

2021 Annual Report to The School Community



School Name: Surfside Primary School (5354)



- 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 07 March 2022 at 04:04 PM by Peter Walsh (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 01 April 2022 at 01:21 PM by Eloise Cann (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

In 2021, Surfside Primary School was a medium to large sized school funded at 535 students (253 female and 282 male). The school has been in operation since 1993. It is located in a residential area 2 km north/east of the central business district of the seaside resort of Ocean Grove, 28 kilometres from the provincial city of Geelong, on Victoria's Bellarine Peninsula. Our Vision is 'to inspire students to be creative, innovative and emotionally equipped to thrive' while our Mission is to 'cultivate a caring and inclusive environment in which students flourish' and is supported by our school Values of 'Respect, Honesty, Teamwork and Achievement'

There is an evident culture of high expectations that is supported through student engagement and a nurturing environment that is supported with a strong emphasis on student wellbeing. The leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging learning opportunities, supporting student wellbeing and ensuring that teaching reflects best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school offers a comprehensive curriculum in all Learning Areas and Capabilities with a high emphasis placed on developing student knowledge and skills in Literacy and Numeracy.

Staff participate in ongoing Professional Learning Communities to ensure maximum opportunities for all students to 'Believe in Themselves'. The school operates through teamwork, collaboration and consultation. Mutual trust and respect between staff, students and parents forms a positive learning environment. The relationship between school and home is highly valued and encouraged. We continue to work towards embedding School Wide Positive Behaviours and Learning Agreements across the school are made with the expectations matrix in mind. The school places an emphasis on highly engaging programs for children which is exemplified through the: Developmental Curriculum for years Foundation - 2, the Surfside Kitchen Garden Program for years 3-6, 1-1 BYO iPads for years 3 – 6 and shared iPads in all junior year levels.

The school's SFOE (Student Family Occupation and Education) index was 0.2628 which is in the low range. The 2021 staffing profile consisted of 29.0 teaching staff, 0.6 Learning Specialist, 1.0 Assistant Principal, 1.0 Principal. We had 6.2 Non-Teaching staff which consisted of 2.7 Support Staff and 2.9 Education Support Staff. The school employs a Wellbeing Co-ordinator with a 1.0 time fraction and we are allocated a 1.0 Mental Health and Wellbeing Coordinator through DET funding.

Framework for Improving Student Outcomes (FISO)

Surfside PS listed the following initiatives under the Framework for Improving Student Outcomes (FISO) in the 2021 Annual Implementation Plan. Work was again impacted in a number of these areas due to lockdowns and the move to remote learning. Surfside PS continued to have a consistent emphasis placed on student, staff and community wellbeing and engagement. Surfside staff, students and community members worked towards the following DET priority areas within 2021 to best support the learning and wellbeing of all of our learners.

GOAL 1 - Learning Catch Up and Extension Priority

We were able to best support this goal through the following Key Improvement Strategies:

To support student growth through the implementation of the tutor program:

- 1 - To employ, train and deploy tutors to successfully work with small groups of students with specific focus areas
- 2 - To support areas of focus through cohorts utilising the improvement cycle and goal setting with specific data sets and assessments

- 3 - To continually implement and monitor on a 6-8 week cycle regarding the success of the tutoring program

To empower students to engage in creating authentic and purposeful writing:

- 1 - To develop and implement a sequential progression of writers workshop and the 6+1 traits of writing
- 2 - To establish opportunities for authentic and purposeful writing experiences

3 - To establish common teacher understanding and consistent practice in spelling

To empower students to engage in challenging, authentic and purposeful mathematical problem solving:

1 - To build teacher, student and community understanding of learning characteristics and dispositions in numeracy

2 - To build teacher and student capacity in the four proficiencies in numeracy (Understanding, Fluency, Problem Solving and Reasoning)

3 - To build student proficiency and community understanding in solving and exploring challenging tasks

GOAL 2 - Happy, Active and Healthy Kids Priority

We were able to best support this goal through the following Key Improvement Strategies:

To support the mental health and Wellbeing of students within Surfside Primary School

1 - To employ and induct a mental health and wellbeing coordinator through targeted Departmental initiative

2 - To support the implementation of SWPBS and Respectful Relationships

3 - To work with specific small groups and support SSS and outside agencies to work with vulnerable students

To ensure high levels of student learning through purposeful student engagement:

1 - To develop and implement a whole school understanding of student voice

2 - For students to understand what it means to be a confident, resilient and reflective learner

3 - To develop a collective pride, confidence and ownership of the Surfside learning community

GOAL 3 - Connected Schools Priority

We were able to best support this goal through the following Key Improvement Strategies:

1- To further develop a school-wide approach to communication at all levels that engages parents and celebrates student growth and achievement (Digital platform)

2- To further build staff capacity to implement digital platforms to initiate communicate between home and school (Seesaw)

Achievement

Surfside continues to work towards providing a positive and engaging learning environment that focuses on improved student and teacher learning through setting high expectations for staff, students and the school community. Staff have a strong commitment to teaching and learning and to increase their capacity to provide high quality teaching to each student through a collaborative approach within Professional Learning Communities. This is evident within the following survey results that highlight High Expectations for Success:

Student Attitudes to School Survey - High Expectations for Success - 97% positive endorsement (state average - 94%)

Parent Opinion Survey - High Expectations for Success - 84% positive endorsement (state average - 85%)

Staff Opinion Survey - Belief in Students and Parents - 82% positive endorsement (state average - 72%)

In 2021, students, staff and families continued to face the challenges associated with COVID19 and the returned move to remote and flexible learning and implementation of COVIDSafe interventions. Staff continued to work diligently to provide learning opportunities that allowed for explicit teaching opportunities, engaging activities and opportunities to provide feedback and also allow students to reflect on their learning through an online collaborative platform of SeeSaw, Google Classroom and WebEx. Staff, students and families continue to actively participate in individual goal setting, parent/teacher/student conferences, student support group meetings and developing strategies to support specific learning needs.

The teacher judgments indicate that the majority of our students are working at or above the age expected level in the following areas and is similar to like schools. Specific content has been unable to be covered due to increased remote learning:

English - school % of students at or above age expected level - 89.1% (above the state average of 86.2%)

Mathematics - school % of students at or above age expected level - 83.7% (close to the state average of 84.9%)

We understand that the move to remote and flexible learning has impacted student learning and growth and therefore Surfside Primary School implemented learning intervention across all year levels within the school with a high emphasis on our Foundation-2 students. Staff were able to identify student need through conducting assessment prior to the return to face to face teaching and implement intervention strategies through the improvement cycle. This was further supported through the employment of 2 staff members to undertake the Tutor Learning Initiative.

Student achievement data through NAPLAN has indicated that the majority of students at Surfside are working at or above level in most areas of Reading and Numeracy and this level of achievement is at or above state average and similar schools. The following percentage of students achieved in the top 3 bands of testing in NAPLAN

READING

Year 3 - 90.5% of students in the top 3 bands (well above state average of 76.9%)

Year 5 - 76.5% of students in top 3 bands (above state average of 70.4%)

NUMERACY

Year 3 - 75.4% of students in top 3 bands (well above state average of 67.6%)

Year 5 - 68.4% of students in top 3 bands (above state average of 61.6%)

Learning Gain continues to be the main focus at Surfside PS with a focus of achieving high gain for students from years 3-5. Our results indicate that students are at or slightly below similar schools in the area of high gain. This focus has been actively supported through identification of students through targeted assessments, differentiated teaching and the construction of learning goals.

In 2021 our school undertook our School Review for 2022-2025 and allowed our school to celebrate the many achievements over the past 4 years and also allowed us to set strategic goals to best support the student learning, engagement and wellbeing of each and every student. The school continues to have a consistent and strategic approach on improving teacher practice and student learning through engaging in a suite of Professional Learning opportunities provided at a Region and Department level. We continue to actively involve our students as part of the teaching and learning process through goal setting and reflection opportunities through specific student voice and agency goals.

Engagement

In 2021 student absence has been impacted by the move to remote and flexible learning due to the COVID19 pandemic and continues to be a focus at Surfside PS. The average amount of days absent for a Surfside Primary School student is above the state average and has increased above our 4-year average - 16.7 days per year. We continue to promote the importance of school attendance and this is supported through our mission statement to 'cultivate a caring and inclusive environment in which students flourish'. We continue to monitor school attendance and support students or families through wellbeing supports and strategies. The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels. This continued approach has allowed students to explore a range of learning tools to enhance their learning opportunities. A range of extra curricula activities that are supported by staff, students and the community are on offer to improve engagement levels across all aspects of a student's school life. The following Attitude to School survey data supports a continued focus on engagement for students at Surfside PS:

*Stimulated Learning - 84% positive endorsement (above state average of 79%)

*Emotional Awareness and Regulation - 81% positive endorsement (above state average of 73%)

*Sense of Confidence - 86% positive endorsement (above state average of 77%)

*Sense of connectedness - 83% positive endorsement (above state average of 80%)

Wellbeing

In 2021 the school continued to participate in regular wellbeing check ins at a staff, student and parent level to monitor wellbeing during the remote and flexible learning environment and return to on-site learning. These regular wellbeing check ins assisted in shaping our teaching program throughout remote and flexible learning and catering for the many challenges associated with the return to on-site learning. The school implemented a specific wellbeing support structure that enabled each year level to have access to an Education Support staff member that could support the learning, engagement and wellbeing needs of the students. During term 4 an adapted and extensive Foundation transition program included small group student visits to school, virtual and on-site parent information sessions, small group parent sessions, enrolment packs which outlines school processes and programs. Incoming students and

families are provided with opportunities to familiarise themselves with the school environment through transition days, enrolment handover and regular check ins. Regular whole school newsletters, social media and compass updates were provided to keep our school community informed regarding school processes, supports, successes, events, initiatives and direction. With the allocation of a Wellbeing Co-Ordinator, the implementation of the Mental Health and Wellbeing Coordinator Pilot, Tutor Learning Initiative and through continued support from Student Support Services (SSS) and NDIS we continue to provide valued support for students with academic, social and emotional needs. Support provided also includes speech therapy (on assessment) and referrals with psych and guidance officers. A wellbeing team meet regularly to discuss options for student supports (student learning, KOORIE, disability support and social and emotional needs) as well as providing pro-active strategies to increase student wellbeing at a whole school level through a Social Emotional Learning and School Wide Positive Behavior Support program.

Finance performance and position

The Financial performance and position at Surfside Primary School concluded 2021 with a Net Operating Surplus of \$127,862. This was able to be achieved through prudent administrative financial management and although there were limited fundraising events due to the COVID19 pandemic the Surfside Primary School community raised \$25,444. The continued growth in the school has required extra staffing for one new grade in 2022. The continuation of the Tutor and Health and Wellbeing Programs has enabled us to continue to re-employ the specialist staff we hired for 2021. The Equity Funding of \$32,234 was as in 2020, directed towards the Professional Learning Program Budget and building staff capacity.

For more detailed information regarding our school please visit our website at
<http://www.surfsideps.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 526 students were enrolled at this school in 2021, 249 female and 277 male.

0 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

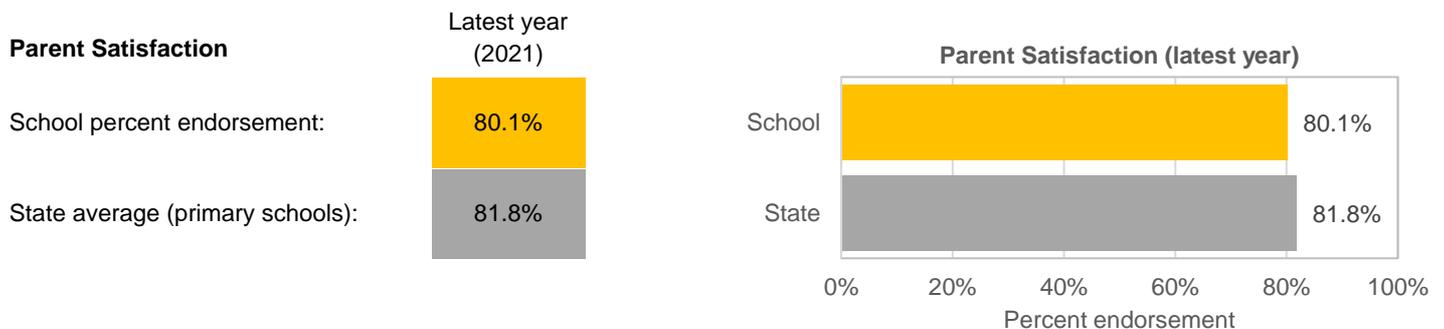
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

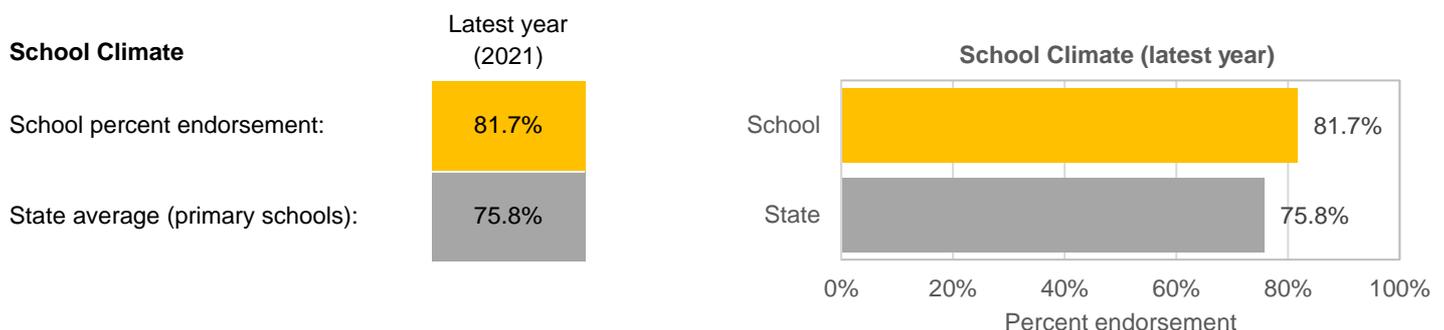


School Staff Survey

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:

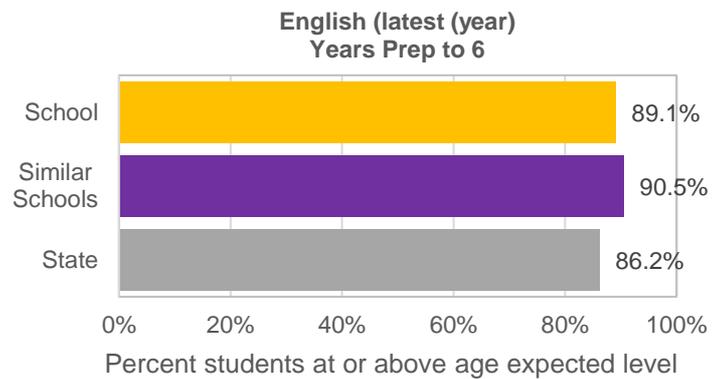
89.1%

Similar Schools average:

90.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

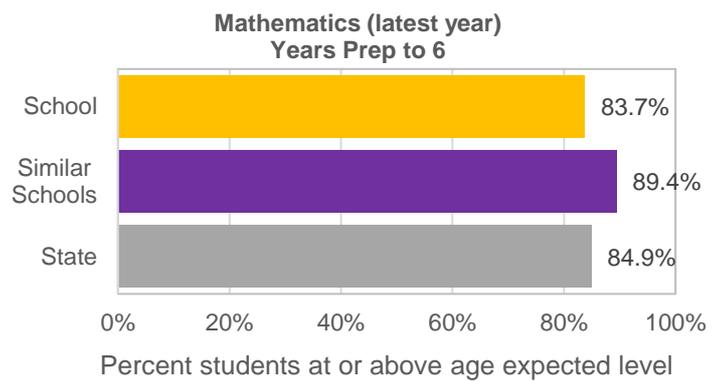
83.7%

Similar Schools average:

89.4%

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.

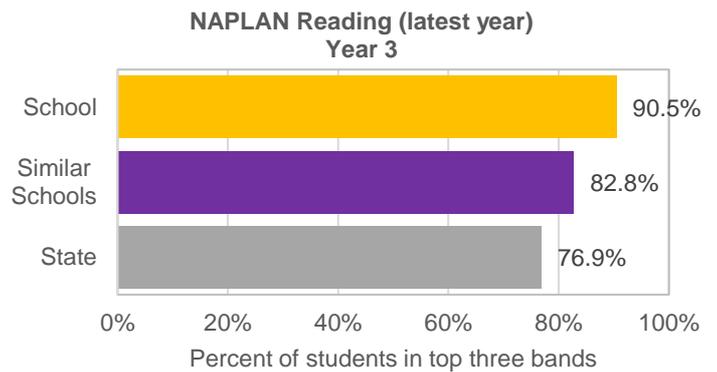
NAPLAN

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.

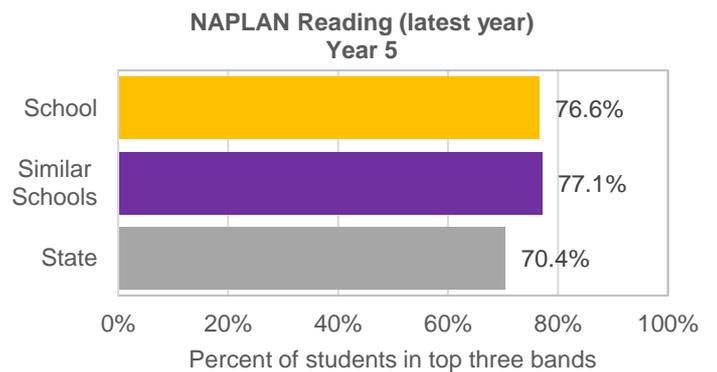
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.5%	81.2%
Similar Schools average:	82.8%	82.6%
State average:	76.9%	76.5%



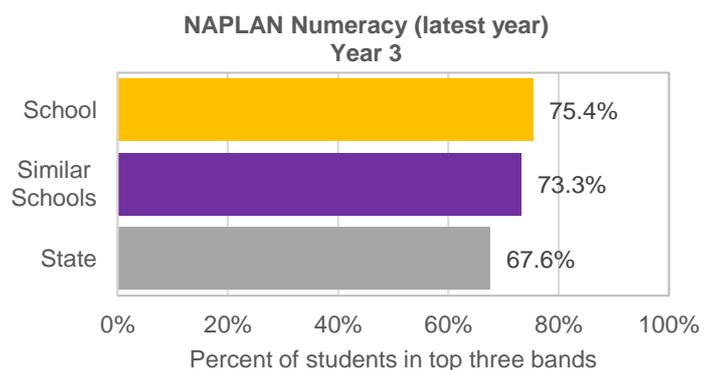
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.6%	76.6%
Similar Schools average:	77.1%	73.6%
State average:	70.4%	67.7%



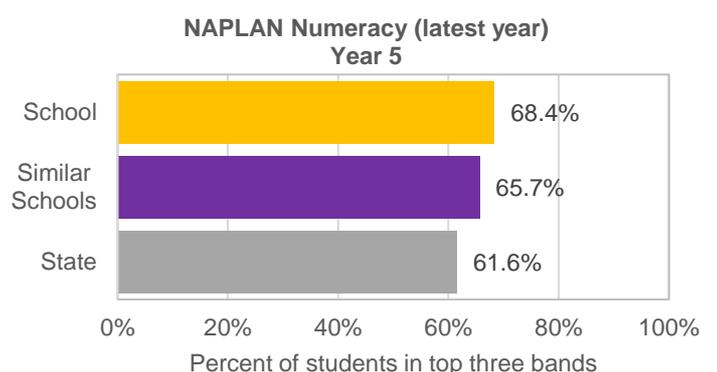
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.4%	72.3%
Similar Schools average:	73.3%	75.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	61.5%
Similar Schools average:	65.7%	63.5%
State average:	61.6%	60.0%



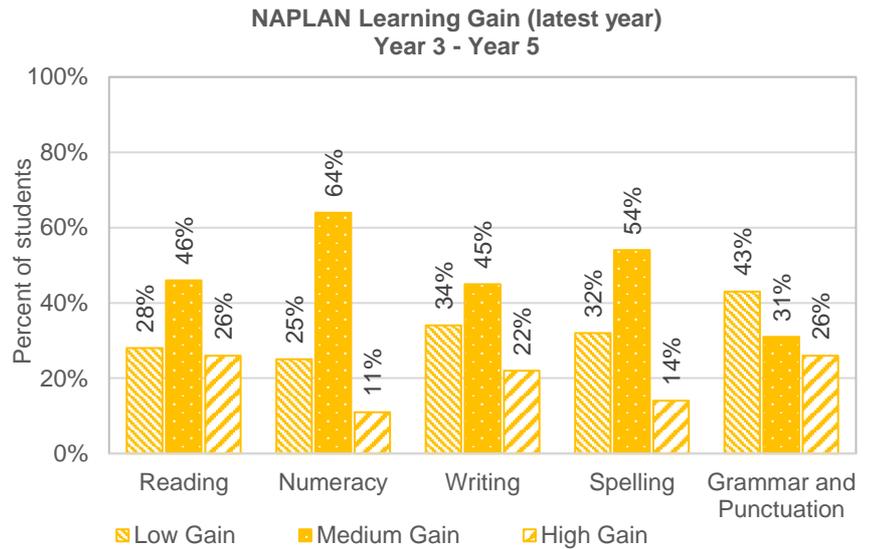
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	46%	26%	23%
Numeracy:	25%	64%	11%	19%
Writing:	34%	45%	22%	22%
Spelling:	32%	54%	14%	21%
Grammar and Punctuation:	43%	31%	26%	21%



ENGAGEMENT

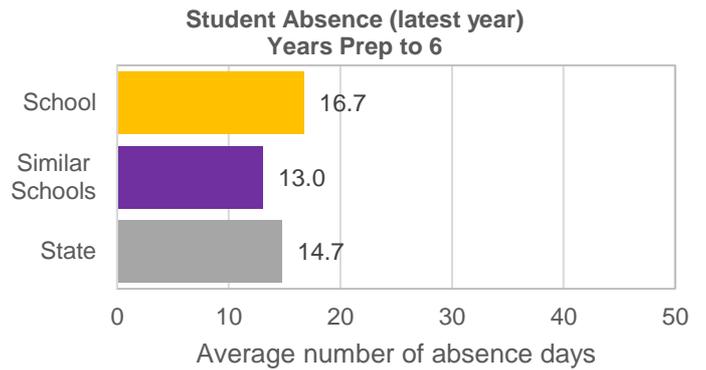
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.7	16.1
Similar Schools average:	13.0	13.6
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):	93%	93%	92%	92%	91%	90%	91%

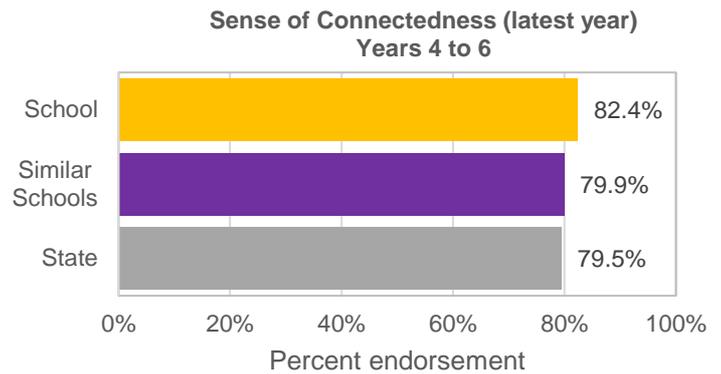
WELLBEING

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:	82.4%	82.0%
Similar Schools average:	79.9%	81.0%
State average:	79.5%	80.4%

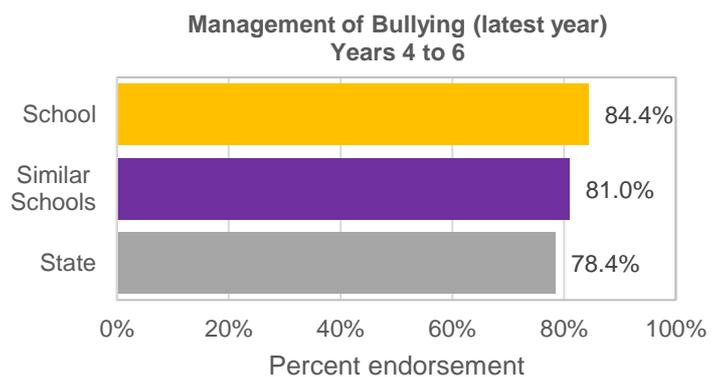


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	84.4%	83.5%
Similar Schools average:	81.0%	82.2%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,257,240
Government Provided DET Grants	\$596,006
Government Grants Commonwealth	\$16,419
Government Grants State	\$0
Revenue Other	\$17,182
Locally Raised Funds	\$226,812
Capital Grants	\$0
Total Operating Revenue	\$5,113,659

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,234
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,234

Expenditure	Actual
Student Resource Package ²	\$4,158,684
Adjustments	\$0
Books & Publications	\$5,451
Camps/Excursions/Activities	\$79,290
Communication Costs	\$3,545
Consumables	\$109,133
Miscellaneous Expense ³	\$14,205
Professional Development	\$11,231
Equipment/Maintenance/Hire	\$65,815
Property Services	\$162,102
Salaries & Allowances ⁴	\$275,813
Support Services	\$61,330
Trading & Fundraising	\$14,064
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,133
Total Operating Expenditure	\$4,985,797
Net Operating Surplus/-Deficit	\$127,862
Asset Acquisitions	\$0

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$240,427
Official Account	\$4,746
Other Accounts	\$10,655
Total Funds Available	\$255,828

Financial Commitments	Actual
Operating Reserve	\$129,881
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$42,793
School Based Programs	\$39,189
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$101,267
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$313,130

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.