

2022 Annual Report to the School Community

School Name: Glen Waverley Primary School (5425)



- 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 of the previous calendar year 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 19 March 2023 at 06:31 PM by Frank Catalano (Principal)

- This 2022 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 04 April 2023 at 01:43 PM by Jessey Kaur (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Glen Waverley Primary School is located approximately 25 kilometres from the Melbourne CBD adjacent to the intersection of Springvale and High Street Roads, Glen Waverley. 2022 was the first year of our 2022-2066 School Strategic Plan (SSP). Our SSP is over a five-year period as this correlates with the Council of International Schools (CIS) review timeframe. Our school's Guiding Statements which consist of our: Purpose, Vision, Mission, Philosophy, Values and Definition of Interculturalism drive all that we do.

- Our Purpose is: To develop individuals who learn about themselves and the world around them. Grow to become effective members of the community, now and in the future. Achieve personal fulfillment and a love of lifelong learning.
- Our Vision is: As global contributors, we are reflective, resourceful, and engaged in a fulfilling life of learning, laughter and success.
- Our Mission is: Glen Waverley Primary School develops lifelong global learners. We utilise research, whole school approaches and purpose positivity, resilience, and academic excellence. In partnership with our school community, we nurture a culture of non-judgement and authentic care.
- Our Values are: Integrity, Respect, Initiative, and Global Empathy are pivotal means of driving behavioural and attitudinal expectations throughout our thriving learning community.

Glen Waverley Primary School is a school of choice for many families who are seeking outstanding educational outcomes for their children. We commenced 2022 with 927 children enrolled, which included 9 international students. This number increased to 997 children by the end of the school year. An increase of enrolments throughout the year is very typical for our school. In 2022 we had one indigenous student. The international (full fee paying) students were provided the entire curriculum offerings including intervention (particularly EAL support) and extension programs.

In 2022 we implemented a 36 class structure, with five straight classes at each year level for Prep to Year Five and six for Year Six. Our school consisted of 38 different cultural groups with Sri Lankan, Indian and Chinese being predominant. All students were provided with a general primary school curriculum. However, as a proactive learning organisation, curriculum offerings also included:

- Core Specialist lessons: Visual Arts, Music, Chinese (Mandarin) and Physical Education.
- Innovation (Advanced) learning programs- Maths, Writing, Mandarin, Visual Arts, STEAM, Multimedia, Music, Sport, Gaming and Animation.
- Intervention programs – Targeted student Learning (TSL) which is equivalent to the Tutor in Learning (TIL) program, Speech Pathology, EAL support, and Lego Club (Wellbeing Intervention).

As a school community, we continued to focus on improvement in all aspects of teaching, learning and school leadership as well as ensuring all students felt supported and connected to school. We are committed to providing a curriculum that has a global perspective and rich in science, intercultural understanding, service learning, global citizenship and awareness – with the aim to make a difference to the current and future world. English is an additional language for 85% of our students and approximately 98% have a Language Background other than English. We are internationally accredited with the Council of International Schools.

In 2022 our staff consisted of 71.25 Full-Time Equivalent (FTE) staff which comprised of 3 Principal Class Officers, 62 teachers, including 6 Learning Specialists, and 19 education support staff which consisted of 9 Integration aides (Learning Assistants), 5 administration staff, 1 school nurse, 1 speech pathologist, 1 library assistant, 1 maintenance manager, and 1 school employed cleaner. In 2022 the school did not employ an indigenous staff member. In 2022 the school also catered for 10 students within the Program for Students with Disabilities (PSD) all of whom made significant progress in achieving the goals as outlined in their Individual Learning Improvement Plan (ILIP).

Progress towards strategic goals, student outcomes and student engagement

Learning

As a high-performing and proactive organisation, we actively seek ways in which we can enhance and deepen our practice, for the betterment of our students and their learning outcomes.

Enhancing Student Voice and Student Choice across the School

In 2022 we scaffolded our staff and student understanding of Student Choice and Student Voice by intentionally focusing on Choice and Voice. As a result of dedicating time for professional learning and deepening conceptual understanding of these, Student Voice and Student Choice are prevalent within our classrooms, providing students with opportunities to lead their own learning. Examples of this are:

- Students sharing their thoughts and guiding planning days in various capacities across the school, including the attendance of students in the upper years.
- The co-creation of Learning Intentions and Success Criteria.
- Students leading the discussion and direction of their learning goals in Reading, Writing and Mathematics conferences.
- Purchasing student selected mentor texts to enhance classroom libraries.

Enhancing our Whole School Approaches in Maths and English

- Building staff capacity of planning and designing challenging and engaging learning tasks. This focused on using the Success Criteria as a tool for providing rich differentiation for all students- this was a strategic shift from having three learning tasks (high / medium / low).
- Deepened our use of Essential Assessment, tracking student progress and providing students with a voice in self-assessing and collaborating with their teacher to deepen their understanding and tracking of their own progress.
- Professional Learning focussed on deepening understanding of the needs and experience of an EAL student as well as best practices for supporting EAL students in English and Mathematics.
- Refined our CAFÉ menu to create a scaffolded set of menus from Prep-8, inclusive separate menus for our EAL learners for both Pathways A and B.

Hiring a Speech Pathologist

A highlight for our school this year was the employment of a qualified Speech Pathologist two days a week who works with and assesses students, provides professional learning to our teaching staff and learning assistants to increase the learning outcomes for students with additional needs. In 2023, we are planning to expand this to three days a week to provide further opportunities for students across the school to access the support required to flourish academically. We also intend on the Speech Pathologist working closely with our Targeted Student Learning Team to build their capacity in the area of phonics, decoding and literacy transfer. This will support us in developing a whole school approach to better support PSD students, developing readers and EAL students across our school.

The above is reflected in our NAPLAN data, of which we are extremely proud:

- Year Three Reading (Top Three Bands) four-year average reading (91.1%) is greater than similar schools (89.3%)
- Year Three Numeracy (Top Three Bands) four-year average (84.3%) is greater than similar schools (83.9%)
- Year Five Numeracy (Top Three Bands) four-year average (81.5%) is greater than similar schools (80.5%)

Wellbeing

Building a Whole School Approach to Wellbeing

Aligned to our school strategic plan, we also started exploring avenues for our new whole school approach to wellbeing. Staff understanding of what wellbeing encompasses was deepened through strategically developed professional learning opportunities. These included the review of best practice across the world in pedagogy and implementation frameworks. A focus group of teachers and leaders attended the department's Respectful Relationships professional learning community of practice throughout the year. Using this research and during Whole staff workshops, we:

- Developed a purpose statement: "To nurture the physical, social emotional wellbeing of individuals within our community. To empower (competent) happy, healthy, positive contributors with the wellbeing skills, knowledge and values to thrive in a global society."
- Began building a framework – with our staff developing three pillars 'Mind, Body and Us' translating to mental, physical and social wellbeing with a dedicated focus on 'the whole child. We are currently in the progress of developing scaffolded wellbeing skills from Prep-Six for each of the three pillars.

Enhancing Planning for Purposeful Wellbeing Learning

Aligning with our student voice journey, teachers have invited students to attend planning workshops or share their thinking about their 'You Can Do It!' (YCDI) learning via a pre-recorded message. This was found to be an extraordinarily valuable part of the planning cycle as staff reported that students were more knowledgeable about needs in the playground and provided foci they never would have thought to teach before.

Wellbeing is now evident in all planning minutes, with 'noticings and wonderings' feeding into more strategic planning in order to cater for all of the students in each cohort. Planning in this area also shifted to include a strength-based student-centred approach.

Using a Data Centred Approach to Building Staff Capacity

Our Staff used the Attitudes to School Survey and our own Student Perspective Survey (school based survey from P-6) to really understand the children's feelings and perceptions of what is occurring inside and outside of their classroom. This was further supported by our school's Learning Specialists through our collegiate practice program where the focus was on improving aspects of the Student Perspective Survey.

Creating A Wellbeing Database and Tracking Tool

A wellbeing database was created by our Learning Assistants and Specialist teachers, entailing learners' wellbeing needs and family circumstances, coupled with effective strategies that support wellbeing, teaching and learning. This database has been used to identify needs and wellbeing trends which has heightened awareness of these needs and trends. This has led to a more curious approach to understanding wellbeing at an individual level, so the right approach can be trialled and adapted as required.

Moving forward, in 2023 we plan to continue the above strategies while also offering an additional 30-minute wellbeing specialist subject, 'Mind, Body and Us' focusing on mental, physical and social wellbeing.

The above is reflected in our Student Attitudes to School survey data as per the following:

- Sense of Connectedness: Our four year average (89.3%) is higher than that of similar schools (82.9%)
- Management of Bullying: Our four year average (81.7%) is greater than that of similar schools (79.0%)

Engagement

Stakeholder engagement is of utmost importance to Glen Waverley Primary School as a high performing organisation that truly puts our school community at the centre of our practice. Some of the engagement highlights for 2022 include:

Enhancing Student Leadership Opportunities

- Enhancing the three Junior School Councils to have:
 - An action plan made visible to the students
 - Fortnightly scheduled meetings
 - Students having direct communication with the principal regarding ideas and plans to achieve the action plan.
 - A leadership workshop led by renowned leadership coach Gary Ryan which focused on leadership strengths and was offered to all JSC leaders from Prep to Year Six
- Leadership workshops which focused on building the capacity of our student leaders across the Year Six cohort

Expanding our Innovation Offerings (advanced learning programs)

- Expanding our Innovation offerings to include Mandarin, Animation and Gaming.
- Expanding Maths and English Innovation to Year Two students
- Implementing the Student Perspectives Survey across the entire school in Semester One and Two with teams using the data to drive their:
 - Planning and workshop focus
 - Social-Emotional Goals and Learning
 - Collegiate Practice
 - Foci with Learning Specialists to increase student engagement and deepen practice

Engaging students through Challenge

- Continued building our staff capacity to implement surface to deep learning entry points for all students, utilising data to target their zone of proximal development through our success criteria. This also included learning pertaining to the use of SOLO verbs and learning intentions.

Creating a linguistically inclusive learning environment for all

- Continued with three EAL teachers to support our 'high needs EAL' learners with accessing the curriculum.
- Deepened LOTE learning to include a curriculum for native Mandarin speakers and another for those with emerging skills in Mandarin.

The above is reflected in our Student Attitudes to School and Absence Data sets as per the following:

- Sense of Connectedness: Our four year average (89.3%) is higher than that of similar schools (82.9%)
- Absences: Our four year average (14%) is lower than that of similar schools (14.4%)

In addition, our Parent Satisfaction data (94%) is well above the state (79.9%) which is something we are extremely proud of.

Other highlights from the school year

In 2022, we trialled a new initiative with our Year Three students attending a day excursion to Camp Toolangi in the Yarra Valley, replacing the annual Year Three Sleepover. This adventure camp taught our students skills such as resilience and persistence, in line with our school values and was an invaluable experience for all involved. The students thoroughly enjoyed attending the day camp, participating in activities such as:

- The Flying Fox
- The 14 metre Possum Glider
- High ropes
- Absailing
- Bush cooking
- Hut building
- Problem solving through a maze

Moving forward, we anticipate that this experience will permanently replace the Year Three Sleepover, due to the way in which it prepared students for future camp life, teaching them the skills necessary to support a successful transition into future camps in Years Four, Five and Six.

Another highlight, which also reflects our work in Student Choice, Student Voice and Student Agency, was the Year 6 House (Sports) Captains leading the design of a new Year 6 Sports T-Shirt. The process involved the children meeting with the principal to share their idea and the reason why they would like a sports T-shirt. Once approval was granted the children designed various options and then surveyed the Year 4 to 6 cohorts for their input. Once this was completed they met with representatives from the school's uniform suppliers and then presented to School Council.

Unfortunately, the global pandemic continued to impact the school with some students unable to attend school if they had contracted Covid or were a close contact or return to Australia due to border closures. To support these students, we ensured they were provided with remote learning so they could remain connected to their peers, teacher/s and learning.

Financial performance

In 2022, Glen Waverley Primary School continued to support the implementation of the Strategic and Annual Implementation Plans by committing funds to professional learning and resources whilst ensuring we maintain an overall surplus.

We upgraded our schools facilities by:

- Developing the schools gardens and landscaping
- Repaired, painted and enhanced some of the school's buildings internally
- Upgraded the student bathrooms near the library end of Block A
- Introduced water tanks and solar panels on the school's gymnasium
- Installed glass panelling in the Maths Innovation space to mitigate noise
- Laid new asphalt outside the Early Learning Centre

We also strategically worked to support teaching and learning programs by providing dedicated learning spaces and sufficient funds to ensure all programs are successful. We continued to invest in a robust Professional Learning Program and provision for a leadership coach who works to build the capacity of our senior and middle leaders, in addition a pedagogical coach who supports teams to build their pedagogical capacity within level planning workshops.

For more detailed information regarding our school please visit our website at
<https://www.glenps.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 2.0 (FISO 2.0).

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 926 students were enrolled at this school in 2022, 432 female and 494 male.

74 percent of students had English as an additional language and NDP 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).

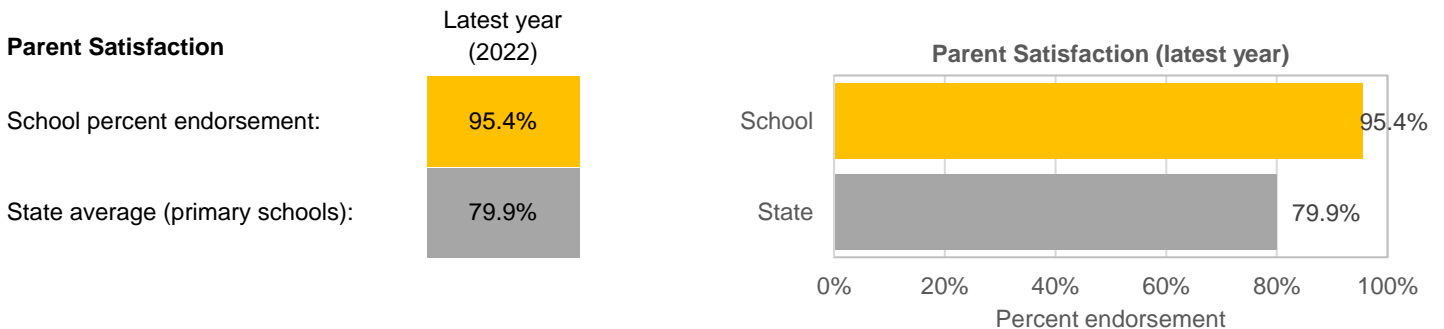
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

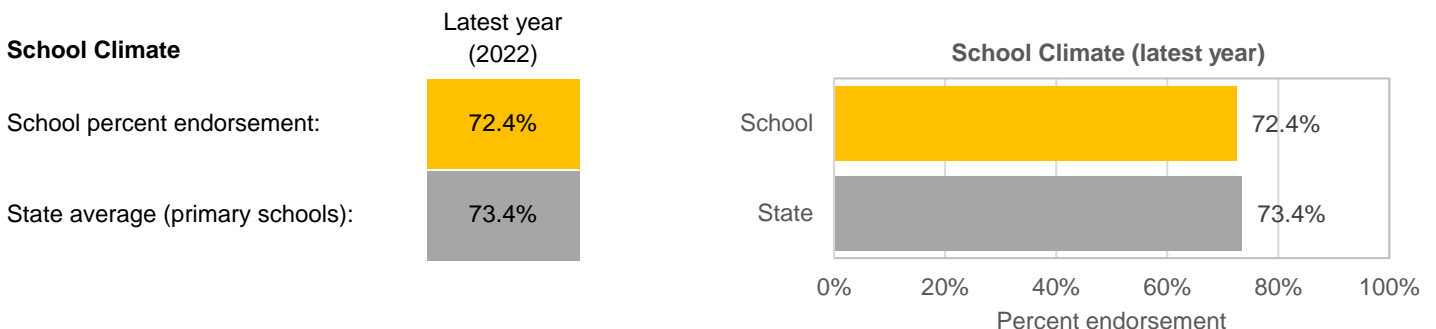


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

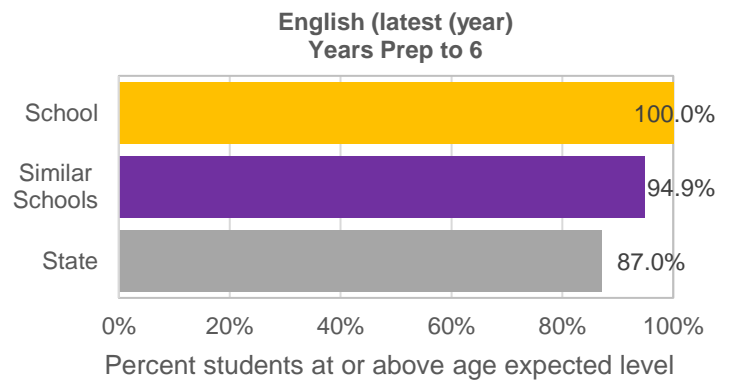
100.0%

Similar Schools average:

94.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

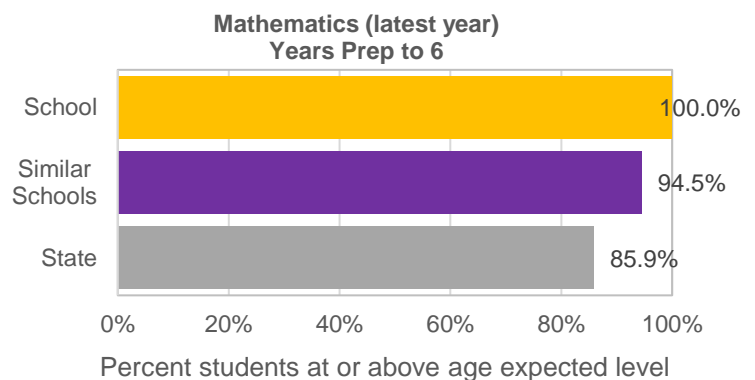
100.0%

Similar Schools average:

94.5%

State average:

85.9%



LEARNING (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.

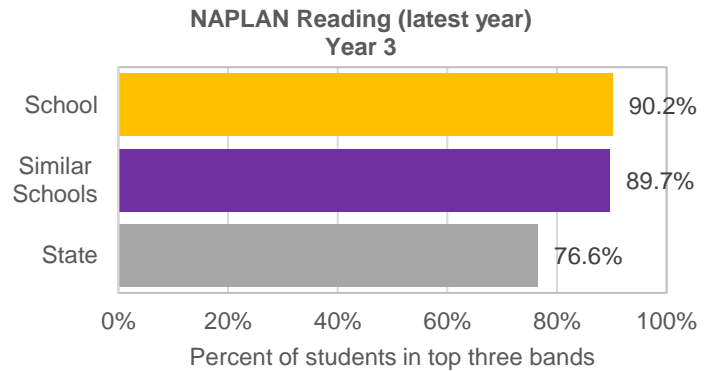
NAPLAN

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 2019, 2021 and 2022 data.

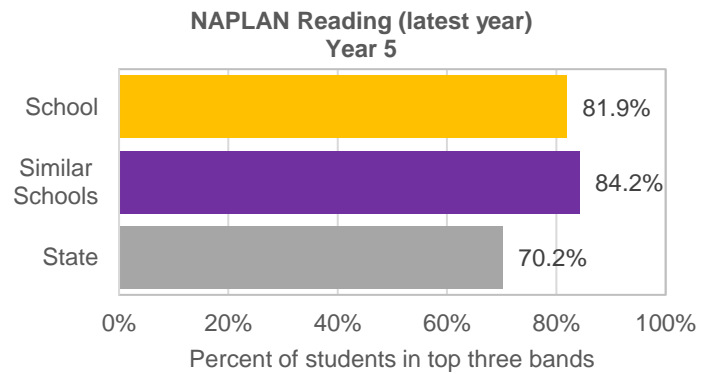
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.2%	91.1%
Similar Schools average:	89.7%	89.3%
State average:	76.6%	76.6%



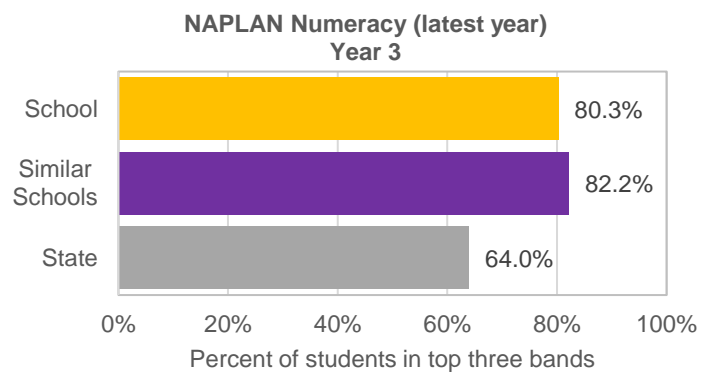
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.9%	83.9%
Similar Schools average:	84.2%	84.2%
State average:	70.2%	69.5%



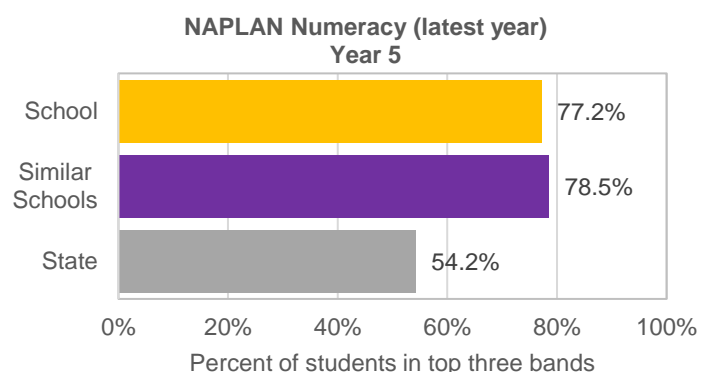
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.3%	84.3%
Similar Schools average:	82.2%	83.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.2%	81.5%
Similar Schools average:	78.5%	80.5%
State average:	54.2%	58.8%



WELLBEING

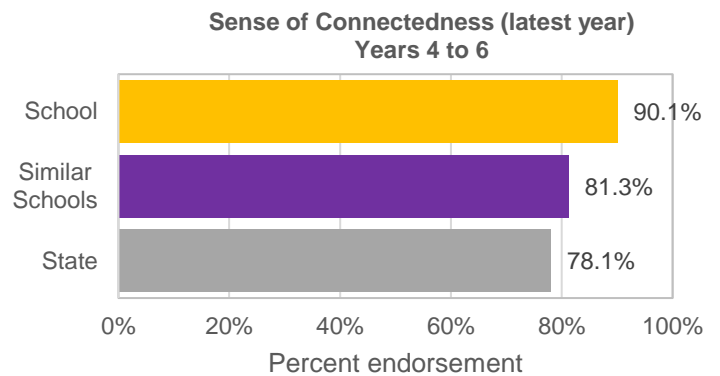
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	90.1%	89.3%
Similar Schools average:	81.3%	82.9%
State average:	78.1%	79.5%

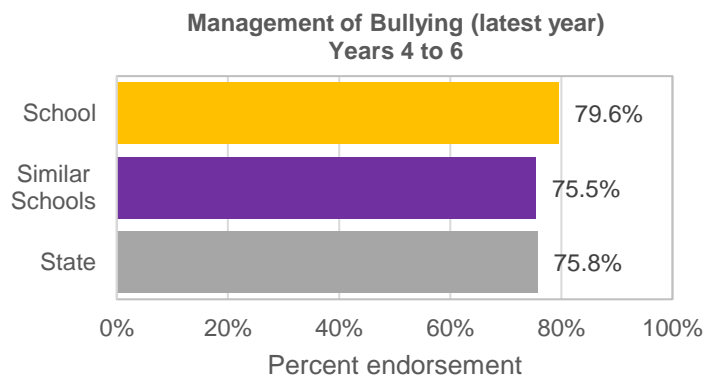


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	79.6%	81.7%
Similar Schools average:	75.5%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

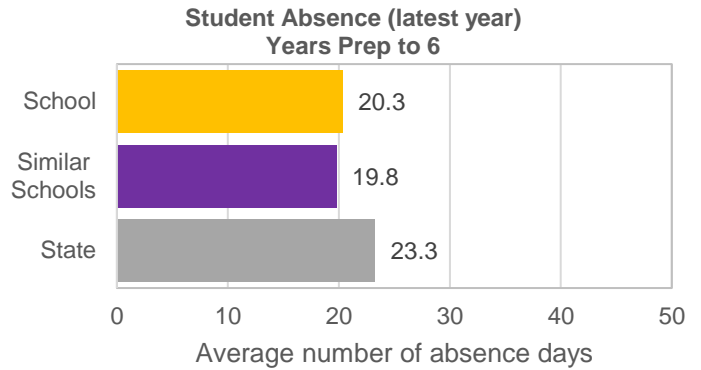
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.3	14.0
Similar Schools average:	19.8	14.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	89%	91%	90%	89%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$8,831,775
Government Provided DET Grants	\$731,657
Government Grants Commonwealth	\$9,150
Government Grants State	\$0
Revenue Other	\$27,999
Locally Raised Funds	\$739,905
Capital Grants	\$0
Total Operating Revenue	\$10,340,486

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,767
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,767

Expenditure	Actual
Student Resource Package ²	\$7,418,964
Adjustments	\$0
Books & Publications	\$6,139
Camps/Excursions/Activities	\$247,602
Communication Costs	\$6,688
Consumables	\$246,399
Miscellaneous Expense ³	\$42,797
Professional Development	\$27,439
Equipment/Maintenance/Hire	\$130,114
Property Services	\$240,179
Salaries & Allowances ⁴	\$216
Support Services	\$123,171
Trading & Fundraising	\$41,613
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,146
Total Operating Expenditure	\$8,588,467
Net Operating Surplus/-Deficit	\$1,752,019
Asset Acquisitions	\$184,098

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,368,298
Official Account	\$66,822
Other Accounts	\$36,419
Total Funds Available	\$1,471,539

Financial Commitments	Actual
Operating Reserve	\$158,404
Other Recurrent Expenditure	\$35,455
Provision Accounts	\$188
Funds Received in Advance	\$172,351
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$1,111
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,667
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$135,000
Capital - Buildings/Grounds < 12 months	\$449,870
Maintenance - Buildings/Grounds < 12 months	\$203,184
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,160,230

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.