

2021 Annual Report to The School Community



School Name: Berwick Fields Primary School (5305)



- 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 12:46 PM by Amanda Ellaby (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 23 March 2022 at 09:59 AM by Aasha Savage (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

Berwick Fields Primary School is located in the City of Casey, 45 km to the south-east of Melbourne. The school opened in 2006 with 139 students, grew rapidly to an enrollment of 1100 in 2015, and by 2020 had stabilized somewhat at 908. Enrolment numbers are expected to remain at current levels for some years to come, as a further housing estate is to be opened in the school's neighborhood enrolment boundary, as determined by the DET.

In 2021 the Student Family Occupation and Education index (SFOE) declined to 0.3825 (from 0.3928 in 2020), remaining within the Low - Medium School Level Band. In 2021, 24% of the student population had English as an additional Language funding (<5 years), 1% were Aboriginal or Torres Strait Islander and 6 students were living in an Out of Home Care arrangement. The school facilities include a full-size basketball court, a theatre with tiered seating for 180 and provision for out of school hours care. The school sustains a well resourced kitchen/garden program. This includes an extensive vegetable garden, a well-appointed kitchen and adjacent dining room. The school keeps a number of hens to support this program.

The grounds are extensive, with ample opportunities for both active and passive play, and for a wide variety of learning opportunities. Excitingly we were successful in gaining an Inclusive Schools Fund grant in 2019 which will enable us to improve the outdoor space, surrounded by portables, that is not accessible and underutilized as a learning and teaching space. We aim to transform this space into a science area, enabling students to engage in sensory activities, within a tranquil, green environment that promotes our commitment to sustainable practices, in connection to our existing wetlands and Eco Cubby. This area includes spaces for small groups to engage in gardening projects, helping to develop students' social skills whilst enabling learning outside of the classroom. This landscaping will enable more students, to access our existing wetlands, given the defined paths. The development of this space was interrupted by community restrictions due to COVID pandemic.

The current Principal leads a staff of 68.4 equivalent full time (EFT) which includes a leadership profile of two Assistant Principals, supported by four Leading Teachers and Learning Specialists, and 50 teaching staff, recognizing that 48% of the teaching staff are working part time due to the Department's flexible working arrangements. Our learning community is further supported by our wonderful Education Support staff, 5.6 of whom are administrative and 12 support the program for students with disabilities and/or offer teaching support.

Framework for Improving Student Outcomes (FISO)

When looking back on the achievements of Berwick Fields during 2021, it is fair to say it was a roller coaster of a ride as we again spent a significant amount of time in the remote learning environment! The way our students managed their learning, be it at home or at school, was to be commended. They approached each challenge with new seen levels of flexibility, adaptiveness and persistence whilst also developing their communication, collaboration and problem solving skills, all while maintaining a genuine engagement in learning overall. This year each student's achievements are highlighted in their Google Classroom, portfolio and summarised in their individual reports. The teaching staff are also to be commended on the thought, effort and care they showed their students throughout 2021, enabling such positive growth in not only their academic achievements but also their social and emotional development. Our teaching teams were prepared to step into new terrain too, enacting more live teaching experiences based on the feedback that we received from our community. The staff were rewarded by the engagement of the students that fully participated in these live lessons. A big thank you also needs to be extended to our education support staff who have supported individual students and the various programs that offer such valuable learning experiences, within our school. A special mention also needs to be stretched to our community for the way they too supported their child/ren, particularly given they had to navigate homeschooling while balancing their own commitments. They consistently demonstrated to their child/ren what learning looks like, showing an enthusiasm for the tasks being uploaded, persistence in the challenges and cooperation towards working with our staff in support of their child/ren's learning journey, amongst their own challenges. As our motto states, Together We Achieve(d)!

2021 was the final year of our 2017-2021 School Strategic Plan so we have had the opportunity to reflect on what we have achieved in developing our collaborative professional learning culture and promoting positive school wide behaviours, in line with the Department's Framework for Improving Student Outcomes, through in the Pre-Review Self Evaluation and online review process. The outcomes of this were captured in the final Review report.

Achievement

In 2021, the school focused on the three DET priorities. In the area of Achievement, the 'Learning, catch-up and extension' priority guided the work of our learning community.

In PLCs, teachers continued to work to develop learning plans that catered for the individual learning needs of all students. Drawing upon the guaranteed and viable curriculum we have developed over the past four years, teachers further refined their PLC planning to focus on differentiation in the learning. This was especially targeted during the remote learning period, where PLCs planned an increased number of small group and differentiated teaching sessions and learning activities for students.

We also took on board feedback from both staff, students and parents in the 2020 remote learning period. When we moved to remote learning in 2021, we increased our use and frequency of synchronous teaching, which led to greater student connection, engagement and more meaningful feedback. Teachers began to use the gradual release of responsibility instructional model to design these synchronous learning sessions.

Through both the TLI and Student Excellence Programs, we offered opportunities to provide additional support to target students working toward the expected level, and those working well ahead of their peers. These opportunities continued during remote learning, with teachers taking small groups or extension classes to support students. We also connected in with the Victorian Challenge and Enrichment Series to provide opportunities to high ability students throughout the year.

Our end of year teacher judgments highlight that we have a greater percentage of students achieving at or above the expected level in English and Mathematics compared to like schools and the state average. The achievement of PSD students was closely monitored throughout remote learning and upon the return to school, with teachers developing IEPs for PSD students and the implementation of these being supported by Education Support Staff, and one-on-one tutoring throughout remote learning.

As we head in to 2022, we will now be focused on embedding the gradual release of responsibility as an instructional model across the school. We will also be exploring the High Impact Teaching Strategies, and they are used across all of the curriculum domains.

Engagement

Wellbeing and community connection were given equal priority to curriculum content and achievement throughout 2021, recognising the school's important role as a community hub and social safety net in challenging times.

Classroom teachers held regular Zoom sessions with a focus on social and emotional learning, engagement and connection throughout remote learning. The Positive Climate for Learning Team (PCL) worked to actively monitor students and families disengaged from learning programs, providing different learning opportunities for these students. Attendance was monitored throughout the remote learning period with a strong wellbeing focus with teachers regularly conducting check in surveys, tracking Zoom attendance along with the submission of class work on the Google Classroom. Our PCL team and classroom teachers reached out to families regularly. This attendance monitoring continued upon the return to school, led by the PCL Leading Teacher, and improvement plans were enacted. Our student absence data (P-6) saw a decrease with the average number of absence days reaching 16.4 days, compared to our the average of 17.2 in 2020. We attribute this decline to the implications of remote learning, the community announcements encouraging families to keep their child/ren at home if they showed symptoms along with the

challenges for families.

Intervention and acceleration programs continued throughout remote learning, supporting students achieving both above and below the expected level, as well as learning English as an Additional Language.

Extra acknowledgement is owed to our grade six Team Captain student leaders throughout the remote learning period who demonstrated a strong commitment to building an involved community, whilst highlighting the strong sense of student agency and voice within the school. They organised weekly online assemblies and regular whole school social activities for the whole school to engage in remotely. Student achievement was celebrated on a regular basis to promote participation and engagement, through weekly mailed awards and acknowledgements.

Wellbeing

In 2021, the DET priority 'Happy and Healthy Kids' guided the work of our learning community. The work developing our collective capacity to explicitly teach our social and emotional curriculum was led by our Coordinators. Working closely with their Professional Learning Communities they identified what is currently taught at each year level identifying gaps and using this to inform the development of a whole school Social and Emotional Learning Plan ensuring a sequenced and cohesive learning journey for our students.

Staff meetings were utilized to provide professional learning for teachers to develop our collective understanding of the different functions of student behaviour and capacity to develop meaningful Behaviour Support Plans with appropriate strategies. We also sustained our commitment to training all of our staff, including teachers and Education Support staff with opportunities presented through School Wide Positive Behavior (SWPBS). We did this through our staff induction program, online professional development opportunities and one on one mentoring sessions at the beginning of the school year. Parents were also provided with a unique opportunity to engage with Dr Jodi Richards to learn more about how they can support their child/ren at home by building resilient brains to lower stress and boost wellbeing. They also learnt more about the Zones of Regulation. This was in response to our communities needs in response to the impacts of COVID-19.

Our biggest achievement for the year was rolling out our acknowledgement system. All staff used tokens to acknowledge students who demonstrate our positive behaviours in line with the Matrix. Students put these in the whole school token collector displayed at the front of the school. In addition to this, staff also acknowledged students with team points which were displayed in every classroom across the school. Furthermore, we sustained all other forms of acknowledgements including; Fielder awards, Red tickets, SWPBS certificates and stickers and Gnome of the Week. Other achievements in our SWPBS work included gaining both our Blue and Bronze SWPBS recognition and the development of a whole school SWPBS Professional Learning Plan.

Health and wellbeing support such as the Chaplaincy program, sustaining our Wellbeing Hub learning space and team, social groups, individual check-ins and one on one mentoring were prioritised for staff, students and their families.

All of this work had significant impacts across our school community. Our School Staff Survey highlights that our School Climate results were quite positive with 77% of staff indicating positive responses which was above the state mean. 'Parent satisfaction' was also high with a school percent endorsement of 84.7%. This result exceeds the state mean (81.4%).

Our Student Attitudes to School data in the area of 'Management of Bullying' showed similar results with our school percent endorsement of 91.1% significantly exceeding that of similar schools (76.9%) and the state average (78.4%). When looking at how 'Connected' our students felt to school we have achieved significant gains with 93.1% positive endorsement, again well above our similar schools (79.5%) and the state average (79.5%).

Our Student Absence data remained stable with an average number of absence days of 16.4 per student. This was slightly above our similar schools (16.1) and state mean (14.7).

Finance performance and position

In 2021 we continued to support our families to meet their financial commitments by utilising a prepayment plan system using BPAY, EFTPOS, direct deposit facility or Compass. Compass was also utilised as a major means of communicating with parents and informing them of upcoming events, excursions and due dates for payments.

The continued financial support of family commitments to paying fees has given us the opportunity to further build on our technology resources in 2021, enabling us to purchase 70 Chromebooks and to install a new PowerEdge server. In addition, we upgraded our Photocopiers throughout the school. In 2021, 861 of our 944 students either paid in full or contributed towards their Essential Items. Although the budget shows a surplus these funds reflect money that has been paid in advance towards 2022 school costs.

We received some grants including a sports grant which we used for coaching and sports supplies. Equity funding contributed to supporting our student wellbeing programs including SWPBS and our Levelled Literacy Intervention Program (LLI), targeting student individual needs. The Student Excellence funding enabled us continue our Reading Enrichment program (grade 5 and 6) for high achieving students in grades 5 and 6. Students were also supported to participate in the High Ability Program through Virtual School Victoria. The Tutor Learning Initiative also enabled us to provide tutoring support to small groups of students in Literacy and Numeracy. Overall we were supported 72 students in a semester with approximately 3x30 minute sessions of tutoring each week, and 52 students through our English as an Additional Language program. We were also recipients of funding through the National School Chaplaincy Program, enabling us to access a chaplain through Christians Helping in Primary Schools (CHiPS).

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

<http://www.berwickfieldsps.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 932 students were enrolled at this school in 2021, 429 female and 503 male.

32 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).

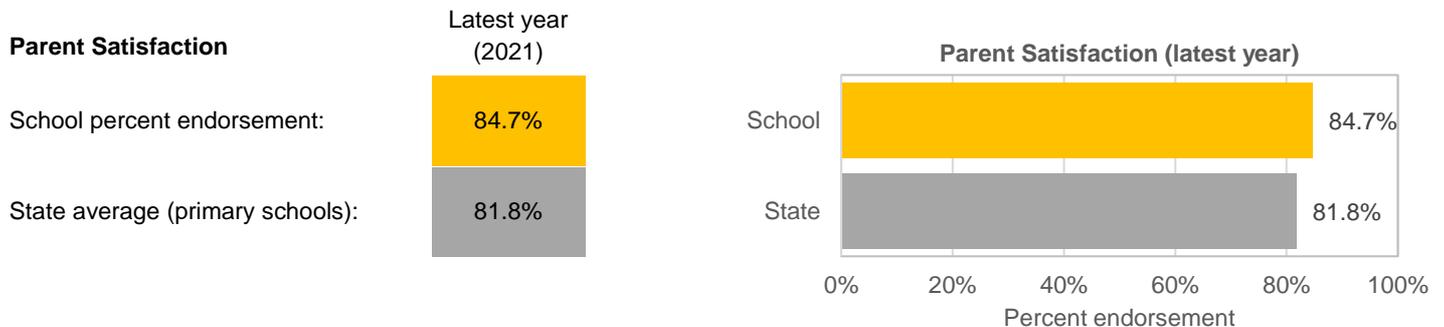
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

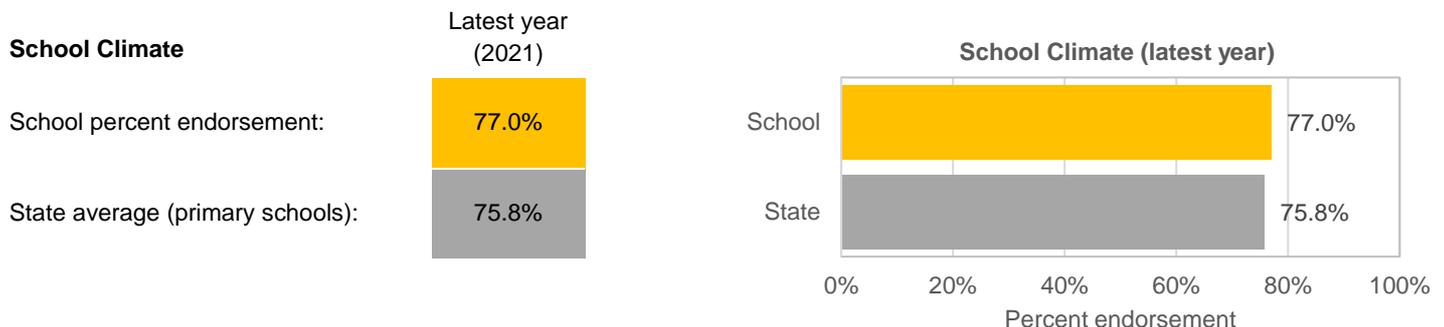


School Staff Survey

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:

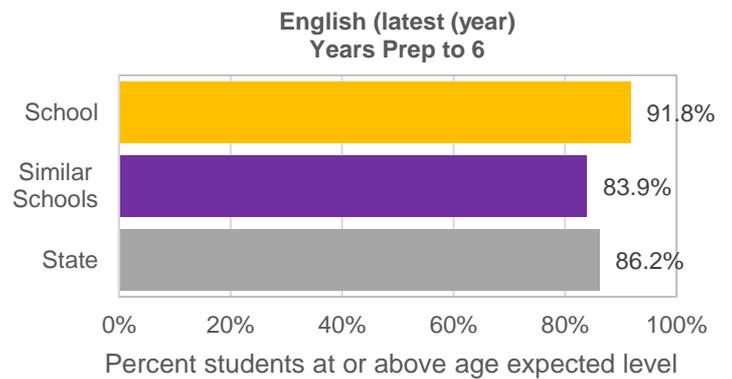
91.8%

Similar Schools average:

83.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

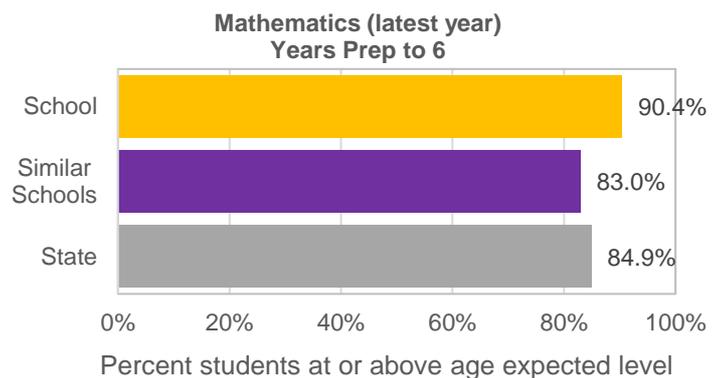
90.4%

Similar Schools average:

83.0%

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.

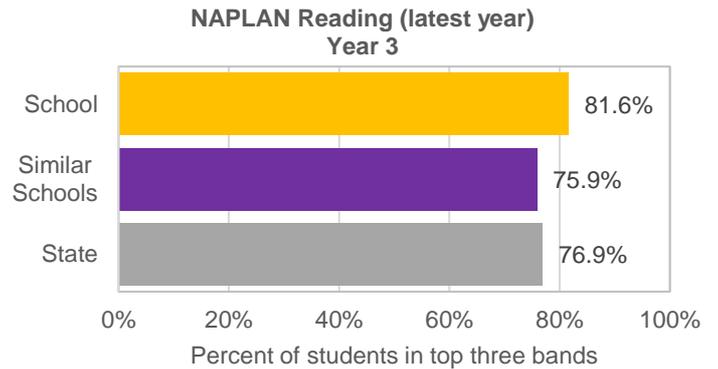
NAPLAN

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.

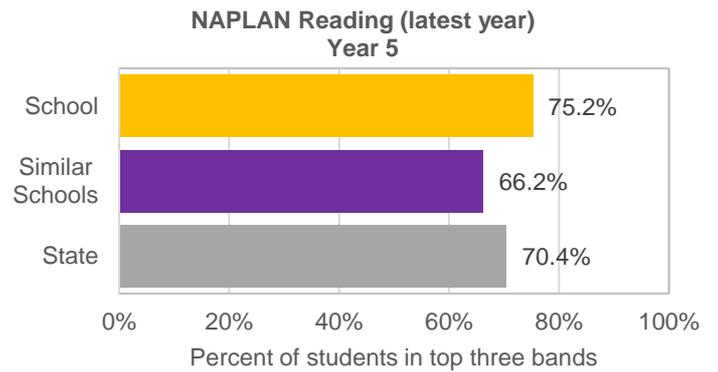
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.6%	79.3%
Similar Schools average:	75.9%	74.5%
State average:	76.9%	76.5%



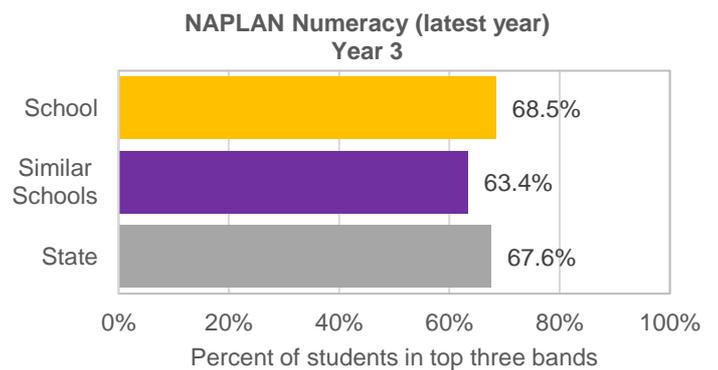
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.2%	64.8%
Similar Schools average:	66.2%	62.6%
State average:	70.4%	67.7%



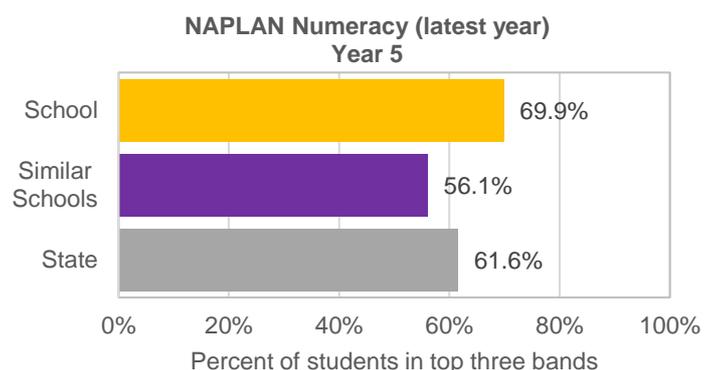
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.5%	64.3%
Similar Schools average:	63.4%	64.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.9%	57.5%
Similar Schools average:	56.1%	53.8%
State average:	61.6%	60.0%



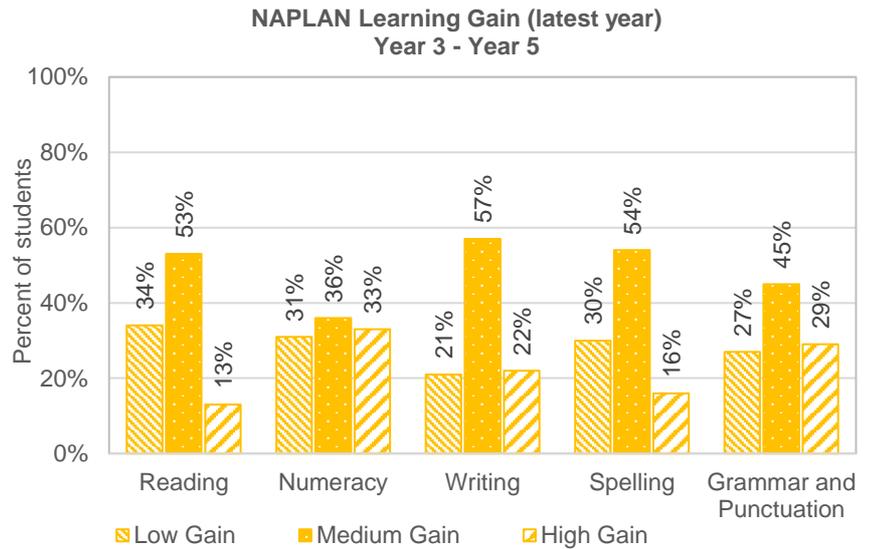
ACHIEVEMENT (continued)

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:	34%	53%	13%	22%
Numeracy:	31%	36%	33%	25%
Writing:	21%	57%	22%	24%
Spelling:	30%	54%	16%	23%
Grammar and Punctuation:	27%	45%	29%	25%



ENGAGEMENT

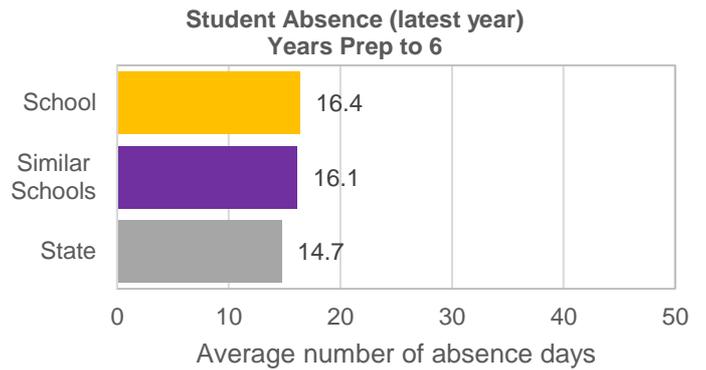
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.4	16.6
Similar Schools average:	16.1	16.2
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):	91%	93%	91%	93%	91%	93%	92%

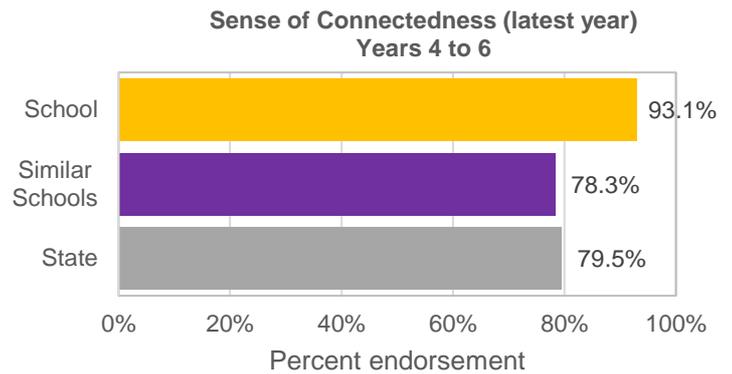
WELLBEING

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:	93.1%	89.1%
Similar Schools average:	78.3%	78.9%
State average:	79.5%	80.4%

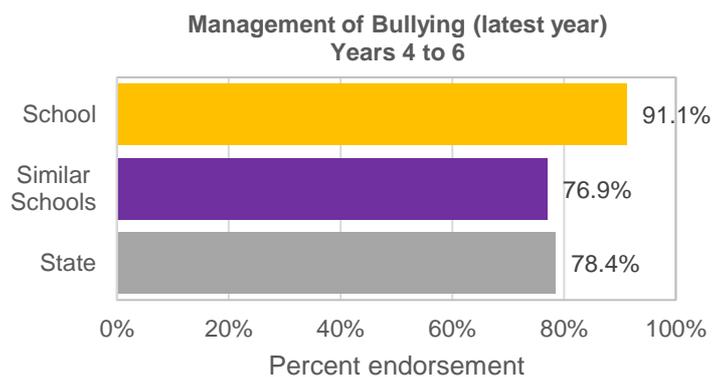


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	91.1%	88.0%
Similar Schools average:	76.9%	78.3%
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	\$7,471,363
Government Provided DET Grants	\$926,835
Government Grants Commonwealth	\$21,336
Government Grants State	\$0
Revenue Other	\$45,154
Locally Raised Funds	\$615,101
Capital Grants	\$0
Total Operating Revenue	\$9,079,791

Equity ¹	Actual
Equity (Social Disadvantage)	\$198,668
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$198,668

Expenditure	Actual
Student Resource Package ²	\$7,411,499
Adjustments	\$0
Books & Publications	\$21,627
Camps/Excursions/Activities	\$163,866
Communication Costs	\$7,540
Consumables	\$138,971
Miscellaneous Expense ³	\$49,114
Professional Development	\$15,492
Equipment/Maintenance/Hire	\$209,411
Property Services	\$146,728
Salaries & Allowances ⁴	\$211,820
Support Services	\$182,160
Trading & Fundraising	\$17,151
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$71,819
Total Operating Expenditure	\$8,647,197
Net Operating Surplus/-Deficit	\$432,594
Asset Acquisitions	\$0

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$839,688
Official Account	\$42,822
Other Accounts	\$1,998
Total Funds Available	\$884,508

Financial Commitments	Actual
Operating Reserve	\$184,155
Other Recurrent Expenditure	\$8,526
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$25,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$317,681

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.