

# 2022 Annual Report to the School Community

School Name: St Albans Heights Primary School (4948)



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

Attested on 16 March 2023 at 09:29 AM by Effie Sultana (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 March 2023 at 10:00 AM by Tan Do (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

### Purpose Statement:

St Albans Heights Primary School's Purpose statement is: Soaring to Greater Heights!

### Vision:

At St Albans Heights our graduates will be empowered to thrive, collaborate and think critically. They will be supported by the school community and will be at the centre of all decision making. All students will be provided with highly effective instruction, in every classroom, every day. They will have sound literacy and numeracy skills and an inquiring mindset to create opportunities to live successful lives. They will develop positive social and emotional capabilities and a strong moral compass in order to effectively contribute to society.

### Values:

St Albans Heights Primary School's values are: H.E.R.B. Our mascot, introduced in 2021, is Herb the Hawk.

- Honesty
- Excellence
- Respect
- Belonging

St Albans Heights Primary School was established in 1968 in the western suburbs of Melbourne within the City of Brimbank. A total of 240 students were enrolled at this school in 2022, 101 female and 139 male. 90 % of students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. The school's socioeconomic band value is High.

The leadership profile for SAHPS in 2022 was 2 Principal Class Officers, 2 Leading Teachers and 2 Learning Specialists, we currently have 17.2 EFT staff and 7.9 EFT support staff. Trend data indicates a drop in enrolments during the last few years.

We cater for students with differing needs from Foundation to Year 6 and our students come from diverse cultural backgrounds. The school's Student Family Occupation and education Index (SFOE) is considered high. We provide a structured, supportive and motivating educational environment where every child experiences a stimulating curriculum with challenging and achievable goals that will meet their needs.

PE, Visual Arts, STEM and Japanese are our current specialist areas and we offer English as an Additional Language Support, Language Support, Levelled Literacy Intervention and Library services to support our literacy program.

The school is organised into composite classes. Our school focuses on quality teaching and learning and our teaching and non-teaching staff are dedicated to developing each child to their full potential.

A strong emphasis is placed on a team approach to planning and teaching, implementing and evaluating all of our programs. Staff work in team teaching situations with two classes effectively working together. Data and evidence is key to driving school improvement. Our school and parent community have a shared vision for all students at our school. Through positive role modelling and co-operative learning we encourage our students to respect the rights of others, to act in a responsible manner and strive for excellence at all times.

We have a number of school student leaders (School Captains, House Captains, Sustainability, Engagement and ICT Leaders, Class Captains) with designated roles and responsibilities across the school. We aim to equip our students with the skills necessary to build positive social relationships, to work and learn in teams and the strategies to manage and resolve conflict.

Student Wellbeing continues to be a priority across the school. There are a number of support services for students and families including a student counsellor (3 days per week). We currently have approx. 6 students funded on the PSD program and a number of students who aren't funded but require additional support. The school values of Honesty, Excellence, Respect and Belonging play an important role in the way we manage issues across the school. We are currently implementing the School Wide Positive Behaviours and Respectful Relationships programs at our school, which relate directly to our school values. The school received Gold accreditation in SWPB in 2021 and 2022.

Breakfast Club operates every morning from the canteen to provide a free healthy breakfast for all students. We also provide a number of students with lunch on a daily basis and food boxes for some of our more vulnerable families.

The school has a strong transition program building links with the local kindergartens, childcare centres and secondary colleges.

The school had a BYOD iPad program where families purchased individual iPads which are brought to school daily and used in the classroom to improve literacy and numeracy. This is being phased out with the school purchasing the iPads now.

Family–School partnerships are encouraged and actively sought for the benefit of our students. These partnerships are based on trust and mutual respect for the role that families play in a child's education.

A Community Hub is based at the school and provides strong links between home and school, running a number of programs including English language classes, Cooking classes, Zumba, playgroups and walking groups to name just a few. The school has a partnership with Blu Earth to increase student engagement and increase active participation. We also offer free after school soccer clinics (Soccer Australia) and cricket clinics (through Cricket Victoria), which are always well attended. The school has a partnership with ACMI (Australian Centre for Moving Image) and they are supporting us to engage students in digital literacy and digital technology.

The school is part of the Stephanie Alexander Kitchen Garden Program and our year 3/4 students work in the garden and learn cooking skills once a week.

In 2022 we had 7 International full fee paying students attending SAHPS who are provided with support within the classroom and small group learning.

We had to refocus and reset direction after COVID and the impact on learning and school operations last year.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

St Albans Heights Primary School strives to improve student learning in all aspects of the school curriculum. Teachers ensure consistent judgements are made against the Victorian Curriculum through collaboration and considered use of data. This informs our planning for the learning requirements of our students and provides accurate data to parents. This information is delivered to parents via our semester reports and student led conferences. Information about learning is also shared via the SeeSaw app.

**Goal 1:** Improve student learning outcomes in literacy with a focus on reading and writing.

**Goal 2:** Improve student outcomes in numeracy with a focus on number and algebra.

#### Key Improvement Strategies:

Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.

Develop a guaranteed and viable curriculum with consistency in documentation and delivery.

Develop consistent and high performing PLC teams to plan, differentiate and measure impact of instruction.

Teacher judgements in 2022 indicate that 91.1% of our students achieved at or above expected level in English and 89.7% of students achieved at or above in mathematics, this is an improvement from the previous year. Our students are performing above similar schools and the state average.

NAPLAN (students in the top 3 bands) data indicates:

Year 3 & 5 Reading is below similar schools and the state.

Year 3 & 5 Numeracy is above similar schools however below the state.

Tutoring continued to be a focus for the school targeting small groups and individuals who were performing below and above the expected levels. Catch ups were in order to support missed learning through COVID.

### Highlights:

- Whole school approach to teaching literacy and mathematics.
- Continued to revise our planning documents across the school to determine clarity around the planning process.
- Focused on teaching and learning best practice in all curriculum areas not just reading and numeracy.
- We continued to employ external consultants to work in the school to observe and provide feedback to the staff and the leadership team.
- We embedded our Instructional model across the school in all curriculum areas.
- We continued to refine our PLC Cycle to assist staff with planning curriculum relevant to individual needs of students.
- We placed a greater emphasis on using data to plan at student point of need. Leading Teachers and Assistant Principal supported planning and attached to cohorts for support.
- Learning Specialists attached to sub schools to support with coaching, modelling and peer observations.
- Focus continuing on differentiation of work to cater for all students needs.
- Refining of Guaranteed and Viable Curriculum and Proficiency scales to support this work.

## Wellbeing

### Goal 3: Improve Student Engagement and Wellbeing

#### Key Improvement Strategies:

Develop and implement a whole school approach to wellbeing and engagement to provide a safe and supportive learning environment.

Our students Attitude to School survey results are continuing to improve each year. Sense of Connectedness (years 4-6) for our school was 88.8%, similar schools was 82.3% and the state was 78.1%. Management of Bullying (years 4-6) SAHPS is 90.2%, similar schools 78.4% and State average 75.8%. We have put a number of measures in place to support this shift and they continue to be a focus moving forward. The school does not tolerate bullying of any form and always follows up all reported incidences. The staff are logging all incidents on COMPASS to monitor issues and problems in the yard so action/follow up can occur.

The school places high value on student wellbeing and connectedness and has invested in a strong team of staff to support students and their families, including a student counsellor, Wellbeing PLT leaders and a Leading Teacher in Wellbeing and Engagement. In addition we access the SSSO team from the region as required to provide additional support for families and students. The school is implementing the School Wide Positive Behaviour Framework and Respectful Relationships programs through the Department. We have achieved Gold status again in 2022. COMPASS and Pulse is being used to track and monitor individual and cohort behaviour and areas around the school which may cause concern. Parents are notified of issues at school. MVP cards are being distributed for following the school values and greater rewards, acknowledgements and incentives are in place to reward those doing the right thing. The SWPBS shop is very popular.

A number of opportunities to enhance student voice and agency were identified through the Student Representative Council, school leaders program (through Brimbank Council and the Dare to Dream Conference) as well as BluEarth.

### Highlights:

- Continued to promote the school values to have a clear understanding of each one.
- Distribution of Most Valuable Peer (MVP) cards which can then be redeemed at the MVP shop.
- Respectful Relationships program and weekly wellbeing lessons for all students.
- Social skills groups for relevant students based on need.
- More student leadership positions and a greater voice for SRC students.
- Raising money for charities and organising a school sports day.
- Students beginning to set individual goals for their learning in reading, writing, numeracy and wellbeing.
- Student led conferences, Breakfast Club, student led assembly.
- Support of a student counsellor onsite to support students and families.
- Stephanie Alexander Garden program for all year 3 and 4 students.
- A dedicated Leading Teacher to implement initiatives, follow through concerns and issues and to support staff to build their capacity in managing student behaviours.
- Lunch time clubs, wheel of choice, house points, MVP card and house points to support and acknowledge positive behaviours.
- Achieved the Gold award for SWPBS in 2022.

## Engagement

The School's average days absent for full time equivalent student per year level is below similar schools and state. Our average number of absences sits at 19.2, whilst similar schools are at 25 days and the state at 23.3 days. We believe we still have too many absences across the school and we are working on educating our parents that 'It is not okay to be away'. Attendance rates for years 1, 3, 4, 5, 6 are above 90% and Prep and Year 2 were mid to high 80%.

We continue to use COMPASS to record attendance and absences. Staff continue to call home for unexplained absences which are two or more consecutive days. Our counsellor and Leading Teacher (wellbeing) also follow up prolonged absences and regular late arrivals. More lunchtime programs and a wider variety of programs to encourage attendance are being offered and to improve engagement levels, including after school soccer and cricket classes.

Parent Engagement is a focus through the Community Hub. There are a number of programs for parents and community members to participate in at no cost, including English language classes, cooking and conversation, coffee and chat sessions, playgroups, zumba etc.

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## Other highlights from the school year

The SAHPS community BBQ was a huge success earlier this year. In conduction with Hub parents, were invited to a free BBQ as a welcome back to the school year. There were lots of activities for the families to enjoy including AFL, Henna, badge making and more as they mingled and met with one another and the staff.

After COVID school camps started again in 2022. The 3/4 cohort attended Lady Northcote camp and the 5/6 cohort attended a camp in Anglesea. The F-2 Breakfast and 1/2 Stay Late was also implemented in 2022 once again, but was a combined event due to COVID guidelines. Students enjoyed eating breakfast at school then brushed their teeth and changed into school uniform ready for learning. As a start to the camping program this event builds independence and confidence. This year the 1/2's stayed back until 6.30pm enjoying games, dinner and a movie.

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## Financial performance

The Equity funding the school receives is predominantly used to build teacher capacity in teaching literacy and numeracy, in order to ensure our students have access to the latest research and resources. Some of our funds go towards staffing costs to ensure the right people are in the roles needed to support the school community. External coaches were employed to assist staff to develop their teaching strategies and expertise, to provide feedback and set goals for future direction. The leadership team was involved in coaching and mentoring staff across the school in literacy and numeracy strategies. Upgrades to the grounds and buildings continue to be a priority for the school in line with the school's age and needs. The 'Rocks area' was developed into an outdoor classroom and active space. A number of activities/events continue to be paid for and/or subsidised for families including book packs, swimming, BluEarth, Learning Apps, leaders conference, graduation, etc) Due to COVID many projects and activities (camps, swimming) were put on hold which has led to a surplus. In 2022 we also received \$170,000 for an Inclusive School's Grant which will be used to set up a passive play space and sensory garden as well. In 2022 we received a government grant of \$13.45 million to modernise our facilities, the current surplus will be used to support the new building with added extras.

**For more detailed information regarding our school please visit our website at**  
**[www.sahps.vic.edu.au](http://www.sahps.vic.edu.au)**



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 240 students were enrolled at this school in 2022, 101 female and 139 male.

90 percent of students had English as an additional language and 2 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.

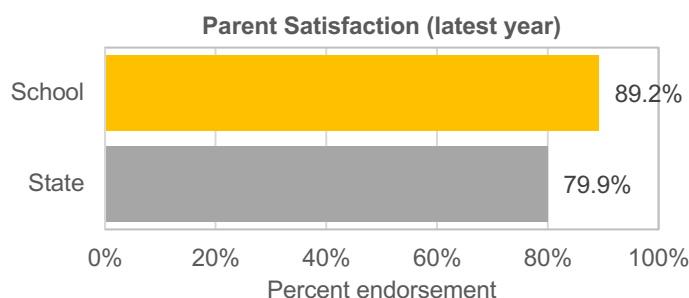
This school's SFOE band value is: High

### 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	89.2%
State average (primary schools):	79.9%



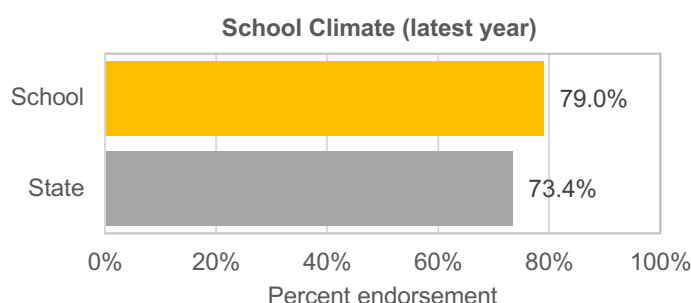
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	79.0%
State average (primary schools):	73.4%





## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

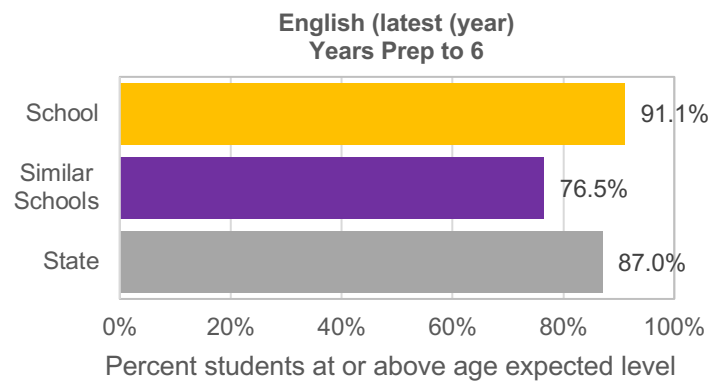
91.1%

Similar Schools average:

76.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

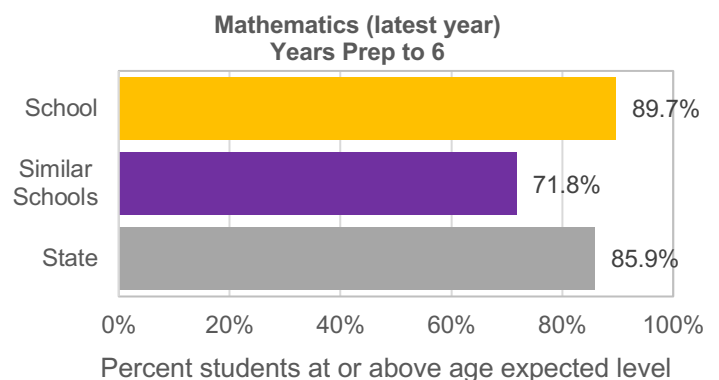
89.7%

Similar Schools average:

71.8%

State average:

85.9%



## LEARNING (continued)

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

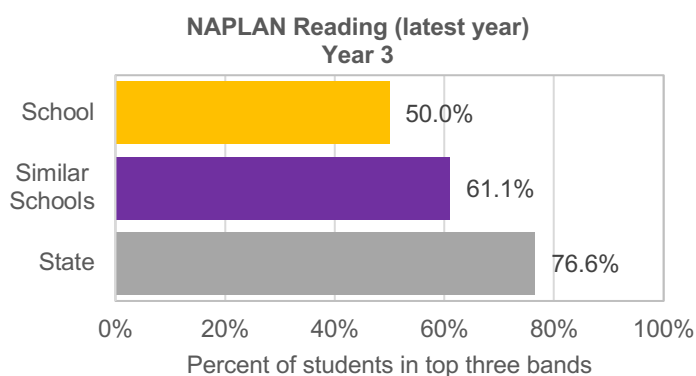
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

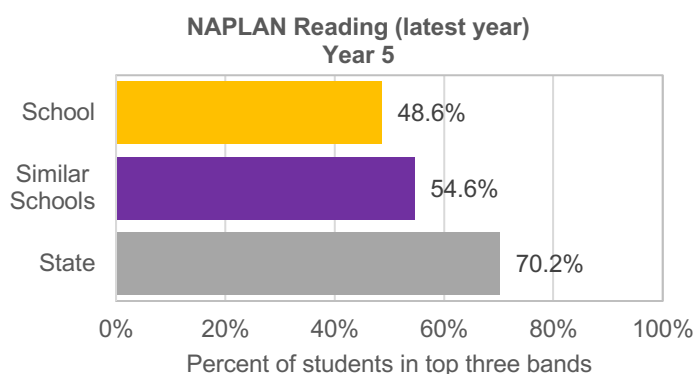
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	60.0%
Similar Schools average:	61.1%	61.9%
State average:	76.6%	76.6%



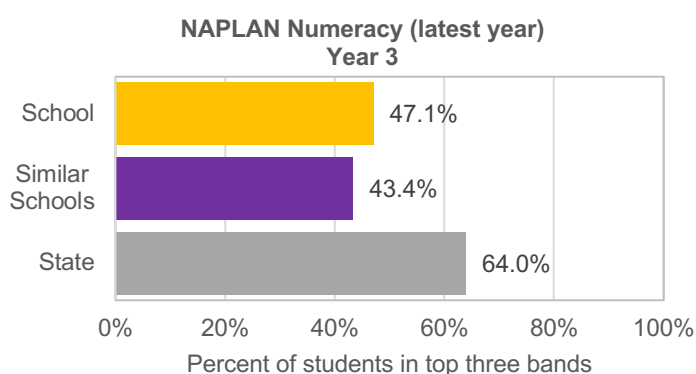
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	50.5%
Similar Schools average:	54.6%	53.6%
State average:	70.2%	69.5%



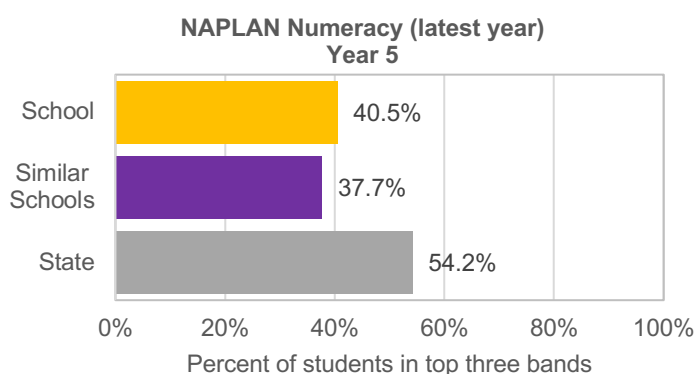
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.1%	49.5%
Similar Schools average:	43.4%	46.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.5%	33.3%
Similar Schools average:	37.7%	42.1%
State average:	54.2%	58.8%



## WELLBEING

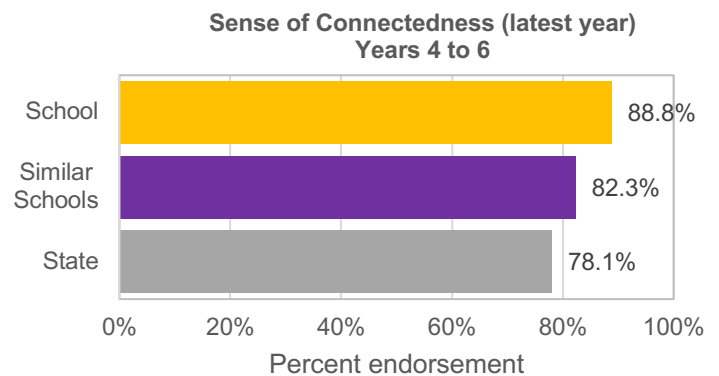
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.8%	79.0%
Similar Schools average:	82.3%	83.1%
State average:	78.1%	79.5%

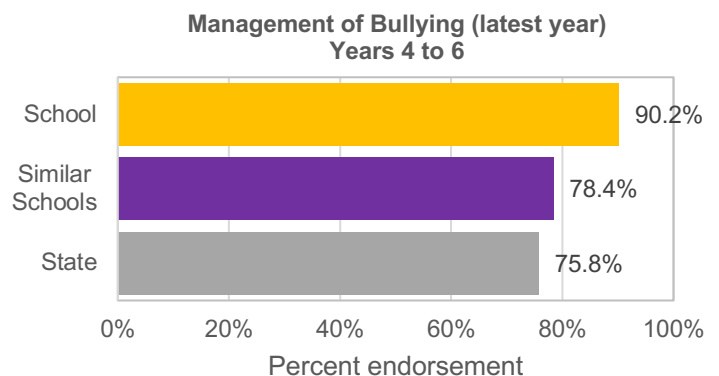


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.2%	78.6%
Similar Schools average:	78.4%	80.5%
State average:	75.8%	78.3%



## ENGAGEMENT

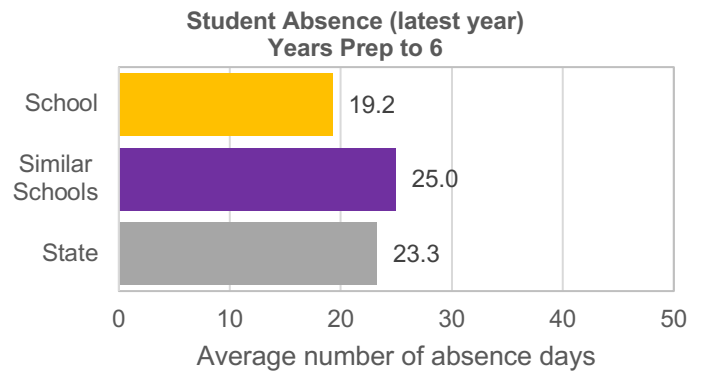
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.2	18.2
Similar Schools average:	25.0	20.5
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	91%	85%	92%	91%	93%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,084,003
Government Provided DET Grants	\$752,943
Government Grants Commonwealth	\$61,618
Government Grants State	\$41,140
Revenue Other	\$30,658
Locally Raised Funds	\$92,767
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,063,129</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$750,820
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$750,820</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,968,605
Adjustments	\$0
Books & Publications	\$4,907
Camps/Excursions/Activities	\$81,134
Communication Costs	\$4,942
Consumables	\$97,763
Miscellaneous Expense <sup>3</sup>	\$13,352
Professional Development	\$36,000
Equipment/Maintenance/Hire	\$110,492
Property Services	\$103,268
Salaries & Allowances <sup>4</sup>	\$73,292
Support Services	\$50,988
Trading & Fundraising	\$69,684
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,008
<b>Total Operating Expenditure</b>	<b>\$3,649,437</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$413,692</b>
<b>Asset Acquisitions</b>	<b>\$71,370</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$889,697
Official Account	\$36,361
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$926,057</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$98,139
Other Recurrent Expenditure	\$14,783
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$642,474
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	\$87,377
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$120,000
<b>Total Financial Commitments</b>	<b>\$962,772</b>

*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.*