

2020 Annual Report to The School Community



School Name: Mornington Park Primary School (5040)



- 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 28 April 2021 at 06:44 PM by Beverley Dadds (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 29 April 2021 at 10:51 AM by Ben Davey (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

Morningside Park has a current enrolment of 235 students, 3 percent of students have English as an additional language and 5 percent are Aboriginal or Torres Strait Islander.

Morningside Park PS provides a safe and harmonious learning environment, which nurtures the whole child for success in a changing world through a sense of connectedness to peers, teachers and the community. We offer two distinct educational streams, Mainstream and Steiner, which, whilst different, share a common purpose and vision for educational excellence. We are renowned for our warm welcome and unique approach to education. All children are warmly greeted by all teachers at our small community school, which is the foundation for building trusting and respectful relationships, a fundamental aspect of quality teaching and student learning. Our students feel safe and respected at school.

We ignite a passion for learning that enables our students to set goals in a supportive environment. We provide a rich learning environment that is engaging, supportive and inclusive, encouraging our students to become confident, creative and to flourish both academically and personally. We cater for a diverse range of student abilities, offering extension and enrichment activities.

Our school values are: Responsibility, Cooperation, Perseverance, Honesty and Kindness. Students are encouraged to develop strong connections with their peers, the school, community and the environment enabling them to become active and informed citizens in a rapidly changing world. We have a strong Wellbeing program combined with the Respectful Relationships curriculum, culminating in a school culture where everyone feels supported.

Highly qualified and dedicated teaching and Education Support staff, commit to regularly updating their knowledge and skills, to ensure that they provide personalised learning and engaging programs for all students, in accordance with best practice. Our Literacy and Numeracy programs complement an Integrated, holistic, Inquiry Based Approach to learning about the world around us.

At MPPS we believe Performing and Visual Arts are essential components of a balanced curriculum. The benefits of participating in music tuition are well documented. Music engages the brain while stimulating neural pathways associated with abstract thinking, empathy and mathematics. We provide extensive opportunities for our students by offering tuition in guitar, violin, drums, voice, trumpet, trombone, flute, keyboard and cello. Our orchestra, bands and vocal ensembles allow for consolidation and showcasing children's skills. Teaching the whole child and developing strong connections and relationships with the school community is paramount to achieving the school's vision and goals.

Multimedia is an essential learning tool in the Mainstream classrooms with a device for every student. The school curriculum is enhanced through our specialist programs - Visual Arts, PE, PMP, Sport, LOTE (French), Woodwork, Craft, Eurythmy and Performing Arts. These programs support and promote both fine and gross motor skills.

The school has 3 main buildings that are designed to specifically meet the needs of the cohorts. Our Steiner Stream have a building that has been adapted to meet the natural material requirements of their philosophy. Separated, yet connected through our whole school values and inclusive ethos. The Steiner Stream follow a Federal Government approved alternative curriculum which maps the mandatory content, knowledge and skills of the Australian Curriculum in a Steiner rich context.

The Mainstream Foundation to year 4 students worked as the Junior School team. They are housed in our newest building. Foundation and year 1 and 2 students enjoy an outside area connected to their rooms which allows for safe outdoor experiential play. A large library area provides additional space for their play based learning. The Walker model has ensured that the students are developing excellent skills in oral language, numeracy and literacy. They are becoming more independent and taking ownership of their learning, making decisions that enhance their engagement, with the guidance from their teacher. There is a strong focus on developing Literacy and Numeracy skills in the Junior School. Our Foundation students enjoy the 'No Limits' oral language program facilitated by a Speech Pathologist and

assisted by an ES staff member, with good oral language skills known to underpin Literacy development.

The students in Years 3 and 4 occupy the opposite side of the new building directly connected to the outside basketball courts and play area matching their increased maturity and personal responsibility. A large shared breakout area creates a space for independent work and additional assistance.

The students in Years 5 and 6 are part of the main building. They have huge classrooms, withdrawal areas, small library and a theatre room to enhance their more independent learning styles.

From Foundation, learning is structured to be personalised and students are encouraged to take responsibility for their learning. Students collaborate with teachers to devise personal learning agreements, set goals and success criteria and reflect on their learning.

All Senior School participates in a weekly sport program. They compete against other local schools through Lightning Premierships, seasonally. Students in Year 6 participate in a transition programs in preparation for secondary school, whilst local kinder children transition to our school.

The school has well maintained grounds and buildings. There are 2 playground equipment areas, basketball courts, outdoor bat tennis, a running oval, 2 large sandpits, a vegetable garden, chicken coop and several passive play areas. During recess and lunch students may borrow a wide range of sports and play equipment. The school has a Breakfast Club and the school's large hall ensures that our Physical Education and Perceptual Motor Programs can continue during inclement weather conditions.

Integrating the provision of Paediatricians based at our school, as well as a range of educational supports and programs ensures we provide a nurturing environment to develop the whole child.

Framework for Improving Student Outcomes (FISO)

The 2020 school year was like no other. Mornington Park Primary School delivered on our Key Improvement Strategies for Excellence in teaching and learning, Building practice excellence, Curriculum planning and assessment through the development of a deeper understanding of the Victorian Curriculum with an emphasis on literacy and numeracy by incorporating key changes due to the impact of COVID-19. Focus was placed on developing and sharing best practice whilst teaching and learning remotely. Upon returning to face to face teaching and learning, we continued to place emphasis on best practice and positive transitions for all students. The consistency of approach for students during remote learning meant that the transition back to school was seamless.

The COVID-19 restrictions impacted the development but not the monitoring of our KIS in Terms 2 and 3. Significant planning and training of the School Improvement Team in coaching through 'Growth Coaching International' in Term 4 2019, had us well placed for the beginning of Term 1 2020. Mentoring and coaching of staff by leadership had started, teachers set personal goals for themselves as well as identifying students in their class and developing action plans to move them quickly to the next level in their learning. A whole school Professional Learning Plan to support the identified areas was made. The Learning Specialist worked with teachers on their goals and each child had an individual plan and goals.

In Term 1, significant progress was made. Data analysis looking at student growth over time, student surveys, reflections and further agreements on our instructional models, workshops with Di Snowball exploring and modelling best practice, Speech therapy training, intensive 5 day training for Steiner teachers at Gleneon over the holiday break, networking with various networks and linking with various professional organisations meant we were certainly well on our way to achieving our goals. The 2020 year was going to be our consolidating and refining year as all children already have a personalized program for Literacy and Numeracy through a conference approach.

During remote learning, teachers continued to provide individual instruction as well as group instruction for students. Educational Support staff were allocated across the school equally to help monitor and support student learning.

Meeting schedules and morning briefings remained and teachers continued to share best practice with time allocated to build capacity through online learning. Teachers were upskilled on new platforms and protocols. Staff and leadership assisted families to access learning by delivering some students hard copies of work, making regular phone calls, providing devices and extra tuition. Additional online programs were purchased and used across the school.

Positive climate for learning

Empowering students and building school pride

We successfully increased our student’s capability and opportunities to lead, across the school. A transition program in Term 4 enables new leaders to be upskilled ready for the following year. Student leaders have specific leadership areas with role descriptions and expectations. They include School Captains, Music, Environment, Sport and Wellbeing leaders. There is also an active Student Representative Council with representation from all classes. Sadly, many of these groups ceased to function during remote learning. Prior to remote learning, student leaders met with the Principal and had started to include positive affirmations at our student led assemblies. Proper meeting protocol is followed and ideas are followed up at staff meetings, stream meetings, School Council sub committees or Leadership. Our student leaders continued to provide wellbeing support and encouragement for students through our Instagram platform. The development of whole school survey tools ensured we continually received feedback from our students to optimize their engagement in their learning and their wellbeing. The wellbeing team analyse collected data and developed policies and programs that reflected student feedback.

Achievement

Due to the unprecedented Covid-19 Pandemic there were no NAPLAN results for 2020 across the State. Our teachers used their professional judgement, Progressive Achievement Tests and work samples to place students on the continuum for 2020. The results are disappointing as the percentage of students in Years Prep to 6 working at or above the age expected standards in English and Mathematics is below the median of all Victorian Government Schools and like schools, this is partly anticipated as our Steiner cohort beginning formalised learning much later than our Mainstream cohort does. This result also reflects the Normally our data represents ‘closing of the gap’ between years 3 to 5 as children move through the school.

We know our teachers were more conservative when judging their student progress. We anticipated correctly that results would improve considerably in 2021, especially with a new assessment program, reestablishing our regular supports, a strategic focus on attendance and intensive 1 on 1 support through the tutoring program.

Engagement

Student Engagement and Student Voice for Mornington Park is above the state, Network and like schools. Student engagement and enrichment are high priorities for our school. Teachers plan for teaching and learning experiences that focus on engaging students and developing learning confidence.

Unfortunately, for a large chunk of time in 2020 student engagement in visual arts, performing arts, Indonesian, instrumental music, band, voice tuition, dance, school concerts and festivals was not possible. Despite attempts to continue providing Physical Education during remote learning, the uptake was challenging. This is understandable as families adapted to remote learning schedules as best as they could and with varying degrees of success. The ‘I Sea I Care’ Marine Ambassadors Program couldn’t go ahead. Students could not attend school camps, incursions and excursions which all support the students’ learning and engagement. Bike Ed, intergenerational programs, brekky club, Pay it Forward, Clean up Australia day, Seasonal Markets, Drumbeat, Social Skills programs, lunchtime programs (Happy Room, Coding Club, Chess, Shire Youth Workers, Bookclub, Craft club), Fundraising events - Diabetes Australia, Pirate Day Brain Cancer Awareness, Genes for Genes Day that are normally part of the curriculum.

Naturally our support network who assist with engagement include: Bunnings, Melbourne Vixens Netball Club, St Kilda Football Club, Rotary, Mornington Library, Andy Lee - Scholastic Book Club, ARDOCH, volunteers (U3A), Australia Post, Mornington Shire, Men’s Shed - Mt Martha, Lions, Zonta, Monash University (student teachers, Occupational Therapist students), Mornington Secondary College, Little Yarra Steiner School, Melbourne Rudolf Steiner School, Commonwealth Bank, Jacobs & Lowe, Bendigo Bank, were not able to do so as well.

The highly successful Schoolwide Positive Behaviour Support Program was not required.

During Covid-19, we continued to focus on improving attendance across our school, we have outlined very clearly to parents, the expectation that all children attend school every day with an expectation of attendance over 90%. Attendance was checked across the school daily and phone calls were made by leadership to families not connecting. All families were supported to access Sentral for sign in each day so overall, our unexplained absences were almost non-existent. Classroom teachers monitored student attendance and shared attendance and engagement concerns with leadership and wellbeing staff. Attendance is closely monitored and systems are in place to support families who are having difficulty getting their children to attend school for any reason. Promotion of the benefits of attending school every day is regularly emphasised in the newsletter, assemblies and website.

Wellbeing staff made phone calls, contacting each family at least once a week. Some families found the transition to remote learning difficult and were further challenged by technology difficulties. A learning device or a hard copy learning pack was provided to every student who required it.

Through our efforts, student absences across the school decreased, with an overall absent rate of 16.5 in 2020, a decrease from 28 in 2019. The high figure of 28 in 2019 can be attributed to the collection system set up.

Our parent and staff responses within the 2020 surveys indicate Mornington Park sits positively within the overall State. Our Student survey results are better than the state, like schools and the Network. This is very pleasing.

Wellbeing

Our calm and supportive school environment is the result of adopting the guidelines of the ‘School Wide Positive Behaviour Support Program’. This program provides our school with a positive and consistent approach to behaviour management and in turn underpins our school values of honesty, perseverance, cooperation, kindness and responsibility.

A strong wellbeing program is the basis for the school’s educational philosophies consisting of a range of programs implemented by our welfare team whilst our resident paediatrician offers advice and support to parents on a weekly basis. Lego club, drumbeat, chess club, craft club, reading club, coding and happy room are examples of programs and lunchtime activities that are available to the children. We have a Chaplain who provides pastoral care.

The school continues to effectively monitor and support transition of all students from Prep to Year 6, even through Covid the welfare of both staff, students and their families was a priority.. We encouraged feedback from children and families during remote learning and adjusted delivery as a result. Additional check ins, food parcels for families at risk and guidance with outside agency supports, was provided.

Students’ academic, behaviour, attendance, extension and intervention support records are also tracked to support student wellbeing and learning as they progress from one year level to the next.

Due to Covid -19 many of our programs of support, including the Paediatric program were either limited or not as effective. Despite this, the survey results from both parents and students relating to the management of bullying and connectiveness to school, was higher than the State and similar schools. This is something that we are extremely proud of.

Financial performance and position

Mornington Park Primary School is very strategic in the way the finances are managed. The Financial Performance Position report demonstrates the anticipated break even scenario for the school. At Mornington Park we have a number of organizations that sponsor staff to run some of our programs. This money sits in our High Yield account while the staff salaries are paid through the SRP. Increased enrolment numbers and less expenses through Covid-19 assisted the school to be in the strongest financial position seen in years. In particular the CRT budget for ill health remained in a good position due to staff working from home. Funding from teachers on long term leave was used to provide teachers for onsite learning, easing the pressure of our staff to support both their own class and onsite students.

**For more detailed information regarding our school please visit our website at
<https://www.morningtonparkps.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 257 students were enrolled at this school in 2020, 129 female and 128 male.

4 percent of students had English as an additional language and 4 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.

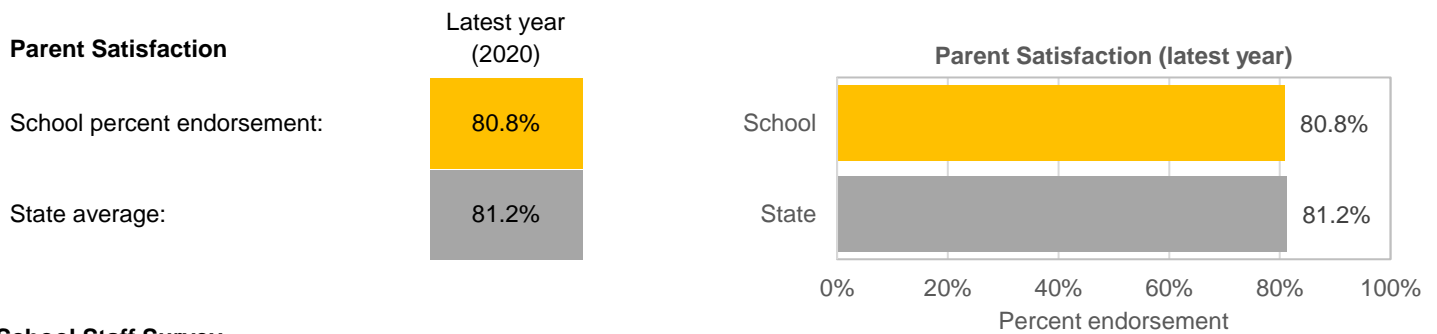
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

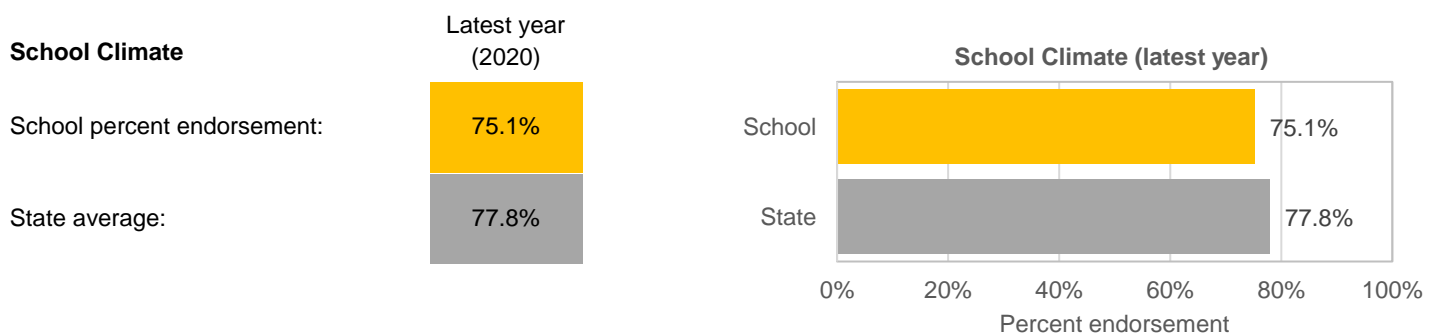


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

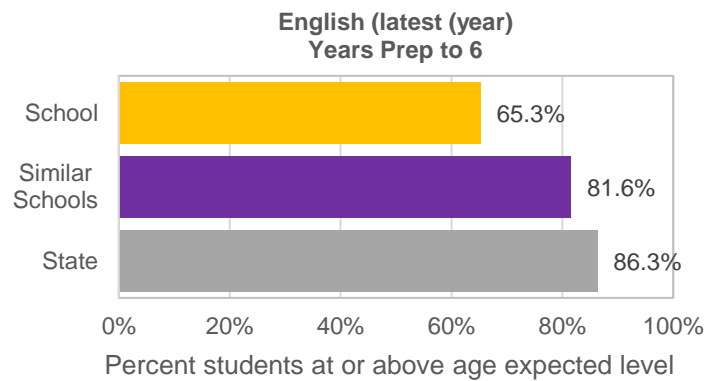
65.3%

Similar Schools average:

81.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

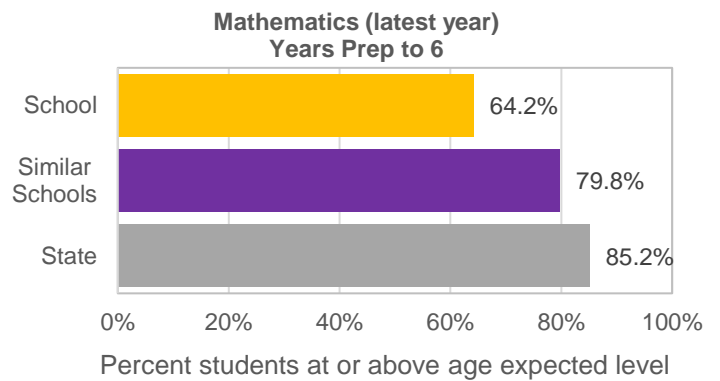
64.2%

Similar Schools average:

79.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

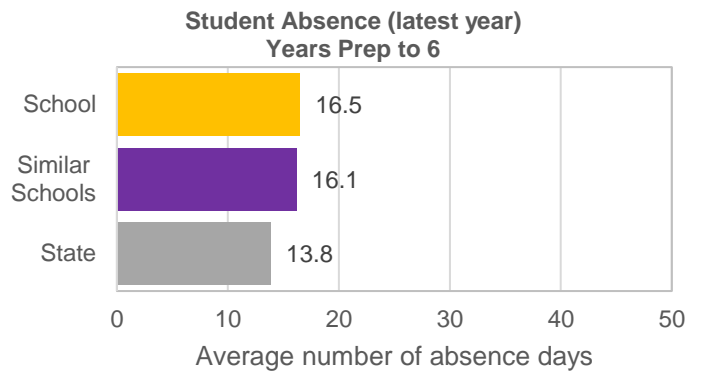
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.5	21.5
Similar Schools average:	16.1	16.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	91%	91%	92%	90%	92%

WELLBEING

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

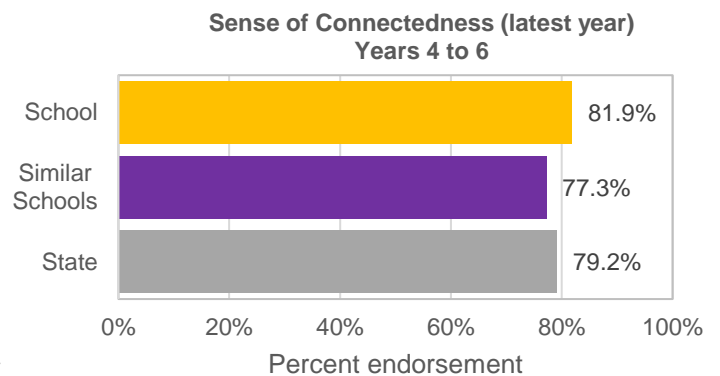
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	81.9%	84.1%
Similar Schools average:	77.3%	78.3%
State average:	79.2%	81.0%



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

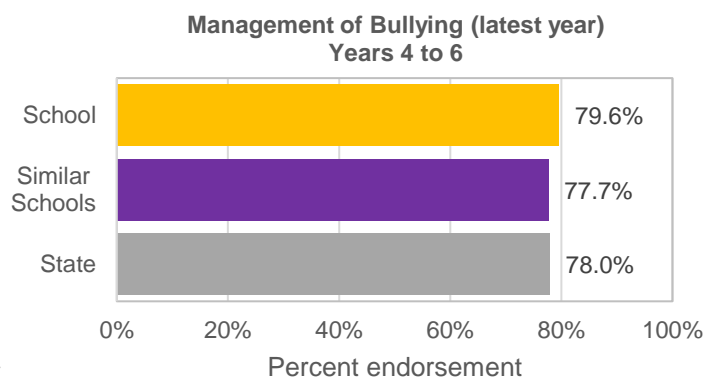
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.6%	84.0%
Similar Schools average:	77.7%	79.1%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,385,032
Government Provided DET Grants	\$333,412
Government Grants Commonwealth	\$2,400
Government Grants State	NDA
Revenue Other	\$61,334
Locally Raised Funds	\$175,372
Capital Grants	NDA
Total Operating Revenue	\$2,957,551

Equity ¹	Actual
Equity (Social Disadvantage)	\$181,976
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$181,976

Expenditure	Actual
Student Resource Package ²	\$2,385,962
Adjustments	NDA
Books & Publications	\$2,208
Camps/Excursions/Activities	\$3,390
Communication Costs	\$7,626
Consumables	\$68,318
Miscellaneous Expense ³	\$14,217
Professional Development	\$976
Equipment/Maintenance/Hire	\$39,094
Property Services	\$28,842
Salaries & Allowances ⁴	\$1,785
Support Services	\$233,519
Trading & Fundraising	\$2,931
Motor Vehicle Expenses	\$22,328
Travel & Subsistence	NDA
Utilities	\$23,368
Total Operating Expenditure	\$2,834,564
Net Operating Surplus/-Deficit	\$122,986
Asset Acquisitions	NDA

- (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	\$380,225
Official Account	\$28,271
Other Accounts	\$5,448
Total Funds Available	\$413,944

Financial Commitments	Actual
Operating Reserve	\$74,066
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$49,725
School Based Programs	\$111,788
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$175,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$410,579

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.