

2021 Annual Report to The School Community



School Name: Pembroke Primary School (4937)



- 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 31 March 2022 at 04:31 PM by Megan Ganter (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 27 April 2022 at 02:45 PM by Tanya Richardson (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

Pembroke Primary School opened on the 1st of November, 1965. It is located in the township of Mooroolbark, on a 2.6 hectare treed site. Pembroke is a multicultural community, with students from a range of backgrounds. Pembroke Primary School aims to provide a welcoming, safe and engaging learning environment for all members of the school community. In 2018, a school building program was completed, including modernised classroom and sporting facilities.

Student learning is at the centre of everything that we do. We work together to identify and support the needs of each student as an individual, to recognise and celebrate their unique talents and abilities, and support them to reach their potential as learners. At Pembroke Primary School, we want all of our students to become highly proficient in literacy and numeracy, as well as possess the knowledge, behaviours and dispositions towards learning to be successful in the future.

Pembroke Primary School's motto is 'Learning Together with Pride, Passion, Purpose and Persistence.' Through this motto, we aim to develop our students' capacity to demonstrate:

Pride:

- in themselves, their school and their community
- in their achievements and contributions
- to always strive for their personal best

Passion:

- to become curious, confident and independent learners
- to discover new interests and strengths by participating in a broad range of learning experiences
- to believe that their actions can affect positive change in both local and global contexts

Purpose:

- by understanding the importance and value of learning
- by demonstrating agency in, and ownership of, their learning
- by being an active and engaged learner

Persistence:

- to set goals and work hard to achieve them
- to show resilience when challenged
- to accept and respond to feedback to continually improve

In 2022, Pembroke's workforce consists of 1 Principal, 6.8 FTE teachers, including a Learning Specialist, Primary Mathematics Specialist and 6 Education Support staff members. Our ES team includes a Business Manager, support for students with additional learning needs, Literacy and Numeracy Support, a Multicultural Education Aide and school Chaplain. There are currently 81 students enrolled in 5 classes.

At Pembroke Primary School, we believe that all students can learn and be successful. Teachers use student achievement data to identify the individual learning needs for their students and create differentiated programs to address them. We strive to build an environment where excellence is promoted and celebrated across all areas of the curriculum. Specialist programs are provided in STEM (Science, Technology Engineering and Mathematics), The Arts (Visual and Performing), AUSLAN (Australian Sign Language) and Physical Education.

Framework for Improving Student Outcomes (FISO)

Our passionate and committed staff continually strive to implement evidence-based teaching strategies, aligned with our school strategic focus, which results in improved student outcomes. Pembroke Primary School is committed to the ongoing development of all staff through the provision of high quality professional learning opportunities.

In 2021, our specific FISO areas of focus and related actions aimed to:

1. Continue the development of cycles of inquiry, driven by the PLC model, to build shared, collective efficacy around systematic, ongoing, collective, data-driven growth in teaching and learning.
2. Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students.
3. Improve learning disposition, so that students become engaged, self-regulated learners through the continued implementation of the School Wide Positive Behaviour Support Framework.
4. Continue to seek opportunities to engage parents/carers and community members in school activities, with a focus on student learning, health and wellbeing.
5. Extend effective communication methods to strengthen the relationship with parents/carers and establish an agreed approach to sharing and obtaining feedback on student learning from students and parents/carers.

Additionally, teachers continued to provide a comprehensive Remote and Flexible Learning program, utilising a range of innovative practices and technologies, to support our students when learning from home during 2021. This included the use of Webex web conferencing, online learning platform Padlet, as well as digital and physical resources provided to each student.

Despite the challenges faced due to COVID, Pembroke Primary School remained focused on the Key Improvement Strategies outlined in the Annual Improvement Plan. A comprehensive review of our school's achievements at the end of 2021 clearly demonstrated the progress of our school.

As evidenced in our 2021 NAPLAN results and teacher judgement data, Pembroke Primary School has maintained focus on key areas of improvement to meet targets outlined in the Strategic Plan in literacy and numeracy. Through the systematic implementation of Professional Learning Communities, both within the school and in partnership with network schools, teachers were supported to continually trial new and innovative practices and create teaching interventions for their students based on data. In 2021, PLC cycles of inquiry included: Term 1 'Student Voice', Term 2 'Improving Verb use in Writing', Term 3 'Extending and Enabling Prompts in Mathematics' and Term 4 'Speaking and Listening'.

Pembroke Primary School has been recognised for excellence at the system level for our 'Alphabeenies' school readiness program, the implementation of the School Wide Positive Behaviour Support framework and leadership and participation in the Small School Alliance.

Achievement

Naplan reading results for both Year 3 and Year 5 are upward trending over the past five years. In 2021, Year 3 reading results were above the State Average. 80% of our Year 3 students were in the top 2 bands and 36% of our Year 5 students were in the top 2 bands. With continuous focus on the improvement of reading instruction, the introduction of the Fountas and Pinnell Benchmark Assessment System and continued implementation of the tutoring initiative, we are on track to meet future goals.

Our targets have been achieved in the area of Writing. NAPLAN writing results for both Year 3 and 5 are upward trending over the past years. Year 3 writing results are above the state average with 80% of our Year 3 students achieving in the top 2 bands. Our engagement with the work of Misty Adoniou and the use of quality mentor texts, as well as the Small School Alliance cycle of inquiry into effective use of verbs have improved our students' writing capabilities.

Numeracy targets have also been achieved in 2021, including 40% of Year 3 students in the top 2 bands. Numeracy performance has been identified as an area of focus for our school, supported by our Mathematics Specialist teacher. As students progress in their learning each year, the literacy demands increase in order to comprehend more complex

numeracy questions. Many of our students are competent at number facts and procedural aspects of Mathematics. In 2021 we focused on open ended Mathematics tasks, supported through enabling and extending prompts to develop stronger problem-solving and reasoning skills, increasing students' willingness to persist and find multiple solutions for mathematics problems.

In 2021, less students experienced low growth in literacy and numeracy from Year 3 to Year 5 than in previous years. These results are pleasing considering the challenges faced over the past 2 years. A key enabler has been the Tutor Learning Initiative (TLI), which provided individualised support in reading, writing and mathematics for many of our students in years 3 and 5. Additionally, as our Student Opinion Survey data demonstrates, our students are improving their disposition towards learning in an environment where they feel safe, connected and are engaged in learning.

Engagement

Promoting student voice, agency and leadership remains a strong area of focus at Pembroke Primary School. A whole school PLC cycle of inquiry was conducted in Term 1, 2021 based on improving student voice and agency in learning. This included surveying students, identifying areas of focus, the development of an action plan, implementation of strategies and analysis of end of project data.

In 2021, our Student Representative Council (SRC) contributed to a range of whole school initiatives promoting student voice including:

- Student surveys conducted for our Whole School celebration
- Healthy food posters as part of a 'make a difference' project
- School beanie initiative designed and ready for purchase in Semester 2 as part of a 'make a change' project
- SRC leaders awarding house points for specific behaviours
- Weekly SRC reports presented at assembly

The introduction of Student-Parent-Teacher conferences (also known as 3-way conferences) was another successful initiative introduced in 2021. These conferences enable students to take greater ownership of their learning goals and provide a supportive environment for students to celebrate their learning successes and identify areas of growth with their teachers and parents/carers.

Student Opinion data analysis demonstrated that all targets outlined in the 2021 AIP were met. Our students' learning confidence continues to improve each year. The largest increase has been in the area of learning motivation and interest in learning, with 98% positive endorsement. Attitudes towards attendance have also improved each year.

We address non-attendance through a range of supportive strategies including:

- promoting school attendance through positive school messaging
- making prompt contact with families following school absence
- meeting with families and developing individual attendance support plans where required

Wellbeing

The Pembroke Primary School community is guided by our behaviour values of Responsibility, Respect and Trustworthiness.

Pembroke Primary School embraces and celebrates its diverse community, and works proactively to ensure all students enjoy equitable access to the school's curriculum and co-curricular programs. Our staff uphold the Victorian public sector values of integrity, responsiveness, impartiality, accountability, respect, leadership and a commitment to human rights. We are focused on promoting wellbeing in our school community to substantially improve social and emotional outcomes for our students, using the School-Wide Positive Behaviour Support (SWPBS) approach. As demonstrated through the SWPBS Action Plan, Self Assessment Survey (SAS), 4:1 positive behaviour class observations and the Tiered Fidelity Inventory (TFI), the implementation of the School Wide Positive Behaviour Framework continues to yield positive behaviour and wellbeing outcomes for our students. The implementation of an

annual action plan and working with our SWPBS coach has resulted in a continual cycle of improvement. Pembroke Primary School is seeking to gain silver accreditation in SWPBS, indicating the high level of fidelity achieved through this initiative. The success of SWPBS is further evidenced by the low number of behaviour incidences occurring in the school, as well as strong student and parent opinion survey data in the areas of student safety, respect for diversity and the management of bullying.

Personnel such as the School Chaplain, Education Support Staff, Literacy and Numeracy tutors and Kids Hope mentors provide a structure and process for referrals and additional assistance. We continue to engage with a range of community and government organisations to further enhance the health and wellbeing of our students and their families. This includes: Yarra Ranges Council, Foundation House, Kids Hope Mentors, School Chaplaincy Program, Victoria Chin Baptist Church, Eastern Health and Sporting Schools. Staff are trained in Level 2 First Aid and have attended Anaphylaxis and Asthma training. The employment of a Multicultural Aide (MEA) also provides opportunities to ensure that the wellbeing of those with English as an Additional Language can be addressed.

Finance performance and position

The annual financial position in 2021 was a surplus budget. This is a result of careful financial and workforce planning and effective resource management. In 2021, substantial funds were expended on improving teaching and learning materials including high quality literature texts, hands on mathematics resources and up to date Mathematics teaching resources. A high priority is placed upon the maintenance of school grounds and facilities to ensure a safe school environment. Completing maintenance tasks proved challenging during the extended periods of lockdown and a number of major projects were postponed, now due to be completed in 2022.

The school utilises Equity, CSEF, EAL and Refugee funding to employ additional staff members including a Learning Specialist (teacher) and a Multicultural Education Aide, to support the diverse needs of our students. Additionally, this funding enables all students to participate in a range of learning experiences including camps and excursions, purchase of high quality learning resources, including library and take home books, hands-on Mathematics resources, and ICT devices such as laptops and iPads. Tier 2 Inclusion funding has also enabled additional classroom support for students in 2022.

Pembroke Primary School actively seeks a broad range of State, Commonwealth and external sources of revenue beyond the Student Resource Package (SRP) to maximise student outcomes. We strategically review organisational design and structure, policies, processes and procedures to ensure optimal use of human, physical and financial resources in supporting continuous improvement.

In 2021, Pembroke Primary School received additional funding from a range of sources to improve teaching, learning and school facilities. These included:

- Inclusive Schools Fund to update our school playground
- OSHC grant to establish an Outside School Hours Care program
- Sporting Schools Grants
- Active Schools PE and Sport Funding Boost
- School Chaplaincy Program
- Woolworths Junior Landcare grant

We also were successful in applying to participate in the DET PMSS initiative, which includes the funding of 0.5 Mathematics Specialist for 2 years and an extensive professional development program to support the leadership of Mathematics education across the school.

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

<https://www.pemprim.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 70 students were enrolled at this school in 2021, 23 female and 47 male.

58 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).

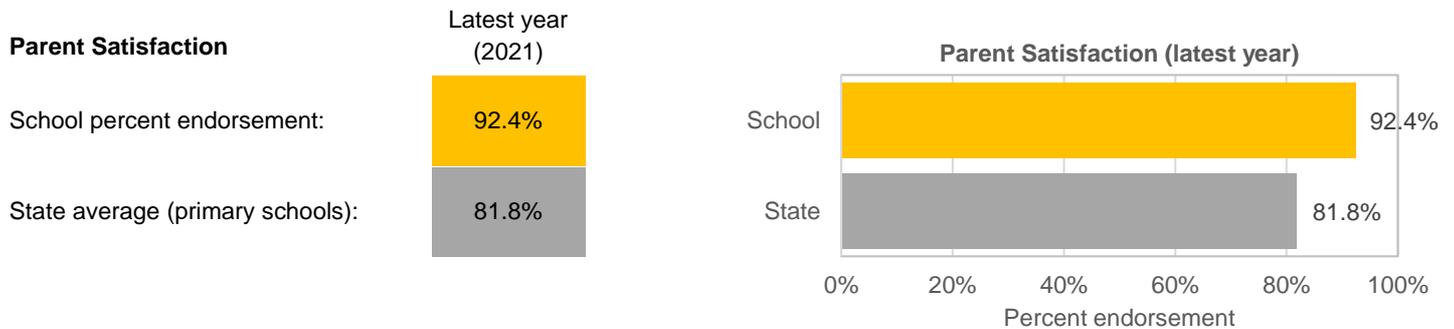
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

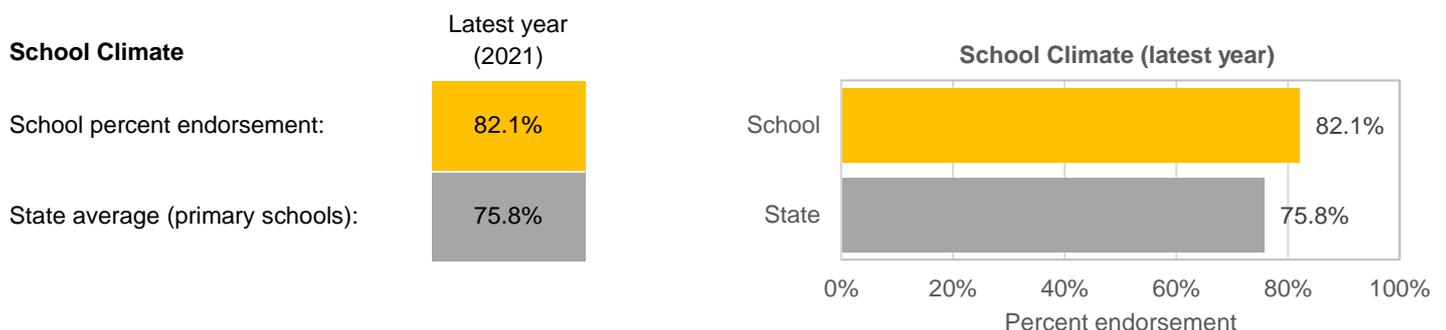


School Staff Survey

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:

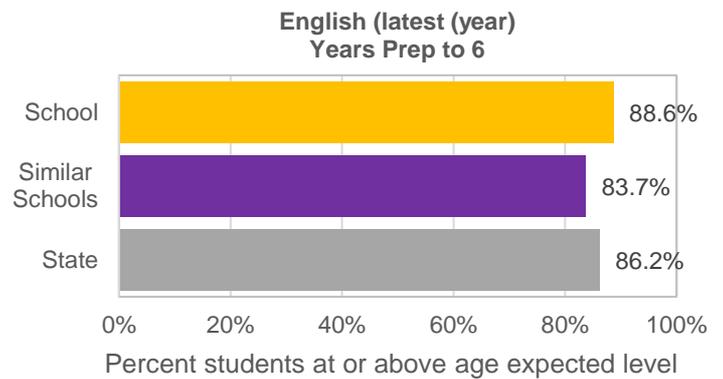
88.6%

Similar Schools average:

83.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

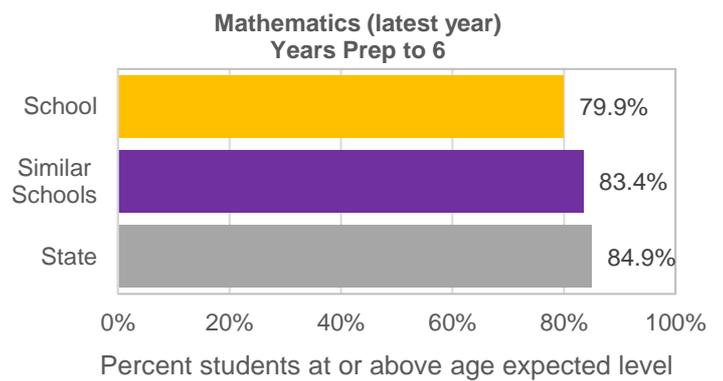
79.9%

Similar Schools average:

83.4%

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.

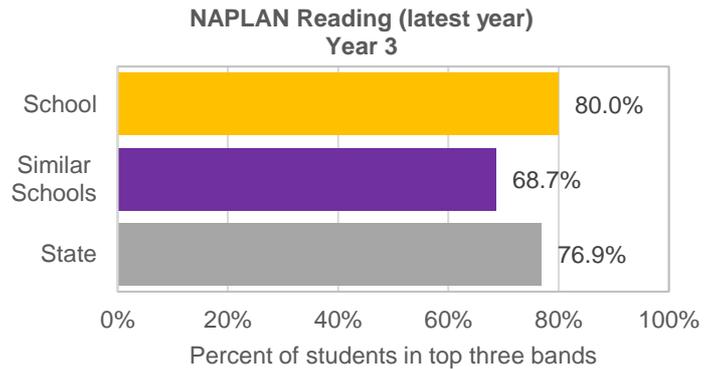
NAPLAN

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.

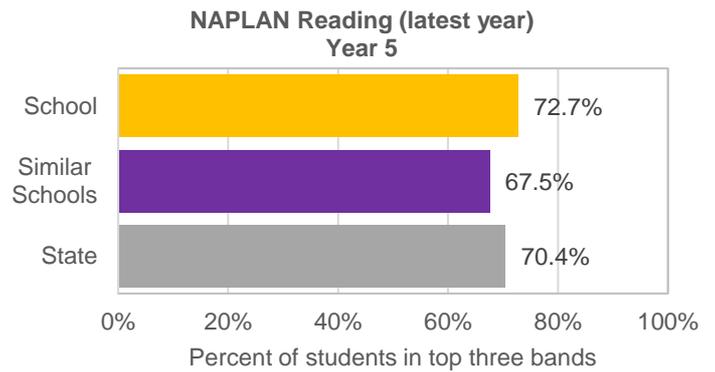
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	76.7%
Similar Schools average:	68.7%	72.0%
State average:	76.9%	76.5%



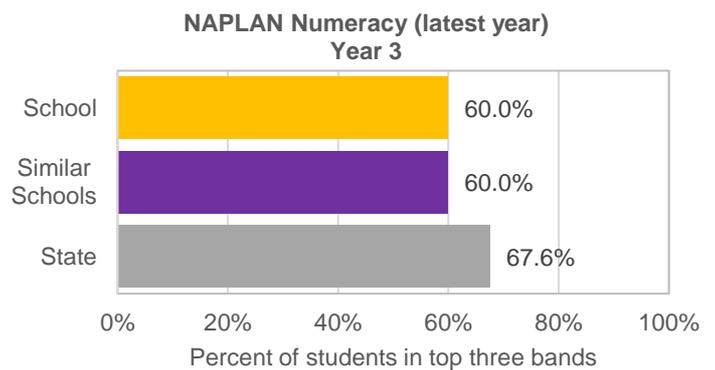
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	51.4%
Similar Schools average:	67.5%	62.4%
State average:	70.4%	67.7%



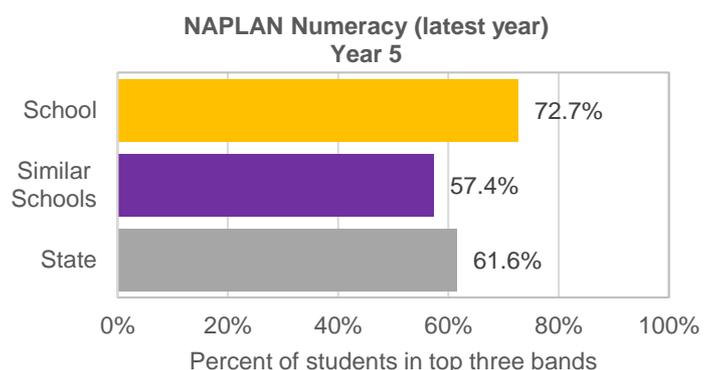
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	63.3%
Similar Schools average:	60.0%	62.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	52.9%
Similar Schools average:	57.4%	54.8%
State average:	61.6%	60.0%



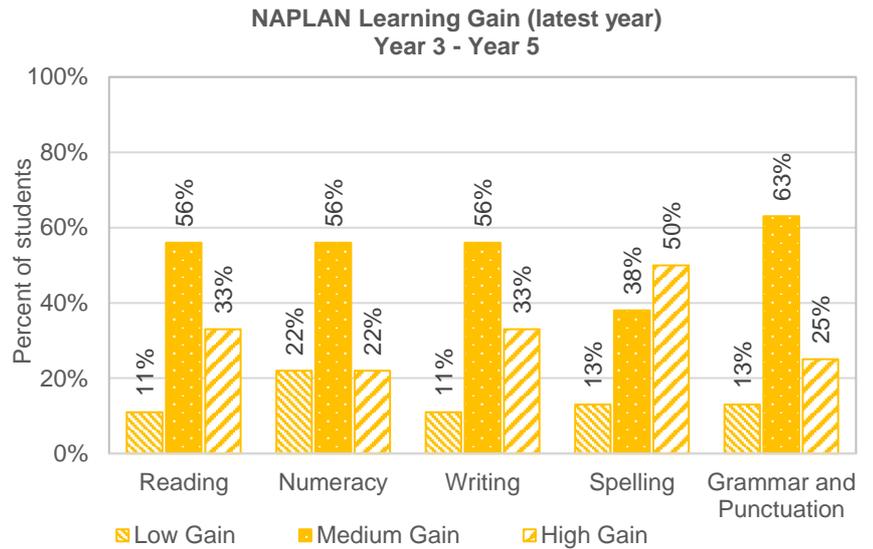
ACHIEVEMENT (continued)

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:	11%	56%	33%	24%
Numeracy:	22%	56%	22%	26%
Writing:	11%	56%	33%	19%
Spelling:	13%	38%	50%	30%
Grammar and Punctuation:	13%	63%	25%	23%



ENGAGEMENT

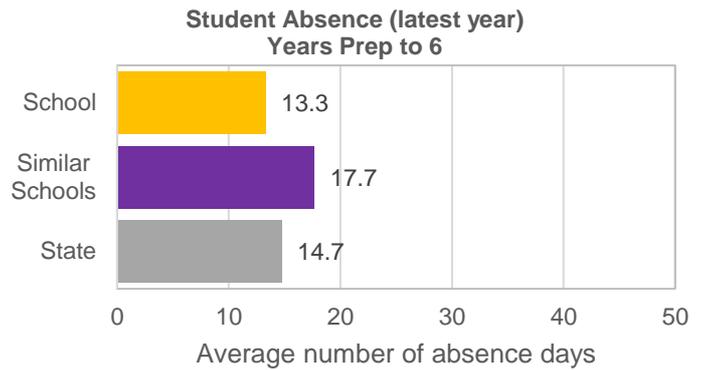
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.3	13.7
Similar Schools average:	17.7	17.2
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):	95%	91%	94%	95%	97%	95%	88%

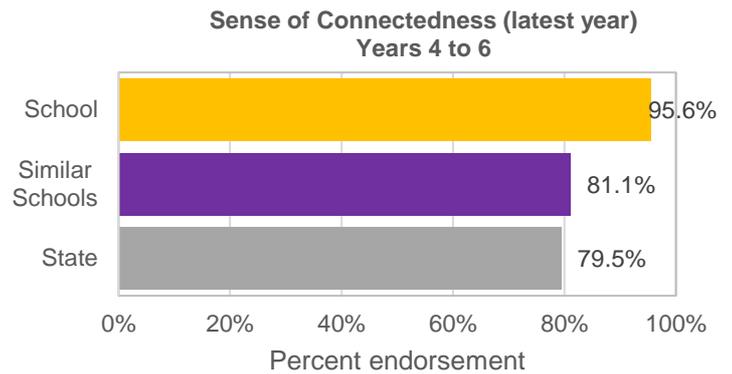
WELLBEING

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:	95.6%	82.0%
Similar Schools average:	81.1%	80.1%
State average:	79.5%	80.4%

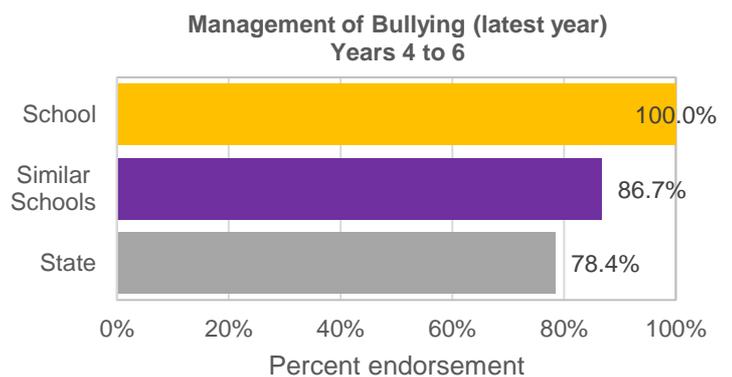


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	100.0%	86.6%
Similar Schools average:	86.7%	83.0%
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	\$969,323
Government Provided DET Grants	\$403,176
Government Grants Commonwealth	\$17,756
Government Grants State	\$0
Revenue Other	\$10,306
Locally Raised Funds	\$29,779
Capital Grants	\$0
Total Operating Revenue	\$1,430,341

Equity ¹	Actual
Equity (Social Disadvantage)	\$273,333
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$273,333

Expenditure	Actual
Student Resource Package ²	\$969,762
Adjustments	\$5,382
Books & Publications	\$3,885
Camps/Excursions/Activities	\$18,864
Communication Costs	\$3,122
Consumables	\$32,273
Miscellaneous Expense ³	\$17,487
Professional Development	\$6,341
Equipment/Maintenance/Hire	\$27,570
Property Services	\$85,654
Salaries & Allowances ⁴	\$19,470
Support Services	\$39,640
Trading & Fundraising	\$9,091
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,056
Total Operating Expenditure	\$1,250,597
Net Operating Surplus/-Deficit	\$179,744
Asset Acquisitions	\$80,956

- (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	\$479,657
Official Account	\$37,929
Other Accounts	\$518
Total Funds Available	\$518,103

Financial Commitments	Actual
Operating Reserve	\$34,276
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$7,210
School Based Programs	\$21,846
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$82,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$150,832

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.