

2020 Annual Report to The School Community



School Name: Cranbourne East Primary School (5518)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2021 at 01:38 PM by Garry Rolfe (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 07:37 PM by Roz Coles (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Cranbourne East Primary School is located in the Hunt Club Estate in one of the fastest growth areas in the South Eastern growth corridor at No 2 Bowyer Avenue, Cranbourne East. The school was founded in 2011.

Cranbourne East Primary School encourages all students to become motivated and independent learners through the provision of a wide range of engaging and personalised learning activities and programs. We adopt an Inquiry approach to teaching and learning which combines students' natural curiosity and questioning together with the investigative skills required to become lifelong learners.

Our school vision is based on students being happy, safe and engaged in an information technology rich learning environment. This is where student centred learning occurs, explicit teaching and Inquiry based learning programs are led by professional teaching and learning teams who make a real difference and meet the needs of every student at a local level in a global setting.

The core purpose at Cranbourne East Primary School is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

The school values are taught to our students through our '5Rs' Values, embedded into all aspects of daily school life along with the firm belief all students can achieve based on high expectations of students, each other and the school community. The school values are:

Respect – People are valuable, able and responsible and should be treated in ways that acknowledge and extend their worth, talents and abilities. Being well mannered, considerate and tolerant.

Responsibility – Taking ownership for our actions. Trying your best, not giving up or taking the easy way out.

Relationships – Education and learning is a collaborative, co-operative activity in which mutuality can be enhanced. Effective interaction between the staff, students and school community.

Rigour – Human potential can be realised best by facilitating the right conditions to support higher order learning, creativity and excellence within our learning community.

Resilience – Feeling secure both physically and emotionally, dealing effectively with situations and having the ability to bounce back.

The school facility is designed around open learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are Performing Arts and Science and Sustainability learning spaces, a library learning resource centre, Music studio, Digital Technologies/ STEM resource hubs (notebook computers, robotics, iPads, iPods and interactive TVs), a sustainable garden, football oval and soccer pitch and indoor gymnasium. There are two sheltered playgrounds as well as a Pirate Ship playground with a sandpit and environmental wetlands. The school facility was built and is serviced under the Partnerships Victoria in Schools Project (PViS).

The school is co-located on the same site with Cranbourne East Secondary College, Marnebek Specialist School (Outpost) and shares facilities including the gymnasium, theatre, soccer ground and football oval. Shared-use facilities are a feature of this school site. A City of Casey Day Care Program, Maternal Health Centre and community sporting complex (including parking spaces) is located adjacent to the school.

The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with student enrolment at 1231, 593 female and 638 male. It is highly likely the

school will continue to maintain a high student enrolment.

The overall school socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. Possible socio-economic band values are: Low, Low-Medium, Medium and High. This school's socio-economic band value is : Low-Medium. 55% of students speak a language other than English at home.

In 2020, the school work force plan comprised: 1 Principal, 4 Assistant Principals (portfolios including Student Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Facilities, School-wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 Leadership Personal Assistant, 5 Office Administration Education Support (ES), 1 First Aid Officer (ES), 2 Leading Teachers (Digital Technologies and Primary Welfare Officer), 5 Learning Specialists, 10 Specialist Teachers, 1 Auslan Specialist (ES), 1 English as an Additional Language (EAL) Specialist, 4 Literacy Support Specialists, 18 Integration Aides (ES), 1 part-time Library (ES), 1 Information and Communication Technologies (ICT) Technician and 62 Home Group Teachers.

The work force plan (combination of full time and part time employees with some staff in shared roles) totaled 118 staff.

A co-teaching curriculum model has operated since the school opened. This model is child centred and operates in a learning environment that encapsulates complementary alignment of space and pedagogy. A targeted emphasis on personalised learning, a differentiated approved curriculum and focus on assessment was designed to meet student needs. Professional Learning Communities (PLCs) operate at Cranbourne East Primary School.

The school developed partnerships with a range of commercial and community based organisations including Bryan Jeffrey (MOAT Mental Health Services), Nikki Campbell (Tri-Counselling Therapies), Aiding Casey Education (ACE Foundation), Happy Chatter (Speech Therapy Services), Melanie Kemper (independent psychologist), Di Gibson (Visiting Teacher Services for the Deaf) and Playright Learnwright (Occupational Therapy).

Extra curricula activities were limited as a result of the impact of COVID-19, however encompassed Break Time Activities, Mother's Day (modified due to COVID-19), Family Picnic, Book Week and Footy Day. Student Representative Council (SRC) and Student Voice is active and conduct a range of activities. The SRC conducted a virtual annual Student Talent Show which attracted great interest from students across all levels of the school and families.

The work of the Parents Association was interrupted due to COVID-19.

The school welcomes International Students. The curriculum is aligned for International Students who are supported by Individual Improvement Plans. Students deemed at risk and vulnerable students including Koorie students, students in Out of Home Care and Students on the Program for Students With a Disability are supported by Individual Improvements Plans, termly Student Support Group Meetings and Interventions.

At Cranbourne East Primary School we strive for excellence in all areas of teaching and learning by setting high expectations for our students in regards to work ethic and behaviour and providing personalised learning for each and every individual student.

Framework for Improving Student Outcomes (FISO)

In the commencement of 2020, Cranbourne East Primary School underwent a School Review and subsequently established a new four year Strategic Plan. Unfortunately before an Annual Implementation Plan could be developed, the situation with the Covid-19 pandemic forced the school into remote learning. As such, no specific Key Improvement Strategies were identified for 2020, however the four year goals outlined in our Strategic Plan centred around the improvement of Literacy and Numeracy outcomes and creating empowered learners who are actively engaged in, and connected to their learning.

The FISO dimensions associated with the Strategic Plan Key Improvement Strategies (KIS) are:

- Building Practice Excellence
- Empowering students & building school pride
- Setting expectations & promoting inclusion

The plans and actions taken in 2020 to begin achieving these goals were adapted during the period of remote and flexible learning.

These included but were not limited to:

Building the capacity of all staff to embed the CEPS Instructional Model: Throughout the delivery of remote and flexible learning via Google Classrooms, the structure of the lessons still followed the Gradual Release Model of 'I do, We do, You do' as well as Learning Intentions and Success Criteria.

Building teacher capacity to provide challenging learning opportunities for all students: Teaching teams were able to provide differentiated lessons and activities to support and extend students during remote and flexible learning and adapted these based on regular feedback and communication from students and parents.

Embedding the school-based model for feedback (three tiers of feedback) across the school: Regular virtual class meetings were conducted which provided opportunities for students to provide feedback to teachers and vice versa. Unfortunately, remote and flexible learning made it difficult for students to provide feedback to one another.

Building capacity of Student Voice and Agency within the school environment: As a school we took the initiative to survey our students, parents and staff following the first round of remote and flexible learning to gather feedback on the benefits and challenges of how the school delivered our remote and flexible learning program as well as recommendations for future improvements. This feedback was then considered carefully and appropriate changes made during the second round of remote and flexible learning, which was greatly appreciated by our students and parents alike and made our processes more streamlined, communication and delivery more effective and maximised support to our students and families during this time.

Achievement

During the 2020 school year, the school was required to conduct a great deal of our teaching and learning program remotely. Staff were able to utilise online resources for the delivery of teaching and learning, develop new ways of tracking students' progress and connecting with students.

Teacher Judgements in Semester 2, 2020 across the school in student achievement at or above the age expected level shows: Measurement and Geometry 70%, Number and Algebra 74%, Statistics and Probability 73%, Speaking and Listening 87%, Reading and Viewing 74% and Writing 64%. Due to remote and flexible learning, NAPLAN assessment was not administered for Year 3 and Year 5 students in 2020.

At Cranbourne East Primary School we utilised Google Classrooms effectively as a platform during remote and flexible learning, a resource which was already supported in many learning spaces, along with WebEx for virtual teaching and learning sessions. This provided teachers a way to upload teaching and learning content, enabled students to respond to learning tasks and for teachers to provide feedback on student achievement. Each week remote and flexible learning was reflected upon and further changes and enhancements were made within year level teams. Teachers became more proficient in their ability to create and differentiate their online lessons. Students in Year 4 to Year 6 participated remotely in the Student Attitudes to School Survey. The data showed a positive result on Stimulated Learning at 81% which was above the state mean at 78%. This result can be contributed to the engaging learning materials provided to students during the remote and flexible learning period.

Throughout the remote and flexible learning period the school continued to provide Literacy support, Numeracy enrichment and Koorie support sessions for select students.

The Student Attitudes to School Survey showed positive results for Differentiated Learning at 91% which is above the

state mean at 84%, this achievement can be contributed to the way teachers differentiated learning programs during this period. Teaching staff made reasonable adjustments to remote learning programs for individual students particularly those on the Program for Students with a Disability (PSD) and completed individual Learning Plans (ILP's). Education Support Staff provided additional support during remote and flexible learning not only to PSD students but all students in the learning space as aligned with our school Inclusion Policy. During remote and flexible learning, assistance for our students and teachers continued to be provided by our speech therapist who conducted online oral language sessions. Returning to onsite learning, PSD students continued to be supported with services and programs being implemented by the school such as STAR (Strategies for Teaching based on Autism Research), STA (Speech Therapy Assistant Program), Oral Language, Occupational Therapy and Speech Therapy.

Engagement

Student engagement with a particular focus on student attendance was a key feature in 2020, especially during remote and flexible learning. The school tracked attendance rates by putting in place a clear procedure for staff to follow. If a student was absent for more than 2 days the classroom teachers contacted the family. If the student's absence did not improve, the school Leadership team intervened and provided the family with support or strategies. These included; absences being an agenda item at team administration meetings, communication with families, text messages to families for any unexplained absence, referral to support agencies and where applicable, referral to the Regional Office Wellbeing Unit. The Attitudes to School Student Survey showed an 81% positive response for students wanting to attend school.

During remote and flexible learning, student agency was used throughout the learning. Through Google classrooms, teachers engaged home groups in WebEx meetings to connect with their students and to provide the opportunity for peers to socialise and maintain relationships.

The school ensured all students had access to technology (over 400 devices were loaned to students) and were offered the avenue to get or give feedback to classroom teachers. Students who opted for a different learning style were provided hard copy work packs and also provided feedback on completed work.

Classroom teachers made fortnightly phone calls to communicate with families and provide support or strategies to assist students, which also gave parents a sense of connectedness with the school.

Wellbeing

The health and wellbeing of our students, staff and families was a key focus throughout the 2020 school year.

Due to the remote and flexible learning program offered during much of 2020, staff, students and their guardians needed to work together to support the needs of the school community. By implementing fortnightly phone calls teachers were able to create more collaborative relationships with parents and connect with them more regularly about students' health and wellbeing needs. Furthermore, the school provided student work materials, devices (laptops, dongles, C-Pens), vouchers and care food packs to families in need. The school also accessed school uniform through the State Schools Relief agency.

During 2020 staff wellbeing supports included regular check-ins with an allocated member of the Leadership team, virtual meetings, virtual social functions, dedicated wellness and self care time, weekly DET operational information updates, on-line professional learning sessions, vouchers, staff raffles and staff welfare packs.

During on site learning the school introduced the Respectful Attitudes Program as a targeted intervention and support strategy for select students. This allowed the students the opportunity to build their emotional literacies and strategies for reducing conflict. The school was also successful in continuing the Mindfulness & Wellbeing Programs for students in Year 5 and Year 6.

The Student Attitudes to School Survey data (Year 4 to Year 6) showed positive growth with students' belief of teachers showing concern for students at 12% above the state mean. The school's management of bullying prevention showed a positive increase of 8% (totaling 85%), which was 7% above the state mean.

Financial performance and position

The operating surplus of \$904,473.00 is due to the impact of Covid-19 on school operations. Camps, excursions and external staff professional development could not proceed during 2020 which resulted in significant reductions in expenditure. Staff absences due to illness were minimal during the remote and flexible learning periods resulting in a reduction of \$241,000.00 in casual replacement staffing costs. The cash budget was revised and presented to School Council in July, reflecting the decrease to both revenue and expenditure due to the significant impact of COVID-19.

The operating surplus from 2020 will be utilised to support student learning during 2021 through the expansion of our Tutor Learning Initiative well above the DET funding provided, the continuation of student support services such as occupational therapy, speech therapy and oral language and the replacement of over 400 school owned digital devices provided to students during the remote and flexible learning period in 2020.

Additional sources of funding included Sporting Schools Grants, Equity funding (social disadvantage), Early Years Koorie Literacy and Numeracy Program funding.

A highly effective partnership based on a collaborative and solution based approach continued between the School Council, School Council Finance Committee, Leadership team and Business Manager. The Business Manager supported by DET was a sound source of knowledge resulting in effective implementation of the Student Resource Package (SRP) aligned to improving student outcomes. The school remained in a sound annual position of Surplus while resourcing the school workforce plan and all curriculum and school budgets.

For more detailed information regarding our school please visit our website at
<https://cranbourneeastps.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 1231 students were enrolled at this school in 2020, 593 female and 638 male.

54 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) which takes into account parents' occupations and education.

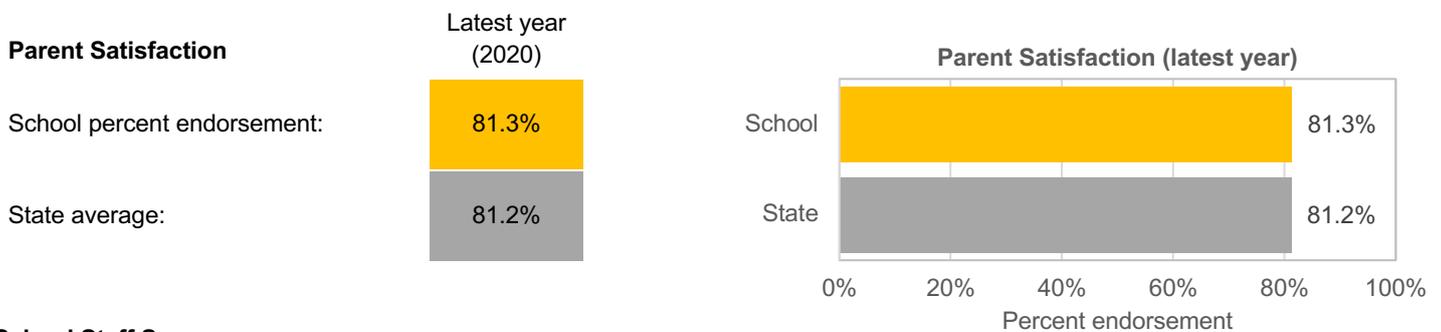
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

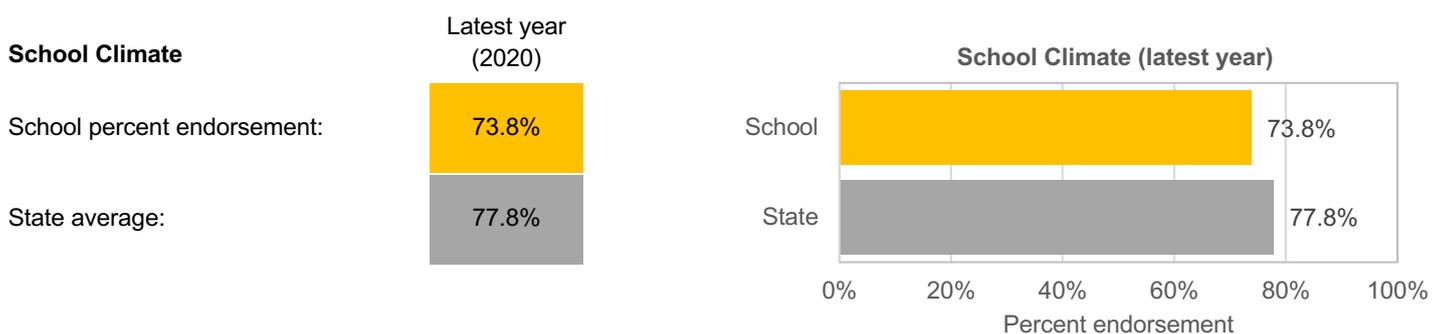


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

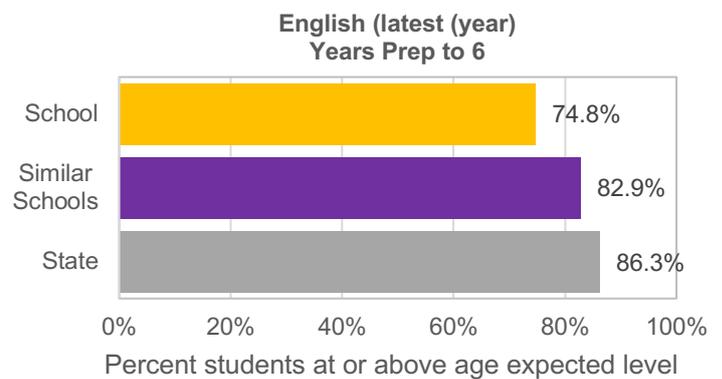
74.8%

Similar Schools average:

82.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

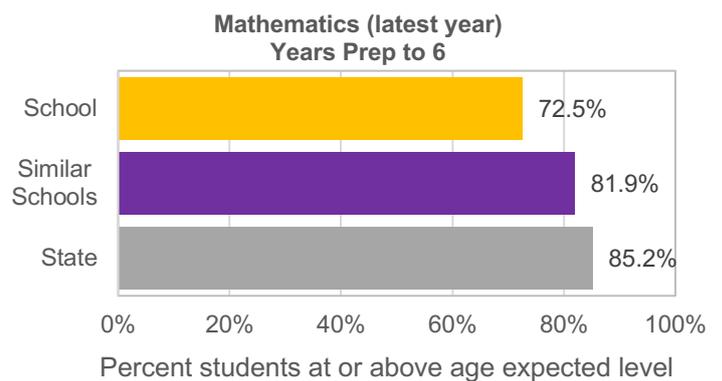
72.5%

Similar Schools average:

81.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

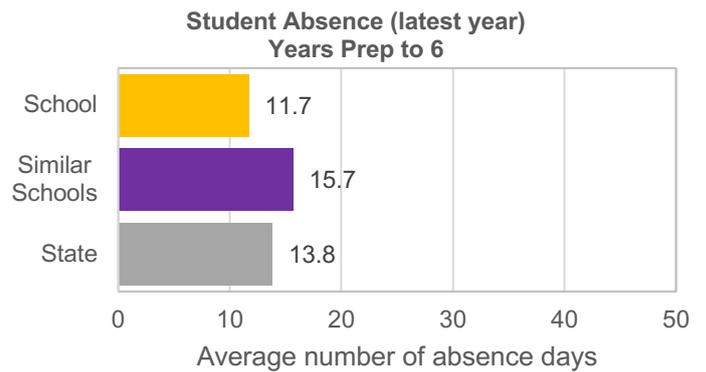
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.7	16.0
Similar Schools average:	15.7	16.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	93%	94%	94%	95%	94%

WELLBEING

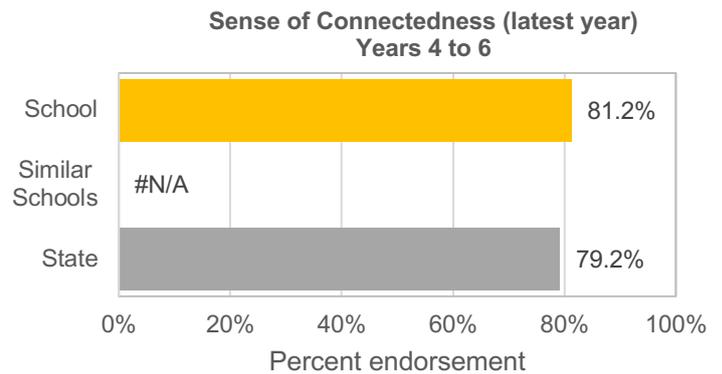
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	81.2%	77.3%
Similar Schools average:	NDP	80.3%
State average:	79.2%	81.0%



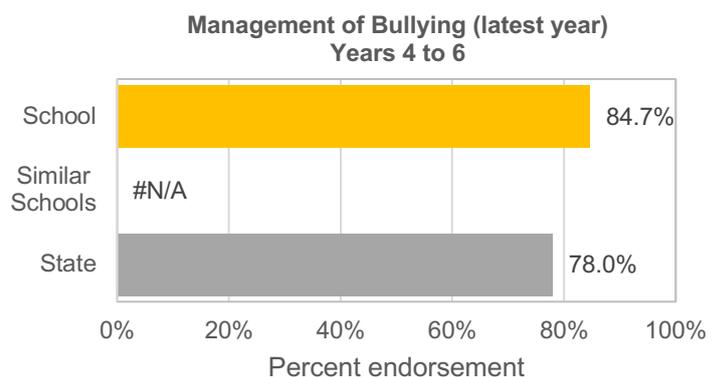
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.7%	76.6%
Similar Schools average:	NDP	77.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,829,634
Government Provided DET Grants	\$917,927
Government Grants Commonwealth	\$14,450
Government Grants State	NDA
Revenue Other	\$18,658
Locally Raised Funds	\$249,252
Capital Grants	NDA
Total Operating Revenue	\$12,029,920

Equity ¹	Actual
Equity (Social Disadvantage)	\$321,255
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$321,255

Expenditure	Actual
Student Resource Package ²	\$10,096,183
Adjustments	NDA
Books & Publications	\$4,163
Camps/Excursions/Activities	\$12,376
Communication Costs	\$30,137
Consumables	\$208,531
Miscellaneous Expense ³	\$14,206
Professional Development	\$30,887
Equipment/Maintenance/Hire	\$173,119
Property Services	\$4,665
Salaries & Allowances ⁴	NDA
Support Services	\$459,077
Trading & Fundraising	\$18,225
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$367
Utilities	\$73,513
Total Operating Expenditure	\$11,125,448
Net Operating Surplus/-Deficit	\$904,473
Asset Acquisitions	\$10,636

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$378,756
Official Account	\$15,541
Other Accounts	NDA
Total Funds Available	\$394,297

Financial Commitments	Actual
Operating Reserve	\$171,544
Other Recurrent Expenditure	\$19,763
Provision Accounts	NDA
Funds Received in Advance	\$199,288
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$614
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$52,825
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$444,034

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.