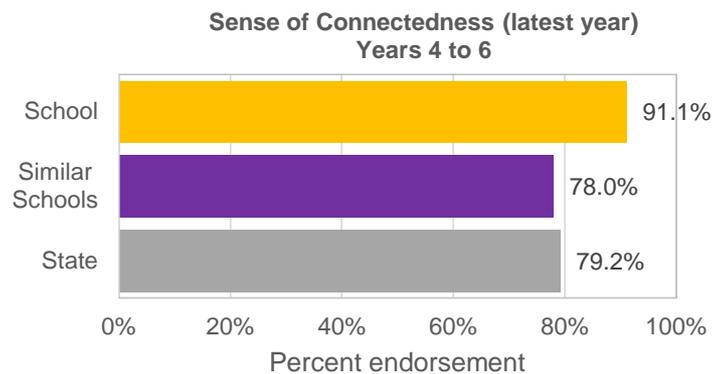
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	91.1%	90.2%
Similar Schools average:	78.0%	80.4%
State average:	79.2%	81.0%



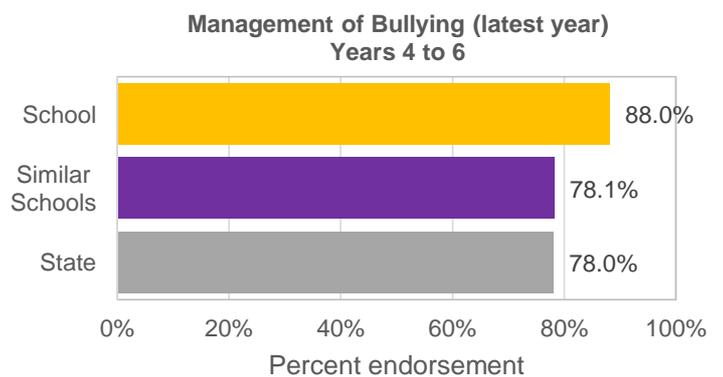
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	88.0%	90.2%
Similar Schools average:	78.1%	81.5%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,304,569
Government Provided DET Grants	\$186,991
Government Grants Commonwealth	\$7,174
Government Grants State	NDA
Revenue Other	\$9,871
Locally Raised Funds	\$94,955
Capital Grants	NDA
Total Operating Revenue	\$1,603,561

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,569
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$9,569

Expenditure	Actual
Student Resource Package ²	\$1,319,032
Adjustments	NDA
Books & Publications	\$357
Camps/Excursions/Activities	\$46,231
Communication Costs	\$1,268
Consumables	\$34,792
Miscellaneous Expense ³	\$4,126
Professional Development	\$9,460
Equipment/Maintenance/Hire	\$20,897
Property Services	\$52,016
Salaries & Allowances ⁴	\$41,782
Support Services	NDA
Trading & Fundraising	\$21,401
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$12,468
Total Operating Expenditure	\$1,563,683
Net Operating Surplus/-Deficit	\$39,878
Asset Acquisitions	\$148

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$59,812
Official Account	\$2,132
Other Accounts	NDA
Total Funds Available	\$61,944

Financial Commitments	Actual
Operating Reserve	\$36,021
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$10,344
School Based Programs	\$3,157
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$4,422
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$3,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$61,944

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.