2020 Annual Report to The School Community

School Name: Creswick Primary School (0122)

- 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 09 May 2021 at 05:53 PM by Melanie Stewart (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 27 July 2021 at 04:19 PM by Kerri Burt (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

Creswick Primary School is located 18km North of Ballarat in the Hepburn Shire.

Creswick Primary School's vision is to create a respectful and welcoming environment where parents, teachers and community members nurture students to achieve their best on an academic, social and emotional level.

Creswick Primary School's mission is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to achieve their personal best.

Creswick Primary School's objective is to ensure the staff, students, parents and wider community, work cooperatively to form strong partnerships in order to build a culture of lifelong learning for all students.

Creswick Primary School's values are Respect, Resilience, Safety and Personal Best

- Respect – Treating people and property with consideration and manners
- Safety – Moving and playing carefully in the school and community
- Resilience – Able to persevere with challenges and disappointments
- Personal Best –Applying ourselves fully in all tasks and situations

Creswick Primary School is committed to gaining continuous learning for all students. The school strives to:

- Assist each child to achieve high standards in literacy and numeracy
- Explicitly teach our values and social competency skills through our School Wide Positive Behavior Framework
- Make links too and strengthen our local community
- Find and develop individual strengths and areas of passion for each child.Classrooms are well equipped with sufficient space to meet all educational needs. Specialist classrooms include an Art Craft room, Multi-Purpose Building and a Library. The Gallery and our Multi-Purpose Building are utilised for a wide range of activities, including the Friday afternoon assemblies and breakfast club twice a week.

Play grounds are extensive and feature a broad range of equipment that is regularly checked by the OHS Committee. We also have facilities that cater to a Before and After school care program.

Our classroom programs are complimented by many extra-curricular activites. These activities enhance the community engagement in learning and support the development of individual student interests. Some of these activities include: Sporting Schools, Year 5/6 Extension activities, Leadership Training, Year 2-6 camps, Music Tuition, multi-aged Families groups, Lunchtime Legends, Fitness is Fun and a variety of sporting pursuits. Due to COVID-19 in 2020 many of these extra curricular activities were limited.

There is a strong partnership between the school and the wider community and a high level of parent participation. Parents support the school program in many roles including classroom helpers, trained intervention assistants, volunteers at breakfast club, mentors in extension activities, volunteers in the canteen, fundraising and as members of the Parents Association and School Council. Again due to the 2020 pandemic, parent in school participation was limited due to restrictions, although parent partnerships were strengthened during remote and flexible learning

The community is fortunate in having for its use, extensive and varied recreational facilities, a number of active service clubs and organisations catering for children's recreational needs. Being the largest Primary School in a small town we believe that we have a responsibility to actively promote and engage with our community.

Students are encouraged to participate in community events, sporting teams in the town and other engagement activities.

Community partnerships are maintained with the Lawn Bowling Club, RSL, Creswick Railway Workshops, Pavilion Arts Group, Creswick Library, Community Bank, Creswick Fire Brigade, Police, Second Bite, Ballarat Community Health, Hepburn Health, School Focused Youth Service and Hepburn Engaging Youth.

Creswick Primary School has quality facilities that provide a modern, safe and stimulating learning environment for the enrolment of 182 students . Our Junior Unit consists of 4 grades (Prep, Prep/One and 2 x Year One/Two). Our Senior Unit consists of 4 grades (2 x Year three/four and 2 x Year five/six)

There is also an on-site Before and After School Care Program that families can access. The workforce composition contains a total of 13.7 EFT staff. This includes 1 Principal Class, 1 Leading Teacher, 11 teachers and 5 Education Support Staff who work at a 0.5 capacity and 1 ES staff Business Manager who holds a full time role.

Framework for Improving Student Outcomes (FISO)

In 2020 our AIP consisted of the following Goals and Key Improvement Strategies:
GOAL 1:To improve learning growth and outcomes for all students in literacy and numeracy.
Our Key Improvement Strategies to achieve this goal were:
Due to the circumstances of COVID-19 and Remote and Flexible Learning most of these strategies were partially achieved towards this goal.
1a. Develop, document and embed an agreed research-based instructional model and sequential curriculum
Work on developing and embedding an agreed researched based instructional model began with staff collaboration in researching agreed components in the development of a whole school model has begun and this work will continue to be led by our Learning Specialists as a focus in 2021.
1b Embed the PLC collaborative culture and improvement cycle across the school.
In some aspects this work continued with staff working more collaboratively than they ever have before during remote and flexible learning, although they were physically apart. Teams really came together to support each other and deliver the learning to their students. The inquiry cycle aspect of PLC was attempted to begin in Term 3 before another instance of Remote and Flexible Learning occurred. Our overall goal of learning growth continued to be a focus throughout the pandemic with teachers.Teachers continued to identify students requiring support or extension, and Numeracy and Literacy Interventions continued via online platforms.Teachers used a range of teaching strategies that supported different abilities and ways of thinking and learning - to a whole new level with Remote learning
1c Develop data literate teachers who effectively use evidence and assessment to differentiate student learning
Teachers continued to use data to monitor student learning, using evidence and assessment to support students and move towards independent practice.They provided regular feedback to students on their progress against individual learning goals. Teachers designed authentic, fit for purpose assessments to reflect the learning program and objectives. They challenged and supported each other to improve their practice.
1d Action plan to acelerate improvement.
Our Action Plan started in Term One with Teaching Partners working closely with our Year 5/6 teachers in using assessment and providing differentiated teaching and learning for the identified students. Due to the pandemic and the cancellation of NAPLAN the Action Plan did not continue past Term One.

GOAL 2: Empower students to be self regulated learners actively engaged in their learning and community.
Our Key Improvement Strategies to achieve this goal were:
2a: Develop and embed a shared understanding of student voice, leadership and agency.
Although this KIS was not a focus for us this year due to COVID circumstances, there were still outcomes that occurred through the remote learning process. Student voice and agency was a focus throughout remote and flexible learning to which support student engagement. Students were empowered to take ownership of their learning. In Term One through whole school professional learning we explored and enhanced our understanding of student voice and agency through unpacking the DET AMPLIFY document.
2b: Build feedback loops between teachers and learners.
Coaching cycles between DSSI teaching partners and staff were achieved in Term One. Due to the pandemic this did not continue for the remainder of the year.

Goal 3 :To develop confident global citizens.
Our Key Improvement Strategies to achieve this goal were:
3a. Embed high expectations for student behaviour underpinned by the school's vision and values.
We continued to work with our SWPB coach at the beginning of the year. We continue to keep our school values visible thorughout Remote and Felxible learning through the continuation of the presentation of student awards and wellbeing lessons focusing on our values. The Compass chronicle was updated to reflect our school values. Koorie Champion Appointed and attended Professional learning. We developed our school vision with consultation of staff and community.

Achievement

Student learning during 2020 was like no other. Staff, students and families embarked on a steep learning curve never before experienced With the initial transition to Remote and Flexible learning as a school we started by establishing the learning needs of our students and their families. Initial paper learn from home packs were distributed with the vision of moving towards online learning over time – to allow families to transition slowly and allow teachers to undertake professional learning in how to use our online platform of Seesaw. Guidelines were developed according to

Department expectations of curriculum and daily requirements.

Our main focus as a school was:

- keeping students and their families connected to school, their teachers and their learning
- supporting families through resourcing where and when needed
- having clear, consistent and regular communication to keep parents informed

The majority of our students and families coped well with Remote and Flexible Learning. As a school we were patient, flexible, realistic and honest and students were set tasks that they could complete at their own pace. Regular and timely feedback kept the students engaged and teachers took feedback from students on what activities they enjoyed and used this for future planning. Teachers conducted webex lessons so students could connect with each other and also attend sessions if they required support with a task. We were aware of the emotional impact on families and set regular wellbeing tasks. Teachers also communicated weekly with students and families.

When returning to school in Term Four we reflected on the outcomes of Remote and Flexible Learning on our students, staff and families. Students had become more self-sufficient and our junior (Prep - 2) students who engaged returned with more confidence. There learning benefited from the one on one home learning. Those who didn't engage with Remote Learning returned further behind than where they were at, at the beginning of the year. These students were immediately identified and interventions were started. We found that Remote learning resulted in high parent engagement which resulted in the further building of relationships. Parents were more connected to school and now have the knowledge of how to help and support their child at home and have an insight into their child's education.

Student achievement data shows that:

In English we have a higher average percentage of students at or above level than similar schools and the state average. (Creswick 86.5%/Similar schools 80.9%/State 86.3%)

In Mathematics we have higher average percentage of students at or above expected level than similar schools and are a little below the state average. (Creswick 82%/Similar schools 80.9%/State 86.3%)

There was no NAPLAN data for 2020.

Engagement

Attendance data for 2020 showed that we were slightly down on average number of days compared to the 4 year average. (14.5 down to 14)

We were also lower than the average for similar schools. (Creswick 14/ Similar schools 15.6)

All year levels with the exception of Year 4's had an over 90% attendance rate.

At Creswick Primary School our main focus during Remote Learning was:

- keeping students and their families connected to school, their teachers and their learning
- supporting families through resourcing where and when needed
- Having clear, consistent and regular communication to keep parents informed

We ensured that communication was timely and that all resources were put in place in supporting family and student engagement. The majority of our students were engaged during remote learning, due to the programs and strategies that were put in place which supported them in building their resilience, persistence and independence.

To support student engagement back to onsite learning we prioritised giving students the time and place to reconnect with each other . We closely monitored attendance and re-enagement of students and families and sought support from services when required. We were mindful of establishing a balance of allowing students to connect with peers, staff and their environment, easing them back into onsite learning and conducting some assessments to gauge learning during remote time. We also focused on continued regular communication with parents as some were feeling anxious around students returning to school and how their child would cope.

Creswick Primary School continues to work with families to ensure students are at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences and make phone calls after extended periods of absences. The school utilises our school chaplain, external services and works closely with the re-engagement officers at DET to support chronic absences and return to school processes.

Wellbeing

Health and Well-being of students, their families and our staff was the number one priority of 2020.
Supports and strategies that were put in place were:
- We Identified Students at risk that needed support – compiled this list with staff, well-being co-ordinator and school chaplain
- School chaplain identified students she would contact weekly via phone and also set tasks for on Seesaw based on growth mind set, positive self talk, gratitude etc.
- School developed a whole school phone call schedule so as not to overload or bombard parents
- Phone calls to all families- Principal called each family leading up to Term 2 to assess their access to ICT equipment, how they were going in the current state of COVID and if and how we could support them
- Arranged for ICT equipment and access to be organised for families in need
- Student well-being was and continues to be a key item on all meeting agendas
- Clear, consistent, regular and supportive communication with families and students with an emphasis on support for students and families and for them to do what works for them in their unique situations in relation to learning.
- Breakfast club items provided to families and hampers provided through a grant from Bendigo bank.
- Staff well-being was a main focus and priority in all meeting agendas. Processes were put in place to support and promote connection and well-being – staff get together online, weekly team and unit planning to support each other, activities to gauge well-being and share ideas, fun trivia at meetings. Staff were also supported by clear and concise communication, guidelines and expectations, ensuring they were receiving timely information relived stress of not knowing what was going on.

Student well-being will continue to be a focus at Creswick Primary School where we will continue to create a safe and inclusive learning environment for all of our students. We will continue to build upon the learnings from 2020 to continue to encourage connection with our families and students connections with their community..

The Attitude to School Survey Data was conducted when students returned to onsite learning in Term Four. Students.
The data showed:
Students sense of connectedness was up from 2019 67% - 76% and was the same as similar schools.
Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results with a percentage of 82.8% higher than the state average.
Staff satisfaction positive endorsement was positive at 81.9 higher than the state average of 77.8%. These results were very pleasing considering the challenging year.

Financial performance and position

Creswick Primary School finished with a surplus of $36,383.
The school received equity funding in 2020 and used this to:
- Employ our school chaplain an extra day per week
- Employ casual support staff to run intervention programs and support the needs of individual students and cohorts
- Support the running of the Hands on Learning Program
-To support student well-being
- Purchase a range of teaching and learning resources
Our government grants consisted of money from Sporting Schools to purchase sporting equipment, a grant from Bendigo Bank for parent 'help out hampers" and monies paid by Universities for Teacher Supervision Placements.
Due to COVID 19 no Parent Association funds were raised

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 184 students were enrolled at this school in 2020, 79 female and 105 male.

0 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.
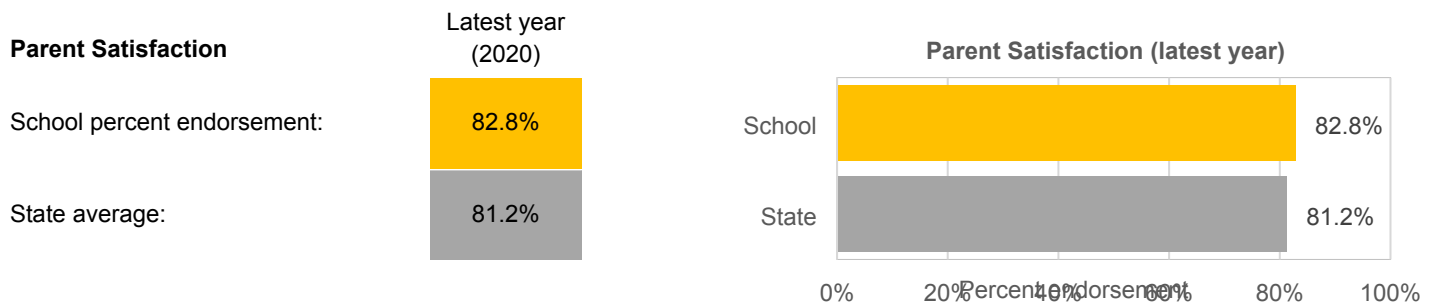
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.
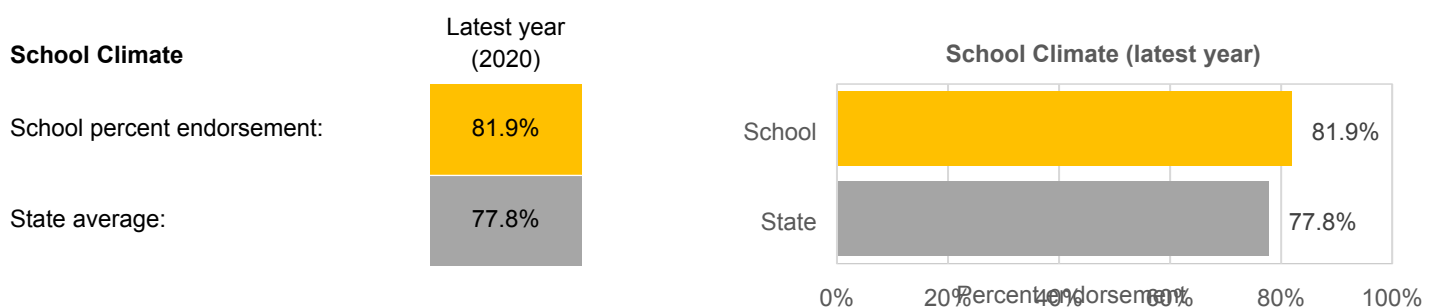
Parent Satisfaction	Latest year (2020)
School percent endorsement:	82.8%
State average:	81.2%

Parent Satisfaction (latest year)

School 82.8%
State 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	81.9%
State average:	77.8%

School Climate (latest year)

School 81.9%
State 77.8%

ACHIEVEMENT

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:	86.5%
Similar Schools average:	80.9%
State average:	86.3%

English (latest (year)
Years Prep to 6

- School: 86.5%
- Similar Schools: 80.9%
- State: 86.3%

Percent students at or above age expected level
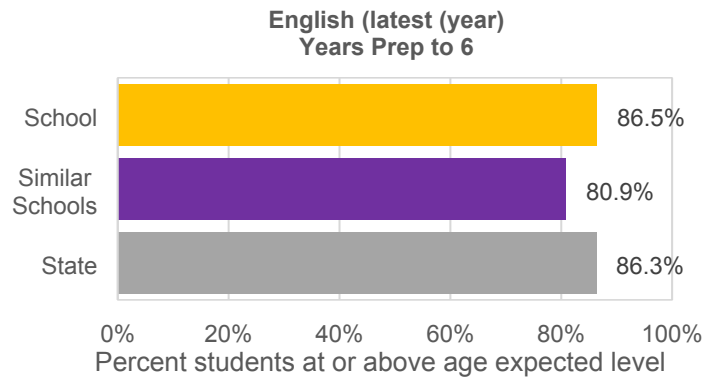
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	82.0%
Similar Schools average:	79.6%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

- School: 82.0%
- Similar Schools: 79.6%
- State: 85.2%

Percent students at or above age expected level
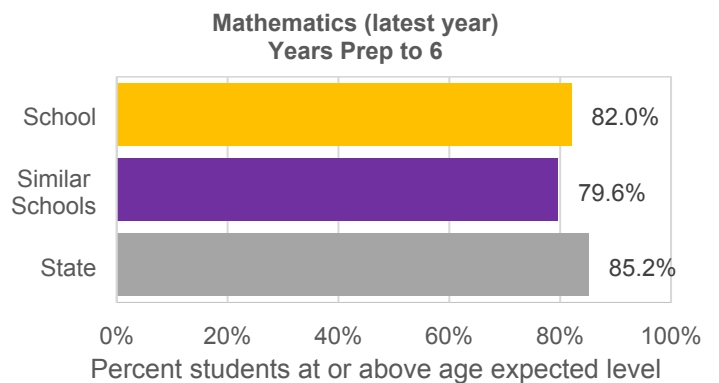
NAPLAN

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:	14.0	14.5
Similar Schools average:	15.6	16.4
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Value
School	14.0
Similar Schools	15.6
State	13.8
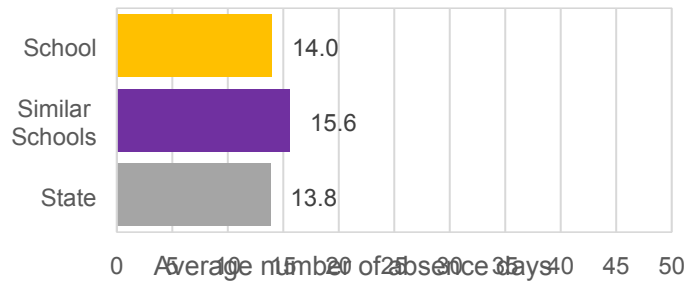
Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	92%	96%	93%	88%	94%	94%

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:	76.2%	74.6%
Similar Schools average:	74.8%	78.9%
State average:	79.2%	81.0%
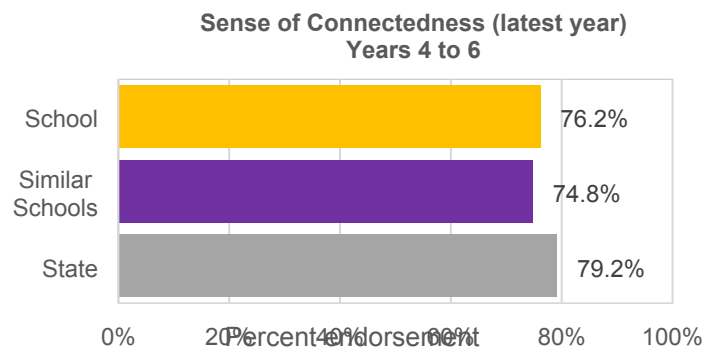
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Sense of Connectedness (latest year)
Years 4 to 6**

School — 76.2%
Similar Schools — 74.8%
State — 79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

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:	59.8%	70.7%
Similar Schools average:	74.3%	80.0%
State average:	78.0%	80.4%
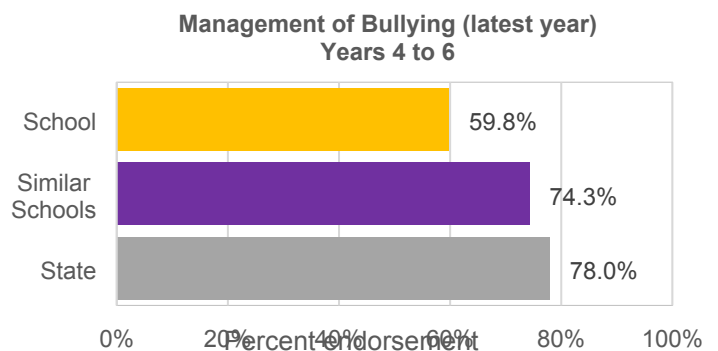
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Management of Bullying (latest year)
Years 4 to 6**

School — 59.8%
Similar Schools — 74.3%
State — 78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,636,719
Government Provided DET Grants	$365,100
Government Grants Commonwealth	$12,275
Government Grants State	NDA
Revenue Other	$4,142
Locally Raised Funds	$35,801
Capital Grants	NDA
Total Operating Revenue	**$2,054,037**

Equity [1]	Actual
Equity (Social Disadvantage)	$157,308
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$157,308**

Expenditure	Actual
Student Resource Package [2]	$1,612,431
Adjustments	NDA
Books & Publications	$546
Camps/Excursions/Activities	$10,461
Communication Costs	$6,766
Consumables	$47,573
Miscellaneous Expense [3]	$35,134
Professional Development	$4,433
Equipment/Maintenance/Hire	$40,249
Property Services	$103,526
Salaries & Allowances [4]	$102,740
Support Services	$4,125
Trading & Fundraising	$26,168
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$23,504
Total Operating Expenditure	**$2,017,655**
Net Operating Surplus/-Deficit	**$36,383**
Asset Acquisitions	**NDA**

(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	$45,395
Official Account	$23,446
Other Accounts	NDA
Total Funds Available	**$68,841**

Financial Commitments	Actual
Operating Reserve	$63,367
Other Recurrent Expenditure	NDA
Provision Accounts	$4,768
Funds Received in Advance	$15,567
School Based Programs	$3,792
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$17,350
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$15,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$119,844**

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.