2020 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Mitcham Primary School (2904)

Mitcham Primary School
thinkers | learners | leaders

- 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 16 March 2021 at 09:40 PM by Erin Norman (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 27 March 2021 at 07:37 PM by Lucille Matthews (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

Mitcham Primary School is located within the established eastern metropolitan suburb of Mitcham in the City of Whitehorse and is part of the Riversdale Network of Schools in the North Eastern Victoria Region. The student enrolment was 484 students in 2020. The current enrolment sits at 483 and the school is confident of maintaining its enrolments in 2021.

Mitcham Primary School's vision is to foster the development of students as 'Thinkers, Learners, Leaders'. Mitcham Primary School's core purpose is to promote the healthy development of every child so that each one can be knowledgeable, active, skillful, resilient citizens of the future.
Our focus is to
-encourage children to become life-long learners who see learning as engaging and critical to their development;
-foster the natural curiosity of children by encouraging inquiry and independence;
-develop critical and analytical thinking through problem-solving and decision-making activities;
-enhance creativity through open ended activities involving the manipulation of materials and ideas;
-develop student leadership and team skills by encouraging tolerance, respect and co-operation in a multi-cultural context;
-achieve high standards in all learning areas;
-prepare students to make a positive contribution as thinking participants in citizenship of Australia;
-prepare children to be resilient in embracing ongoing change.

The school populace continues to be extremely diverse with 33 community languages spoken in community families' homes, with a number of refugees enrolled, with around 40% of students coming from a non-English-speaking-background. We have 30 teaching staff members three office staff and 10 ESS staff (Integration, MiniLit coordinator, Maintenance Person, Librarian Technician and ICT Technician).

Every Mitcham Primary School student co-creates Individual Learning Goals with their class teacher. The teachers work in level teams to analyse student data and to plan programs that meet the needs of all the students in their cohort. Technology is integrated into the learning environment and the comprehensive one-to-one program operating at all levels in the school gives our students the opportunity to develop and demonstrate the knowledge, skills, practices and attitudes necessary for students to be engaged 21st century citizens capable for shaping our future. There is a strong Robotics program focus and coding is taught formally. A broad range of specialist and extra-curricular programs are offered across the school. Visual Arts, Performing Arts, Physical Education, Indonesian (LOTE) and Library are the school's F-6 specialist provision.

Mitcham Primary School provides students from non-English speaking backgrounds and international students with a high-quality education and a genuine opportunity to succeed, we employ an EAL teacher and offer multiple literacy support opportunities to all our students. Mitcham Primary School belongs to a group of accredited Primary and Secondary schools, each acknowledged for offering a diverse curriculum and innovative teaching practices, catering to the needs of international students.

In 2018 staff, students and parents contributed to the School Self-Assessment and the future direction in the School Strategic Plan 2018-2022 for the school review with three school goals:
-To improve literacy and numeracy outcomes of all students
-To improve student engagement, voice and agency in their learning
-To improve student wellbeing

In managing the significant impacts and changes our school and students faced in 2020 due to COVID-19, the 2021 Mitcham Primary School Annual Implementation Plan has been written to focus on the three major priority areas identified by the Department of Education:
-Learning catch up and extension priority (Achievement). At MPS we are continuing to build a rich, relevant,

challenging and stimulating learning environment that promotes independence by embedding teacher capability to utilise data and a range of formative assessment strategies to teach to each student's point of learning.
-Happy, active and healthy students priority (Wellbeing). At MPS we will continue to implementing a whole-school approach to improving student resilience and wellbeing with a focus on Positive Education Psychology.
-Connected schools priority (Engagement). At MPS we are continuing to nurture an environment where parents are engaged with the school and their child's learning development.

Parent engagement is high and community involvement is valued at Mitcham Primary School, we have an active school council and parents are involved in a variety of different aspects of school life including classroom helpers, assisting with sports teams and with fundraising activities. The school's website, Facebook page, weekly newsletters and use of the Compass student management system provide rich and informed communication and information. Parent input via surveys and consultation is ongoing. Working bees are well attended and fundraising is strong. There is a commitment to continuously improving the physical learning environment for students. The outdoor areas offer a range of play opportunities. Strong community pride extends into the internal learning environment.

The school has 21 classes (including five Montessori classes). The classes are housed in three main classroom blocks and there are standalone facilities including our Art Room, Multi-Purpose Room, Music Room, Performing Arts Centre, and two Modular 5 classrooms. The school made a number of improvements to the facilities in recent years including the total refurbishment of our Performing Arts classroom, a conference room, refurbished staff room, new kitchen, and Media Studio (TV and radio).

The School Council completed our outdoor Master Plan in 2020, with new pathways constructed, new play equipment for the children, new shade decking over two playground areas and a multi-purpose sports field as part of the five-year grounds' improvement plan. 2021 will see significant capital works in the maintenance and improvement of existing facilities including, but not limited to the Tirana St building where we intend to refurbish and create a 'Maker Space' Learning Centre which will be used for STEM activities, including wood technology, science, cooking and digital technology.

Our students are provided with many opportunities to develop their leadership skills and to participate in extra-curricular activities during and outside of school hours, including sports events, choir, chess, Robotics, dance and instrumental music programs. The school also provides an Out of School Hours Care program, including holiday programs, through OSHClub.

Framework for Improving Student Outcomes (FISO)

School closures due to Covid-19 understandably had an impact on our progress towards the goals and key improvement strategies detailed in our 2020 Annual Implementation Plan, however the adaptability and responsiveness of both staff and leaders ensured that we continued to experience success in many areas.

Excellence in Teaching and Learning: The Professional Learning Community (PLC) initiative was commenced at Mitcham Primary School in 2020 and will continue to be embedded in 2021. During 2020 staff were encouraged to reach out and be involved in network Communities of Practice (CoP), which continued to run effectively even during our periods of remote and flexible learning. We continued to build our curriculum model, with staff sharing planning and accountability, incorporating the High Impact Teaching Strategies and teaching to the whole school instructional model GANAG. Team meetings continued to support teaching and learning. We had consistent planners, proformas and opportunities to observe and work with colleagues. Staff supported and worked collaboratively through their level and curriculum teams.

Professional Leadership: The position of the Leadership team (SIT) within the school strengthened in 2020, although Covid prevented some of our plans to collect and analyse data.
MPS was involved in several DET digital Communities of Practice opportunities. Principals & Learning Specialists participated in Literacy and Numeracy CoP groups during Covid-19. MPS also participated in and presented at Network Professional Development afternoons.

Positive Climate for Learning: Opportunities for student feedback with regard to their learning were pursued and acted upon during remote learning; forums included Google Meets, surveys, focus groups, social ties through inclusive collaborative videos, staff & school captain videos.

Community Engagement in Learning: Our remote learning site was a central hub during terms 2, 3 & 4. We sought feedback from the community regarding the site and general learning and responded to this with valuable and constructive changes. Virtual community engagement included cross country, newsletters, Prep transition story time and activity sessions, 3-way conferences, Cyber Safe Project, Michael Carr-Greg sessions.

In 2021 we will focus upon building our PLCs and the ability to build excellence in analysing data rigorously, to get the most out of teaching and learning. In 2021 we will be ensuring that assessment practices, programs and teaching are effective in helping students catch up and to be happy, healthy and active. We will explore opportunities for students to be involved in student-led spaces around teaching and learning, including sharing student data with the students. In 2021 we will be maintaining all the programs that we have in place already for the best opportunities and outcomes for our students. We will continue with our purposeful focus on Wellbeing as a part of our overall planning, to support students by embedding wellbeing into teaching and learning. In 2021 we feel that with the support of our updated assessment schedule, PLCs and time allocations, we will be able to consistently and rigorously analyse and use a range of student data to improve student outcomes.

Achievement

We are very pleased with the progress we have made in working toward our Achievement goals and key improvement strategies, despite the impact of remote teaching and learning. We were able to facilitate several Literacy and Numeracy professional development activities in term 1 prior to the lockdown, these included workshops in Number talks, Matific, SMART Spelling, VCOP and Fountas and Pinnell.

Whole school moderation was completed for Literacy in Writing during Term 1. A whole school moderation was planned and completed by students for Maths, but the move to remote and flexible learning did not allow for the whole school reflection part of the moderation, instead, moderation was completed at each grade level.

Collaborative team planning was strong prior to the lockdown, and during the time of remote and flexible learning our teams functioned with exceptional collaboration and precision, this was evidenced in the planning documents, communication on the Remote Learning Site and team meeting minutes.

During remote learning, staff were able to produce and utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. Students responded well to self-directed and project-based learning tasks during the remote learning period. Pin pointing students' point of learning needs during remote and flexible learning was challenging. Teachers focused upon formative assessment and worked extremely hard to provide timely and personalised feedback on the success criteria for students' learning tasks. This was done in multiple forms, including recorded voice feedback, written feedback, small focus group feedback sessions. During remote and flexible learning we were able to continue our MiniLit and MacqLit classes for students needing literacy/reading intervention.

In 2021 we will continue to provide differentiated teaching and learning plans, personalised and timely feedback to students. Moderation of student work will be a priority in 2021, achieving this priority will be assisted by our participation in and learning more about the effective implementation of PLCs. In 2021 we will continue literacy and math intervention programs.

Engagement

During remote and flexible learning teachers continued to foster learner agency through planning and teaching, supported students to develop goals and reflect on their learning progress and provided a safe on-line learning environment via the Google Platform where teachers effectively connected with their students and students were able to connect with one another. During remote and flexible learning students were surveyed and regularly gave their

opinions and feedback about their learning and their wellbeing. Students were encouraged to continue to set and monitor learning goals, to self-regulate, self-assess and reflect of their learning progress. Given the remote and online format, it was essential that students took a high level of responsibility for their learning and became skilled in using a range of learning technologies. We will continue to develop and utilise digital platforms for student collaboration, goal setting, self and peer assessment and reflection. In 2021 our focus will continue on differentiation and on teachers and students collaboratively creating success criteria.

During the period of remote and flexible learning we have found our parental engagement was been extremely high. Parents were incredibly positive about the methods we used for communication, they responded to surveys, attended virtual three way conferences and ensured their children maintained a strong connection to school and learning. We will continue timely and thorough communication with parents via Compass. We will also continue to collect opinions and feedback with the digital tools we discovered and utilised during 2020. We look forward to being able to welcome parents back into our school grounds and classrooms in the future.

Wellbeing

Several staff attended Positive Education Training at the beginning of 2020 and provided professional learning for the whole staff in Term 1. Elements of Positive Education now exist in the language and operation of all classrooms, including discussions related to character strengths and mindfulness. Respectful Relationships lessons and language continued to be a feature of all classroom planning during 2020, including during the period of remote and flexible learning. We purposefully designed, published and kept up to date a Student Wellbeing page on our Remote Learning Website and students enjoyed Wellness Wednesdays, when they would participate in activities targeted to support their wellbeing each Wednesday during remote learning.

In 2021 we will continue the implementation of Respectful Relationships and prioritise our Positive Education and mindfulness practices, we will also continue the work commenced in 2020 of evaluating and redefining our school values to match our community needs and values. We are also looking forward to embedding our Mitcham Mates vertical house program. All MPS students are assigned to a House when they begin at the school and remain part of that House until they conclude in Year 6. Staff are also allocated to one of the houses. Mitcham Mates occurs three times each term, in preparation teachers collaborate to provide a program which supports student growth and development and ensures a high level of student wellbeing and connectedness.

Financial performance and position

The school is in an SRP surplus position, due to careful management of the financial resources, both locally raised funds and SRP credit funds. Because there are substantial locally raised reserves, the school has been expending funds for the benefit of the children and in line with the External Master Plan, including a new synthetic turf play spaces, multi-purpose and new concrete paths. The School has had new air conditioning units installed in several classrooms for the comfort of the children and evaporative cooling installed into the school Multipurpose Room/Hall. All classrooms have had sound field systems installed. The Network Cabling for the entire school was replaced, new servers were purchased and a new telephone system was installed. Additional ICT equipment, interactive screens, robotic equipment and coding equipment to support the curriculum and the STEM objectives. The Performing Arts classroom was completely refurbished. The sickbay room was refurbished and purpose-built cupboards installed. The old toilet block in the Tirana Street building was recommissioned and refurbished. Painting maintenance has continued internally and externally throughout the school. Expenditure of budgeted funds has aligned to the School Strategic Plan goals and students' outcomes.

2021 will see significant capital works in the maintenance and improvement of existing facilities including, but not limited to the Tirana St building, the re-asphalting of open spaces, and the complete internal repainting of the main building.

For more detailed information regarding our school please visit our website at
https://www.mitcham.ps.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 484 students were enrolled at this school in 2020, 232 female and 252 male.

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

Overall Socio-Economic Profile

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

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 (2020)
School percent endorsement:	81.6%
State average:	81.2%

Parent Satisfaction (latest year)

School	81.6%
State	81.2%
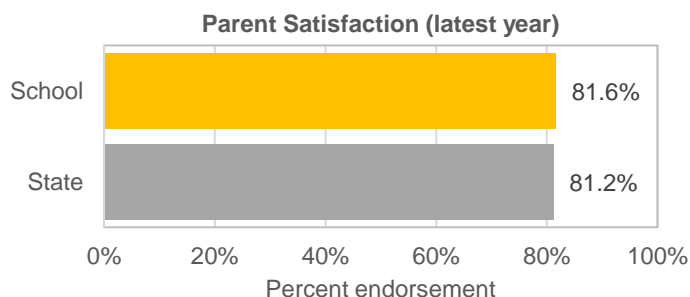
School Staff Survey

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 (2020)
School percent endorsement:	88.1%
State average:	77.8%

School Climate (latest year)

School	88.1%
State	77.8%
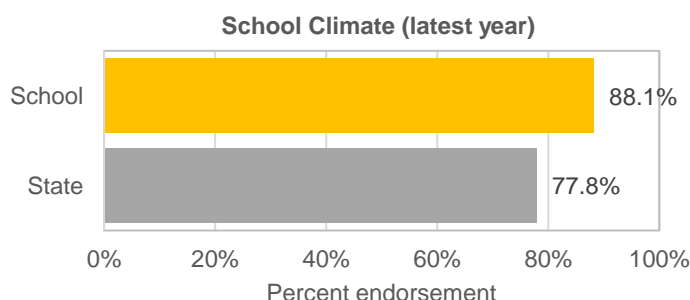
ACHIEVEMENT

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:	90.6%
Similar Schools average:	92.0%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	90.6%
Similar Schools	92.0%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
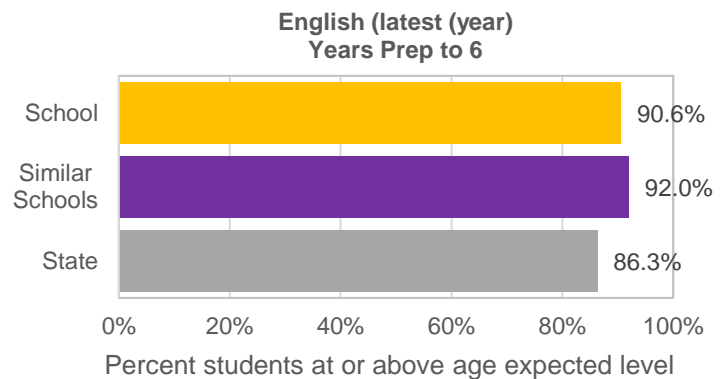
Mathematics
Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	90.0%
Similar Schools average:	91.5%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	90.0%
Similar Schools	91.5%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
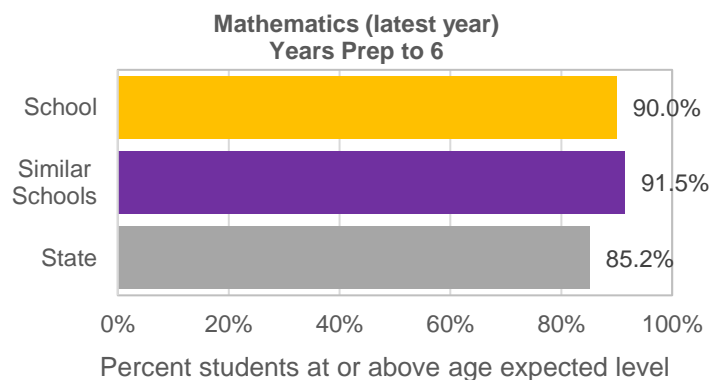
NAPLAN

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).

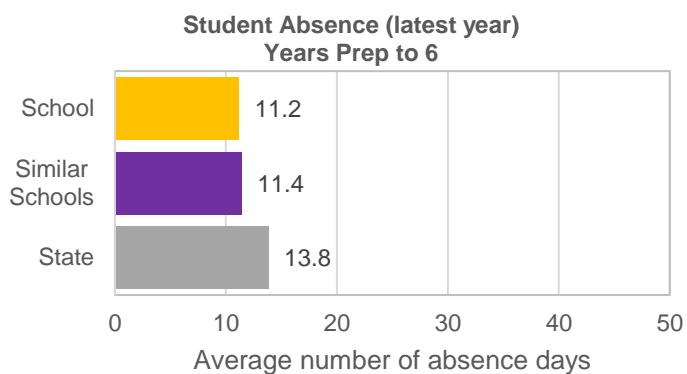NAPLAN tests were not conducted in 2020.

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:	11.2	13.2
Similar Schools average:	11.4	13.8
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	11.2
Similar Schools	11.4
State	13.8

Average number of absence days

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	95%	92%	95%	95%	95%	96%

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.*
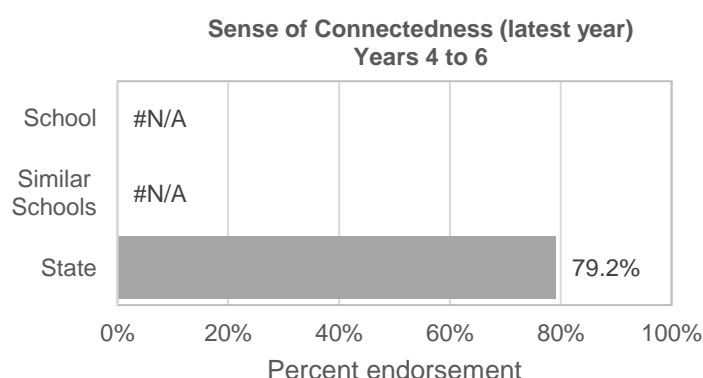
Student Attitudes to School – Sense of Connectedness

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:	NDA	78.9%
Similar Schools average:	NDP	81.8%
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.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

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:	NDA	82.4%
Similar Schools average:	NDP	80.6%
State average:	78.0%	80.4%
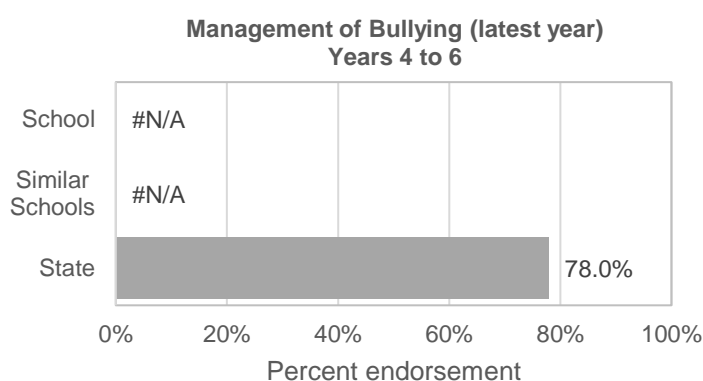
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,633,994
Government Provided DET Grants	$709,709
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	$15,300
Locally Raised Funds	$516,623
Capital Grants	NDA
Total Operating Revenue	**$4,875,626**

Equity [1]	Actual
Equity (Social Disadvantage)	$40,096
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$40,096**

Expenditure	Actual
Student Resource Package [2]	$3,610,989
Adjustments	NDA
Books & Publications	$2,775
Camps/Excursions/Activities	$16,197
Communication Costs	$10,077
Consumables	$101,558
Miscellaneous Expense [3]	$50,423
Professional Development	$30,914
Equipment/Maintenance/Hire	$139,191
Property Services	$273,095
Salaries & Allowances [4]	$145,361
Support Services	$35,534
Trading & Fundraising	$10,078
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$27,035
Total Operating Expenditure	**$4,453,228**
Net Operating Surplus/-Deficit	**$422,398**
Asset Acquisitions	**$47,478**

(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	$1,100,704
Official Account	$16,585
Other Accounts	$96,996
Total Funds Available	**$1,214,285**

Financial Commitments	Actual
Operating Reserve	$96,405
Other Recurrent Expenditure	$4,034
Provision Accounts	NDA
Funds Received in Advance	$362,336
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$43,803
Capital - Buildings/Grounds < 12 months	$179,500
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	$203,000
Capital - Buildings/Grounds > 12 months	$421,611
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,310,689**

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.