

2021 Annual Report to The School Community



School Name: Casey Fields Primary School (5570)



- 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 22 March 2022 at 09:23 AM by Cameron Heath (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 06 May 2022 at 02:10 PM by Errin Meates (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

Casey Fields Primary School (CFPS) is located 5km from the heart of Cranbourne on Chapelton Road, Cranbourne East in the Livingston Estate and has a student population of 590, which is rapidly growing. In 2021 the school had a dedicated staff consisting of 3 Principal Classes, 28 teachers, 4.4 (EFT) Education Support staff, 1 Business Manager, and 2 full-time office staff.

The school has state of the art buildings catering to the needs of all students. Learning communities and other buildings are located around our learning street, allowing for a connection from indoor learning to outdoor learning as well as giving the students and teachers a central gathering and play area. 2021 saw an additional 4 buildings erected on our site. These rooms are allocated as classrooms and will house some of our junior students. We have a specialist pavilion housing Art, STEM, and Food Tech and a Sports and Performing Arts area that houses Physical Education and Music. All students participate in a session of Music, Art, PE, and STEM each week.

A focus on building a sense of community through the development of positive relationships across our school has strengthened links between the school and home. Student wellbeing programs provide a strong and ongoing focus on building relationships and supporting a positive learning culture. Continued implementation of the school's DNA remains a focus and using our DNA words of Aspire, Unite, Explore as the springboards to an education where students have voice and agency in their learning.

Casey Fields Primary School's vision is to develop a school that embraces its community and is inclusive of all cultures. We are on the journey to 'Create a school no one wants to leave'

Framework for Improving Student Outcomes (FISO)

In 2021, Casey Fields Primary school made significant progress across all dimensions of Framework for Improving Student Outcomes (FISO), in line with Key Improvement Strategy (KIS) 1.a 'Learning, catch-up and extension'. In our second year of operation, much of our work was focused on establishing our CFPS approach to teaching and learning.

Teaching and Learning

The School Improvement Team developed a Curriculum Compendium, which unpacks the CFPS instructional model. The Compendium explicitly outlines our evidence-based approaches to Literacy, Maths and Inquiry Learning. In addition our staff continued to strengthen their knowledge of Hexagonal Curriculum mapping, an approach that allows them to collaboratively plan, authentic, experiential based units across multiple domains of the curriculum. Our Learning Specialists planned several sequences of staff professional learning in both Literacy and Numeracy.

In Semester 1 our core curriculum focus at CFPS was Literacy. Through a range of professional learning sessions planned by our Literacy Learning Specialist, staff were guided through sessions on The Writer's Notebook, the 6 + 1 Traits, and moderation through the curriculum. In term 2 our focus shifted to reading where staff built on their knowledge and capacity in the teaching of reading using the Literacy Toolkit.

In Semester 2 our curriculum focus shifted to Maths. Our staff explored Maths mindsets, both student and teacher, something the research tells us is critical to building confidence, resilience, and risk-taking in Maths. In term 4, our staff explored the 4 proficiencies of mathematics, those being: fluency, reasoning, problem-solving, and understanding. These proficiencies underpin all of mathematics and are essential for our students to be confident and capable mathematicians.

Assessment

Our school improvement team and data leader refined and improved our Assessment Schedule. We developed and implemented our school-wide data tracker, which allows us to track all students' progress in our key summative assessments, and against the Victorian and EAL curriculum over our student's time with us at Casey Fields. Our

ongoing reporting process allowed us to communicate student achievement in Common Assessment Tasks, designed to show student learning across the curriculum throughout the term to parents and guardians.

Leadership

Our Professional Learning Community (PLC) leaders were involved in both group and one on one coaching with an external leadership coach. In addition to this, our principal team's term 1 practitioner inquiry work in developing the CFPS coaching program was a great success with over 75% of our staff opting into the program and undertaking regular sessions with a member of the principal team. Our PLC leaders all completed Regional PLC training and undertook an inquiry into spelling.

Engagement

Another one of our staff professional learning focuses was student connectedness to school. On our planning day with an external consultant in term 1, we identified that student behaviour and wellbeing was an area we thought worthy of our attention. As is the case with many of the initiatives we undertook in our new school we decided that a positive, proactive approach was best suited to the culture of CFPS.

With this in mind, our staff were guided through a Practitioner Inquiry approach around student connectedness where we studied the concept of Crew. Crew is a pastoral care program that was developed by the XP school in Doncaster, UK. The XP School is a world-renowned school for student connectedness and engagement. The concept of Crew involves students being placed in a crew, with students from a variety of age groups and a crew leader (an adult at the school) where students discuss issues they are faced with and celebrate personal achievements in a small, family-like setting. Students stay in the same crew throughout their journey at school so that younger students eventually become mentors as they make their way through the year levels. Crew has been rolled out in 2022.

Achievement

Our school's first-ever NAPLAN data was been released to us last year. Overall it has shown us to be achieving close to our network across most areas. It is extremely valuable to finally have access to this data.

A few highlights that have stood out in our initial analysis:

- Our Student High Relative Growth for our year 5 Reading is 22% putting us above network average (19%)
- Our Student High Relative Growth for our year 5 Numeracy 20% putting us above network average (18%)
- 28% of our Year 3 students achieving in the top 2 bands for Numeracy putting us above network average (24%)

Our data has also shown some areas we will look to focus on:

- % of Year 5 students achieving in the top two bands in Reading, Writing and Numeracy
- Student High Relative Growth from Year 3 (2021) to Year 5 (2023) (this data will not be available to us next year as NAPLAN did not take place in 2020).

Our student achievement against the Victorian Curriculum showed that:

- In Reading 58% of our students were achieving at or above the expected level
- In Writing 44% of our students were achieving at or above the expected level
- In Speaking and Listening 76% of our students were achieving at or above the expected level

- In Maths Number 51% of our students were achieving at or above the expected level
- In Maths Measurement and Geography 35% of our students were achieving at or above the expected level
- In Maths Statistics and Probability 37% of our students were achieving at or above the expected level

With this in mind future focus will need to look at increasing the numbers of students at or above the level in writing. Further emphasis will need to be placed on student achievement in Measurement and Geometry and Statistics and Probability.

Engagement

In 2021, Casey Fields Primary School continued to work with families to ensure students were at school and learning during onsite and offsite instruction. The school continued to contact parents, regarding any absences via SMS and made phone calls after extended periods of absences. The School works closely with parents and families to support students with low attendance rates and develops re-engagement strategies individually designed for each family and their circumstances. Our attendance during remote learning was similar to the attendance while onsite and the staff is to be congratulated on the work they did during very difficult times.

During Remote and Flexible learning periods, our staff continued to participate in professional learning which targeted the needs of the school. During semester 1 professional learning focused on reading and writing and in semester 2, the focus shifted toward numeracy. Staff also participated in a practitioner inquiry based on contemporary learning spaces. Staff were placed in pairs and by using the design thinking process were able to look deeply into a topic based around contemporary learning spaces. Topics included airflow and temperature, moving furniture, students moving around a learning space, how students use furniture, etc. Staff will continue this work into semester 1 of the 2022 school year.

The school had a focus on developing a positive culture for learning which improved students' sense of connectedness, school pride and confidence, and high expectations for success as indicated in the 2021 AIP targets. These variables are above state benchmarks and thus the target was met in 2021.

In 2021, Casey Fields Primary School continued to work with families to ensure students were 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 made phone calls after extended periods of absences. The school works closely with families to ensure students experience success and are engaged while at school.

During Term 2 the wellbeing leader continued to work with teachers and families in supporting students at risk both academically and socially. The school has implemented the CFPS referral process allowing teachers to identify students who may need additional support in order for them to experience success.

Throughout the year teachers developed Individual Learning Plans (ILP) for students who were working 12 or more months below the expected standard. SMART goals and long-term and short-term goals were set in collaboration with teachers, education support staff, parents/families and leadership. Parents were made aware of their child's goals and given recommendations, through student support meetings, on what school will be working on and how this can be reinforced at home.

The school Wellbeing Team in conjunction with teachers planned and implemented explicit lessons for teaching School Wide Positive Behaviour (SWPB). Students are now able to articulate the language from the SWPB matrix and have a clear understanding of what is expected of them across all areas of the school.

Wellbeing

Casey Fields Primary School has continued to focus on maintaining and strengthening a strong, supportive, collaborative and caring culture. Throughout a tough 2021, it was evident that our school has a great sense of community. The well-being of all students, teachers, and parents was a focus for the 2021 school year. It has been important for the school community to feel united, especially during the tough times of lockdowns. During Remote and Flexible Learning, teachers regularly gave check-ins with their students and parents. The school received positive feedback, as parents felt supported and if they needed extra support or advice, our staff were able to offer it. At times, families were also referred to the Assistant Principal if they felt they needed a call and support from someone in Leadership. Our Parent Opinion survey reflected a high % of parents responding positively:

Parent General Satisfaction	89%
School Pride and Confidence	93%

Student motivation and support 91%
Promoting Positive behaviour 98%

After each lockdown, we focused on re-engaging our students back into routines and expectations of CFPS. A big part of the re-engagement process was focusing on building relationships between students and teachers, which was very successful.

Throughout this year we were in regular contact with families in supporting students at risk both academically and socially. We felt it was vital that we showed the community, that CFPS was another avenue of support for families who felt they need it. If we were not able to directly offer the support they needed, referrals were made to other agencies within our local community. The communication between school and families has remained a strength as Parent Participation, School Communication, and Teacher Communication results in the Parent Survey were all well above, State, Network, and Similar School comparisons. This was reinforced by the outstanding staff survey where the school was well above in all areas.

Another success for this year was refining our student referral process to Student Support Services. As a school, we worked closely with our SSSO's and utilised our Key Contact Meetings to discuss the needs of our Tier 2 and Tier 3 students. With the referral process in place, we were able to identify any students at risk and follow through with any recommendations from our meetings. This meant our teachers were feeling supported when trying to cater to all our student's needs.

Finance performance and position

Casey Fields Primary School maintained a strong financial position throughout 2021, allowing the school to end the year in a surplus position. This was achieved through careful budgeting and regular monitoring of income and expenditure.

With only two years of operations complete, Casey Fields Primary School is beginning to establish budget trends, which along with the Strategic Plan will assist in the development of the school's annual budgets and ensure the school's financial resources are being used effectively to support the students. These budget trends are providing information that will allow the school and school council to anticipate the school's needs better moving forward.

In Term 2 2021, Casey Fields Primary School paid the final installment of \$80,000.00 to DET. This was an advanced paid to the school in 2020 as part of our establishment grant. These funds allowed the school to maintain a solid cash flow position in its establishment year. The school received no extraordinary revenue during 2021. Due to another year interrupted by lockdowns and restrictions, Casey Fields Primary School has still not been able to engage in large-scale fundraising activities, we hope to change this in 2022 and beyond.

Funding was received through the Sporting Schools Grant. This funding was used to purchase Physical Education class equipment and to engage sports activity providers including, Tennis Australia. This allowed our students to participate in new sports.

The school also received equity funding which allowed the implementation of a strong Professional Development program developed around Casey Fields Primary School's Strategic Plan.

All funds received from the Department, or raised by the school, have been expended or committed to subsequent years, to supports 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.

In the year 2021 Casey Fields Primary School entered into and renewed various contracts including arrangements for waste management (Premier Waste), out of hours school care (TeamKids), the lease of photocopiers (Toshiba, and classroom ICT equipment (leased through Equigroup), grounds maintenance and mobile phone services for the

Principal, Assistance Principal and school.

For more detailed information regarding our school please visit our website at
<https://www.caseyfieldsps.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 566 students were enrolled at this school in 2021, 268 female and 298 male.

55 percent of students had English as an additional language and 1 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).

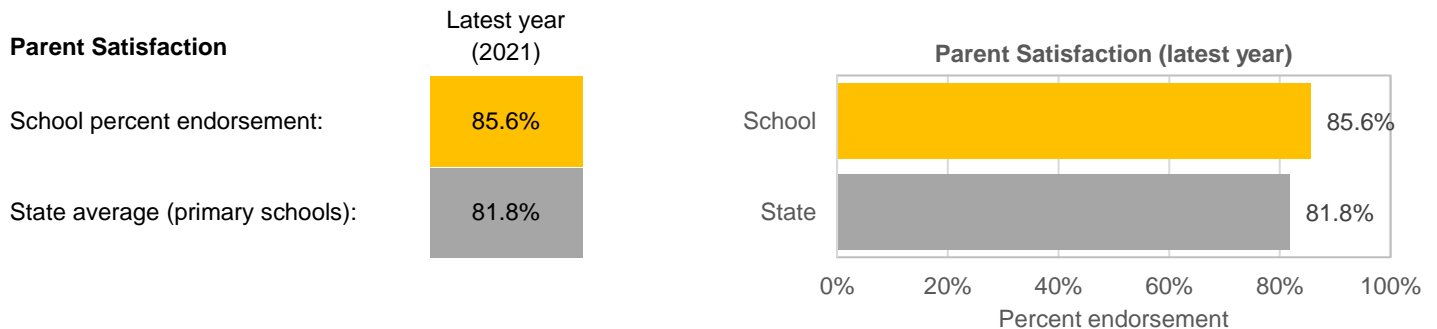
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

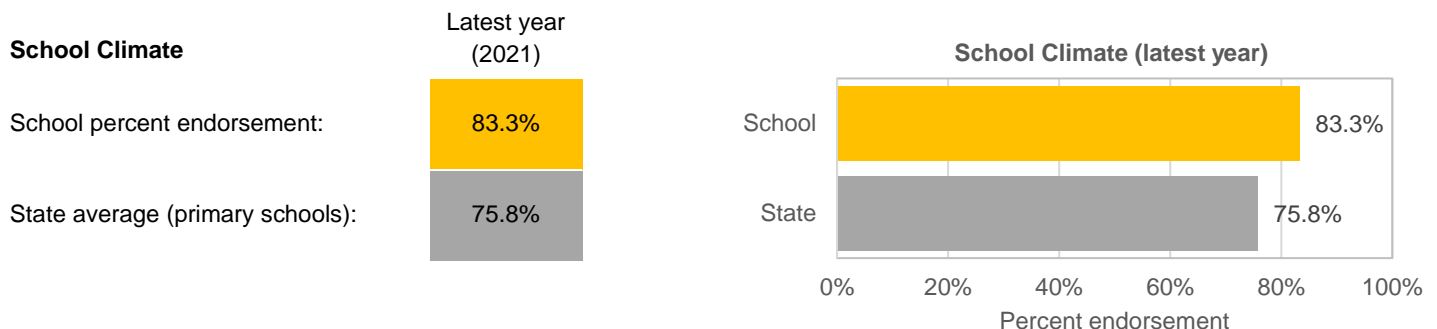


School Staff Survey

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:

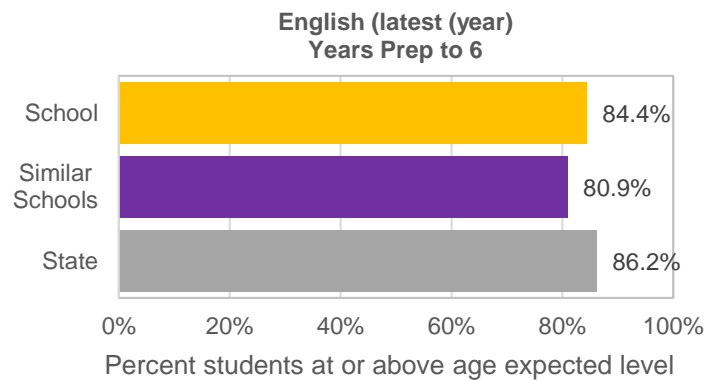
84.4%

Similar Schools average:

80.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

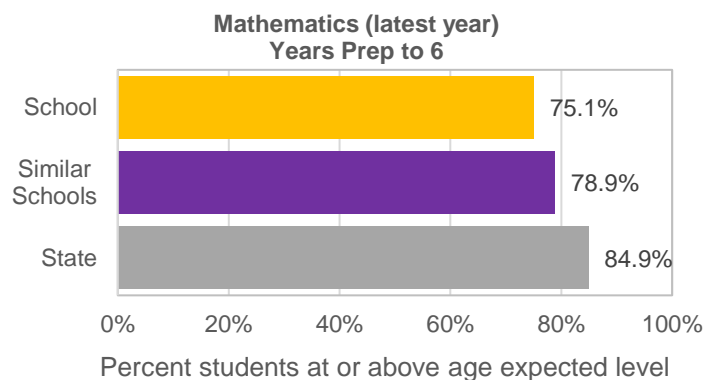
75.1%

Similar Schools average:

78.9%

State average:

84.9%



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.

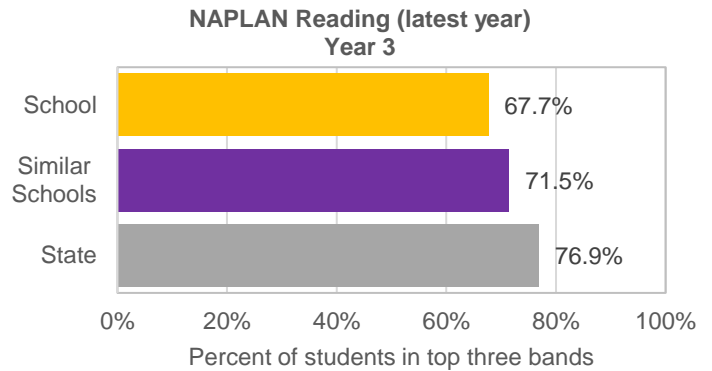
NAPLAN

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.

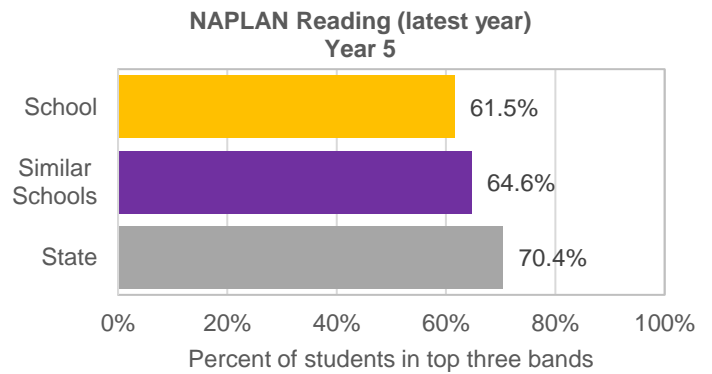
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.7%	67.7%
Similar Schools average:	71.5%	71.4%
State average:	76.9%	76.5%



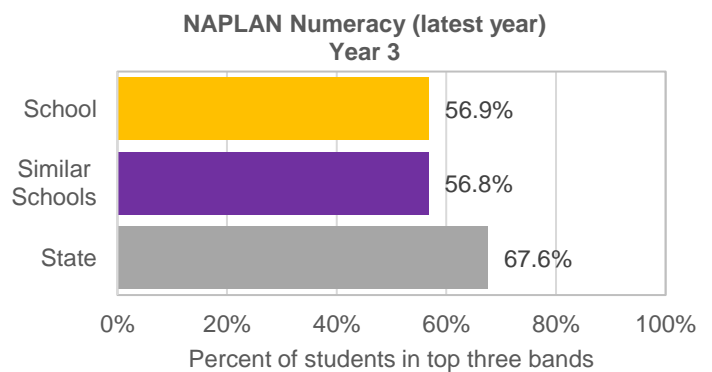
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.5%	61.5%
Similar Schools average:	64.6%	61.9%
State average:	70.4%	67.7%



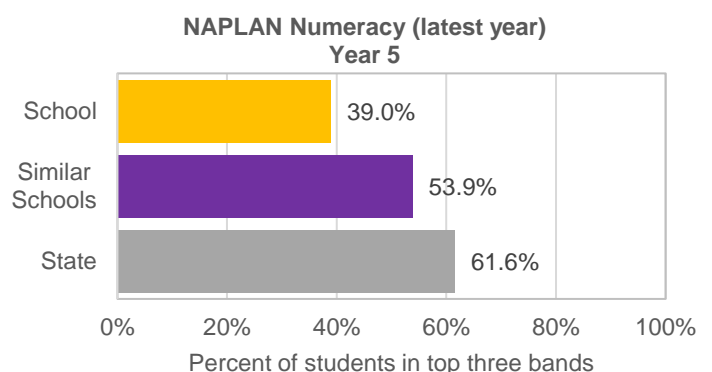
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.9%	56.9%
Similar Schools average:	56.8%	59.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.0%	39.0%
Similar Schools average:	53.9%	53.3%
State average:	61.6%	60.0%



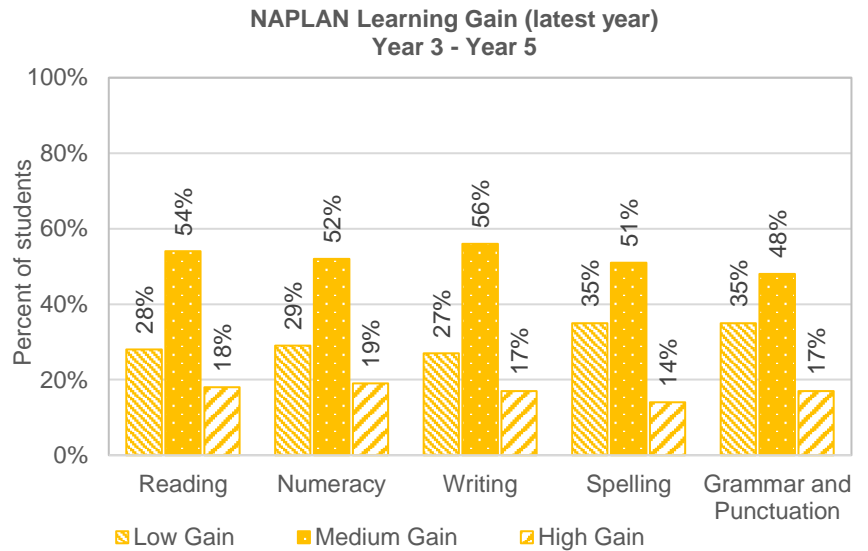
ACHIEVEMENT (continued)

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:	28%	54%	18%	22%
Numeracy:	29%	52%	19%	24%
Writing:	27%	56%	17%	22%
Spelling:	35%	51%	14%	25%
Grammar and Punctuation:	35%	48%	17%	27%



ENGAGEMENT

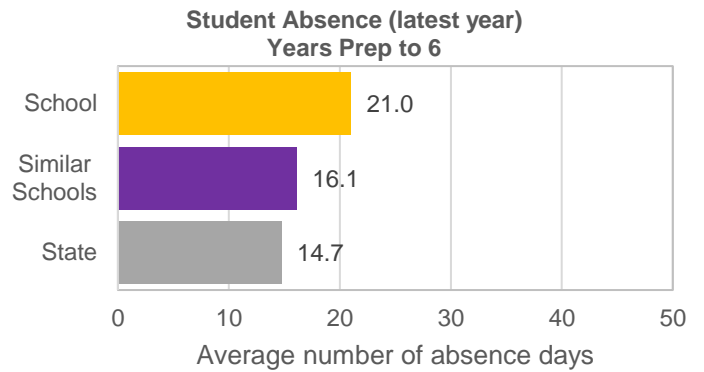
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.0	23.0
Similar Schools average:	16.1	16.9
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):	87%	91%	89%	92%	91%	89%	90%

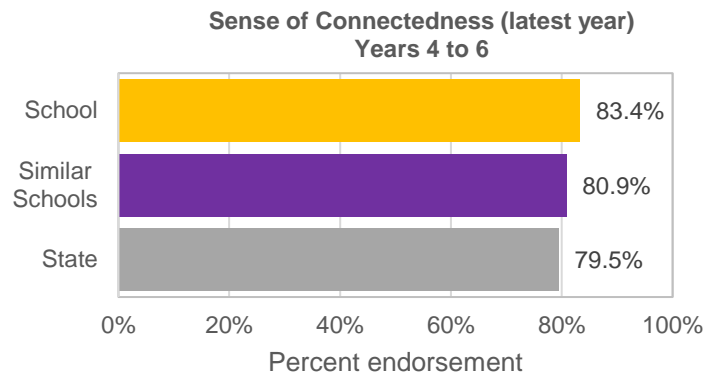
WELLBEING

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:	83.4%	85.4%
Similar Schools average:	80.9%	81.7%
State average:	79.5%	80.4%

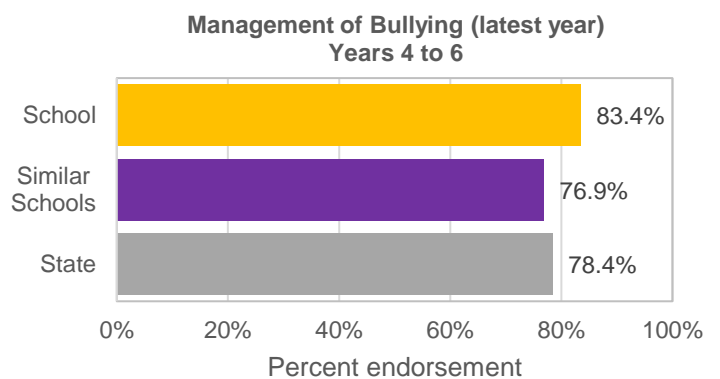


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	83.4%	84.8%
Similar Schools average:	76.9%	78.6%
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	\$4,375,776
Government Provided DET Grants	\$829,952
Government Grants Commonwealth	\$10,160
Government Grants State	\$2,700
Revenue Other	\$2,364
Locally Raised Funds	\$53,025
Capital Grants	\$0
Total Operating Revenue	\$5,273,978

Equity ¹	Actual
Equity (Social Disadvantage)	\$113,562
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$3,868
Equity Total	\$117,429

Expenditure	Actual
Student Resource Package ²	\$4,287,971
Adjustments	\$0
Books & Publications	\$8,851
Camps/Excursions/Activities	\$21,641
Communication Costs	\$4,610
Consumables	\$135,848
Miscellaneous Expense ³	\$16,257
Professional Development	\$22,747
Equipment/Maintenance/Hire	\$243,511
Property Services	\$44,950
Salaries & Allowances ⁴	\$3,222
Support Services	\$224,092
Trading & Fundraising	\$3,522
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,294
Total Operating Expenditure	\$5,060,517
Net Operating Surplus/-Deficit	\$213,461
Asset Acquisitions	\$26,879

- (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	\$271,949
Official Account	\$26,393
Other Accounts	\$0
Total Funds Available	\$298,343

Financial Commitments	Actual
Operating Reserve	\$121,917
Other Recurrent Expenditure	\$7,164
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$140,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$419,081

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.